TABLE OF CONTENTS

Introduction to Postgraduate Study in the School of Applied Social Studies

Postgraduate Support, Skill Development & Training Opportunities

Research Supervision

Progression of Study: The Annual Review of Progress

Appendices
School of Applied Social Studies

The School of Applied Social Studies, UCC, is a centre of excellence in the Social Sciences and has been recognised by the Council of Europe for its pioneering educational achievements. In the past 17 years, it has grown to become one of the biggest Schools of Social Science in Ireland. Its academic structure is complex, comprising social policy, applied social research, social work and community development and youth work. It also contributes to teaching in health, early childhood studies, women's studies, government, environment and planning and migration studies.

The School of Applied Social Studies has a strong commitment to both applied and theoretical research in the social sciences. The research interests of staff in the School are varied and details of individual areas of expertise can be found on the School's website (see http://www.ucc.ie/en/appsoc/staff/). Much of the work undertaken is within the sphere of critical social theory and has an applied dimension.

Postgraduate Study Opportunities in the School of Applied Social Studies

The School of Applied Social Studies has an active postgraduate research community with students undertaking postgraduate research degrees at Master and Doctoral level across a range of subject areas in the social sciences (See Appendix A for a list of PhD theses recently completed in the School). The School offers/co-ordinates/contributes to a number of taught and research based postgraduate degree options including:

- PhD
- Doctor of Social Science (DSocSc)
- PhD in Social Work (structured – Beginning Sept. 2014).
- Graduate Research Education Programme (PhD Social Science)
- MPhil
- Master of Social Science (MSocSc by Portfolio)
- Master of Social Science (MSocSc by Research)
- Masters (or MSocSc) in Youth Work with Community Arts and Sports Studies (Sept. 2013)
- Master of Social Science (MSocSc in Third Sector Management)
- Master of Social Science (MsocSc in Social Policy)
- MSW
- M.Plan (Planning and Sustainable Development)

The Postgraduate Academic Calendar contains information on all the programmes offered by the School of Applied Social Studies. It also links to the Book of Modules which provides full details of all modules available, including content, credit value and assessment. The Postgraduate Academic Calendar can be accessed at: http://www.ucc.ie/academic/postgraduate/calendar/

This handbook provides information to students who are completing Master and Doctorate degrees by research only.¹ Students applying to study on structured PhD programmes or Professional Doctorates are referred to the handbook provided by the programme board associated with their chosen course.

¹ Course handbooks relating to the taught postgraduate programmes available in the School are available from the co-ordinators of the individual programmes.
All students should also familiarise themselves with the University/Graduate Studies Office Postgraduate Student Handbook which is available at http://www.ucc.ie/en/graduatestudies/current/pghandbook/.

**SGSC: role and composition**

Each School within UCC has a SGSC. The role of the SGSC is to assess all applications for research degrees within the Department, to act as a forum for monitoring student progress and providing feedback and to facilitate the progress of research students by providing them and their supervisors with a range of supports. The committee also serves as a support to both postgraduate students and their supervisors through the dissemination of information about college and university procedures and the organization of occasional seminars, research skills workshops, conferences etc. The current membership of the SGSC is as follows:

Dr. Eleanor Bantry White  
Prof. Alastair Christie  
Dr. Fiona Dukelow  
Dr. Claire Edwards  
Dr. Catherine Forde  
Dr. Carmel Halton  
Ms. Sinead Hanley (Administration)  
Dr. Elizabeth Kiely  
Dr. Máire Leane (Chair)  
Dr. Orla O’Donovan  
Dr. Feilim O’hAdhmaill  
Dr. Pat Twomey

**Application Procedures**

All applicants to research degree programmes are required to make an application through the PAC system (for details of the application process see http://www.ucc.ie/en/study/postgrad/how/apply-research/). However it is not possible to make an application for a research degree programme through the PAC system without including a proposal detailing a research topic and naming a supervisor. Applicants to School of Applied Social Studies need to contact the Head of School, Chair of the SGSC or a Prospective Supervisor to discuss their proposed area of research prior to making a PAC research application. Following this consultation the applicant should submit a research proposal of between 1,500 and 3,000 words to the Chair of the SGSC (See Appendix B for guidelines for preparing the research proposal). The proposal will be reviewed by the committee and assessed in relation to three key variables namely, the quality of the proposal, the academic/research track-record of the applicant and the availability of a suitable supervisor (for details of the criteria applied when assessing the compatibility of proposals in relation to these variables see Appendix C). The SGSC may accept the proposal, refer it back to the applicant with suggestions for improvement or refuse the proposal. In the case of the latter option the student will be given the reason(s) for the non-acceptance of the proposal. If a proposal is accepted by the SGSC the committee will suggest a supervisor in consultation with the applicant. The application form, including the name of the proposed supervisor and a copy of the proposal, will be forwarded to the Head of School for his/her approval and on receipt of this approval will be forwarded to the university Graduate Studies Office for approval by the College of Arts, Celtic Studies and Social Sciences. Subsequent to this approval the student will be invited to formally register for the degree.
(2) Postgraduate Support, Skill Development & Training Opportunities

Skill Development & Training Opportunities

All PhD Track/PhD students who begin their course of study on or after October 2013 will be required to undertake a minimum of 15 and a maximum of 30 credits of skills/research training over the 3 year years of the PhD programme. Opportunities for such training are provided through the College of Arts, Celtic Studies and Social Sciences (CACSSS) Graduate School (see http://www.ucc.ie/en/cacsss/grads/skillstraining/ for details).

The CACSSS Graduate School provides a range of supports for students undertaking PhDs and masters by research, including funding opportunities (see http://www.ucc.ie/en/cacsss/postgraddegrees/funding/) study facilities (see http://www.ucc.ie/en/cacsss/grads/facilities/) and opportunities for presentation and publication of research findings (see http://www.ucc.ie/en/cacsss/grads/journals/). It supports the development of a graduate research culture and environment through the organisation of an annual postgraduate conference, Master Classes and a distinguished speakers series (see http://www.ucc.ie/en/cacsss/grads/visitingspeakers/). Full details of the supports and training provided by the CACSSS Graduate School are available in the CACSSS Graduate School Handbook available at http://www.ucc.ie/en/cacsssgrads/GraduateSchoolHandbook/. The CACSS Graduate School can be contacted at: graduateschool@cacsss.ucc.ie and Graduate School Website: http://www.ucc.ie/en/cacsssgrads/.

The School of Applied Social Studies organizes a number of Graduate Studies Seminars throughout the year where graduate students present their ongoing research work to their postgraduate peers and to staff within the School. The School also organizes a Research Seminar Series and frequent conferences which are open to all students within the School (see http://www.ucc.ie/en/appsoc/researchconference/). The School also publishes an on-line research journal entitled Critical Social Thinking which profiles the work of students and staff within the School and organises an annual postgraduate conference (see http://www.ucc.ie/en/appsoc/researchconference/conf/cstj/).

Research Support Facilities

The School of Applied Social Studies does not have a designated postgraduate research room however postgraduate students have access to the Crossleigh Computer Laboratory when it is not being used for teaching purposes. The teaching timetable for the Crossleigh Laboratory can be consulted in the School Secretarial Office in William Thompson Houses on O’Donovan’s Road.

Students in the School of Applied Social Studies are provided with 6 photocopying or printing cards and 15 inter library loan tokens each semester. These can be collected from the School secretary in the secretarial office in William Thompson Houses on O’Donovan’s Road. Two digital voice recorders are also available to students who require recording equipment. These can be acquired by contacting Dr. Máire Leane at m.leane@ucc.ie. Postgraduate students are also provided with free access to a range of research related software such as Endnote 5, nVivo 10 and PASW 20 (Formerly SPSS) to put on their own laptops or computers. Discs containing the software are to borrow from the School’s
secretarial office. To access the discs students will be required to show a valid postgraduate identity card and to pay a small refundable deposit. The School of Applied Social Studies organizes occasional training sessions on the use of these software packages and students will be alerted to this training when it is being offered. The Social Sciences Librarian in the Boole Library, Ms. Ger Prendergast, is also available to provide support and library search training to postgraduate students within the School of Applied Social Studies. She can be contacted at G.Prendergast@ucc.ie.

The School will provide students with details of funding opportunities which become available and individual supervisors will offer support to students who wish to apply to specific funding bodies. (See Appendix D for a list of funding sources.)

(3) Research Supervision

As of October 2013 all PhD students are required to have co-supervision or a supervisor and a PhD advisor. The SGSC assigns supervisors for postgraduate students. The SGSC consults with the student to determine if they have any preferences in terms of supervisor and where possible will endeavour to comply with student requests. However this is not always possible.

Supervisors within the School of Applied Social Studies comply with the University Guidelines for a Code of Practice for PhD Supervision and the Guidelines for a Code of Practice for the Supervision of Masters by Research. These guidelines are designed to support both the student and the supervisor and outline the responsibilities of both parties in the research relationship. These guidelines can be consulted at http://www.ucc.ie/en/graduatestudies/current/policydocuments/.

The School also recommends that the supervisors and student draw up a learning contract to provide structure to the supervision relationship and to maximise the effectiveness of student and supervisor meetings. The learning contract developed by the University Graduate Studies Office is recommended as a suitable basis for the development of individual learning contracts. (see http://www.ucc.ie/en/graduatestudies/current/PolicyDocuments/ and Appendix E).

In the event of any difficulties arising in the supervision relationship it is recommended that in the first instance the student or the supervisor should contact the Chair of the SGSC or the Head of School. The School will comply with the Graduate Studies Office recommendations regarding the resolution of supervisor/student difficulties. (See http://www.ucc.ie/en/media/Policy-on-Resolution-of-Difficulties-for-Postgraduate-Research-Students.pdf).

If circumstances arise which inhibit a student’s ability to continue with their research it is possible for them to apply for a leave of absence or temporary cessation of their studies. Students can apply for a minimum of three months and a maximum of twelve months leave of absence. Details of the University leave of absence policy can be found at http://www.ucc.ie/en/media/Policy-on-temporary-cessation-of-registration.pdf.

As an additional support to students a ‘friendly reader’ system is operated within the School of Applied Social Studies. This involves the organisation of an internal reader who will read a penultimate draft of a student’s thesis and provide feedback. The decision as to who would be best suited to the ‘friendly reader’ role is taken by the supervisor and student in consultation with the chair of the SGSC.
**Progression of Study: The Annual Review of Progress**

In keeping with University policy, the School of Applied School Studies will arrange an annual review of progress for each PhD and M.Phil student in the School. All students applying for transfer between research programmes (e.g., between MPhil and PhD degrees) will also be subject to review. The review of progress is designed to be a support to the student in her/his research journey. To this end the annual review will assess whether:

1. The student has knowledge and skills appropriate to the stage of her/his research programme;
2. The student has completed work of a quality to justify continuation and has identified/adopted research methods which are appropriate and practical;
3. A realistic plan is in place for progression and eventual completion of the research within the expected timeframe.

The SGSC has identified criteria of progress which will inform the annual reviews (these are outlined in Appendix F and in Appendix G). The annual review will be undertaken by a Progress Review Panel (PRP) and the SGSC will appoint such a panel for each student. This panel will consist of the Student’s supervisor, a member of the Graduate Studies Committee and another relevant member of staff from the School. The annual review will consist of:

1. A written report from the student outlining and demonstrating progress to date. This report should be approximately 3,000 words;
2. An oral presentation by the student to the PRP and a subsequent interview which will provide opportunity for further questions and discussion of progress and future plans;
3. A written report from the supervisor(s) to the PRP. This report should be approximately 1,000 words.
4. A written report from the PRP to the student outlining their feedback on progress;

In situations where the PRP deem progress to be adequate the student will continue to progress on to the next year of study and where appropriate may change their registration to a higher degree, e.g. MPhil to PhD. In situations where the PRP deem progress to be inadequate students will be requested to undergo a subsequent supplementary review. The PRP will identify and provide guidance on definite targets which need to be met by the student within an agreed timeframe (normally within a minimum of 3 months and a maximum of 6 months). If student progress on the specific targets identified for the supplementary review is deemed by the PRP to be unsatisfactory, potential outcomes may include downgrading of registration, changing of supervision arrangements or discontinuation with the course of study. In situations where the student is dissatisfied with the recommendation from the PRP and wishes to proceed with her/his research, a formal adjudication process to determine the student’s likelihood of successful progression will be enacted. If the judgement of such a supplementary review is unsatisfactory and the student wishes to continue on his/her programme of research despite the advice of the PRP/GSC, the case will be referred to an adjudication process.

An Adjudication Panel, comprising the Head of School/Department/Discipline in which the student is registered (or nominee, e.g., if they are a supervisor or were involved in the earlier reviews), a Head of a cognate academic unit (who will chair the panel) and an External Adjudicator from outside UCC. The External Adjudicator shall have expertise in the research area concerned, should be in a position to judge the merits of the work the student has completed to date on their thesis, and should be familiar with supervision of research students; they must also be free of conflicts of interest with the student, subject matter or supervisor(s). The External Adjudicator and Head of cognate academic unit will be
nominated by the Head of School/Department/Discipline for approval by Head of College. The adjudication panel can recommend any of the following:

(A) That the student continues PhD study and guidance is provided to supervisor(s) and student, where appropriate, on any measures required to enable the student to progress (including a possible recommendation of change of supervisor); or
(B) That the student registration is changed to a Masters programme and guidance is provided to supervisor(s) and student, where appropriate, on any measures required to enable the student to progress; or
(C) That the student is deregistered, on the basis of lack of sufficient progress.

For full details of the University Graduate Studies Office guidelines on annual reviews see http://www.ucc.ie/en/graduatestudies/current/PolicyDocuments/. For a flow chart depicting the stages of the Annual Review please see Appendix H.

All students proposing to transfer from a Masters programme to a PhD programme will also be subject to review by the Graduate Studies Committee. Progression to PhD level study will not be recommended unless this review is satisfactory.

The Annual Review process is entirely separate to the examination process for PhD and Masters (Major) Theses. Success in the Annual Review process is no guarantee of success in the PhD/Masters (Major) Thesis examination. The examination process is independent of the Annual Review process.

(5) Examination of PhD and Masters (Major) Theses

All postgraduate students in the department are required to comply with university protocol for the submission and examination of postgraduate research theses. These protocols changed in October 2008. Prior to this the supervisors of postgraduate research theses acted as one of the examiners of the thesis. However supervisors will no longer act as examiners for students registered since October 2008 and these students are governed by the new PhD examination regulations. Students, whose start date was prior to October 2008, have the option of choosing the ‘old’ or the ‘new’ examination regulations. Students who commenced their research before October 2008 are advised to discuss both examination options with their supervisor(s) before making a decision as to which system of examination they wish to undergo. For full details of both the old and new PhD examination guidelines, please see http://www.ucc.ie/en/graduatestudies/current/thesis/exam-guidelines/.

For details of procedures for the submission of PhD and Masters (Major) theses please see http://www.ucc.ie/en/graduatestudies/current/thesis/. All PhD students are obliged to undergo an oral examination of their thesis otherwise known as a viva voce. Students are recommended to consult with their supervisor(s) about appropriate ways to prepare for this examination and full details of the format of the viva voce are available at http://www.ucc.ie/en/graduatestudies/current/thesis/thesurvivalguideworkshop/.
Appendices

Appendix A: List of Doctoral Theses Completed in the School of Applied Social Studies


# Appendix B: Guidelines for Preparing a Research Proposal*

<table>
<thead>
<tr>
<th>Section</th>
<th>Indicative contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working title</td>
<td>Describe the breadth and depth of the topic and indicate the methodology to be used. If necessary use a title and a subtitle.</td>
</tr>
<tr>
<td>Introduction (abstract)</td>
<td>Summary of the research topic, describing the major problem or issue and where the gap lies for your research together with an indication of what your research will achieve.</td>
</tr>
<tr>
<td>Justification</td>
<td>The rationale for doing the research on the topic; why the research needs to be done on this topic or problem. Make reference to the literature, gaps in knowledge, potential usefulness of a methodology and possible benefits of outcomes for understanding, practice and policy. Provide key references in support of your case.</td>
</tr>
<tr>
<td>Scope</td>
<td>State the limitations for the research, for example, time period, language, subject areas, regions and sample along, with unit of analysis, for example, policy, programmes, behaviours - to emphasize that no claims for generalisability beyond these limits will be made.</td>
</tr>
<tr>
<td>Aims</td>
<td>General statements on the intent or direction for the research where you intend to go; include reference to the methodological, practical and theoretical aims.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Specific, clear and succinct statements of intended outcomes from your research, for example, search and review of the literature and assessment of a debate.</td>
</tr>
<tr>
<td>Review of the literature</td>
<td>Describe briefly the history of the topic identifying key landmark studies which indicate the methodologies used and arguments made; show the major issues or practical problems to identify the gap you intend to look at in your research, and then indicate what will be some likely research questions (for qualitative research) or hypothesis (for quantitative research). If necessary, show how key terms have been defined and used. Aim to show what contribution your research will make to the literature.</td>
</tr>
<tr>
<td>Theoretical &amp; Conceptual Approaches</td>
<td>Identify key theories or concepts which you propose to employ, explain why they were chosen and why they are appropriate and indicate how they might be used to refine your research questions, inform your methodology, guide your analysis, interrogate your findings, etc.</td>
</tr>
<tr>
<td>Methodology, Methods &amp; Research Design</td>
<td>A concise justification for the methodological approach you intend to</td>
</tr>
</tbody>
</table>
employ and what data-collection and analytical techniques you will use. No need to describe the methodology, but justify the following: use of qualitative or quantitative approaches; use of an existing approach within an existing paradigm; explanation of why alternative methodologies were rejected or not; the use of techniques for data/evidence-collection techniques and anticipation of problems and issues, for example, ethics and access to data; indication of how the data will be analysed; and include agreements from corroborating organizations. Any variables to be operationalised should be defined. Provide references in support of your case.

**Ethical Considerations**
Identify the ethical guidelines that will inform your work, acknowledge any ethical issues which you feel may arise in your research and detail how you propose to address these issues.

**Provisional Work Schedule**
A general indication of the timetable for completing the research; usually broken down into manageable segments, indicating the tasks necessary to complete each assuming that there are no problems. Often divided according to the sections in the dissertation. Include slippage time.

**Resource Requirements**
Identify any equipment that you will need for your research, for example, computing, access to special libraries or cost for field visits; if using postal questionnaires estimate printing and postage costs.

**References cited & indicative bibliography**
This is the bibliography of all works cited in your proposal; often includes works not cited that will be followed up in the main research.

**Related materials**
Any materials that can support your justification or indicate your argument for collecting or using a particular kind of data, for example, computer game and video. Include in this section letters from corroborating institutions that give you access to necessary data or people.

* These guidelines are based on Appendix 1 in C. Hart (1998), Doing a Literature Review, Sage, London.
## Appendix C: Variables & Criteria Applied in Assessing Research Degree Proposals

<table>
<thead>
<tr>
<th>Variable</th>
<th>Criteria Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Proposal</strong></td>
<td>Clarity, coherence and originality of the proposed topic.</td>
</tr>
<tr>
<td></td>
<td>Clarity, appropriateness and sophistication of methodological approach.</td>
</tr>
<tr>
<td></td>
<td>Clarity, appropriateness and sophistication of theoretical/conceptual approach.</td>
</tr>
<tr>
<td></td>
<td>Feasibility of the proposed research plan in terms of access to research sources/participants/sites etc, ethical considerations and timescale for the work.</td>
</tr>
<tr>
<td><strong>Academic/Research Record of Applicant</strong></td>
<td>Track record to date including results of undergraduate and postgraduate degrees and in particular results of modules based on independent research.</td>
</tr>
<tr>
<td><strong>Supervisor Availability &amp; Fit of Topic with Research Expertise &amp; Disciplinary Orientation of Staff in the School.</strong></td>
<td>Compatibility of proposal with existing supervisory expertise, research interests and disciplinary orientation, of staff in the school.</td>
</tr>
</tbody>
</table>
Appendix D: Postgraduate Funding Opportunities

There are a number of bodies that offer funding for postgraduate study. The Irish Research Council for the Humanities and Social Sciences (http://www.research.ie/) provides funding for full-time postgraduate research degrees and inevitably, competition for such funding is intense. A number of other organisations such as the Office of the Minister for Children (www.omc.gov.ie), the National Disability Authority (http://www.nda.ie) and the Health Research Board (http://www.hrb.ie/grants/) fund postgraduate research, which relates to topics of interest to them.
Appendix E: Suggested Research Student Learning Plan

Name of Student:
Academic Unit:
Supervisor 1:
Supervisor 2:
Approved Start Date:
Date(s) of initial meeting(s):
Student Contact Details:
Student email address:
Supervisor(s) Contact Details:
Supervisor(s) email address:

Meetings

1. How frequently will formal meetings take place (bearing in mind that this may change at different stages of the programme)? Will an agreed schedule of meetings be identified in advance and, if so, what will this be? In the case of there being more than one supervisor, how will meetings and communication between all involved be organised?

2. How should the student and supervisor(s) maintain contact outside scheduled meeting times?

3. How will supervisor(s) and student record agreed actions and changes to these?

Modules and Training

4. What modules or other training is the student required to take (if applicable)?

5. What optional modules or other training are recommended? e.g. this could include training offered by UCC and/or the Graduate School of the relevant College (if applicable), among other possibilities. See also the IUA PhD Graduates’ Skills Statement which is available at [http://www.4thlevelireland.ie/publications/Graduate_Skills_Statement.pdf](http://www.4thlevelireland.ie/publications/Graduate_Skills_Statement.pdf)
How frequently will supervisor(s) and research student review training needs?

Production of Written Material and Feedback

6. How often will written work be given to the supervisor(s) and how will feedback be given (e.g. how much notice does the supervisor need in order to give good feedback? what is the plan for drafting and redrafting of work? if there is more than one supervisor, how will this be managed?)

Formal Progress Reviews

7. Which Graduate Studies Committee will be responsible for the annual review of the student?
8. When approximately will the student’s first formal review take place and what are the local requirements for the review?

Leave

9. How will any absence longer than one month on the part of either supervisor or research student be managed, should such circumstances arise?
Duties and Expectations

10. Please specify any other expectations requiring clarification with regard to teaching hours, demonstrating etc.

11. Please consider and record any other issues relating to supervisor/research student interactions that require discussion or comment.

Checklist for supervisor(s):

12. The supervisor(s) has/have read the UCC Code of Practice for Supervision of Research Students and has set the expectation for the research student to engage actively with his/her research.

13. The supervisor(s) has/have made the student aware of all relevant regulations and policies, including health and safety policies and procedures and obligations arising from them.

14. The supervisor(s) has/have read and is/are familiar with the University’s regulations, policies and the administrative requirements relevant to the research degree.

Checklist for research student:

15. The research student has read and understood the UCC Code of Practice for Supervision of Research Students and is aware of the need to engage actively with his/her research.

16. The student has received and read the UCC Postgraduate Research Student Handbook.

17. The student is familiar with the University’s procedures for informal and formal resolution of problems.

18. The student has received and read the Postgraduate Research Student Handbook of the academic unit (if appropriate).

19. The student has read and is familiar with the University’s regulations and the administrative requirements relevant to the research degree, and relevant policies, including that concerning plagiarism.

Signed

____________________________________  __________________________
Research Student                        Date

____________________________________  __________________________
Supervisor 1                                Date

____________________________________  __________________________
Supervisor 2                                Date

*Some sections have been adapted in part from Barbara Grant and Adele Graham, ‘Postgraduate Research Supervision: Getting Started on Supervision’, University of Auckland, School of Graduate Studies (2006).

† Nothing in this plan should be construed as an intention to create legal relations.
Appendix F: Suggested Guidelines/Criteria for First Year (12 Month) Review

The review report and oral presentation should include information on the following (these headings may be used to structure the student and supervisor reports).

- Working Title
- Introduction (abstract)
- Rationale
- Aims and Objectives
- Research Questions
- Literature Review (indicative)
- Theoretical/conceptual Approaches
- Methodology
- Research Methods/Design
- Ethical Considerations
- Proposed Work Schedule
- Resource Requirements
- References Cited

The report and presentation should demonstrate evidence of the following:

- clarity of focus in relation to aims, objectives and research questions
- critical engagement with appropriate literature and theoretical and conceptual material
- feasibility in terms of research methodology and design
- potential for the research to make an original contribution
- substantial progress since submission of initial research proposal
- discussion of any difficulties encountered in executing the research design and subsequent changes of direction
Appendix G: Suggested Guidelines/Criteria for Second Year (24 Month) Review

The review report and oral presentation should include information on the following (these headings may be used to structure the student and supervisor reports).

- Critical overview of key findings from literature
- Discussion of strengths and weaknesses of research design
- Preliminary findings and analysis
- Discussion of strengths and weaknesses of theoretical framework in relation to analysis of findings
- Proposed Work Schedule for remainder of research

The report and presentation should demonstrate evidence of the following:

- Development of coherent arguments which demonstrate critical engagement with and application of relevant theoretical and conceptual material
- Familiarity with key research literature in the field and ability to synthesise and critically engage with this literature in a way which contributes to the development and exploration of key research questions
- Ability to synthesise and critically analyse research findings
- The potential for the research to make an original contribution
- Substantial progress since submission of initial research proposal
- Awareness of and reflection on any difficulties encountered in executing the research design and subsequent changes of direction
Appendix H: The Annual Review Flow Chart

PhD Student

Annual Review
By
PRP/GSC

Satisfactory Progress

Unsatisfactory Progress

3–6 months

Supplementary Review by
PRP/GSC

Satisfactory Progress

Unsatisfactory Progress

Student chooses to change registration or deregisters

Satisfactory Progress and recommendations

Continue to next Annual Review or Viva

Adjudication

Unsatisfactory Progress

Decision by ACCGSC