

THE DEPARTMENT OF HISTORY  
AND WELSH HISTORY

**POSTGRADUATE HANDBOOK**

2016 - 2017



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## INTRODUCTION

Welcome to postgraduate study in the Department of History and Welsh History, and to those returning to the Department, welcome again! The Department hopes that your time here will be both intellectually stimulating and practically rewarding. This handbook is intended to offer basic guidance to the Department and its facilities, and to the organisation of graduate work within it. If you do have any queries, please direct them in the first instance to your supervisor and/or course convenor or to the Department's Postgraduate Secretary, Mrs Rebecca Rock, to the Director of Postgraduate Studies, Dr Jessica Gibbs, or if necessary to the Head of Department Professor Martyn Powell.

This handbook is intended to offer basic explanations, and from time to time you will need to consult a number of other, official, publications. These are:

- 1) The university's *Code of Practice for Research Postgraduates* and *Code of Practice for Taught Postgraduates*. Available <https://www.aber.ac.uk/en/grad-school/docs-handbooks/>
- 2) There is also a *Researcher Development Programme*. Available: <https://www.aber.ac.uk/en/grad-school/docs-handbooks/>
- 3) Additional information and the necessary university forms are available here <http://www.aber.ac.uk/en/grad-school/forms/>

We wish you all the very best in your studies here at Aberystwyth

Prof Martyn Powell  
Head of Department

## THE DEPARTMENT OF HISTORY AND WELSH HISTORY AT ABERYSTYWTH

### A Brief History

History has been taught at Aberystwyth since the founding of the original University College of Wales Aberystwyth in 1872. The Department is one of the largest in the University, and the research interests of its staff extend across the full chronological and geographical range from the medieval period to contemporary political issues and from Wales and Britain to continental Europe and the Americas. Interests in comparative history, in 'history from below', and in state building in both the British Isles and France were pioneered in Aberystwyth by historians such as Richard Cobb, R.R. Davies, Gwynne Lewis, R.F. Treharne and Gwyn Alf Williams. A new generation of historians has added to the department's research interests in fields such as media history, political culture, Jews in the English-speaking world, peasants in the medieval world, sport, women's and gender history, historiography and the application of computer techniques to the study of the past.

Meanwhile, Aberystwyth is proud to maintain its longstanding position as the leading centre of teaching and research in Welsh history from the medieval period to the present day. The first lecturer in Welsh history was appointed in 1910 and since its creation in 1931 the Sir John Williams Professorship of Welsh History has been held by such distinguished historians as E.A. Lewis, David Williams, W. Ogwen Williams, Ieuan Gwynedd Jones, J. Beverley Smith and Aled G. Jones. The National Library of Wales, based at Aberystwyth since its inception in 1909, is home to the largest existing collection of material relating to the history of Wales, from medieval court rolls to the National Screen and Sound Archive of Wales. The extensive holdings in the National Library and elsewhere in Aberystwyth present unparalleled opportunities for students of Welsh history to pursue their research interests.

The Department has thus been a leading centre of historical research and teaching for over a hundred years. It enjoys a long-established reputation as a place in which to undertake postgraduate study, offers excellent supervision by a distinguished team of historians, and has research facilities unparalleled by most universities in the UK. We pride ourselves on recruiting enterprising and imaginative graduate students from all kinds of background.

## KEY CONTACTS IN THE DEPARTMENT

**Mrs Rebecca Rock** (Room C60; [rxs@aber.ac.uk](mailto:rxs@aber.ac.uk)) is the Department's Postgraduate Secretary. If she cannot give an immediate response to a problem, she can ensure that you are put in touch with someone who can.

**Dr Jessica Gibbs** (C44, [jcg@aber.ac.uk](mailto:jcg@aber.ac.uk)) is the Department's Director of Postgraduate Studies. She is responsible for Postgraduate Studies within the department. **Dr Alastair Kocho-Williams** (C47, [amk6@aber.ac.uk](mailto:amk6@aber.ac.uk)) is the Postgraduate Admissions Tutor. They also supervise research students and contribute to MA schemes.

**Prof Martyn Powell** (C57, [mpp@aber.ac.uk](mailto:mpp@aber.ac.uk)) is the Head of Department, and a member of the department's Research Committee, convenor of an MA course team, and supervisor of several research students. His responsibilities include the appointment of supervisors, scrutiny of progress reports, and liaison with Faculty and University. He can be consulted on all matters of importance by appointment (via **Rebecca Rock**, C60, [rxs@aber.ac.uk](mailto:rxs@aber.ac.uk)). For more information on when to consult the Head of Department, see 'How to Resolve Difficulties' below.

**Convenors and Supervisors:** For students taking a taught MA course, the first person to contact with any questions or problems is the **Course Convenor** for that MA. A list of current Convenors is posted on the Postgraduate Noticeboard (see below). Students following an MPhil or PhD research degree should contact their primary or secondary **Supervisor** in the first instance. More information on contacts for such students is given in the *Code of Practice for Research Postgraduates*.

The **Staff-Student Consultative Committee (Postgraduate)** is a 'Committee of the Whole House', which all postgraduate students are invited to attend, along with the Director of Postgraduate Studies, and where possible the Head of Department. Its agenda, minutes and chairing are determined by students and staff through an elected Secretary and Chair (both postgraduates). These positions are filled shortly after the start of each academic session in October/November. The names of those involved, the minutes and agendas of each meeting are regularly posted on the **Postgraduate Noticeboard** (on C Floor next to the main History Office). The Committee scrutinises the operation of all taught postgraduate courses, the effectiveness of the research student/supervisor arrangements, as well as the provision of technical facilities in the Department.

## OTHER USEFUL CONTACTS

**Professor Peter Borsay** (B23, [nnb@aber.ac.uk](mailto:nnb@aber.ac.uk)) is the Department's Director of Research and Chair of the Department's Research Committee, and as such is responsible for the broad fostering for both staff and students of a climate conducive to productive and enjoyable research.

**Professor Björn Weiler** (C42, [bkw@aber.ac.uk](mailto:bkw@aber.ac.uk)) chairs the Department's evening Research Seminar. The Research Seminars meet usually on Wednesdays at 5pm and all postgraduates in the Department are warmly invited to attend to hear papers by visiting speakers. The current programme of seminars can be found on the departmental web pages

The Department's Postgraduate Seminars meet usually on Wednesday lunchtimes. They are organised by the department's postgraduates themselves and are opportunities for MA, MPhil and PhD students to present their work in progress to each other.

## THE POSTGRADUATE COMMUNITY IN THE DEPARTMENT OF HISTORY AND WELSH HISTORY

At any one time the Department is home to several kinds of postgraduate student, whose different patterns and purposes of study may mean they need some introduction to one another. **MPhil and PhD students** are pursuing their own research project, under the direction of a supervisor, though increasingly such studies are accompanied by formally-assessed research training, often undertaken with research students from other departments and faculties. Students on the MPhil and PhD degrees may also be studying on a part-time basis; and their visits to Aberystwyth might well be timed to coincide with the various research seminars. **MA students** follow a taught programme of modules

as well as writing a dissertation; they meet each other regularly whilst following the taught component of their course in the Department; and thereafter when they are completing the research for and writing their dissertation.

This variety of experiences is one reason why a number of regular seminars are held each term, which graduate students of all kinds (as well as staff and students from other Departments) are encouraged to attend. These usually allow for those attending to socialise afterwards. There are also periodic evening socials, and conferences at the university's conference centre Gregynog Hall, near Newtown.

## TAUGHT DEGREES: THE MA

The Department of History and Welsh History offers a range of taught **MA** programmes, as follows:

- Medieval Britain and Europe
- Eighteenth Century Britain
- Modern British History
- Modern European History
- Modern History
- History and Heritage
- Media History
- Hanes Cymru / History of Wales.

All MA students take 120 credits of taught modules and complete a 15,000 word dissertation for 60 credits.

As an MA student on one of these taught courses you will find that much of your work during the first few months consists of seminar discussion and various forms of writing, not unlike the work of an undergraduate. But the level of attainment expected in MA coursework is consistently higher than the 'average' undergraduate performance, with an MA pass mark of 50 being approximately equivalent to an undergraduate upper second mark of 60. New reading skills will need to be developed, and new subtleties in writing tried out. Moreover, within the space of a very few months of starting your course in September, you will need to be able to achieve 'lift off' into your own dissertation project. Much of your earlier coursework is designed to provide a framework for that project, to ensure that work for it begins *as early as possible*, and that the project itself is well-designed, intellectually challenging, but above all *feasible within time and resources available*. Early work towards the dissertation is particularly important for anyone contemplating an application to a funding body for support towards further research.

### Seminars

The principal method of teaching in the taught MA is the small-group seminar. Attendance at these seminars is obligatory, and any unavoidable absence must be explained to the module convenor at the soonest opportunity, where appropriate with substantiating documentation (e.g. a medical note). Students who persistently absent themselves from seminars will be reported to the Director of Postgraduate Studies. Persistent absence from seminars will materially affect your academic performance at this level.

### Written work

Written work is submitted electronically, via Blackboard and Turnitin. It is important that you make yourself familiar with the procedure for electronic submission well before your first assignment deadline. Essays should conform to the recommended word limit, and should be laid out and referenced in accordance with the Department of History and Welsh History style sheet (available in hard copy and in the Department's Blackboard folder). Excessive length or shortfall and failure to follow appropriate layout and referencing style may be penalised, as will plagiarism and unfair practice (see Appendix VI for the University Statement on Unfair Practice). Please note that any work submitted after the deadline will be awarded a zero, in line with the University's policy on late submission.

### Extensions

Extensions can only be granted where there are **clear medical/personal circumstances** (supported by documentary evidence) that have affected your ability to submit coursework on time. If an

extension is granted, it will be for **up to two weeks only**. If this will not be sufficient you are advised to follow the Special Circumstances procedure. You should submit a Coursework Deadline Extension Request form (available at the Department's Postgraduate Information Blackboard site) to Dr Jessica Gibbs (jcg@aber.ac.uk) at least **3 working days** prior to the deadline. You will be notified of the decision with **2 working days** of receipt of the request. Forms received less than 3 days from the deadline will not be considered, though they may be considered under the Special Circumstances procedure. For full details, please see the MA Handbook.

### **Feedback**

Essay marks and written feedback are returned electronically no later than three weeks after the essay submission deadline. You will also be given the opportunity to discuss your essay individually with your module convenor in a scheduled personal essay tutorial. You are **very strongly advised** to make use of this opportunity for personal feedback. Essay marks are provisional in the first instance, and are then moderated both internally and by the external examiner to the degree scheme.

### **Resits**

Students who fail modules are eligible to resit them by resubmitting failed coursework over the summer. In most cases this will be for a final module mark of no more than 50, though in exceptional circumstances students may be permitted to resit for full marks. Please see your MA Handbook for further details.

### **Progression**

Students who pass the taught element of their MA are then eligible to progress to complete their MA dissertation. Full-time students have a year from their initial MA registration to complete the dissertation. A failed MA dissertation may be resubmitted within a further twelve months, with the final deadline for a re-submission the last Friday of the following September.

In order to pass the MA, students must pass the taught element and the dissertation stage of their studies with an overall average of 50 or above and no more than 20 credits of fail. An MA with Distinction is awarded if the student achieves an overall average of 70 or above. An MA with Merit is awarded if the student achieves an overall average of 60 or above. Students who do not wish to proceed to a dissertation are eligible for a Postgraduate Diploma. Students who fail the taught stage may meet the criteria to be awarded a Postgraduate Certificate.

For full details of MA marking criteria, resit and progression rules, and degree classification criteria, see your MA Handbook and the University's *Code of Practice for Taught Postgraduates*.

## **RESEARCH DEGREES: The MPhil and PhD**

Those working for a **research degree** full time will find that their pattern of work is tightly defined, particularly during their first year, by the reporting procedures which are laid out in the *Code of Practice for Research Postgraduates*. The various provisions for Research Training, specifically the centrally provided research training modules (of which new PhD students typically take 40 credits), further help to define students' activity, as do any optional classes that you might find useful (e.g. the Writing School for second and third-year students). Beyond that, regular meetings with a supervisor and the delivery of written work on a regular basis, are the essential framework. For those studying part-time, who form a large and much-valued part of our postgraduate community, the pattern of work will necessarily be somewhat different, taking into account the exigencies of travel and communication from a distance as these affect individuals. But the logic remains the same: regular contact and the regular delivery of written work as a basis for comment from and discussion with the supervisor are absolutely essential.

### **Research students and their supervisors**

Every research student is assigned a **main supervisor** and a **second supervisor**. The role of the **main supervisor** includes the following:

- Identifying and helping address the student's development needs, including research training needs.
- Maintaining regular contact with the student according to a mutually agreed schedule (normally considered to be 1 hour per fortnight over 44 weeks or the equivalent, as

appropriate, throughout 3 years of full-time study; or one hour per month part-time; plus contact as required through any period of writing-up).

- Reading written drafts produced by the student and providing constructive and effective feedback within a specified time (as guidance, within three working weeks), including where relevant the identification of unsatisfactory progress or standards of work, and arrangement of any necessary remedial action.
- Reporting regularly on the student's progress in accordance with the procedures of the Department and Postgraduate Research Monitoring Committees
- Helping the student to interact with others working in the field of research, e.g. in attending conferences, submitting conference papers, submitting articles to refereed journals, etc.
- Providing effective pastoral support, and ensuring that the student is aware of institutional-level sources of advice, including careers guidance.
- Keeping the student informed of progression requirements, completion dates, etc, so that the thesis may be submitted within the scheduled time.
- Reading and commenting on the *whole* thesis before submission; giving feedback on its strengths and deficiencies; and helping prepare the student for the viva.
- Acting as the first port of call should the student have any complaints or grievances concerning the University.

The role of the **second supervisor** is primarily to provide support to the main supervisor and general advice should the main supervisor be temporarily unavailable. S/he has an important role in the formal monitoring process, and is required to comment on at least one item of the student's written work as part of the probationary monitoring process at the end of the student's first year (see below), and each year thereafter, but is not usually expected to contribute research expertise to the supervisory process. S/he also mentors the student's Continuing Professional Development (CPD).

Occasionally a student may be appointed **joint supervisors**. In such cases the supervisors may nominally be designated 'first' and 'second' supervisor for administrative purposes but will share responsibility for both research guidance and general support.

Supervisors who are on study leave or sabbatical will normally continue to supervise research students. However, during prolonged periods of absence by a supervisor (defined as for more than a month) the department will make appropriate additional provision to support the student's research, in consultation with the student.

Please note: it is not the supervisor's role to act as copy editor or proof reader, but supervisors should always alert students to weaknesses in language, presentation and/or layout. The main supervisor is also responsible for acquainting the student with the rules relating to intellectual property, unfair practice and plagiarism, as well as the conventions applicable in the field as regards bibliographical references, footnoting style, etc.

### **Monitoring progress**

The principal means of monitoring student progress are the student's initial **Research Training Compact**; the **Record of Supervision**; the student's **Annual Probation/ Progression Interview** within the department; and the annual **Research Monitoring Form**:

- The **Research Training Compact** is completed by supervisor and student at the start of each session. It identifies the student's research training, skills and development needs for the coming year, including any compulsory research training modules that s/he may be required to follow as well as any optional courses that s/he might find useful (e.g. the Writing School for second and third-year students).
- A **Record of Supervision** should be kept of every formal supervision. This summarises the key discussion items and action points of the meeting, and is countersigned by supervisor and student.
- The **Annual Probation/ Progression Interview** takes place in early May. All research students are interviewed by a Departmental panel as part of the university's annual postgraduate research monitoring process, and the information elicited during the interview process will form part of the student's annual Research Monitoring Form submission (see below).

**In 2015-16 these interviews will take place during the week beginning Monday 2 May. Students MUST make themselves available for these interviews.**

- The **Research Monitoring Form** is completed in May/June every year by the main supervisor, second supervisor, and student. It is on the basis of the information contained in this report that a recommendation is made on whether or not the student may be permitted to continue with his/her studies into the next session.

In addition, research students should complete twice-yearly **Continuing Professional Development** assessments with the help of their second supervisor. These assessments encourage students to reflect on their general academic progress and careers development and to develop strategies to enhance them. See Appendix IX for sample forms.

### **Probation and progression: procedures and written work requirements:**

#### **First-year PhD students**

All first-year PhD students (or students in their first and second years of part-time study) are technically 'on probation' and must satisfy the Department and the Graduate School that they have made sufficient progress to proceed to their second full year of PhD study. In order that an informed recommendation can be made, all our research students must submit ONE substantial piece of written work indicative of their progress to date to the Department by the end of March of their probationary year, as well as an Action Plan for the next academic year. The student's supervisors will make specific reference to this piece of work as part of their contribution to the student's probationary Research Monitoring Form. Probationary students will also have an opportunity to discuss their progress at their Departmental Probation/Progression Interview in May, after which the Department will recommend whether the student progress to their second year of PhD study. The Department's recommendation will be a key element in the university's decision as to whether the student may proceed to his/her second year of research. In addition, probationary students must have passed any compulsory research training modules in order to proceed to their second year.

#### **Second- and Third-year PhD students**

In order to progress from their second to third and from their third to fourth years of PhD study, students must also formally submit to the department by the end of March a substantial piece of written work that is indicative of their progress to date as part of the annual research monitoring process, as well as an Action Plan for the next academic year. While progression in these cases is generally automatic, if serious concerns emerge about a student's progress during the annual research monitoring process, the student may be referred for further consideration by the Graduate School in September, that is, before the start of the next academic year.

#### **MPhil students**

MPhil students also undergo the annual research monitoring process, although as the MPhil is a one-year programme (two-years part-time) they are not considered to be on probation.

#### **Changing status from MPhil to PhD**

If an MPhil student (full- or part-time) wishes to change status to PhD, they must notify the department BEFORE the annual research monitoring process of their final year of registration commences. During the research monitoring process they should then submit a probationary piece of written work as for first-year PhD students, as well as a PhD research proposal (1000 words), and will be expected to discuss their change of status during their Probation/Progression Interview.

See Appendix IX for full details of the written work requirements for all research postgraduates as part of the annual research monitoring process.

#### **Opportunities for teaching**

As part of their continuing professional development, the Department encourages its PhD research students to undertake some paid undergraduate teaching (usually small-group seminar teaching) where both student and supervisor deem it appropriate and compatible with their research activity. Some students are also required to teach as a condition of their funding awards. The department circulates a Postgraduate Teaching form to all PhD students over the summer vacation, and students interested in taking up such opportunities should discuss it with their main supervisor. Students undertaking teaching are encouraged to attend the teaching courses organised by the University's Staff Development office, and their teaching progress will be monitored by the Department's Learning and Teaching Committee and Postgraduate Committee.



## MAINTAINING CONTACT

Though much postgraduate work necessarily entails individual study in a library or the archives, together with the drafting and re-drafting of written work, the momentum of this work and its development depend crucially on regular contact with other people. A willingness to maintain such contact, and to seek out constructive criticism and advice, is one of the most important keys to success.

1) **E-mail**

E-mail is now the principal means of correspondence between students and the Department. Students are encouraged to check their email regularly, and to guard against glitches in the mail system by regularly scanning their files for viruses. As members of the wider historical research community, you will also receive circular postings including notifications of conferences, national research initiatives, etc. Students who wish to use an email address different from that assigned by the university (or who do *not* wish to use e-mail as their primary means of correspondence with the Department) must notify the Postgraduate Secretary. It is the student's responsibility to ensure that the Department has their current email address.

2) **Post**

Unless students specifically request that all mail be forwarded to their particular home address, postal communications from the Department will normally be distributed through the postgraduate pigeon holes, which are housed inside the Departmental Office. Regular visits to the office should be made for this purpose, and when this is inconvenient appropriate steps should be taken to have all mail collected or forwarded. Changes of student address, and addresses for contact whilst on research trips away from Aberystwyth, should also be reported promptly to the Postgraduate Secretary. It is the student's responsibility to maintain contact with the Department at all times.

3) **Notices**

Postings of information about Research Training Course timetabling, the various research seminars, and special lectures or conferences will be found on the Postgraduate Noticeboard in the Department, which is located on C Floor of the Hugh Owen Building (opposite the Postgraduate Secretary's office). Information on conferences or courses outside Aberystwyth, and on careers guidance and employment opportunities, will be found posted on the noticeboards in C Corridor.

4) **Web pages**

Up-to-date information on the Department's research seminars and other graduate matters can be found on the department's web pages. Postgraduate students might also like to consider developing their own web pages, as a means of contacting other researchers and providing a service to the community.

5) **Twitter: @historyaber**

The Department maintains its own Twitter feed, @historyaber, and is always happy to include posts from postgraduates as well as other departmental and history-related content.

5) **Research seminars**

Regular attendance at research seminars is expected to be a normal feature of the work of all full-time postgraduate students. Part-time students are also strongly advised to attend whenever possible. There is more than one way to present the results of one's research, and seminars perform an important function in making available several 'presentational styles' for your inspection. There is also no substitute for the seminar as a means of dramatising historical debate, for exploring the strengths and weaknesses of an argument, or for pooling ideas. Papers on topics some way from one's own field of interest or period are also an excellent way of avoiding the 'tunnel vision' which so often besets us when engaged in extensive research. Details of the Department's research seminars follow.

## DEPARTMENTAL RESEARCH ACTIVITIES

The Department of History and Welsh History at Aberystwyth has a thriving research culture in which postgraduates at all levels are encouraged to join. Its research seminar programme takes three forms:

- (1) The **evening seminar**, a regular series of research seminars for staff and postgraduates, is held throughout the session (usually on Wednesdays) and regularly features guest speakers from other universities, as well as speakers from the Department, discussing their latest research. Final year PhD students are also encouraged to present a paper at this seminar. These seminars, which usually start at 5pm, are followed by drinks and dinner at a restaurant in town, at which all are welcome. Contact Professor Björn Weiler on [bkw@aber.ac.uk](mailto:bkw@aber.ac.uk) or check the departmental web pages for details
- (2) The **lunchtime postgraduate seminar**, organised and conducted by the students themselves, is held throughout the year (again usually on Wednesdays) as a forum for the discussion of postgraduate research work in progress. Further details will be available in October 2016.
- (3) The **MA Conference**, to which all MA students taking HYM0120 contribute a paper, is also held during the second semester as part of the Research Methods and Professional Skills in History module. In 2016-17 this has been provisionally scheduled for the week beginning Monday 22 May 2017. All other postgraduate students are encouraged to attend.

Postgraduate students are also encouraged to attend seminars in other departments and at the Centre for Advanced Welsh and Celtic Studies, which is located next to the National Library. Ad hoc seminar groups also meet from time to time. Meanwhile, Aberystwyth is a regular host of academic conferences. See the Department's web pages for details of recent and forthcoming conferences.

## POSTGRADUATE FACILITIES IN THE DEPARTMENT

Rooms B26, B27, B28, B32, B32a and B33 Hugh Owen Building have been designated by the Department as dedicated **postgraduate study rooms**: they contain several networked computer terminals, several non-networked machines suitable for word processing, and room for storage of books and materials and for private study. Rooms B26 and B32 are specifically intended for MA students. Students will be allocated to study rooms at the start of the session. In addition, **networked computer terminals** are available in C66 in Hugh Owen, and there is immediate 24-hour access to computer facilities also available in computer terminal rooms located at many sites across the campus and in university halls.

Room C32A Hugh Owen Building is set aside as the **Postgraduate Teaching Room**. Teaching space in this room should be booked through the Departmental Office.

**Additional study space** for MPhil and PhD students may also be reserved in carrels and small study rooms within the Hugh Owen Library.

## INFORMATION TECHNOLOGY

Whatever the research area, the student who does not already have suitable information technology skills should expect to acquire them during the early stages of the research. Supervisors can advise on training, and the University Information Services provide a rolling programme of training classes to cover all kinds of software, hardware such as scanning devices, and all levels of ability.

Students should bear in mind that problems with computer viruses, lost memory sticks, corrupted files and physical access to computers can become determinants as important as any academic consideration in getting a thesis completed on time. For these reasons students should ensure that they take suitable measures to protect themselves against loss of work and should at all times keep at least one secure back-up copy of all their work.

## STUDENTS STUDYING AWAY FROM ABERYSTWYTH

For many reasons a student may be pursuing postgraduate research away from Aberystwyth for substantial periods of time. In such circumstances it is essential that you keep up regular contact with

your supervisor by whatever chosen means (phone, e-mail, letter, fax), and to take the initiative in making and renewing contact where necessary.

## HOW TO RESOLVE DIFFICULTIES

The Department aims to ensure that any problems which arise during the course of postgraduate work are dealt with promptly, either through informal mechanisms involving the appropriate convenor or supervisors or through formal procedures involving the Head of Department. General enquiries of any kind may be directed to the Director of Postgraduate Studies, who can advise on the appropriate course of action. The Department is keen to improve its provisions by drawing on feedback from student experience.

If **academic problems or difficulties** do arise, students and supervisors alike should seek to resolve them as early as possible. Everyone involved in postgraduate supervision expects problems to crop up from time to time. Both parties work under intense pressure, and may have numerous conflicting demands on their time. For their part, students should discuss the matter with the module tutor, course convenor or supervisor in the first instance. Difficulties with general **teaching or administrative** matters may also be raised with the postgraduate staff-student consultative committee. If these exchanges do not resolve the matter, or if it proves impossible to have such a conversation, the student should consult the Director of Postgraduate Studies, who may be able to intervene on their behalf or in other ways act as intermediary. If an informal approach is not successful the student or the tutor/supervisor should then take the matter up formally with the Director of Postgraduate Studies in the first instance, and subsequent to that (or if the Director of Postgraduate Studies is also the supervisor) the Head of Department.

Students experiencing **medical or other personal difficulties** that they feel are adversely affecting their work MUST inform the Department at the soonest opportunity, with substantiating evidence (for instance, a medical note) where appropriate. They should also use the opportunity afforded by the Research Monitoring Form to voice any concerns that have not been otherwise addressed. Where unsatisfactory progress has already been reported it is not normally possible to accept retrospective appeals on the grounds of previously undeclared medical or other special circumstances. The Department is always willing to discuss the rescheduling of essay deadlines, etc, (or in extreme cases, temporary withdrawal) where there is a genuine cause for concern.

## ACADEMIC APPEALS PROCEDURE

University procedures exist to allow appeals to be made against the outcome of both taught MA module results and research degree examinations. Information may be obtained from the Academic Office. The Director of Postgraduate Studies is also available to give advice on this matter.

## WELFARE SERVICE

The Students' Union has an Advice Centre service. In addition, any student who is experiencing problems and does not feel able to talk to their course convenor, research supervisor or other member of staff is able to seek guidance from the Student Welcome Centre.

## PROGRESSING FROM MA TO PhD

Many students studying for an MA will go on to do a PhD. However, if you wish to progress straight from your MA year to PhD, and especially if you wish to apply for PhD funding, it is vital that you think ahead and organise your future plans as soon as possible, i.e. no later than the start of Semester 2 of your MA year.

**Successful applications** to study for PhD must fulfil three principal criteria:

- The project is practicable in terms of the question(s) it asks, the source material available, and the specified PhD time limit (i.e. three years full-time study, plus up to a year's additional writing up time if necessary).

- The student is demonstrably capable of carrying out the project to a satisfactory conclusion and within the specified time (for instance, consistently achieves high Merit or Distinction marks at MA level).
- The University and Department to which the student is applying is able to provide suitable supervisory expertise

The success of an application will thus depend very much on the quality of your research proposal (normally c.1000 words). The Department is always happy to discuss ideas for PhD research, and to help put together suitable proposals. Proposals for PhD applications to this Department should always be devised in consultation with your prospective PhD supervisor and where possible one referee for the PhD application should be the prospective supervisor.

The most crucial issue for most students contemplating PhD study is **funding**. Information can be obtained from the Postgraduate Admissions office's web pages. Extensive guidance is also provided by Anne Sims, a Research Officer of the National Union of Students, in 'Financing a Doctorate' in Norman Graves & Ved Varma, eds. *Working for a Doctorate: A Guide for the Humanities and the Social Sciences* (Routledge paperback 1997).

Two issues in particular need to be addressed:

- (1) Applications for funding need to be made to **an appropriate body**: For History PhD students at Aberystwyth, there have historically been three principal sources of funding: the Arts and Humanities Research Council (AHRC); the Economic and Social Research Council (ESRC); and the university's own studentships. For details of the AHRC Doctoral Training Partnerships, see the AHRC website <http://www.ahrc.ac.uk>. Other universities or university departments may run their own funding competitions. From time to time universities running major research projects advertise for funded PhD students to assist in these projects. The Department circulates to students any information it receives about such projects; meanwhile, it is worth keeping an eye on the *Times Higher Education Supplement*, the higher education pages of major newspapers, the academic jobs website [www.jobs.ac.uk](http://www.jobs.ac.uk), and the Institute of Historical Research web pages [www.history.ac.uk](http://www.history.ac.uk).
- (2) The **deadlines** set by any university and by all funding bodies to whom you may be applying **must be met**. Indeed, it is advisable to allow a substantial period of time for last minute adjustments of any application before submission. This means that you should never feel that you are approaching tutors here for advice at too early a stage. If you are interested in applying for the AHRC's South West and Wales Doctoral Training Partnership for 2017, the DTP competition will open in November and close in January (further details will be available here shortly: <http://www.sww-ahdtp.ac.uk/apply-for-a-studentship/>)

All these factors make the prompt and orderly delivery of written work, and early planning for the MA dissertation, essential. If you are considering further study, the Director of Postgraduate Studies is happy to give advice on constructing an appropriate enquiry or application. For the detailed discussion of a research proposal, you should approach the member or members of staff with the most specialist knowledge of the subject area.

# APPENDIX I

## Department of History and Welsh History style guide

Preparation of material to high standards of accuracy (roughly those expected of a manuscript submitted to a publisher) is an essential academic skill. The Department of History and Welsh History therefore requires that assessed coursework is presented neatly and according to acceptable scholarly standards in terms of both layout and referencing. Referencing practice varies from area to area within the discipline, but we will expect you to use the format outlined here in all assessed work, including essays, projects and dissertations.

### I: PRESENTATION OF THE MAIN TEXT

All assessed coursework should be presented in A4 page layout, either double spaced or 1.5 spacing, with margins of at least 2.54 cm/ 1 inch on all sides.

Each page of the typescript should be numbered.

For essays, the essay title should be underlined or presented in bold type. Neither your name nor student number should appear on any page of your essay (it should be written on the essay cover sheet). For projects and dissertations you should provide a cover page that details your name and the project/dissertation title.

Indent the first line of a new paragraph consistently, except immediately after a sub-heading, when the paragraph should start flush with the left-hand margin. There is no need for extra space between paragraphs. Avoid too many short paragraphs, as well as over-long paragraphs.

Footnotes should be numbered consecutively (1, 2, 3, etc, not i, ii, iii...) and presented either as endnotes at the end of the essay or as footnotes at the bottom of each page.

Use UK English spelling and punctuation and refer to the *Concise Oxford Dictionary* if in any doubt. Use 'z' rather than 's' in such words as 'organize', where there is a choice. However, when quoting material from another source always use the original spelling.

### II: PRESENTATION OF THE BIBLIOGRAPHY

Unless otherwise stated, all assessed coursework should include a bibliography of works consulted at the end of the main text.

#### Sub-divisions of the bibliography

If you have used both primary sources and secondary sources in your work, you should divide the bibliography into sections:

1. **Primary sources** (including manuscript sources and published printed sources such as parliamentary papers, printed collections of manuscripts, newspapers, contemporary published material, etc)
2. **Secondary literature** (books, articles, theses).
3. A third section for **website**-derived material may also be included.

Many essays will be based on secondary literature alone. In such cases no sub-division of the bibliography is required.

#### 1. Primary sources

Bibliographical reference to **manuscript sources** (ie unpublished sources) should list the following:

- i. name of manuscript collection
- ii. name and location of archive repository

You may also give brief further details, for instance, the reference numbers of files consulted, or an indicative range of dates. However, do not list individual documents. Manuscript primary sources should be presented in plain text.

The titles of **published sources** (for instance newspapers, journals, or books) that you are treating as primary sources should be presented in italics.

*Examples:*

CAB and FCO files, The National Archives: Public Record Office, Kew  
School log books 1939-45, Ceredigion Museum, Aberystwyth  
*Daily Mirror*, February-August 1910, National Library of Wales.  
J.A. Hobson, *Imperialism: A Study* (London, 1902)

## 2. Secondary literature

Secondary literature can be presented in a single alphabetically arranged list or be subdivided into one or more of the following categories: books, articles, chapters in edited collections, theses.

When presenting **books** in the bibliography of secondary literature, use the following basic layout model.

- i. author's name (surname first, followed by first name or initials)
- ii. full title of work (italicised)
- iii. place and date of publication.

Layout for **articles in journals** follows the same basic rules, but with a few additions:

- i. name of author of article (surname, first name or initials)
- ii. article title (plain text, in single quotation marks)
- iii. title of journal (in italics)
- iv. volume number of journal (in Arabic or roman numerals)
- v. year of publication (in brackets) (*place of publication NOT required for articles*)
- vi. full page reference for article

Layout for **chapters in edited collections\*** again follows the same basic rules, as follows:

- i. name of author of chapter (surname, first name or initials)
- ii. chapter title (plain text, in single quotation marks)
- iii. editor name(s) (surname, first name or initials)
- iv. title of edited collection (in italics)
- v. place and year of publication
- vi. full page reference for chapter

\*Nb., if you are listing more than one chapter from the same edited collection in your bibliography it is best practice to list the edited collection only, not the separate chapters.

Please pay particular attention to punctuation. Author name and title of work should always be followed by **full stops** not commas.

Book and journal titles should be italicised (to denote 'published works'), and should be capitalized throughout. The titles of articles in journals, the titles of chapters in edited collections, and the titles of unpublished theses should *not* be italicised but should be presented in plain text, in single quotation marks. Article, chapter or thesis titles should not be capitalized.

Using a hanging indent can improve the appearance of the bibliography but is not essential.

*Examples:*

Books (single author, or edited collection with single editor)

Thomas, Keith. *Religion and the Decline of Magic: Studies in Popular Beliefs in Sixteenth and Seventeenth -Century England*. London, 1971.

Smith, Harold J., ed. *War and Social Change*. London, 1986.

Books (multiple authors or edited)

Boxer, Marilyn J., and Quataert, Jean H., eds. *Connecting Spheres: Women in the Western World, 1500 to the Present*. New York, 1987.

Articles in journals

Hopkins, A. G. 'Economic imperialism in West Africa: Lagos 1880- 92'. *Economic History Review*, xxi (1968): 580-606.

Chapters in edited collections

Hanley, Sarah, 'Family and state in early modern France: the marriage pact.' In Boxer, Marilyn J., and Quataert, Jean H., eds., *Connecting Spheres: Women in the Western World, 1500 to the Present*. New York, 1987. Pp. 61-72

### Theses

Unpublished theses are presented in the same way as books, but since theses are unpublished the title is enclosed in quotation marks and is not italicized, and instead of publication details, list the degree, the awarding university, and the date.

*Example:*

Aderibigbe, A.A.B. 'Expansion of the Lagos Protectorate, 1963-1900.' PhD, University of London, 1959.

### 3. Websites

For website references in the bibliography, list the title of the website and the home page url:

*Example:*

The Full Works of Charles Darwin Online, <http://darwin-online.org.uk>

## III: THE PRESENTATION OF FOOTNOTES

The purpose of the footnote is to provide the reader or examiner with the information necessary to judge the reliability and comprehensiveness of your evidence and (should they wish) to find the referenced source for themselves.

Footnotes should be used in the following cases:

- All assertions and information crucial to your argument should be footnoted.
- Direct quotation from primary source or secondary authority needs a footnote
- Paraphrase amounting to virtual quotation needs a footnote

The reference given should be unambiguous, but should be brief and avoid repetition.

Reference notes can be placed at the foot of the page ('footnotes'), or at the end of the essay ('endnotes'). Footnotes rather than endnotes are greatly preferred and are recommended as best practice.

Footnotes should be single-spaced, with a double or a one-and-half space between each note. Use Arabic numerals (1, 2, 3, 4) not Roman numerals (i, ii, iii, iv).

The footnote reference number should usually appear at the end of the sentence in the text to which it refers.

### 1. Footnoting primary source material

References from original material should give as much indication of the nature of the material used as necessary. Consult with your supervisor if you are unsure how to reference your primary sources. However, the following general rules apply:

Manuscript references should list the following information, preferably in this order:

- i. document details (including date).
- ii. file reference
- iii. name of manuscript collection (where appropriate),
- iv. name and location of archive repository

*Example:*

Home Intelligence Report, 16-23 July 1941, INF1/292, The National Archives: Public Record Office, Kew.

The first reference to the manuscript collection and/or archive repository should be in full.

Subsequent references should where possible use a short form, which should be indicated in the first reference. Please check with the archive repository to see if they have a preferred short form of reference.

*Examples:*

The National Archives: Public Record Office, Kew (hereafter TNA: PRO).

House of Lords Record Office, London (hereafter, HLRO)

Modern Records Centre, University of Warwick (hereafter MRC)

Newspaper references should give the newspaper title (italicized), date, and page number if available. In some cases (for instance when citing an article with a significant title and/or a named author) it may be appropriate to include the author name and/or article title (in single quotation marks).

*Examples:*

*Daily Mirror*, 5 November 1910, p.6

Hannen Swaffer, 'Something Hitler Can't Blitz', *Daily Herald*, 5 November 1942, p.2

Parliamentary debates (sometimes referred to as Hansard):

For House of Commons debates use the abbreviation *HC Deb*, followed by volume number, date, column number(s) (using abbreviation cc.). For House of Lords debates use the abbreviation *HL Deb*, vol no, date, col.no.

*Example:*

*HC Deb*, 163, 8 May 1923, cc. 2166-9

## 2. Footnoting secondary literature

When you **first** refer to an item in a footnote, provide the **full reference** as in the bibliography but in a slightly different order, and with commas rather than full stops in between, as follows:

- i. Author name (first name or initial first, then surname)
- ii. full title
- iii. place and date of publication (in brackets)
- iv. page number(s) (use p. to reference a single page; pp. to reference a range of pages)

Capitalization rules are the same as for the bibliographical references, that is, capitalize book or journal titles but not the titles of the individual journal articles or book chapters.

On the **second** and every succeeding reference to the same item, use a **short title**: surname, short version of the article or book title, and page number.

*Examples:*

### Books

1. Keith Thomas, *Religion and the Decline of Magic: Studies in Popular Beliefs in Sixteenth and Seventeenth -Century England* (London, 1971), p. 94.

Short title:

4. Thomas, *Religion and Magic*, pp. 106-120,

### Articles

1. A. G. Hopkins, 'Economic imperialism in West Africa: Lagos 1880- 1893,' *Economic History Review*, xxi (1968), p. 590.

Short title:

6. Hopkins, 'Economic imperialism,' p. 600.

### Articles in Collections

1. Sarah Hanley, 'Family and state in early modern France: the marriage pact,' in *Connecting Spheres: Women in the Western World, 1500 to the Present*, eds Marilyn J. Boxer and Jean H. Quataert (New York, 1987), p. 61.

Short title:

5. Hanley, 'Family and State,' pp. 60-65.

## c. Footnoting websites

Give a full document description including date, the url of the webpage on which the document appears, and the date it was accessed.

*Example:*

Charles Darwin, 'Humble-bees', *Gardeners' Chronicle* no. 34 (21 August 1841), p.550, [http://darwin-online.org.uk/pdf/1841\\_humble\\_F1658\\_001.pdf](http://darwin-online.org.uk/pdf/1841_humble_F1658_001.pdf), accessed 10 July 2011



### **NB: The use of Latin abbreviations in footnotes**

The use of Latin abbreviations (*ibid*, *passim*, *op. cit.*, etc.) in footnotes is increasingly rare, and we no longer recommend their extensive use, though the use of *ibid*. to shorten a footnote that comes after a note with the same material is acceptable.

## **IV: MISCELLANEOUS MATTERS**

### **1. Quotations**

Quotations should be set in single quotation marks (‘ ’) if in the main text, with double quotation marks (“ ”) reserved only for a quotation within a quotation. (nb., This is English practice; American practice is the other way round).

Short quotations should be incorporated into the main text. Long quotations (over three or four lines long) should be indented and separated from the main text by a space above and below. They should be single-spaced, and should not be set within quotation marks.

If you omit text from a quotation, you must mark the omission with an ellipse (three spaced dots: . . .). Where the omission comes at the end of a sentence use four dots.

Where you quote a passage that begins in the middle of a sentence in the original, you may wish to begin the quotation with an ellipse. If you are using a quotation to begin a sentence but the quotation itself did not begin a sentence, do not just introduce a capital letter into the original: instead use square brackets ‘[T]he.’

### **2. Italics**

Italicise titles of all published materials (books, newspapers, journals and pamphlets, etc), also films, plays, TV or radio programmes, also names of ships.

Words in foreign languages should be italicised except where they have passed into ordinary English usage (most manuals provide a list of these). Foreign place-names and personal names are not italicised.

You may also use italics for emphasis within your own prose.

### **3. Capitalization**

The modern tendency is to capitalize as little as possible. We recommend you use *capital letters* sparingly and for the specific rather than the general.

Thus, for instance, use ‘the king’, but ‘King George V’; ‘the Church’ (if the institution); but ‘the government’.

Offices of state should be capitalized (‘the Prime Minister’), as should government ministries (‘Ministry of Defence’).

Political parties take capitals (‘the Labour Party’), but political movements do not (‘the labour movement’, ‘liberalism’, ‘communism’, ‘capitalism’, etc.).

Book, journal and newspaper titles should be capitalized throughout.

### **4. Numbers and dates**

All **numbers** up to one hundred and all higher numbers that can be expressed in two words (eg two thousand) should be written out in full; otherwise use figures. However, where a sentence or group of sentences contain a large number of numbers below and above one hundred, it is common sense to use figures instead.

References to volume, chapter or page numbers, to dates and years, or to percentages, are given in figures.

Where a sentence starts with a number, it should always be spelled out in full.

**Dates** should appear as follows: 8 November 1945. In footnotes use the name of the month, not the number (though you may abbreviate the name of the month: 8 Nov 1945).

The century number should be spelled out in full: the twentieth century, not the 20<sup>th</sup> century

Decades should be presented as follows: the 1930s, not the 1930’s or the Thirties.

Use an oblique stroke for a year, such as a financial or academic year, that covers more than one calendar year: 1998/9; the years 1995/6-1997/8.

Write 'from 1924 to 1928' or 'in the period 1924-28', not 'from 1924-8'; write 'between 1924 and 1928' not 'between 1924-8'.

## 5. Acronyms and abbreviations

An acronym is an abbreviation usually made by using the initials of a longer series of words (eg BBC for British Broadcasting Corporation).

The first time you use an acronym you should introduce it in full. Then use the acronym thereafter. Do not use full stops between initials (BBC not B.B.C.)

*Example:*

The United Nations Human Rights Commission (UNHRC) considered the allegations against the Chinese government.

A few acronyms are so commonplace that they can be used without spelling out their long form. For instance, USA, USSR.

## V: FURTHER READING:

### 1. RESEARCH GUIDES

(These usually contain a section on writing and presentation)

Barzun, Jacques, & Graff, Henry F. *The Modern Researcher*. Boston, 5th edn., 1992.

Watson, George. *Writing a Thesis: A Guide to Long Essays and Dissertations*. London, 1987.  
(Written with literary scholars rather than historians in mind, but discusses many problems common to both)

### 2. GUIDES TO PRESENTATION AND LAYOUT

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago and London, 6th edn., 1996.

*MHRA Style Book*. London, 5th edn. 1996.

### 3. GUIDES TO WRITING STYLE

There is a great range of style manuals addressed to very different audiences. Something can be gained from almost any of them. Two examples of the genre are:

Booth, Wayne C., Colomb, Gregory G., & Williams, Joseph M., *The Craft of Research*. Chicago & London, University of Chicago Press, 1995). Despite its title this book contains a wealth of advice on good writing).

Gavin J. Fairbairn & Christopher Winch, *Reading, Writing and Reasoning: A Guide for Students* (2nd edn. 1996)

## APPENDIX II

### Research resources for the historian in Aberystwyth

Aberystwyth is one of the UK's outstanding research locations for historians, as well as being the paramount centre for the study of all aspects of the history of Wales in its British, European and international contexts. Book, journal and archive resources extend across several libraries, including the massive holdings of the **National Library of Wales**, Wales's only copyright library and one of only five copyright libraries across the UK. Besides offering immediate access to all copyright publications issued in the UK, the National Library houses many collections relating to the British Isles in general, and has been since its inception the world's leading repository for archives relating to the history of Wales, many of which await intensive investigation. The University's own **Hugh Owen Library** houses in addition more than 600,000 volumes and over 3000 periodical series, besides a number of unique research collections. There are in addition several specialist libraries catering for users in such fields as agricultural history, archive and information science, architectural and archaeological studies. Aberystwyth is also the home of a number of research-led institutions useful to historians of many periods and interests. These include besides the National Library; the **Centre for Advanced Welsh and Celtic Studies**; the **Royal Commission on Ancient and Historical Monuments in Wales**; and the **Ceredigion Record Office**.

A brief illustration of the resources available to support a wide variety of research projects might include for **the medieval period** the National Library's priceless manuscript collection, which includes secular and ecclesiastical court records as well as literary, family and estate papers. The Department's own holdings in this field include the Dyffryn Clwyd Court Rolls Data Base (which includes a major microfilm collection); this ESRC-funded project is a major tool for the study of late medieval Wales.

**For early modern historians**, the National Library's archives include the largely unexplored records of the Courts of Great Sessions (the equivalent of the English Assize jurisdiction), extensive holdings of probate material, and records of the church in Wales. The records of landed estates include several major collections covering a wide variety of subjects. Besides its extensive manuscript holdings, the National Library also holds microfilm copies of the major State Paper series (1547-1782), the Home Office Papers (1782-1820), and Episcopal records from the thirteenth to the seventeenth centuries, including archive material from Lambeth Palace Library. Amongst the resources complementing its extensive holdings of printed books and pamphlets, the National Library also houses on microfilm a complete collection of all Early English Books 1475-1700; and Eighteenth-Century Books; the complete edition of the 20,000 Thomason Tracts for 1640-60; and a collection of French Political Pamphlets for 1547-1648.

**For the modern period** the National Library houses a vast collection of nineteenth and twentieth century newspapers and journals, from England, Wales and beyond (in both original and microfilm forms), and outstanding collections of manuscripts, illustrations, maps and audio material. Microfilm holdings range from Cabinet Records to the Minute Books of the Owenite societies 1838-1845; with special holdings on The Immigrant in America; and the Archives of British Men of Science. Substantial collections of folklore and amateur ethnography, such as the papers of Tom Jones (of Trealaw, Rhondda) are held, and there are rich holdings to facilitate research on popular culture generally, including the extensive papers of several Welsh musicians and observers of the Welsh musical scene like the D. Emlyn Evans papers. On sport, the Minute and Account books of many sporting bodies (including cricket, tennis, and golf clubs) are available, together with extensive newspaper holdings.

**For the twentieth century historian**, as well as its own extensive newspaper and manuscript collections (including the Lloyd George Papers), the National Library has built up unrivalled microfiche and microfilm holdings of archive collections from other parts of Britain and further afield. They include the archives of the Liberal, Conservative and Labour Parties, the ILP and Plaid Cymru; also material from the Scottish nationalist movement. Collections on public order and social conditions in nineteenth and twentieth century Britain include Civil Disturbance, Chartism and Riots in Nineteenth Century England; Protest Movements, Civil Order and the Police in Inter-War Britain; Conflict and Consensus in British Industrial Relations 1916-46; and The General Strike 1926. Mid-twentieth century materials include collections from the Tom Harrison Mass-Observation Archive; Ministry of Information Home Intelligence Reports 1940-44; a microfilm collection of Popular Newspapers during World War II; and Reports of the Military Government for Germany (US Zone), 1945-53. Materials relating to the history of the mass media include BBC radio and television drama catalogues 1923-75; and British newsreels issue sheets 1913-70. New microfilm collections are constantly being added to the Library's holdings.

The National Library of Wales also hosts the **National Screen and Sound Archive of Wales**. This massive undertaking includes over 70,000 hours of video and TV film (constantly updated), and over 40,000 hours of sound recordings and radio broadcast material, plus a unique film archive dating from the silent era onwards; effectively covering anything with a connection to Wales, her language, history and people, and in both Welsh and English.

The **Welsh Political Archive** at the National Library was established in 1983 and holds extensive records relating to the political parties of Wales, including those of certain Conservative Associations from the early twentieth century, and Labour Party minutes from 1937 onwards. The largest party archive, that of Plaid Cymru, dates back to the party's foundation in 1925. As well as the papers of David Lloyd George and his contemporaries, the National Library also holds the papers of many more recent politicians, among them those of four of the first five holders of the post of Secretary of State for Wales: James Griffiths, Cledwyn Hughes (Lord Cledwyn of Penrhos), George Thomas (Viscount Tonypandy) and John Morris; of Clement Davies, Leader of the Liberal Party, Lord Elwyn-Jones, Lord Chancellor 1974-9, Gwynfor Evans, President of Plaid Cymru 1945-81, and Beata Brookes,

Conservative MEP for North Wales 1979-89, and of many long-serving back bench MPs, including Leo Abse, Emlyn Hooson (Lord Hooson), Ted Rowlands and Dafydd Wigley. There are also records of organisations such as the Welsh National Council of the United Nations Association, formerly the League of Nations Union, 1923-56, and the Association of Welsh Local Authorities, 1928-70s, and records and papers relating to campaigns and pressure groups, for example, minutes and papers of the Parliament for Wales Campaign, 1953-6, the records of Cymdeithas yr Iaith Gymraeg, and the papers of several recent radical and nationalist pressure groups. The Welsh Political Archive publishes a Newsletter twice a year.

Further details of all these holdings at the National Library of Wales can be obtained from the Library's website [<http://www.llgc.org.uk>].

The University's own principal library, the **Hugh Owen Library** holds a number of special collections which supplement the resources of the National Library. For historians interested in British politics, it has an extensive collection of government reports and HMSO publications dating back over a hundred years, and of course a complete run of *Hansard*. For historians interested in the USA, the Hugh Owen Library's resources include the microfilm collection *Early American Imprints*, a complete collection of everything printed in North America (with the exception of newspapers) up to 1800. For the period of the American Civil War and Reconstruction, there are the *Official Records of the Wars of the Rebellion*, a complete set of the published military records of the Civil War; the *Congressional Globe* (1860-1873) and the *Congressional Record* (1873-77), a full record of congressional proceedings for these years; the US Congress *Ku Klux Klan Hearings* (1871-72), revealing about social and political conditions in the post-war south; and microfilm editions of newspapers and journals. The Hugh Owen Library also has holdings on microfilm of West African newspapers from the nineteenth and early twentieth century, Church Missionary Society records, US consular records, and papers from Ibadan University Library to support research in modern African history. Meanwhile, the Hugh Owen Library is one of only two designated **European Documentation Centres** in Wales, and receives most publications produced by the main European Union institutions, including legislative texts, reports and statistics on a whole range of topics relating to the European Union and European integration. Our sister departments of Law and International Politics provide further expertise in this area. The Hugh Owen Library also has its own microfilm newspaper collection, and a large and growing collection of on-line resources, including the complete *Times* Digital Archive, the Early English Books and Eighteenth Century Collections On-Line, the British Library's 19<sup>th</sup> Century Books, Newspapers and UK Periodicals collections, the full Mass-Observation Archive On-Line, and the BBC's Listener Research Reports 1936-50. Full details can be found on the library's website at <http://www.aber.ac.uk/en/is/elecinfo/eiaz/>.

Aberystwyth is also equally well-placed to support research into the history of a wide variety of **local communities**. The National Library holds massive collections of parish, family, estate and local government papers from the late medieval period onwards, relating to Wales and to many other British counties. The **Royal Commission on Ancient and Historical Monuments in Wales**, with its National Monuments Record is also located in Aberystwyth. This institution provides facilities for research into the history of the built environment from distant pre-history onwards, including information and analysis relating to archaeological sites and a wide range of buildings in Wales from all periods. The **Ceredigion Record Office**, established in the 1970s, holds extensive material relating to local administration particularly in the nineteenth and twentieth centuries, including the Poor Law and education, as well as archives relating to shipping in the port of Aberystwyth, and metal mining in inland Cardiganshire. Further material including a wide range of artefacts is available in the **Ceredigion Museum**, and there is a rich variety of Heritage-related sites and institutions in the immediate locality from which postgraduate History, Archive and Heritage students can draw illustrative material and professional expertise.

## APPENDIX III

### Current MPhil and PhD students in the Department

#### PhD:

Kimberley Cosgrove	Rewriting Saints: Anglo-Norman Revisions of Anglo-Saxon Hagiography
Giulio D'Ericco	The "Squatting phenomenon". The experience of Social Centres in Italy and Britain in the last decades
Jacob Dengate	Lighting Liberty's Torch: transnationalism and the French Revolution in Chartist political culture.
Laura Evans	An investigation of the 'middling sort' in Bridgnorth and its locale.
Nathan Greasley	Matthew Paris' networks of communication
Huw Griffiths	Feergus O'Connor - a re-assessment (Chartism)
John Hirst	Resort Development on the Cambrian Coast, 1840 – 1914
Sam Hutchinson	The Irish in the British Armed Forces, 1792-1815
Ryan Kemp	Images of Kingship in English and German Chronicles in the Twelfth Century
Kiri Kolt	Origin stories in Western Europe during the twelfth century
Dave Malinsky	Playhouse, Schoolhouse, Barracks: The Narratives and Institutions of National Identity in the Revolutionary Anglo-Atlantic World 1790-1815
Deric O'Huallachain	The road from industrialism to post-industrialism: a reappraisal of the Guild Social Theory of A J Penty
Lewis Owen	The impact of English migration upon Welsh cultural and national identities c.1880-1914
Zuzana Podracka	Secondary School Education in Slovakia, 1980-2010
Joshua Reynolds	William Williams and Eighteenth Century Calvinistic Methodist Theology
Mary Jane Stephenson	Childhood in South Wales 1842-1914
Mary Thorley	Women's Philanthropy in Nineteenth Century Carmarthenshire

#### New M Phil and PhD students in 2016-17:

Bethan Jones  
Caitlin Naylor  
Gareth Marshall  
Abigail Monk  
Patrick O'Malley

## APPENDIX IV

### Members of the Department and their research interests

**Dr Arddun Arwyn**, BA, MA, PhD (Aberystwyth) ([aha08@aber.ac.uk](mailto:aha08@aber.ac.uk)), is a historian of modern European history, specialising in Germany, her areas of research take in German expellees in the Federal Republic of Germany, history of east Prussia and Germany in the twentieth century, oral history and memory studies, genocide and ethnic cleansing, migration and travel in Europe, travel to Wales and connections between Wales and Germany

**Professor Peter Borsay**, BA, PhD (Lancaster), FRHistS ([nnb@aber.ac.uk](mailto:nnb@aber.ac.uk)), is a historian of early modern and modern Britain, with particular interests in urban, landscape and leisure history, and the history of heritage, including heritage tourism. His books include *The English Urban Renaissance: Culture and Society in the Provincial Town, 1660-1770* (1989) and *A History of Leisure: the British Experience since 1500* (2006). He is member of the international advisory board of Urban History and a committee member of the British Pre-Modern Towns Group.

**Dr Rhun Emlyn**, BA, MA, PhD (Wales) ([re@aber.ac.uk](mailto:re@aber.ac.uk)), specialises in late medieval history, especially ecclesiastical and political history, with particular research interests in ecclesiastical careers, identities and the interaction of church and politics. His current work focuses on medieval Welsh students and their careers following their studies.

**Dr Jessica Gibbs**, BA, MPhil, PhD (Cantab) ([jcg@aber.ac.uk](mailto:jcg@aber.ac.uk)), is a historian of twentieth century and contemporary US foreign policy. Her research interests include US policy towards Latin America, particularly Cuba, and US refugee and immigration policy, and her work has focused on the links between US foreign decisions and domestic politics.

**Revd Dr David Ceri Jones**, BA PhD (Wales) ([dmj@aber.ac.uk](mailto:dmj@aber.ac.uk)), has wide ranging interests in early modern and eighteenth-century Wales, the British Isles and the wider Atlantic world. He has published on the social history of religion and spirituality, the Enlightenment world and Romanticism, and is co-editor of *The Letters of Edward Williams ('Iolo Morgannwg', 1747-1826)* (3 vols., Cardiff: University of Wales Press, 2007). His current research is on George Whitfield and Trans-Atlantic Protestantism during the eighteenth century.

**Dr Alastair Kocho-Williams**, BA MA PhD (Manchester), FRHistS ([amk6@aber.ac.uk](mailto:amk6@aber.ac.uk)), is a historian of twentieth century Russia and the Soviet Union, with particular interests in diplomacy, foreign policy, international communism and political culture. His books include *Russian and Soviet Diplomacy, 1900-1939* (2011), *Russia's Foreign Relations in the Twentieth Century* (2012), and *The Twentieth Century Russia Reader* (ed., 2011). He is the editor of *H-Russia*.

**Dr Peter Lambert**, MA (Cantab.), DPhil (Sussex) ([pal@aber.ac.uk](mailto:pal@aber.ac.uk)), has research interests in the Weimar Republic, and in uses of the past in the construction of German identities. His recent publications include (ed. with Jie-Hyun Lim and Barbara B. Walker) *Mass Dictatorship and Memory as Ever Present Past* (2014).

**Professor Iwan Rhys Morus**, MA MPhil PhD (Cantab) ([irm@aber.ac.uk](mailto:irm@aber.ac.uk)), specialises in the history of science, technology and medicine, in particular the relationship between 19<sup>th</sup>-century science and popular culture. His books include *Frankenstein's Children* (1998), *Michael Faraday and the Electrical Century* (2004) and *When Physics became King* (2005). His current research is on magic lanterns and scientific performance in the 19<sup>th</sup> century.

**Dr Elizabeth New**, BA (Exeter), MA (York), PhD (London) FSA, FRHistS ([ean@aber.ac.uk](mailto:ean@aber.ac.uk)), works on aspects of the social and religious history of England and Wales in the later middle ages and on medieval material and visual culture. She has particular interest in the form, function and uses of medieval seals, and has published widely in this field. She is currently Co-Investigator for the AHRC project 'Imprint: a forensic & historical investigation of fingerprints on medieval seals'.

**Dr Siân Nicholas**, MA (Cantab), MA (Chapel Hill), DPhil (Oxon), FRHistS ([shn@aber.ac.uk](mailto:shn@aber.ac.uk)), specialises in modern British history, specifically media history and the British experience of the Second World War. Her publications include *The Echo of War: Home Front Propaganda and the Wartime BBC* (1996). She is co-Director of the Aberystwyth University Centre for Media History, and is a former editor of the journal *Twentieth Century British History*. She is project leader on the department's Leverhulme Trust-funded project, 'A Social and Cultural History of the British Press in WW2'

**Professor Paul O’Leary**, BA PhD (Wales), FRHistS ([ppo@aber.ac.uk](mailto:ppo@aber.ac.uk)), is a specialist in the history of 19<sup>th</sup> and early 20<sup>th</sup>-century Wales, especially urban development, political culture, migration and national identity. He is an organiser of the interdisciplinary Ireland-Wales Research Network, originally funded by the AHRC, which brings together European and North American scholars. His publications include *Immigration and Integration: the Irish in Wales, 1798-1922* (2000); *Claiming the Streets: Processions and Urban Culture in South Wales, c. 1830-1880* (2012) and an e-book on French perceptions of 19<sup>th</sup>-century Wales: *Ffrainc a Chymru, 1830-1880: Dehongliadau Ffrengig o Genedl Ddiwladwriaeth* (2015). He is co-editor (with Charlotte Williams and Neil Evans) of *A Tolerant Nation? Revisiting Ethnic Diversity in a Devolved Wales* (2015). He is co-editor of the *Welsh History Review*. He offers research supervision in both English and Welsh.

**Dr Matthew Phillips**, BA, MA, PhD (London) ([map67@aber.ac.uk](mailto:map67@aber.ac.uk)), has spent many years in Southeast Asia, both to conduct research for his PhD and before that as a journalist. He has worked for the BBC World Service in London as a Broadcast Journalist, and is also a regular contributor to Monocle 24 as a commentator on Southeast Asian current affairs. During his PhD he conducted research in various locations across Thailand and the United States, including the Library of Congress in Washington DC.

**Professor Martyn Powell**, BA PhD (Wales), FRHistS ([mpp@aber.ac.uk](mailto:mpp@aber.ac.uk)), is currently Head of Department and is a specialist in the history of 18<sup>th</sup>-century Britain and Ireland, and Irish history more generally. He has research interests in parliamentary history, popular protest, newspapers and print culture, the history of consumption, debt, touring, associational life and empire. His publications include *The Politics of Consumption in Eighteenth-Century Ireland* (2007) and *Piss-pots, Printers and Public Opinion in eighteenth-century Dublin: Richard Twiss's Tour in Ireland* (2009). Professor Powell is also working on a Leverhulme project (with Dr Robert W. Jones) on the political works of Richard Brinsley Sheridan.

**Professor Richard Rathbone**, BA PhD (London), a historian of Africa, is an honorary professor in the department and Emeritus professor at the School of Oriental and African Studies, where he was based until taking early retirement in 2003. He has held fellowships at universities in Cape Town, Johannesburg, Harvard and Princeton, and has spent shorter stints at Bordeaux, Lesotho and Toronto. He has served on the Council of the Royal Historical Society.

**Dr Michael Roberts**, MA, DPhil (Oxon) ([mfr@aber.ac.uk](mailto:mfr@aber.ac.uk)), is interested in the social and economic history of early modern Britain, in historiography, the use of visual images and literary texts in historical representation, and in the history of women and gender. His publications include (ed. With Simone Clarke) *Women and Gender in Early Modern Wales* (2000), and contributions to *Archipelagic Identities Literature and Identity in the Atlantic Archipelago, 1550–1800* (eds. Schwyzer and Meador, 2004) and *The Marital Economy in Scandinavia and Britain 1400-1900* (eds. Agren and Erickson 2005). His current research concerns the activities and publications of several ‘Cambro-Britons’ in Wales, England and north America c. 1530-1680.

**Professor Phillip Schofield**, BA (London), DPhil (Oxon), FRHistS ([prs@aber.ac.uk](mailto:prs@aber.ac.uk)), researches late medieval English history, with specific interests in the English peasantry, particularly issues such as lordship, the peasant land market, household structure and inheritance, and the impact of external factors such as market, state, law and the church. His publications include *Peasant and Community in medieval England* (2002). His current research considers the impact of death and disease in the medieval village c.1280-1320. He is co-editor of the journal *Continuity and Change*.

**Dr Steven Thompson**, BA, PhD (Wales) ([sdt@aber.ac.uk](mailto:sdt@aber.ac.uk)), is interested in the social and political history of 19<sup>th</sup>- and 20<sup>th</sup>-century Wales and Britain. His specific research interests are in the modern history of health and medicine and the provision of social welfare, with related research interests in industrial relations in the south Wales coalfield, housing provision, philanthropy and working-class mutual and self-help organisations.

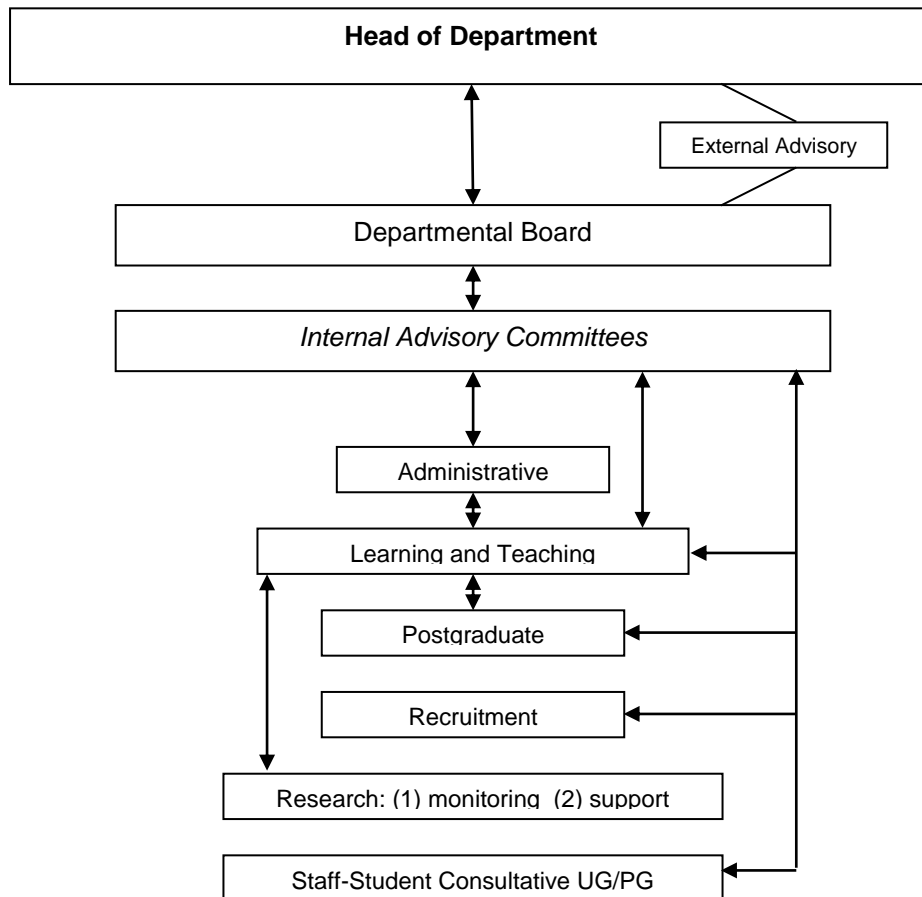
**Professor Björn Weiler**, MA, PhD (St Andrews), FRHistS ([bkw@aber.ac.uk](mailto:bkw@aber.ac.uk)), works on the historical and political culture of high medieval Europe (c.950-c.1300). He has held fellowships at Bergen (Norway), Cambridge/UK, Freiburg (Germany), and Harvard. Publications include *England and Europe in the Reign of Henry III* (with Ilor Rowlands, 2006), *King Henry III of England and the Staufen Empire* (2006), *Representations of Power in medieval Germany* (with Simon MacLean, 2006), *Kingship, Rebellion and Political Culture* (2007), and *How the past was used* (with Peter Lambert, 2017). He is currently working on the culture of kingship in high medieval Europe, and on the experience of Europeanisation in the same period.

**Dr Eryn White**, BA PhD (Wales) ([erw@aber.ac.uk](mailto:erw@aber.ac.uk)), specialises in early modern Welsh history, with specific research interests in religion, print culture, education, crime, morality and women in 18<sup>th</sup>-century

Wales. She has published on many aspects of the social history of religion and on the influence of print and education, including *The Welsh Bible* (2007). Her current work concentrates on aspects of the history of religion, charity and society in 18<sup>th</sup>-century Wales. She offers research supervision in both English and Welsh.

## APPENDIX V

### DEPARTMENTAL COMMITTEE STRUCTURE



#### Examinations

Examinations Secretary

Scrutiny Groups

#### Administration

Degree Scheme Co-ordinators

Module Co-ordinators

Part One Tutor



	Director of Undergraduate Studies
	Director of Postgraduate Studies
	Admissions Tutor
	Information Services
	Publicity Officer
	Careers Liaison
	Staff Development Liaison
	History Society Liaison
	Socrates Liaison
Examination Boards (Internal and External)	Scholarship Secretary
	Research Seminar Convenor

*Details of all administrative roles, including the current responsible members of staff, are available through the Departmental Office.*

### **How the Department's committee structure works**

Planning and decision-making within the Department of History and Welsh History arise from a process of consultation and discussion. Formally, this begins with discussion of relevant issues in the internal advisory committees and the proceeds to further discussion and the implementation of a plan of action at the **Departmental Board**, which is chaired by the Head of Department. In order to put plans into effect, decisions and recommendations may be referred back to the internal committees or directed onwards to the University central planning committees.

### **How can you have your say in this process?**

There are a number of formal and, less formal, points of contact that allow students to comment on development within the Department:

- the Head of Department, year tutors, Departmental Office staff, course tutors and personal tutors are all members of the Departmental Board; they will be able to represent your views at meetings of the Board.
- Student questionnaires are discussed by the Department's **Learning and Teaching Committee** with a summary of responses presented to the Departmental Board and any need for further development or response identified and acted upon.
- Reports from **Staff-Student Consultative Committees**, membership of which includes, of course, students, both postgraduate and undergraduate, are relayed to the Head of Department and to the Departmental Board. Any action arising from reports will, typically, be referred back to the relevant internal advisory committees and to the SSCC.
- Beyond the Department, contact can be made with University Officers and student representatives in the Guild of Students.

Internal advisory committees with immediate relevance to student learning and teaching are as follows:

**Administrative Committee**, chaired by the Head of Department, oversees day-to-day issues of close management, including such issues as essential office administration in relation to submission of coursework etc. Attended by Departmental clerical and administrative staff, Part One Tutor, Directors of Undergraduate and Postgraduate Studies as appropriate.

**Learning and Teaching Committee** is chaired by the Director of Undergraduate Studies Dr David Ceri Jones (first semester)/Dr Steven Thompson (second semester). The work of Learning and Teaching committee includes teaching and learning quality assurance, module and programme review, and the processing of new modules. It also is in this Committee that initial discussion of new modules takes place and where, for instance, scrutiny of student questionnaire responses is also carried out prior to report to the Departmental Board.

**Postgraduate Committee**, a subcommittee of the Learning and Teaching Committee, chaired by the Director of Postgraduate Studies Dr Jessica Gibbs. This committee has general oversight of all postgraduate matters, including recommendations for new modules and degree schemes, current provision and the monitoring of student progress.

**Staff-Student Consultative Committee.** This committee is, as its name suggests, comprised of a membership of staff and students. It provides a formal point of contact where issues can be raised in relation to teaching and learning within the Department. Discussion and recommendations arising from this committee are reported to the Departmental Board, with a report on subsequent action reported back to the relevant SSCC in due course.

In addition the following internal advisory committees carry out roles essential to the management and maintenance of teaching and associated work of the Department:

**Recruitment Committee**, chaired by the Admissions Tutor Dr Matthew Phillips. This committee deals with issues of student recruitment into the Department, including management of visiting days and open days, Sixth Form conferences and Departmental contributions to University summer schools.

**Research Committee**, chaired by the Director of Research (Professor Peter Borsay), the work of this committee is divided between two sub-committees, the one responsible for monitoring the current research of staff and advising on such matters as research leave, the other for supporting staff's research, including advising on bids for external funding.

Cross-membership of Committees and a reporting process to the Departmental Board ensures that the work of one committee will inform the work of others. All Committees produced minuted accounts of their proceedings.

## APPENDIX VI

### Self-Help Manuals

The expansion of Higher Education in the UK, and of postgraduate study in particular, over the last ten years has seen the emergence of an excellent body of guides to survival and success. Indeed, a small research project could well be undertaken into the ways in which the content and approach of these manuals has evolved since the early 1980s. Barzun & Graff, for example is a 'classic', based on the ample US experience whereas Graves and Varma is very much a work of the UK in the late 1990s.

Gordon Taylor, *The Student's Writing Guide for the Arts and Social Sciences* (1989)

Gavin J. Fairbairn & Christopher Winch, *Reading, Writing and Reasoning: A Guide for Students* (2nd edn. 1996)

Ruth Beard & James Hartley, *Teaching & Learning in Higher Education* (4th edn 1984)

Jacques Barzun & Henry F. Graff, *The Modern Researcher* (5th edn 1992)

Wayne C. Booth, Gregory G. Colomb & Joseph M. Williams, *The Craft of Research* (Chicago & London 1995)

Phillips, E.M. and Pugh, H.F., *How to Get a PhD: A Handbook for Students and Their Supervisors* (2nd edition 1994).

Sternberg, D., *How to Complete and Survive a Doctoral Dissertation* (1981)

Norman Graves and Ved Varma, *Working For a Doctorate: A Guide for the Humanities and Social Sciences* (1997)

## APPENDIX VII

### Definition of Unacceptable Academic Practice in Both Written Examinations and Assessed Coursework

For the current definition and procedure, please see <https://www.aber.ac.uk/en/aqro/staff/quality-assurance/unacceptable-academic-practice/regulation/>

## APPENDIX VIII

### Research Ethics

Please see university guidelines, available here: <https://www.aber.ac.uk/en/rbi/staff-students/ethics/>

## APPENDIX IX

Policies and documents relating to Research Councils UK are available here <http://www.rcuk.ac.uk/skills/frameworks/>

## APPENDIX X

### Monitoring forms

#### 1. Research Training Compact for AHRC-remit PhD Students

Name:

Department:

Year of registration:

Thesis title:

First supervisor:

Second supervisor:

*Copies of each part of this document should be retained by the research student, supervisor, and Head of Department, and lodged with the Postgraduate Studies Office.*

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#### Year One

General assessment of research training needs:

Research training to be undertaken by the research student in year one:

Centrally-provided research training:

Departmental research training:

Other research training:

Signed: (student)

Date:

Signed: (supervisor)

Date:

Signed: (Head of Department)

Date:

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#### Year Two / Three / Four (part –time only)

Assessment of research training needs received so far:

Assessment of research training needs still required:

Research training to be undertaken by the research student in year two/ three/ four:  
Centrally-provided research training:

Departmental research training:

Other research training:

Signed: (student) Date:

Signed: (supervisor) Date:

Signed: (Head of Department) Date:

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**End of Year Three (Full-time Students)/End of Year Four (Part-time Students)**

Assessment of research training needs received so far:

Have the student's research training needs been met: Yes/No

Assessment of remaining research training needs:

How will any remaining research training needs be met prior to submission of the thesis?

Signed: (student) Date:

Signed: (supervisor) Date:

Signed: (Head of Department) Date:

**APPENDIX XI**

**Record of Supervision**

**STUDENT NAME:**

**SUPERVISOR NAME:**

**SUPERVISION DATE:**

**REVIEW OF PROGRESS AND SUMMARY OF FEEDBACK:**

**TOPICS DISCUSSED:**

**ACTION AGREED BEFORE NEXT SUPERVISION:**

**ASSESSMENT OF RESEARCH TRAINING OR PERSONAL DEVELOPMENT  
NEEDS:**

**DATE OF NEXT SUPERVISION:**

**STUDENT'S SIGNATURE:**

**DATE:**

## APPENDIX XII

### **Department of History and Welsh History PG(R) Research Monitoring procedures**

The Department of History and Welsh History conducts its own internal annual Postgraduate Research Monitoring procedures. These procedures apply to all research postgraduates (MPhil / PhD) in the department.

All students must, as part of their annual research monitoring exercise, submit an item of written work for formal assessment by the department (the form of which is specified in the list below), plus an action plan for the following year. Two copies of each item should be submitted to the Departmental Office by the date specified below.

You should be looking to provide a substantial piece of written work that is indicative of your progress to date (ie. it must demonstrate that you have been making positive progress in your research over the past year). It must be professionally presented, with correct prose style, footnotes laid out properly, etc. However, in terms of research and analysis we would (particularly in the earlier stages of your research) expect to see a 'work in progress' rather than a 'finished' chapter. Please discuss your submission beforehand with your supervisor if you have any questions or concerns.

Students considered not to have satisfactorily completed their research monitoring requirements may in some circumstances not be permitted to continue with their studies

### **Probation and progression from Year 1 to Year 2**

PhD students in their first year (first two years part-time) are deemed to be 'probationary' and **must** satisfactorily complete the department's requirements for progression before they are permitted to proceed to their second year. These requirements are as follows:

- (i) Successful completion of any compulsory research training modules (not required for part-time students)
- (ii) Submission of ONE substantial item of written work (at least 5,000 words) to both their supervisors by the Easter of their probationary year (first year for full time students, second year for part-time)

This item of work may take any of the following forms:

- A literature review
- A commentary and/or analysis of sources
- A first draft of a chapter, or part of a chapter
- A 'background' or contextualising discussion that, while not necessarily forming part of a chapter, will materially inform key elements of the research project
- A translation exercise, with commentary (where appropriate)

- (iii) Submission of action plan for the following year

These assignments will be marked by the student's first and second supervisors. The supervisors' comments and recommendation will form a key part of the department's decision as to whether the student is ready to proceed to their second year.

### **MPhil Students**

Students registered for the MPhil who wish to progress to PhD are required to follow the same probationary procedure as for PhD students, viz: submission of one substantial item of written work (at least 5,000 words) by the Easter of their first year if full-time or second year if part-time.

### **Submission of written work for annual research monitoring: departmental specifications**

#### **PhD (full time):**

Year 1: draft introduction, literature review, part thesis chapter or equivalent (at least 5,000 words); plus action plan for year 2

Year 2: a full draft thesis chapter; plus action plan for year 3

Year 3: a full draft thesis chapter; plus action plan to completion.

(Year 4 ('writing up'): updated action plan to completion)

### **PhD (part-time):**

Year 1: draft introduction, literature review, part thesis chapter or equivalent (at least 3,500 words); plus action plan for year 2

Year 2: draft part thesis chapter or equivalent (at least 5,000 words); plus action plan for year 3

Year 3: a full draft thesis chapter; plus action plan for year 4

Year 4: a full draft thesis chapter; plus action plan for year 5

Year 5: a full draft thesis chapter; plus action plan to completion

(Years 6, 7, 8, 9 ('writing up'): draft thesis chapters as appropriate; plus annual updated action plans to completion)

### **MPhil (full time):**

Year 1: part or complete draft thesis chapter (at least 5,000 words); plus action plan to completion\*

(Year 2 ('writing up'): updated action plan to completion)

### **MPhil (part-time):**

Year 1: draft introduction, literature review, part thesis chapter or equivalent (at least 3,500 words); plus action plan for year 2

Year 2: part or complete draft thesis chapter (at least 5,000 words); plus action plan to completion\*

(Years 3, 4 ('writing up'): updated action plan to completion)

### **\*Upgrading from MPhil to PhD**

MPhil students who wish to upgrade to PhD at this point must, in addition to the two items already required, also submit a 1,000 word PhD research proposal (3 copies).

### **Timetable for departmental research monitoring 2016 - 2017**

#### 1. Monday 3 April 2017: deadline for submission by students of written work to department

#### 2. Monday 24 April 2017: Supervisor reports submitted, and circulated to students for comment

The first supervisor's report will comment on the student's progress to date, their written work (including the work submitted for monitoring purposes), and their action plan.

The second supervisor will comment on the written work submitted for monitoring purposes, the action plan, and any other matters they consider of relevance.

These reports will appear on the student's Research Monitoring Form and will be used in the department's Research Monitoring Panel interviews (see below).

For probationary PhDs (ie Year 1 or Year 2 part-time) and for MPhils wishing to upgrade to PhD, first supervisors will in their reports comment specifically on the student's suitability to proceed to their second year of PhD work and to carry out their PhD project to completion successfully and on time.

#### 3. Week beginning Monday 8 May 2017: Research Monitoring Panel interviews.

All students will attend individual interviews with the Departmental Research Monitoring Panel. **Student attendance at these interviews is obligatory, and students should ensure that they will be available for interview this week.** Interviews may be conducted by telephone at the panel's discretion, but **only** where the student's absence is unavoidable due to exceptional personal or medical circumstances.

These interviews will also serve as the Probationary interviews for Year 1 (Year 2 part-time) PhDs, and the Upgrade interviews for Year 1 (Year 2 part-time) MPhils wishing to upgrade to PhD.

The Departmental Research Monitoring Panel will include the Director of Research and the Director of Postgraduate Studies and one or more alternate. Where a panel member is the principal supervisor of the student being interviewed, an alternate will replace them on the panel for that interview. Students will be provided with their supervisors' reports on their progress and invited to draft their response prior to the interview. During the interview itself, students will be invited to discuss their progress thus far, their action plans for the following year and to completion, and any other matters concerning their research, supervision, etc, that they may wish to raise. The panel will raise any questions or concerns it may have arising from the supervisors' reports.

#### 4. Week beginning Monday 22 May 2016: Research Monitoring Forms fully completed



**Continuing Professional Development  
Portfolio for  
Research (MPhil and PhD) students**

**Name**

**Postgraduate degree: PhD / MPhil**

**Department:**

**Year of registration:**

**Thesis title:**

**First Supervisor:**

**Second Supervisor:**



# Continuing Professional Development (CPD) for Postgraduate Research Students

## What is CPD?

**Continuing Professional Development (CPD)** is a normal part of professional working life. The CPD process developed for postgraduate research students at Aberystwyth mirrors the continuing professional development requirements of many UK professional associations and is underpinned by the Researcher Development Framework of 2010 (which builds upon the Research Councils' Joint Skills Statement of 2001) and the Quality Assurance Agency's Code of Practice for Postgraduate Research Programmes (2004). Engaging with this process as a routine part of your postgraduate work will help you to achieve your academic goals and will give you experience of a professional process which you will encounter throughout your future career.

The CPD process is structured and supported and enables postgraduate research students to reflect upon their own achievement and to plan for their professional development. The principles of this process are straightforward:

- evaluate your current skills, competencies, personal attributes and knowledge;
- develop action plans to consolidate your strengths and improve areas of weakness;
- review the success of these actions and activities on a regular basis.

## Why should MPhil and PhD students do this?

The short answer is that the research councils expect it of the students they fund, and it is recommended for other research students.

The UK research councils, which are a major source of research funding and which help to set standards for good practice in academic research in all disciplines, emphasize the importance of skills development by research students.

Research council-funded PhD students are expected (and other PhD students are strongly advised) to undertake 30 days of training over the course of their PhD. These 30 days can include 20 days of structured training courses and 10 days of developmental or 'on the job' training. Aberystwyth recommends that MPhil students should undertake 5 days of training during the course of their MPhil studies. (More details about how to plan and undertake these training days can be found in the Aberystwyth University Researcher Development Training Programme handbook). Your CPD portfolio is a place where you can record the length and nature of the training that you receive throughout your degree studies. It can also help to remind you of elements you might like to include in your CV.

The purpose of completing a CPD portfolio is to help you become a more successful researcher and to help you achieve your post-degree career aims by making sure you have the range of skills that employers (whether in industry, academia, government or elsewhere) expect of someone with an advanced degree.

The CPD portfolio that you will be completing is not unique to Aberystwyth University. Universities throughout the UK have introduced some version of this for their research students to help them to identify the skills they need to develop and record the steps they take to achieve those aims.

The CPD forms have a dual role in that the form is also used to determine the research training needs of the student, and to agree a programme to address these needs. The expectation is that the student and their supervisor and/or mentor meet at the beginning of each academic year to assess these aspects. The outcome of these meetings should be recorded in this research training compact, which is taken into consideration during research monitoring.

It is University policy that all postgraduate research students receive appropriate research training. Research students from all disciplines are required to take centrally-provided research training modules.\* The University's Graduate School coordinates the Research Writing Programme and the Researcher Development Programme. Central research training provision is complemented by departmental research training and by specific training tailored to the individual student's needs (e.g. information technology or language development). It is the responsibility of the department to seek to address any research training needs which are required to secure the successful completion of the research project.

Copies of each part of this document should be retained by the research student. A copy of the Research Training needs form (pages 1 & Part 2,) should also be retained by the student's main supervisor and Head of Department and a copy should be lodged with the Graduate School.

\* Students may apply for an exemption from some or all university research training modules based on work done in previous postgraduate study or in employment. For details contact the Graduate School.

### **How will this work?**

The following documents will form the basic framework of your CPD portfolio:

1. skills audit, using the categories identified in the Researcher Development Framework, with space for critical reflection;
2. review meeting document;
3. personal action planning grid.

In addition you should include:

4. records of any training, conferences or workshops attended;
5. details of fieldwork, professional work placements or relevant voluntary activities;
6. list of networking contacts.

You should undertake an initial skills audit at the start of your postgraduate programme, using the 'Skills Audit' section of this document as a guideline. You will be assigned a mentor (this might be your second supervisor, independent assessor or another member of staff in your department), with whom you will meet for a general review on a regular basis (for example, near the start of semester 1 and near the end of semester 2 in each academic year).

Once you have identified specific skills or areas of skills which you would like to develop, you should discuss the result of your skills audit and your action plan with your mentor, who can help you to identify the most suitable methods of developing those skills. This might be through formal training courses such as those provided by Vitae or other external bodies or by the Aberystwyth University Researcher Development Programme, or through workshops and informal sessions within your department or faculty. Workshops in the Researcher Development Programme are arranged around the four domains of the Researcher Development Framework so students can quickly identify which sessions will address the specific skills needs identified in their Skills Audit.

It is expected that the development of some categories of skills will be more relevant than others in different periods of a student's research degree. As an example of how this might work in practice, a PhD student aiming for a career as a university lecturer might decide to concentrate in the first year on fulfilling research training requirements, developing a good and effective working relationship with supervisors, improving time management and on the first experiences of teaching. In the second year the research training requirements might have been completed and a good working relationship with supervisors developed, but time management might still need work and the student may wish to develop a profile in the discipline (by presenting papers at conferences and submitting articles to journals) and also to expand teaching into more advanced or specialist modules. In the third year, the student might continue to present and publish work but also focus more on such skills as learning how to apply for research grants, on writing effective CVs and cover letters for academic jobs and on interview techniques. This is just an illustration to demonstrate how the process might work for one type of student – you should consider the nature of the career path you wish to follow after you finish your research degree and how best to use the CPD process to help you.

Your CPD portfolio is your responsibility and your property. As part of the regular process of Aberystwyth University research monitoring, however, you will be asked to indicate whether or not you are completing a CPD portfolio. If you are funded by a UK research council, that body will also monitor your compliance with its requirements for skills development and training and record keeping.

## Part 1:

### Skills Audit

#### Domain A – Knowledge & Intellectual Abilities

A1 Knowledge Base, including:

- Subject Knowledge
- Research Methods – theoretical knowledge
- Research Methods – practical application
- Information Seeking
- Information literacy & management
- Languages
- Academic Literacy & numeracy

A2 Cognitive Abilities, including:

- Analysing
- Synthesising
- Critical Thinking
- Evaluating
- Problem Solving

A3 Creativity, including:

- Inquiring Mind
- Intellectual Insight
- Innovation
- Argument Construction
- Intellectual Risk

Critical self reflection based on evidence

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#### Domain B - Personal Effectiveness

B1 Personal Qualities, including:

- Enthusiasm
- Perseverance
- Integrity
- Self Confidence
- Self-reflection
- Responsibility

B2 Self-management, including:

- Preparation & prioritisation
- Commitment to research
- Time management
- Responsiveness to change
- Work life balance

B3 Professional & career development, including:

- Career management
- Continuing professional development
- Responsiveness to opportunities
- Networking
- Reputation & esteem

Critical self reflection based on evidence

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**Domain C - Research Governance & organisation**

<p>C1 Professional conduct, including:</p> <ul style="list-style-type: none"><li>• Health &amp; safety</li><li>• Ethics, principles &amp; sustainability</li><li>• Legal requirements</li><li>• IPR &amp; copyright</li><li>• Respect &amp; confidentiality</li><li>• Attribution &amp; co-authorship</li><li>• Appropriate practice</li></ul>	<p>C2 Research management, including:</p> <ul style="list-style-type: none"><li>• Research strategy</li><li>• Project planning &amp; delivery</li><li>• Risk management</li></ul> <p>C3 Finance, funding &amp; resources, including:</p> <ul style="list-style-type: none"><li>• Income &amp; funding generation</li><li>• Financial management</li><li>• Infrastructure &amp; resources</li></ul>
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Critical self reflection based on evidence

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**Domain D - Engagement, influence & impact**

<p>D1 Working with others, including:</p> <ul style="list-style-type: none"><li>• Collegiality</li><li>• Team working</li><li>• People management</li><li>• Supervision</li><li>• Mentoring</li><li>• Influence &amp; leadership</li><li>• Collaboration</li><li>• Equality &amp; diversity</li></ul>	<p>D2 Communication &amp; dissemination, including:</p> <ul style="list-style-type: none"><li>• Communication methods</li><li>• Communication media</li><li>• Publication</li></ul> <p>D3 Engagement &amp; impact, including:</p> <ul style="list-style-type: none"><li>• Teaching</li><li>• Public engagement</li><li>• Enterprise</li><li>• Policy</li><li>• Society &amp; culture</li><li>• Global citizenship</li></ul>
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Critical self reflection based on evidence

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## **Review Meeting Document**

(to be completed prior to the review meeting and used as a basis for discussion)

**Name of student:**

**Postgraduate degree:**

**Department:**

**Name of mentor:**

**Date:**

**Summary of current main strengths and weaknesses based on the self audit.**

**Issues I would like to discuss with my mentor during the review meeting**

**Any issues raised by my mentor during review meeting**

Signed (student)

Signed (mentor)

date



## **Part 2:**

### **First Year of Registration.**

CPD completed 

Yes	No
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 (Please delete as appropriate)

General assessment of research training needs: (which could take into account earlier parts of the CPD form)

### Research training to be undertaken by the research student in first year of registration

Centrally-provided research training:

Departmental research training:

Other research training:

### Knowledge Transfer

Are there aspects of the student's project which may be suitable for dissemination outside the academic community (for example through commercial exploitation, information-sharing with public sector bodies or nongovernmental organisations, publicity in mainstream media outlets and so on)?

Has the student been in contact with the University's Commercialisation and Consultancy Services?

Signed: \_\_\_\_\_ (student) \_\_\_\_\_ Date:

Signed: \_\_\_\_\_ (supervisor) \_\_\_\_\_ Date:

Signed: \_\_\_\_\_ (Head of Department) Date:



**Subsequent Years of Registration (specify year):**

Assessment of research training needs received so far:

Assessment of research training needs still required:

Research training to be undertaken by the research student in this year

Centrally-provided research training:

Departmental research training:

Other research training:

Knowledge Transfer

Are there aspects of the student's project which may be suitable for dissemination outside the academic community (for example through commercial exploitation, information-sharing with public sector bodies or nongovernmental organisations, publicity in mainstream media outlets and so on)?

Has the student been in contact with the University's Commercialisation and Consultancy Services?

Signed: (student) Date:

Signed: (supervisor) Date:

Signed: (Head of Department) Date:

## **At Conclusion of Registration Period**

Assessment of research training needs received so far:

Have the student's research training needs been met: Yes/No

Assessment of remaining research training needs:

How will any remaining research training needs be met prior to submission of the thesis?

### Knowledge Transfer

Have any aspects of the student's project been disseminated outside the academic community (for example through commercial exploitation, information-sharing with public sector bodies or nongovernmental organisations, publicity in mainstream media outlets and so on)?

Has the student been in contact with the University's Commercialisation and Consultancy Services?

Signed: (student) Date:

Signed: (supervisor) Date:

Signed: (Head of Department) Date: