



UCD SCIENCE

STAFF AND STUDENT
GUIDANCE AND POLICIES
ON GRADUATE RESEARCH
DEGREE PROGRAMMES
ACADEMIC YEAR 2018-2019



University College Dublin
Ireland's Global University



UCD College of Science
College of Science Graduate School

**Staff and Student Guidance and Policies
on Graduate Research Degree Programmes**

Academic Year 2018-19

Also available at:

<http://www.ucd.ie/science/study/collegeofsciencegraduateschool/>

UCD College of Science
College of Science Graduate School

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Welcome

1. Introduction

Welcome to UCD College of Science

This handbook provides guidelines on completing the structured research degree programmes in the College of Science. It includes policies and requirements for students based in the College. However, we are continuously seeking to improve our programmes and thus these requirements may be subject to change from one year to the next. Students should consult this handbook each year; it will be updated before the beginning of each academic year in response to evolving University regulations and ongoing programme review.

It is essential that each student is aware of the requirements for undertaking a research degree. Moreover, it is the responsibility of each student to be proactive in relation to progressing in their research degree. If you require clarification about any of the content in this document, you should first contact your supervisor, your Doctoral/Masters Studies Panel, the academic with responsibility for overseeing graduate research programmes in your School, School Manager or the Science Graduate School Manager (contacts are listed in the next section).

The College has seven Schools and each School varies slightly in terms of the specific requirements placed on students pursuing a research degree. However, all programmes fall within the framework of this document which provides core guidelines for Schools in relation to research degree programmes within College of Science. A checklist for research students provide in Appendix 1. The PhD programme is developed within the framework of the UCD's academic regulations for structured PhDs.

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2. Key Contacts in the College of Science Graduate School

Director of the Graduate School

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Preliminaries for Graduate Research Programmes

3. IT

UCD IT Services provide virtual and/or face-to-face support for set up and ongoing computing requirements, including registration of new laptops/PCs to the UCD network, email addresses, research servers, etc. For more information, please visit IT Services website (www.ucd.ie/itservices/)

UCD E-mail address

Any official UCD e-mail sent to students will be addressed to their UCD Connect address. UCD registered students are automatically given a UCD network username and password when registering with the University. Contact the Helpdesk at extension 2700 for assistance.

The official email address will be maintained in each student's record, from which distribution lists are compiled. Students can arrange to have their UCD Connect account redirected to another address or service provider but students should note that it is their responsibility to ensure that this alternate mailbox is viable and that all emails are redirected. Students are responsible for regularly checking their UCD Connect email account and, where necessary acting upon emails in a timely fashion.

UCD IT Services will never ask for your username and password, or any personal credentials by email. Visit the IT Services security pages for more information on 'phishing'.

4. Research Ethics

Research ethics applies to all members of the UCD community who conduct research that involves human and/or animal subjects. Prospective researchers must read the policies and guidelines on the research ethics website (www.ucd.ie/researchethics).

The PhD Programme

5. The Structured PhD Programme

The structured PhD enables students to achieve the best possible experience of graduate research and training. Making a substantial and original contribution to knowledge, normally leading to peer-reviewed publications remains the core objective of doctoral studies. Our structured PhD includes several innovative measures designed to support you in achieving your academic and professional objectives. Assessment for the award of a PhD is made on the basis of a thesis and *viva voce* exam.

6. Supervision

The UCD PhD is generally a 4-year structured programme with regular monitoring of the student's progress by the supervisor(s). Supervision is a crucial part of doctoral training. The relationship between supervisor and research student is an essential feature of graduate education. The role of the supervisor is to encourage, challenge and support the student to ensure the student develop the relevant skills and attributes. Both the student and the supervisor contribute to this relationship - good, open communication is the key to managing the relationship between the supervisor and research student. At the beginning of the Research Programme, both parties should negotiate how the relationship will function on issues. For more information on this please see appendix 2

Supervisor responsibilities

The main duties and responsibilities of the principal supervisor are as follows:

- Act as the main source of research supervision, provide mentoring, guidance and advice for the student throughout their research degree;
- Meet regularly with the student;
- Participate in the Doctoral Studies Panel (DSP).

For further information, please refer to the Policy Document '*Code of Practice for Supervisors and Doctoral Students*': <https://www.ucd.ie/graduatestudies/currentgradstudents/policiesregulations/>

7. Doctoral Studies Panel / Masters Research Panel

Purpose of the DSP/MRP process:

The purpose of the Doctoral Studies Panel is to **support and enhance the supervisor-student relationship, to monitor the progress of the student through their doctoral studies, and to provide advice and support to student and supervisor(s)**. These are nominated when the student is approved for admission.

Membership of DSP/MRP:

The Doctoral Studies Panel /MRP comprises of:

- the Principal Supervisor,
- any additional supervisor(s),
- and a number of advisers (at least two but normally no more than four). One of these will be Chair.

Meeting Frequency:

The Code of Practice for Supervisors and Research Degree students states that:

- a minimum of one DSP meeting should take place each year of the student's studies.
- the DSP should normally meet within 3 months of the student's initial registration, to review the student's Research and Professional Development Plan - the Supervisor should initiate this meeting.
- in addition to the first meeting at least one additional DSP meeting should be held in year 1 of the student's registration and for PhD students a DSP meeting should normally be held at least 2 months before the Stage Transfer Assessment - scheduling of these DSP meetings should be the student's responsibility.
- the student or another member of the DSP may convene a meeting of the panel at any stage (with appropriate notice to all concerned) if it is considered desirable or necessary to address any relevant issue that may arise.

Scope:

- Ensure quality, rigour and equity of the supervision process,
- Advise the student on their professional and personal development training and monitor progress against their Research and Professional Development Plan at least once a year
- Provide appropriate academic expertise and where appropriate facilitate an interdisciplinary perspective,
- Provide temporary support to the student in the case of the unforeseen absence of the Principal Supervisor,
- In the event of difficulties arising in the supervisor-student relationship the Panel will seek to resolve such difficulties. DSPs can be convened without the Supervisor at the request of the student. Where matters are unresolved, they will be referred to the academic responsible for graduate research students in the School or Director of the Graduate School,
- Where issues arise in relation to progress, ensure that the student and Principal Supervisor are fully aware of the issues and have had an opportunity to address them in a timely fashion.
- To ensure that the student is familiar with the assessment criteria well in advance of the assessment and knows what is required for Stage 1 to Stage 2 assessment (i.e. required reports, presentations, interview etc.),
- To offer additional specific support for students or supervisors which the College Graduate School Board may request.

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Meeting Reports

<http://www.ucd.ie/graduatestudies/currentgradstudents/researchphdsupport/researchandprofessionaldevelopmentplanrpd/>

The DSP should ensure that the student is developing and maintaining their RPDP in consultation with their supervisor(s) and DSP members.

- **The student** should complete a report of each DSP meeting, using the RPDP document as a template, and should submit a copy of this, signed by the members of the DSP and indicating the approximate date of the next meeting, to the designated Administrator in the School; these reports should also be uploaded to the student record by the student.
- **The Chair of the DSP** should write a report on the key recommendations of DSP meetings. Copies of this should be forwarded to the student, supervisor and the School/Programme Office, as appropriate. In most cases the reports should be brief but, where there are issues relating to student's performance/progress, the report should document the issues/weaknesses and the advice given to the student to address the problems. In such cases a follow-on DSP should be arranged. If a problem is detected at the DSP meeting, the School Head of Graduate Studies should be notified. These reports should also be uploaded to the student record by the Chair.

For more information on doctoral and research masters panels, go to:

https://www.ucd.ie/t4cms/dstudies_tor.pdf

8. Research and Professional Development Plan (RPDP)

Research and professional development planning is an integral part of the structured PhD programme and valuable for research masters students. The purpose of such planning is to ensure that your work is clearly focused on achieving your research and professional development goals. This will play a major part in informing the trajectory of your PhD research, and in your training and development as a researcher. Your plans will form the basis of discussions at your meetings with your supervisor and your study panel and will be central to the preparation of the mandatory reports from these meetings. Guidelines to assist you in producing Research and Professional Development Plans are downloadable from <http://www.ucd.ie/t4cms/RPDPScience.pdf>

There are three main components to the RPDP:

1. The Research Plan – This provides the student with a clear research focus and a coherent research plan.
2. The Professional Development Plan – This enables the student to identify the skills important to their research and career.
3. The Doctoral Studies Panel Meeting Record – A mandatory outcome of the DSP meetings will be a formal record of the student's research and professional plans and progress to date. This will also inform the transfer assessment.

Further details and RPDP forms are available for download from:

<http://www.ucd.ie/t4cms/RPDPScience.pdf>

9. Mandatory 30 credits for PhD students

UCD operates a credit-based system for accrediting taught modules acquired during the structured PhD programme. All PhD students are required to take a minimum of 30 credits to be accumulated throughout their doctoral studies. The aim of these taught modules are to facilitate research as well as to provide you with important transferable skills enhancing your career development. Your School or Programme may recommend or require certain modules, please check with your Supervisor. Unless your School or programme stipulates specific courses, you may choose from the full range of modules available throughout the University in consultation and agreement with your Principal Supervisor and your DSP.

The Science Graduate School manages modules designed specifically for research students; and details are given in appendix 3. Further modules taken by science graduate research students can be found on <http://www.ucd.ie/graduatestudies/researchstudenttrainingsupport/>

Students are encouraged to avail of the opportunity offered by the range of discipline specific and transferable skills modules but UCD's policy on Recognition for Prior Learning applies to PhD students. Further details can be found on <http://www.ucd.ie/governance/resources/policypage-rplpolicy/>. This application would need to be discussed with your DSP and be approved at School and Graduate School level.

To register for modules, you must complete a module registration form which is available from your School after agreement with the module co-ordinator and your supervisor. This form should be returned to your School office who will register you to your chosen modules.

Being fully registered to a module means that you must attend classes, complete assignments and assessment and you will earn credits for this which will be shown on your final transcript. Students can

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undertake modules for audit which means attending classes but not doing the assessment or assignments but you DO NOT receive credits for this.

Please note that once registered for a module, if for any reason you do not complete and have not officially withdrawn from this module within 6 weeks, a NG grade received will be entered onto your university record and will appear on your transcript. To withdraw from a module, please contact your School office within 6 weeks of the commencement of the module. NO RETROSPECTIVE CHANGES CAN BE MADE.

For detailed information on any module, including assessment strategies, please follow these instructions:

- Go to www.ucd.ie/students/course_search.htm
- Select/find 2018/19 Modules + 'Keyword Search' options
- Check "All Information' and Level 1, 2, 3, 4 and 5 filters

Module levels

The first number of the module code indicates module level. Most PhD students find Level 4+ (Masters+ level) academic and research skills modules most useful. However, a limited number of Level 1-3 may be appropriate in certain cases, for example if you need to learn something from outside your undergraduate discipline. Students must consult with their supervisor before signing up to modules.

Module registration

Please make sure you register for every module you participate in; you will not be able to register retrospectively for any modules. As it is not possible to register to modules yourself, you must complete the module registration form and return it to your School office. Your Principal Supervisor must sign the module registration form and if the module is provided outside of your School, permission must be sought in advance of registration from the module coordinator for its suitability, and also out of courtesy.

Modules at other institutions (External Credits)

With prior approval from their supervisor, research students may register to modules outside of UCD for credit. As with modules taken within UCD, supervisors must sign off on the module being appropriate for the academic development of the student. The institution must also provide official confirmation of successful module completion. The School will then make a recommendation to the Graduate School Board that the student receives appropriate credit toward their mandatory 30 credit requirement. **If a student or School is in any doubt about whether the Graduate School Board will sanction credit for a specific external module they must check in advance before proceeding with undertaking the module. Details of these modules will appear on your UCD record.**

Please note that conference presentation/attendance will not be considered for credit; this is a normal part of ongoing doctoral student activity. For similar reasons, research visits/lab work at another institution will not normally be considered for credit. Students should use their RPDP to record details of any courses or modules they take outside of UCD.

Transferable skills for graduate students

UCD also offers some short courses and workshops on transferable skills which are targeted at students' professional development. These are listed on your diploma supplement, but they do not count towards the mandatory credits of the PhD programme. Topics include data management, career development, innovation and entrepreneurship, project management, ethics approval amongst many others. In addition, UCD Career Development Centre has career consultants who are able to direct you too. More information is available at:

- www.ucd.ie/graduatestudies/researchstudenttrainingsupport/
- www.ucd.ie/careers/

10. Stage Transfer Assessment (STA)

All students are required to undergo assessment in order to move from Stage 1 to Stage 2 of the PhD programme or to transfer from Masters to PhD programme. Stage 1 is an initial period of advanced education, training and research. Stage 2 is largely dedicated to carrying out a body of original, publishable research required for the award of a PhD. In order to transfer to Stage 2 students are assessed by a Stage Transfer Assessment Panel who make a decision as to whether a student has made sufficient progress towards completion of the PhD research. The STA panel will be convened by the School and will contain at least three members of academic staff; however, it will not include supervisor(s). Stage Transfer Assessment will take place between months 12-18 of the initial date of registration (full-time) or months 18-27 (part-time).

The Assessment Panel will base its judgement on:

- 1) a written statement of progress and a research plan from the candidate;
- 2) a written progress report from the Principal Supervisor; and
- 3) an interview with the candidate.

These may be integrated into the Research and Professional Development Plan (RPDP). The Assessment Panel may also require a presentation from the student and may interview the Principal Supervisor.

The STA panel will consider student progress in deciding whether the student should transfer from Stage 1 to 2 of the programme.

The Assessment Panel will make one of the following recommendations to the College Graduate School Board:

- 1) that the student should progress to the next stage or year of the doctoral programme;
- 2) that the student should not progress to the next stage or year of the doctoral programme, and that:
 - a) the student should re-submit for assessment within six months (with an indication of the month/year in which the subsequent formal assessment of progress will take place);
 - b) the student should apply to transfer to another graduate programme utilising, where appropriate, any credits already accumulated within the doctoral programme;
 - c) a recommendation be made in line with the University's continuation process to Academic Council or its relevant sub-committee that the student's registration be terminated.

After the STA, the assessment panel will make a recommendation via the School to the College of Science Graduate School Board in relation to the transfer. Students will be notified shortly hereafter of the outcome. If the recommendation is to progress to Stage 2, you will progress to the next phase of your PhD. If the recommendation is other than for progression to Stage 2, the options recommended by the assessment panel, and the potential for another presentation to the assessment panel, will be discussed with your DSP. Students have the right to appeal a decision of the STA. For more information on the appeals process, go to www.ucd.ie/appeals.

11. Leave of absence

Students who need to take time out of the programme, can apply for a leave of absence (LoA). A LoA can be for up to a maximum of one-third of the length of the programme (four semesters for full time students and six semesters for part time students) and must be semester length.

A student on LoA cannot be active on the programme i.e. they cannot meet with supervisor(s), attend lectures, access the library or receive grants/scholarships. However, students will continue to have access to their UCD Connect account, including email, during this time.

Leave of Absence can be applied for online - for more information and guidance on the leave of absence policy, go to <http://www.ucd.ie/students/leaveofabsence/index.html>

12. Extensions

There are two types of extension:

1. Permission to Continue

Students who are entering Year 5 FT or Year 7 PT PhD or Year 3 FT or year 5 PT for Masters by Research students must apply for Permission to Continue in the programme. There are no extenuating circumstances with this extension. These are for a period of semester(s) and fees are payable. The student must apply for this at their School Office.

2. Extenuating Circumstances

These requests are for a specific period (does not need to be semester length) where the student was unable to attend the programme due to extenuating circumstances and no fees are paid. Supporting documentation must be provided and confirm the period of time you were unable to work on your programme for. Common examples of this are medical issues or bereavement.

Before applying for an extension please first discuss the matter with your supervisor(s). After discussions with your supervisor(s), the student must apply for an extension in advance of the thesis submission deadline at the School Office with supporting documents and it must be approved by the relevant School and Graduate School Board. A student is not normally liable for fees. There will be no additional stipend for this period.

See the [Policy on Extenuating Circumstances](#) for further information - http://www.ucd.ie/t4cms/extcstudent_g.pdf

13. Working Hours - Holiday Entitlement

Working hours

Due to the range of disciplines across the College, there is no such thing as an 'average PhD week' and how a PhD student's week is arranged will depend on a number of factors including:

- Subject area (very different work patterns will emerge if you work in a lab or do fieldwork for example),
- Learning style,
- The stage of the PhD: the week will be structured very differently when you are writing up and there will be peak times in activity,
- What you have agreed with your supervisor.

It is recognised that graduate students are not paid employees and therefore do not have contractual working hours; however, students should bear in mind that a public servant's standard working week is 37 hours.

A PhD student should be self-motivated to work such hours as are necessary to achieve their objectives over the course of 3-4 years. In cases where a student is funded, there may be additional obligations required by the funding agency in relation to meeting certain milestones that must be taken into consideration when working hours are agreed.

In consultation with the supervisor(s) it is the student's responsibility to decide the appropriate working structure for them as early as possible in their programme so that a plan can be agreed that suits everyone. Students are expected to develop a professional approach by attending all meetings and other relevant activities that are advised by their Supervisor and/or beneficial to their programme/research.

Annual leave

Holidays can be taken at any time in each year but must be agreed in advance with the supervisor(s), bearing in mind a student's individual funding terms and any teaching or research commitments. The normal holiday entitlements should be no more than 4 weeks in one calendar year.

In the case of part-time students in paid employment, supervisors should be informed of the student's annual leave arrangements that impact on the research programme.

Sick leave

If a student feels unwell and needs to stay at home for a day or two, the supervisor(s) should be informed. If a student is unwell for a longer period of time, they should try to maintain regular email contact with their supervisor(s) to keep him/her informed of their health and they must provide a medical certificate for the period of illness. In cases where students may be requesting a 'no-fees extension' due to illness, relevant supporting documentation must be provided. In some serious cases, it may be advisable for the student to apply for a leave of absence.

Maternity leave

Where possible, students should apply for a Leave of Absence during their maternity leave. If this causes issues with funding, students can apply for a no fees extension for the period of maternity leave but must be aware that there is no provision for payment of stipends during this additional time.

14. Guidelines for Thesis Preparation

To produce their thesis, students should work closely with supervisor(s) to ensure that the research and presentation meets the standards expected of a thesis. Before submission, the primary supervisor is required to sign a statement that the thesis is ready for submission. If you are of the opinion that such a statement is being unreasonably withheld, you can appeal in the first instance to the relevant School Committee and the Graduate School Director.

<http://www.ucd.ie/t4cms/Theses%20in%20Graduate%20Research%20Programmes%20Policy.pdf>

All theses submitted must include a statement on plagiarism in accordance with UCD's policy on plagiarism. The UCD policy on plagiarism is available from <http://www.ucd.ie/governance/resources/policypage-plagiarismpolicy/>

PhD theses can only be submitted if fees are paid in full and student registration is current. For information on submitting your thesis, visit UCD Assessment: www.ucd.ie/students/assessment/

15. Thesis Examination

In order to submit a thesis, all PhD students must have transferred into Stage 2 of the structured PhD programme and have completed the mandatory 30 credits of taught modules satisfactorily. PhD theses are always examined by a viva voce examination whereas MSc theses are generally not examined by viva.

Organisation of the thesis exam

Your supervisor and School will organise the nomination and approval of your Examination Committee about six months in advance of you submitting the thesis for examination.

The viva voce examination will normally be held within two months of receipt of the thesis by the examiners. It is the responsibility of the chairperson of the viva voce to make all the arrangements for the examination. Viva voce examinations are normally held on campus.

PhD theses are examined by a PhD Examination Committee comprising of an external examiner, one internal examiner and a chair. The external examiner must be a recognised expert in the field. For MSc theses, there is not normally a viva however examiners can call one if they wish. For a MSc examination committee, the internal examiner generally acts as chair of the Examination Committee. All Examination Committees are nominated by the School and then approved by the Graduate School Board and then the Academic Council Committee on Examinations (ACCE).

Preparing for your Viva

You will need to be prepared for a general discussion of your research area and a detailed explanation of your research and its conclusions. You also must be prepared for the examiners to approach the thesis from a different starting point than you and to emphasise different aspects of the thesis than you considered. You will be given the opportunity to defend your thesis in every respect. You should enlist some help from your supervisor in your preparation.

PhD examination

A viva voce (oral examination) is compulsory for doctoral degrees. The viva voce provides you with an opportunity to defend your thesis and it assists the examiners in deciding whether or not you have met the requirements for the PhD degree. The Examination Committee will examine:

- The originality of the work described and the theories developed in the thesis

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- Your familiarity with the published work of other authors in related areas
- Your ability to summarise the work of other authors and to synthesise a theoretical framework within which to position the work described in the thesis.

The thesis is assessed in accordance with UCD guidelines

(<http://www.ucd.ie/t4cms/Theses%20in%20Graduate%20Research%20Programmes%20Policy.pdf>).

Once the viva voce is completed you will be invited by the chairperson to withdraw from the room so that the examiners can deliberate.

In most cases you will be invited through the chairperson to hear the examiners' provisional recommendation which is subject to approval by the Academic Council Committee on Examinations (ACCE).

Where an MSc is examined through a viva voce examination this will be conducted in the same way as a PhD viva.

Outcomes of PhD/MSc Examinations.

The Examiners will generally compile a joint report which is submitted to the ACCE. The thesis will either be deemed:

i) Accepted as worthy of the award with no corrections, in which case the student can then proceed to submit the final thesis.

ii) Accepted as worthy of the award with corrections, in which case small corrections are required and the procedure is as (iii) below.

iii) Accepted as worthy of the award with revision without re-examination, in which case more substantive revision is required. In cases (ii) and (iii), the student is registered as "for assessment", there is no fee implication, and students continue to have access to UCD facilities such as the library and UCD email. Once the corrections have been completed, the student should contact the internal examiner (or whoever has been charged with overseeing the corrections) to arrange for the revised thesis to be reviewed. Once it has been established that all necessary corrections have been made a thesis correction sign off form will be completed by the person responsible for overseeing the corrections and given to the student, who can proceed to submit the final thesis.

iv) Necessary of revision with re-examination, in which case the student must register for the period (at least one semester) necessary to re-submit the thesis for examination.

v) Not worthy of the award but with a recommendation that the candidate transfer to an appropriate graduate programme, in which case the student must transfer to the programme and meet the criteria for the exit degree award. In practice this recommendation is generally used for PhD candidates who are recommended to transfer to a Research Masters programme and students submit the thesis for examination for this award.

vi) Not worthy of the award, in which case the student will receive a transcript for any taught modules completed during the programme.

Submission of Final Thesis.

The ACCE will not consider the award of the degree until a hard-bound copy of the thesis, incorporating any changes, corrections or revisions required by the examiners, and accompanied by a completed Research Degree Submission Form, has been lodged by the candidate with the Student Desk, UCD Registry.

16. Collection of papers as thesis (PhD)

Peer reviewed papers may be incorporated into a thesis submitted for the award of a research degree, to avoid any duplication of effort, if the following conditions are met:

- The work described in the papers is substantively that of the candidate and has been carried out during the period that the candidate has been registered for the research degree. Work published, accepted for publication, or submitted for publication prior to candidature must not be included in the thesis.
- The thesis contains
 - A general introduction that incorporates an independent, original and up-to-date review of existing work in the field which contextualises the candidate's research in relation to the present state of knowledge in the fields;
 - Chapters containing the published work in a cogent sequence that support the main findings of the thesis;
 - Independent and original general discussion that draws together the main findings of the thesis in the context of their original contribution to current knowledge, establishes the significance of the work and outlines the needs and prospects for future research.
- The candidate is the sole author of the thesis, is fully responsible for everything contained in it and, where necessary, has obtained permission regarding copyright from the copyright holders. A statement to this effect must be included in the thesis.

Work that has been submitted but not yet accepted for publication or work in preparation for publication may be included in the thesis, but must be clearly distinguished from work that has been published or accepted for publication and the level of readiness of the papers must be stated

Where the papers presented in the thesis have been jointly authored, the nature and extent of the candidate's contribution must be precisely identified in a statement that delineates the nature and extent of the candidate's intellectual input to each paper and their direct contribution to the work reported (e.g. which figures or passages of text represent the original work of the candidate). This should be done in each chapter that is based on work that is published or to be published.

Thesis Structure:

The thesis incorporating publications must read as a coherent whole and indicate that the candidate is able to produce written work that is of the standard accepted for a traditional thesis. Each section should be referenced separately. Where papers have been published with different fonts and formats, the original manuscripts should be re-formatted so that the format throughout the thesis is uniform providing an easily read, professional appearance. Any work that is published, accepted for publication or submitted that is referred to should be referenced clearly.

17. Student Welfare and Student Life

Student Advisers

Your student adviser is here to help you make your time at UCD as fulfilling and enjoyable as possible. Student advisers work with chaplains, the Student Health Service, academic and administrative staff to ensure the best outcomes for you. You can visit/consult/contact your student adviser in relation to any personal, social or practical issues you are having.

More information and contact details: www.ucd.ie/studentadvisers/

UCD Chaplains

Chaplains offer personal support and advice in complete confidence to students who come to them. To find a UCD chaplain visit www.ucd.ie/chaplaincy.

Student Health Services

The Student Health Service in UCD - Telephone: (01)7163134 - is located in the Student Centre on the Belfield campus. If a student is worried about a health problem, they may call to the Student Health Service, where the receptionist will make an appointment for them to see the appropriate officer. For more information, go to <http://www.ucd.ie/stuhealth/>

There is no dental service attached to the Student Health Service and dental care is not covered to any great extent even with a medical card. If dental treatment is required, the Student Health Service can recommend a local dentist.

Students' Union Representatives

Niall Torris is the Graduate Officer for UCD Students Union for academic year 2018-19. The role of your Graduate Officer covers all non-academic issues that you may face in your day-to-day lives throughout your time here in UCD. You can contact by e-mail at graduate@ucdsu.ie or call at (01)7163113, UCD Students Union Welfare Officer (01)7163112 or email welfare@ucdsu.ie. More useful information is available from www.ucdsu.ie

UCD Sports, Clubs and Societies

The environment of UCD provides a vibrant social life to all members of the university. For a gateway to some key social and sporting information sources at UCD as well as other useful links, visit www.ucd.ie/studentcentre/studentexperience/

Motivation

Motivation allows us to fulfil our dreams! It is the strength that keeps us going in the face of difficulties and drives us to overcome our obstacles. While most graduate students start their programme being highly motivated, staying motivated throughout their research degree is often one of their biggest challenges. For tips on maintaining motivation, please see <http://www.ucd.ie/science/study/collegeofsciencegraduateschool/>

Academic Supports

Programme difficulties

Students who are experiencing difficulties with their research are encouraged to address these as soon as they arise. If your difficulty cannot be resolved by your DSP (which can be convened without your Supervisor), you can approach those in your School responsible for graduate research students or the College of Science Graduate School.

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Student Complaints

Students may make complaints about any unit, function or service provided by the University or on behalf of the University. The definition of a complaint is necessarily broad and therefore the list provided is intended to guide users and is not intended to be exhaustive. A complaint may relate to the following issues:

- the quality or standard of any service provided or failure to provide a service
- the quality of facilities or learning resources
- the failure of the University to follow an appropriate administrative process
- unfair treatment or inappropriate behaviour by a student or a staff member (isolated incident).
- an alleged action or inaction by the University or a member of its staff

Further details can be found at <http://www.ucd.ie/complaints/> . Complaints of repeated bullying/harassment behaviour are dealt with through UCD's Dignity and Respect Policy, further details can be found at <https://www.ucd.ie/equality/support/dignityrespect/> .

18. University Facilities and Campus Maps

UCD Belfield campus has several shops, restaurants, cafes, a bank and post office.

James Joyce Library

The modern and well-stocked central library is located in the James Joyce building which is opposite the lake in Belfield. Please note that you need your student card to enter. There are also smaller libraries around the campus. The library catalogue can be searched online at www.ucd.ie/library

Campus Maps

Visit <http://www.ucd.ie/maps/> for a high resolution map of the campus and its app.

Security and Safety Awareness on Campus

UNICARE is a University service designed to enhance the security of property and the personal safety of students, staff and visitors on the Belfield campus. The programme operates through the combined efforts of students, staff, the local Gardaí, the Buildings and Services Department and various groups within UCD. For urgent assistance, go to <http://www.ucd.ie/students/support/>

24 Hour Confidential Emergency Line

Internal telephone No: 7999 External telephone no (01)716 7999

You should use the UNICARE number to call for emergency assistance or to report any issues regarding personal safety and security of property on campus eg an accident/emergency, fire, theft, reporting suspicious or troublesome persons or an incident you may have witnessed.

The UNICARE emergency line is operated 24 hours a day and assistance will be provided immediately in response to your call. UNICARE red emergency phones are located throughout the Belfield campus.

List of important policies

Graduate Studies Documents and Policies for staff

<http://www.ucd.ie/graduatestudies/infoforstaff/>

Graduate Studies Documents and Policies for students

<https://www.ucd.ie/graduatestudies/currentgradstudents/>

General regulations for the degree of Doctor of Philosophy

<http://www.ucd.ie/governance/resources/policypage-academicregulations/>

Progression in Doctoral Programmes including Stage 1 Transfer Assessment

<https://www.ucd.ie/t4cms/Transfer%20Assessment%20Policy.pdf>

Code of Practice for Supervisors and Doctoral Students

<https://www.ucd.ie/graduatestudies/currentgradstudents/policiesregulations/>

Split-site Arrangements for PhD and other Graduate Research Students

<https://www.ucd.ie/graduatestudies/currentgradstudents/policiesregulations/>

Code of Practice for Conflict Resolution for Supervisors and Research Students

<https://www.ucd.ie/graduatestudies/currentgradstudents/policiesregulations/>

Student Complaint Policy and Procedures

<http://www.ucd.ie/complaints/>

Policy on Plagiarism

<http://www.ucd.ie/governance/resources/policypage-plagiarismpolicy/>

Policy on Leave of Absence

<http://www.ucd.ie/students/leaveofabsence/index.html>

Policy on Dignity and Respect

<https://www.ucd.ie/equality/support/dignityrespect/>

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Appendix 1: Checklist for Research student

Checklist for Research Students
College of Science

Year 1	
Registration	
To register go online, confirm details and pay fees. Failure to do so might cause your account to be deactivated and incur a penalty.	
DSP/MSP	
Ensure that your School/supervisor has set up your Doctoral Studies Panel (DSP) or Research Masters Panel (RMP).	
Remind your supervisor to organise your 1 st DSP/RMP meeting within first 3 months (supervisor's responsibility)	
A 2 nd DSP/RMP meeting should be held within the first year (student's responsibility)	
Ensure you complete the relevant Research and Professional Development Plan forms.	
Other	
Ensure you are aware of your supervisor's expectations such as working hours, meeting schedule, holidays, absences and also be fully up-to-date with regulations, policies and research ethics	
Discuss with your supervisor your options on relevant taught modules to improve your research skills.	
Make yourself aware of your School graduate administrator and School director of graduate studies and attend the College orientation event and School events.	
Ensure that you are aware of email policy and understand that communications from the University will be delivered via your UCD Connect account.	
Year 2	
Registration	
To register go online, confirm details and pay fees. Failure to do so might cause your account to be deactivated and incur a penalty.	
DSP	
Ensure a DSP meeting is held at least 2 months before the Stage Transfer Assessment (STA)	
STA	
Prepare for STA which should be held at approx. 15-18 months (ft) / 18-27 months (pt).	
Other	
Meet with your supervisor on a regular basis.	
Subsequent Years	
Registration	
To register go online, confirm details and pay fees. Failure to do so might cause your account to be deactivated and incur a penalty.	
DSP/RMP	
Ensure at least one DSP/RMP meeting is held annually.	
Other	
Meet with your supervisor on a regular basis.	
Final Year	
Registration	
Ensure your registration is fully up to date and that you're fully fees compliant.	
Extern Examiners	
Check with your supervisor that an extern and examination committee (<i>viva voce</i>) have been submitted for approval approximately 4 months before the thesis is submitted.	
Submission Date / Viva Check submission deadlines, registration and fees are fully up to date	
Review https://www.ucd.ie/graduatestudies/currentgradstudents/policiesregulations/ for advice	
Registration extension (if need be) – talk to supervisor and School	

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Appendix 2: Guidelines for Good Practice between Research students and Supervisors

College of Science – Guidelines for Good Practice between Research students and Supervisors

This document has been prepared by the College of Science Graduate School. It supplements the UCD MSc and PhD Regulations and relevant policy documents. The combined effort of graduate students and their supervisors is essential if you are to achieve excellence in graduate education. Because conflict and /or tension can arise in situations where expectations are unclear or mismatched, a thorough understanding of each person's role is critical to productive learning and successful outcomes. The guidelines here are intended to be advisory rather than prescriptive and may evolve over time.

The main aims of this document is to briefly outline the responsibility of the different stakeholders, help research students and supervisors reach an agreement on expectations and establish good communication between the parties.

Clarifying Expectations and Establishing Good Communications

Good, open communication is the key to managing the relationship between the supervisor and research student. At the beginning of the Research Programme, both parties should negotiate how the relationship will function on issues such as:

Meetings

- The time and frequency of the supervision meetings
- What is expected at these meetings?

Communication between Meetings

- Does your supervisor prefer to communicate by telephone or e-mail?
- How quickly do you expect a response to an email or phone message?
- Times when the supervisor will be away (e.g. on research leave, teaching abroad or at conferences) so you can plan for this and agree how you will keep in touch.
- Times when the student will be away (e.g. at conferences etc) so you can plan for this and agree how you will keep in touch.

Research Direction and Timeline

- An overall plan and timeline for the research, as well as how agreement will be reached on interim deadlines.
- How much direction do you expect from your supervisor?
- How much direction does your supervisor expect to exert over your research?

Expectations for Written Work

- Does your supervisor expect to receive your work all at once, or in smaller chunks?
- Does s/he expect drafts to be "works in progress" or fairly polished pieces almost ready for publication?
- At what intervals does your supervisor expect you to submit work?
- Would your supervisor prefer to receive documents in hard copy, or electronically?
- How long will the supervisor take to give feedback?

Skills and Development

- What kind of skills and training does the student need (e.g. health & safety, statistical or research methods, IT training, language support etc).
- Which intellectual property and ethical issues are relevant (e.g. if you are working as part of a research team or on human/animal research).
- The student's expected involvement in School research activities, seminars, and other school commitments such as demonstrating
- The student's career development – e.g. availability of teaching opportunities and conferences

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Housekeeping

- Expectation on the number of hours the student should complete on a daily/weekly basis
- Number of annual leave days the student can take / any specific period that the student cannot take holidays
- Expectation of the student on desk and lab space within the School

Funding

- How long is the funding duration
- What does the funding cover

The Responsibility of the: Supervisor:

The Principal Supervisor takes overall responsibility for the student's research training, the conduct of the student/supervisor relationship and management of the student's research progress. The Principal Supervisor provides the necessary intellectual and pedagogical advice and support for the student. Supervisors should endeavour to make the student aware of all relevant regulations, policies and codes of practice -

<https://www.ucd.ie/graduatestudies/currentgradstudents/policiesregulations/>

The Student:

In undertaking a graduate programme, graduate students make a commitment to devote the time, effort and energy necessary to engage in the programme. Students should demonstrate initiative in their research, recognise that their Supervisors are responsible for providing guidance as well as evaluating their performance, and be receptive to suggestions and criticisms about their academic performance. Specific responsibilities are as follows:

- to gain the background knowledge and skills needed to pursue the research project successfully;
- to work with the Supervisor on the establishment of a realistic timetable for the completion of the various requirements of the program of study, and to adhere to the timetable and to meet deadlines;
- to meet with the Supervisor and DSP when requested and to report fully and regularly on progress and on results, and to consider and respond to advice and criticisms received from the Supervisor and the other members of the Supervisory Committee. The frequency of meetings with the Supervisor will vary according to the discipline and the nature and stage of the project, but normally interaction, which may be electronic, should occur at least once per month;
- to work with the Supervisor to ensure that appropriate ethics approval is obtained prior to conducting research on animals or humans;
- to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology;
- to bring to the attention of the Supervisor any matters of conflicting advice or expectations on the part of members of the DSP;
- to recognize that the Supervisor and other members of the DSP may have other teaching, research and personal obligations which may preclude immediate responses;
- to work with the Supervisor to meet agreed performance standards and deadlines of the funding organisation when financing has been provided under a contract or grant;
- to acknowledge the contributions of the Supervisor and others in presentations and in published material, including joint authorship, if appropriate;
- to help ensure that the research environment is safe, healthy and free from harassment, discrimination and conflict;
- to act responsibly upon conclusion of the project by leaving a clean work space, returning borrowed materials, and providing the Supervisor with appropriate documentation of software, data, experimental procedures so that others may continue the research.

Research Masters and Doctoral Studies Panels: (came from UCD Terms of Reference for DSPs)

The role of the Research Masters and Doctoral Studies Panels is to enhance the student-supervisor relationship and to ensure the quality of the research student experience in the context of structured graduate research programmes.

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The Research Masters and Doctoral Studies Panels comprise the Principal Supervisor and any second or additional supervisors or advisors who are appointed in consultation with the Principal Supervisor and Head of School.

- Enhance the supervisor-student relationship by the provision of advice in accordance with the University's Code(s) of Practice.
- Ensure quality, rigour and equity of the supervision process.
- Advise the student on their professional and personal development training and monitor progress against their Research and Professional Development Plan.
- Review on a regular basis, at least once annually, the progress of the student against an agreed research plan.
- Provide appropriate academic expertise and where appropriate facilitate an interdisciplinary perspective.
- Provide temporary support to the student in the case of the unforeseen absence of the Principal Supervisor.

Conflict Resolution Strategies for When Things Go Wrong

Given the close and sometimes intense nature of the supervisory relationship, problems are likely to arise from time to time. Ideally, attempts to resolve problems or concerns happen as early and informally as possible. With that guiding principle in mind don't wait for things to get out of hand. Failing to address problems in their early stages will often lead to increased feelings of frustration which will make the problem more difficult to resolve. It is often useful to think of conflict resolution as a step by step process.

<https://www.ucd.ie/graduatestudies/currentgradstudents/policiesregulations/>

Step One - Discuss your concerns with your supervisor

Before the Meeting:

Make an in person appointment with your supervisor to discuss your concerns. Avoid the temptation to try to deal with issues over email. Face to face meetings usually generate better resolutions and miscommunications are less likely to occur.

Allow sufficient time for your meeting. Effective problem solving takes time so make sure you block off enough time to have a good discussion. If your supervisor says he/she is only available for a short time, re-schedule your meeting for another mutually convenient time.

Prepare for the meeting by making notes beforehand. Ask yourself the following questions: What are the specific obstacles in the way of my progress? What steps have I taken to overcome these obstacles? What do I need from my supervisor to enable me to move forward with my work? If your list of issues is very long prioritise your concerns - what issues do you need to resolve right away?

During the Meeting:

Be prepared to state your needs. Remember, your supervisor isn't a mind reader. It is your responsibility to clearly (and politely!) tell your supervisor what you need from him/her to be able to move forward.

Listen to the other person's side carefully and respectfully. Don't argue your position without knowing "why" your advisor is asking/telling you to do certain things that you think are unfair. Asking "why" and "why not" will help you to understand where he/she is coming from and can help develop a common incentive for resolution based on having both sets of interests satisfied.

Identify solutions. Once you and your supervisor have articulated the problem(s), try to come up with some problem-solving strategies that work for both of you. For example, if receiving timely feedback is an issue in your relationship, what are some of the options for addressing this: Can the supervisor provide more frequent but less detailed feedback? Can you revise your schedule for submitting work? Finding an appropriate solution may require some negotiation, but both you and your supervisor will be more committed to the resolution if each of you has had a hand in creating it.

After the Meeting:

Summarise the key points made during the meeting. It's important to make sure that nothing's gets lost in the discussion and that both you and your supervisor have reached some kind of agreement about how the two of you will try to resolve the issues you have identified. Some people find it helpful to put in writing a plan of action based on the conversation. Ask your supervisor if he or she would mind if you did this to again clarify the options/steps towards resolution that you have identified. If you and your supervisor have made some progress on the issue, but you still have more to discuss, determine a date for a follow up meeting.

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Step Two - Seek other sources of support for resolving the problem

Sometimes, despite everyone's best efforts problems remain unresolved after Step One. If your conversation with your supervisor didn't go very well, or you are afraid to approach your supervisor for whatever reason, it is a good idea to seek help in addressing your concerns. Depending on your situation (where you are in your research, etc.) you may want to consider the following options:

Make an appointment to see your Doctoral Studies Panel (without the supervisor) who will listen to your concerns and help you identify specific problem-solving strategies. They may be likely to provide you with a fresh perspective and suggest different ways for you to approach the situation.

Also approach the School Graduate Co-Ordinator who may have some insight in the problem you are experiencing and be able to suggest solutions. Peers are also a good resource for learning about the norms in your School regarding frequency of meetings, turn-around time for feedback, and general availability of faculty.

If you are experiencing a lot of stress in dealing with the situation (conflict can be very stressful!) make sure you seek out sources of support.

Step Three - Consult the Head of School / Graduate School

Consult the University's policies and procedures for handling disputes and the reporting structure. The College of Science's Graduate School Manager may be able to direct you if this information is not readily available.

Make an appointment with firstly the Head of School and if remains unresolved the Graduate School Director to discuss what options are available to you. Prepare for this meeting in the same manner that was discussed previously in this document. You should expect that whomever you consult will ask you if you have discussed your concerns with your supervisor, and what, if any, steps you have taken to resolve them. At this stage you may need to make a decision about whether you wish to continue with your supervisor, or whether you want to explore the possibility of changing supervisors. Whatever option you choose you will likely need to take into account your area of study and what stage you are at in your research.

Appendix 3: College of Science PhD modules

1) Academic Writing for Science for Postgraduate Students (SCI50030)

Credits 5 Level 5

The Academic Writing for Science Postgraduates module uses practice-based learning methods in order to introduce analytical frameworks that will show how writing and reading are interrelated and core to critical thinking. It focuses on the elements of article and thesis construction needed to produce an effective academic work based on sound scientific research practices. It also includes the evaluation of the incorporation of secondary material, citation styles, and academic integrity. Therefore, this module provides Postgraduate students in the Sciences with the foundation for cultivating their writing skills to better ensure success throughout the period of the degree and writing their dissertation. The module is designed around workshops and involves students producing their own pieces of writing, which will be critiqued in terms of writing style rather than for the accuracy of the scientific content.

A weekly practice-based workshop will be supported each week by a thematic lecture on a core writing skill. Throughout the module an emphasis will be placed on developing writing abilities in ways that adequately reflect and support your unique critical insights and capability as a researcher. Students will be requested to bring a piece of work to the first lecture. More details on this will be provided when students have registered to the module. On completion of the module, students will be able to

- Understand what constitutes coherent, structured academic writing.
- Gain knowledge of the elements of a science based thesis.
- Appreciate the relationship between reading and writing.
- Critically evaluate and analyse sources.
- Incorporate drafting and editing practices into the writing process and understand the value of these skills.
- Apply methodologies to research practices and academic writing practices
- Present a convincing and valid piece of academic writing.
- Improve academic phrasing, tone and style.
- Utilise tools developed in the Academic Writing for Science Postgraduates module to have confidence to write scientific articles.
- Understand Academic Integrity as it applies to thesis/articles.

2) Research Integrity Online (SCI50020)

Credits 5 Level 5

This module is designed to help researchers in the sciences to:

- Know, understand and explain the key responsibilities they have as researchers.
- Identify the challenges they could face in meeting those responsibilities.
- Be aware of strategies for dealing with pressures and difficult situations.

The module employs a combination of e-learning using materials delivered via the Blackboard VLE and face-to-face workshops with discussion of specific case studies.

This course covers all stages of the research process. Information, practical advice and reflective activities in key areas:

- 1: Introduction: principles and professional responsibilities, dealing with misconduct, mentoring
- 2: Planning: research with human participants, conflicts of interest, workplace safety
- 3: Conducting: data collection, sharing and interpretation
- 4: Reporting: plagiarism, authorship, peer review
- 5: Responsibility to the public and society.

3) Online Research Skills (SCI50010)

Credits 5 Level 5

This module covers a range of early-stage research skills tailored towards the needs of graduate students in the Sciences. The module employs a combination of e-learning using materials delivered via the Blackboard VLE and face-to-face workshops with discussion of specific case studies. The e-learning elements of the module are determined for individual students based on their skills needs assessment and cover the following specified learning activities: - working with your supervisor/collaborators, - project management, - intellectual property in the research context, - research ethics, - career planning, - getting published, attending conferences, presenting and networking. The workshops introduce, augment and complement the activity-based e-learning elements by providing a forum for reflective practice and teambased discussion of issues and case studies.

On completion of this module students should be able to:-

- develop reasonable and agreed answers to the questions "What do I need and expect from my supervisor?" and "What does my supervisor need and expect from me?"
- create criteria for monitoring and reporting progress, identify and manage project risks
- explain the elements of Intellectual Property in an academic/research setting and recognise the responsibilities of individual researchers
- identify and address ethical problems
- conduct an annual appraisal of career opportunities and goals
- recognise the value of constructive criticism and review, understand the skills, materials and confidence required to plan and deliver at an academic conference
- recognise the requirements, skill sets, attitudes and aptitudes which will support their development towards autonomy as a researcher.

SCI50010 is delivered via Blackboard with 2 workshops throughout the semester. The workshops will be held on campus at UCD Belfield.

UCD Science

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