



UCD School of Biology & Environmental Science

Graduate Research Student Handbook (PhD & MSc by Research)

This handbook describes the policies and requirements that apply to all PhD and MSc (Research) students registered through SBES, whether based on the UCD Belfield Campus or off-campus.

Version: July 2022

Contents

	Page
Welcome from Head of School	4
Communication by Email	4
Safety	5
After Hours Access to Science Centre West	6
Registration and Academic Regulations	6
The Graduate Research Degrees (MSc, PhD)	7
Conducting the Research Project	7
Research Ethics & Good Practice in Research	8
Publication of Research Findings	8
The Need for a Structured Approach to Research Degrees	9
1. The Research Student's Support Panel	10
2. The Research and Professional Development Plan (RPDP)	10
3. PhD Stage Transfer Assessment (and Transfer from MSc to PhD)	11
4. Credit Accumulation through the UCD Modular System	12
5. Demonstrating	14
6. SBES Seminar series (& Annual Graduate Seminar Day)	15
Graduate Student representatives	15
Student Welfare and Support Services, University Facilities	15
APPENDICES	16
1. Preparing for formal meetings with your support panel	
2. RPDP (Research and Professional Development Plan) document	
3. PhD Stage Transfer Assessment in SBES	
4. Preparation of Thesis, Submission and Examination	
5. Authorship & Intellectual Property	
6. Funding Travel to Research Conferences	
7. GraSS: Graduate Support Scheme	
8. Requests for Extension, Leave of Absence, & Withdrawal	
9. The SBES Graduate Studies Committee	
10. Useful SBES/UCD Contacts	

11. UCD Policies and Regulations
12. Useful UCD links

Welcome from the Head of School

The UCD School of Biology and Environmental Science (SBES) provides a stimulating intellectual environment to foster the development of world-class, multidisciplinary teaching and research. The School's research reputation is built on the specialisations of, and synergies between, our academic and technical staff, our post-doctoral fellows and our research students. We pride ourselves on the integrative approach (from genes to ecosystems) that we bring to our three research themes:

- Environmental Change & Sustainability: Informing Policy & Practice
- Genetics and Evolution: From Genome to Biome
- Cellular and Molecular Biology: From Genes to Biotechnology

As a research student, you are central to the School's activities, and the research undertaken during your MSc and/or PhD degrees represents a large proportion of the School's research output. Undertaking a research degree is a major commitment on your part and the School's Graduate Studies Committee has prepared this handbook to outline the structure of the School's graduate programme and to explain the formalities associated with a research degree. Please read it carefully so that you are fully informed as you navigate through your research programme and ultimately complete your thesis.

Your time as a research student is likely to be challenging but rewarding. We aim to provide you with the best facilities and infrastructure, creating an environment that maximises your opportunities for personal and professional development. However, as is true for most worthwhile endeavours, the more effort you put in, the more rewarding the experience will be. Therefore, we encourage you to engage enthusiastically with the School's graduate research programme and become an active member of the School community. We hope that the training and experiences offered by the School will help you to realise your potential as a scientist, enhance your personal development and shape your future career.

Assoc. Prof Evelyn Doyle

Head, UCD School of Biology and Environmental Science

COMMUNICATION BY E-MAIL

All official UCD and SBES communication by e-mail will be sent to your UCD-Connect E-mail address. It is your responsibility to regularly check this e-mail account and, where necessary, to act upon e-mails in a timely fashion.

HEALTH & SAFETY

SBES seeks to maintain a safe working environment for its staff and students. However, many of the activities undertaken within the School, both in the lab, field and desk-based settings may involve working with a variety of hazards. We have strict safety systems in place to minimize the risks associated with these and it is your responsibility to adhere to them at all times.

Things to do before starting work in SBES:

1. Arrange a SAFETY INDUCTION:

If your project will involve spending time in a lab or a field setting, a safety induction must be arranged with a member of the technical staff before you can begin work in the lab or the field. Your supervisor can put you in touch with the appropriate Technical Officer.

2. Carry out RISK ASSESSMENTS:

As part of our safety systems in UCD we require all students (working in a lab or field setting), in conjunction with their supervisor to carry out a set of risk assessments before they start work on their project.

3. Discuss your TRAINING NEEDS:

In conjunction with your supervisor you should discuss what training you will need on lab/field techniques, instrumentation etc. to enable you to keep yourself and other users of the lab/field safe. Training can be arranged in house, or through the SIRC office where required.

Accidents:

If you have any accident in the lab or the field, no matter how small you must report it to your supervisor and the Technical Officer in charge of the lab (if in a lab). An incident report form must be filled out (available from the Technical Officers).

Pregnant Personnel:

In the interests of their own health and safety and that of their unborn / nursing child, all pregnant and breastfeeding employees and postgraduate students are strongly encouraged to report their pregnancy / breastfeeding to their Head Of School / Unit Manager or to the University SIRC Office directly as early as possible. A Pregnant Employee Risk Assessment must be carried out. This will be done by the SIRC office to ensure that the safety of mother and unborn baby in the workplace.

Safety Contact Points:

Any safety related queries about your project or work in SBES should be discussed in the first instance with your supervisor and/or the Chair of the School Safety Committee, Gwyneth MacMaster (gwyneth.macmaster@ucd.ie).

The UCD SIRC (Safety, Insurance, Operational Risk and Compliance) Office (<http://www.ucd.ie/sirc>) provides advice on safety issues and offers training courses in all

aspects of Health & Safety.

AFTER-HOURS ACCESS TO SCIENCE CENTRE WEST

Access to Science Centre West after-hours for registered graduate students (i.e. after 7 pm weekdays, after 6 pm Saturdays, all day Sunday) can be arranged by means of a swipe-card. A refundable deposit of €10 is payable in advance. Please contact Rachael Reenan who will send an email on your behalf to the Welcome centre.

Due to security issues, under no circumstances should you borrow someone else's swipe-card

REGISTRATION

Your admission to graduate studies in UCD will have been proposed by your Primary Supervisor (an academic of the School) and formally approved by the School and by UCD's Graduate School Board. You must register for each year of your studies, at the same time of year as you started (September, January or May). It is your responsibility to ensure that you have completed your registration each year, by the deadline set by UCD Registry. Completing the registration process includes payment of all fees.

CONTACT DETAILS

It is your responsibility to ensure that the contact details on your Student Record are correct, and to up-date them (via the SIS Student Web) if any change occurs.

ACADEMIC REGULATIONS

Academic Regulations for the degrees of PhD and MSc by Research can be found online at: https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=123

It is essential that you are aware of the University's requirements and that you proactively plan your activities in order to satisfy them. If you require clarification concerning these regulations or policies, you should discuss them in the first place with your Primary Supervisor and Research Studies Panel.

Students should also familiarise themselves with the UCD Policy Document *Code of Practice for Supervisors and Doctoral students* available online at:

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

THE GRADUATE RESEARCH DEGREE

THE RESEARCH MASTER'S DEGREE

The primary purpose of master's level research is to develop in the student the skills and competencies required to conduct research. The student undertakes a coherent programme of supervised research and is required to successfully complete and submit a thesis in acceptable form. The Masters programme may also include additional personal and professional development elements which develop the skills and competencies required for successful research and/or support the acquisition of generic or transferable skills. This may be provided via specific modules from the advanced educational programme of the University.

The period of registration for the Research Master's degree will be not less than three trimesters and not more than six trimesters for a full-time student and not less than six trimesters and not more than twelve trimesters for a part-time student.

THE DEGREE OF DOCTOR OF PHILOSOPHY (PHD)

The core objective of the Doctor of Philosophy (PhD) degree is to make a substantial and original contribution to knowledge, normally leading to peer-reviewed publications. The PhD is awarded following successful completion of a programme of supervised research and advanced education and training. The degree will be awarded only where the outcome of the research makes an original and substantial contribution to knowledge and where the candidate has demonstrated the capacity to pursue original research and scholarship. The research is described in a thesis, in accordance with international norms, which forms the basis for the examination for the award of the degree of PhD, and which must contain material of a standard and form appropriate for peer-reviewed publication.

The period of registration for a graduate research programme of study leading to the award of the PhD degree, will not be more than 12 trimesters for a full-time student and 18 trimesters for a part-time student, and will not be less than nine trimesters in duration for a full-time student and fifteen trimesters for a part-time student.

CONDUCTING THE RESEARCH PROJECT

Successful completion of a research degree involves a close collaboration between student and supervisor. The research project is an opportunity for a student to learn the tools of the trade with the help of an experienced researcher. Such close supervision is unlikely to be available again in a researcher's career. The collaboration between student and supervisor serves to train the student as a researcher and may therefore also include elements such as attendance at training workshops/courses, delivery of research seminars either in UCD or at external locations, working visits to other institutions, practice in writing grant applications or reports, project management etc. Students are also encouraged to join relevant professional societies and to attend international conferences. The costs of course participation (outside UCD) and conference attendance are often covered by research grants; however, the student should discuss this with their Supervisor.

RESPONSIBILITIES OF THE RESEARCH STUDENT

It is the responsibility of the student to work steadily and diligently, to comply with agreed deadlines and to focus on prompt completion (funding is difficult to maintain for more than the allotted period, usually for a maximum period of three or four years, depending on the source of funding). Students should keep accurate and up-to-date records of their research protocols and results and maintain appropriate back-up copies of electronic data. Note that laboratory note-books and data should remain with the supervisor on completion of the research. Students should behave in a professional manner at all times, complying with School/College/University regulations, meeting relevant deadlines etc. The Supervisor and School Office should be notified if a student is absent due to illness or is performing research off-campus.

RESPONSIBILITIES OF THE SUPERVISOR

From a supervisor's point of view, the research student is working on a topic that is of interest to the supervisor and the outcome of the research will influence the reputation of the supervisor. It is the responsibility of the supervisor to ensure that funding and research facilities to support the student's research are in place prior to the registration of the student, to provide strong support and guidance in the design and execution of the research project, while at the same time providing the student with the opportunity to develop the skills and attitude required of an independent researcher. The supervisor should be available for regular meetings with the student and should introduce the student to the members of the student's Support Panel (it is the Supervisor's responsibility to organize regular meetings of the Support Panel). The supervisor should behave in a professional manner at all times, providing prompt feed-back on written submissions, being aware of upcoming School/College/University scheduled deadlines. In the case of protracted absence of the Supervisor, the supervisor should make appropriate arrangements for alternative supervision, such that the student's research or thesis preparation/submission is not impaired.

RESEARCH ETHICS AND GOOD PRACTICE IN RESEARCH

The UCD Research Ethics Committee is tasked with reviewing and publicising best practice to ensure that all research carried out by UCD staff and students is done in a professional manner, complies with UCD's ethical standards and abides by relevant regulatory requirements. More information is available at <http://www.ucd.ie/researchethics>.

Students should familiarise themselves with the *UCD Code of Good Practice in Research*, available online at:

<http://www.ucd.ie/t4cms/Code%20of%20Good%20Practice%20in%20Research%20090216.pdf>

Penalties for plagiarism (i.e. passing off the work of others as the student's own – for example by failing to cite the source of material) and for fabrication of data (i.e. fraud) are severe. For further details see *Plagiarism Policy and Procedures* online at <https://www.ucd.ie/t4cms/UCD%20Plagiarism%20Policy%20and%20Procedures.pdf>

PUBLICATION OF RESEARCH FINDINGS

In addition to producing a thesis, the PhD research project should yield one or more peer-reviewed scientific publications, ideally in journals of the highest possible quality. In fact, the core objective of the Doctor of Philosophy (PhD) degree is 'to make a substantial and

original contribution to knowledge, normally leading to peer-reviewed publications'. These publications are the "career currency" for both student and supervisor and should be given a high priority at an early stage in the project. Students are encouraged to publish during their research studies and any publications (which usually appear in modified form as thesis chapters) may be bound into the thesis as an Appendix. It is not required that research for the MSc (Research) degree lead to peer-reviewed publications. However, it is strongly advised that students should attempt to generate data that is publishable. Being an author on a peer-reviewed publication (even if not first-author) may help to make a CV more competitive. See **Appendix 5** for considerations of authorship and intellectual property rights.

Presenting your research at international research conferences, in poster- or oral format, is a valuable method of developing your communication skills, networking in your research discipline and increasing your research profile. It may even help you find the next position in your career. Travel to such conferences is therefore encouraged, and many funded PhD programmes include an allowance travel for conferences. Your Principal Supervisor should be able tell you if a conference travel allowance will be available to you and will help you to plan for the optimum use of such resources (further information in **Appendix 6**).

THE NEED FOR A STRUCTURED APPROACH TO RESEARCH DEGREES

As a graduate research student in SBES, a key goal is to develop the discipline-specific skills and experimental strategies required for research in your research area. Much of this learning will occur through a 'master/apprentice' relationship between you and your principal supervisor (or between you and more senior lab members in your supervisor's research group). However, in order to enhance your personal-development and to ensure that you become a well-rounded biologist capable of contributing beyond your specific discipline, it is important that you also develop skills that transcend your specific research area (for example skills in time-management, team working, communication, career planning and/or entrepreneurship). The acquisition of such generic, or transferable, skills will also help to optimize your employability at the end of your graduate student career. All universities in Ireland are committed to the provision of a structured approach to graduate research education that encourages and facilitates your acquisition of both discipline-specific and generic skills.

UCD has adopted a Structured Degree Framework that aims to give you the best possible experience of graduate research training, as well as fostering your personal and professional development. There are several major components to the framework in SBES:

1. The Research Studies Panel (RSP);
2. The Research and Professional Development Plan (RPDP);
3. The Stage Transfer Assessment;
4. Credit accumulated through the modular system;
5. The SBES Seminar Series;
6. Demonstrating.

1 THE GRADUATE RESEARCH STUDENT'S SUPPORT PANEL

Every graduate student in SBES is provided with a Support Panel (Research Studies panel, RSP) consisting of the primary supervisor (and any co-supervisor) and at least two advisors, normally other members of the academic staff of the University (or adjunct or visiting university staff or affiliated academics or professionals). One advisor is selected by the principal supervisor when he/she proposes registration of the research student. The second advisor is appointed by the School's post-graduate studies committee and acts as Chairperson of the panel. The terms of reference for Research Studies Panels are available online at https://www.ucd.ie/t4cms/dstudies_tor.pdf

The role of the Research Studies Panel is to

- Provide support to the student and supervisor(s);
- Provide constructive advice to student and supervisor(s);
- Monitor the progress of the student throughout their studies;
- Help address any difficulties that may arise during the study.

The members of the Panel normally have experience of supervising graduate students to completion and/or the relevant expertise required to effectively support and enhance the supervisor-student relationship. Students are required to have two meetings with their support panel in the first year of registration, with the first meeting taking place within three months of initial registration and the second approximately 6 months later. In subsequent years, students are required to have an annual meeting with their Panel. The principal supervisor is responsible for arranging these meetings during the designated time periods in the School's calendar. It is strongly recommended that you are proactive in forming a productive relationship with the members of your Panel. Guidelines for preparation for meetings with your Research Studies Panel are included in **Appendix 1**.

2 THE RESEARCH AND PROFESSIONAL DEVELOPMENT PLAN (RPDP)

A postgraduate research degree requires a level of personal development that is not a feature of undergraduate education: in order to identify the knowledge gap that will inform your research question(s), you need to develop a broad knowledge of biology and a deep knowledge in your specific field; you need to plan an overall research strategy and the shorter-term experiments that address this strategy; you need to consider your approach to data analysis. Research degrees require self-motivation and an ability to manage your time efficiently, both on a day to day basis and over a longer time period. They require that you develop team-working skills, communication skills and an appropriate level of professionalism. In order to develop these skills, you will need to become extremely self-aware, identifying your strengths and weaknesses and developing ways to address knowledge and/or skills deficits.

To help you in this respect, UCD requires you to undertake formal self-reflection exercises on a regular basis

(<https://www.ucd.ie/graduatestudies/currentgradstudents/researchphdsupport/researchandprofessionaldevelopmentplanningrpdpl/>) and to make written records of these exercises. Further details of the RPDP for the College of Science students are contained in **Appendix 2**. The reflection exercises may involve a discussion with your supervisor and should include a training needs assessment (of both Generic and Specific skill sets). The written record is prepared by completing pages 6-8 of the RPDP form available on the SBES website. Your written record is reviewed and discussed at your meetings with your RSP and, following amendment to take account of the Panel discussion, is presented to the

Post-Graduate Studies Committee, via the School office). The self-reflection exercises thus record your research and professional development as you plan and execute research, submit for Stage Transfer Assessment (see below) and move towards completing your thesis. Regular self-reflection, and discussion thereof, helps ensure that your work is clearly focused and aimed at achieving your research and professional goals.

Please note: MSc (Research) students who consider that they may apply for transfer to Stage 2 of the PhD should ensure that they engage with the RPDP process, and maintain adequate RPDP documentation, from the start of their postgraduate programme.

3 PHD STAGE TRANSFER ASSESSMENT

All PhD Students in UCD begin their studies in “Stage 1” and must undergo a formal assessment in order to remain in the programme and transfer to “Stage 2” of the programme. The purpose of the Stage Transfer Assessment is to assess the student’s progress and their competence and capacity to complete a doctorate.

The assessment is performed by a Transfer Assessment Panel established by the School for this purpose and will be scheduled approximately 15 months after the start of PhD studies. (The Principal Supervisor, or Co-Supervisor may not be a member of the Transfer Assessment Panel). The evidence upon which the Panel makes its assessment is provided by:

- A report from the **Student** (3,000 word max) describing their progress to date and their research plan;
- A report from the **Principal Supervisor** on the student, with a recommendation regarding the student’s transfer;
- A short oral presentation by the **Student** to the Transfer Assessment Panel (no more than 20 mins);
- An interview of the **Student** by the Transfer Assessment Panel.
- A review of the **Student’s** RPDP by the Transfer Assessment Panel

The timing of Stage Transfer Assessments in the 2021-2022 academic year is available on the SBES website. Further information on panel composition, and on specific dates, time and locations of Assessments, will be communicated in advance by the SBES Graduate Studies Administrator.

ASSESSMENT FOR MSc (RESEARCH) STUDENTS PRIOR TO TRANSFERRING TO THE PhD PROGRAMME)

Some postgraduate students may begin their studies on a MSc (Research) programme and, following a period of satisfactory academic performance, may wish to transfer to PhD. In this case, they must complete a Stage Transfer Assessment. If successful, the outcome of this assessment would recommend transfer from MSc (Research) to Stage 1 or 2 of PhD Studies.

Further information:

Full details of Stage Transfer Assessment procedures in SBES provided in **Appendix 3** and the UCD Policy on PhD Stage 1 Transfer Assessment is available online at <https://www.ucd.ie/t4cms/Transfer%20Assessment%20Policy.pdf>

4 CREDIT ACCUMULATION THROUGH THE UCD MODULAR SYSTEM

From September 2014 all PhD students in SBES, including those located off the UCD campus (for example, at Teagasc sites, EPA etc.), are required to accumulate 30 credits from the modular system, prior to completion of their studies. The value of accumulating credits through taught modules lies in increasing your knowledge base, developing your research skills and providing you with important transferable skills that enhance your career development.

For example, BIOL50040 (Research Seminar Series) is a 5-credit module offered by SBES (and co-ordinated by Dr Gavin Stewart) that aims to improve scientific communication skills. It involves regular attendance at the School seminar series (see Section 6 below), completion of assignments that test the student's understanding of the scientific content of seminars and encourage critical evaluation of seminar delivery. The module also includes a series of oral presentations given by the students on their own research.

In SBES, we require first year graduate students who are engaged in a demonstrating role (the majority of graduate students in SBES, see Section 5 below) to take (for credit) BIOL40100 (Teaching in Higher Education, SBES). This is a 5-credit module, co-ordinated by Dr Evelyn Doyle and is designed to support graduate students in the development and evaluation of their teaching skills. The practical element of the module takes place in trimester 1 and the workshop/lecture aspects of the module takes place in trimester 2.

Additionally, from August 2019, incoming research students will be required to complete research integrity training as part of their programme. Information on this training can be found on the Research Integrity website (<https://www.ucd.ie/researchintegrity/>) and opportunities to meet this requirement include a 5 credit module offered by the College of Science (SCI50020 – www.ucd.ie/modules/SCI50020).

You may choose from the full range of modules available within UCD, subject to your supervisor's approval. Your supervisor may also recommend that you take relevant short skills or technique training courses offered outside UCD; participation in such courses will depend on whether or not your funding body covers the related costs.

- Go to http://www.ucd.ie/students/course_search.htm
- 'Search all Modules' + 'Filter by Keyword'
- Type in Module Code (e.g. BIOC40180)

Search all Modules

Below is a list of all modules offered by the University. Please use the available filters to narrow your search.

Display 10 modules Previous 1 Next

BIOC40180 - Professional Career Development
Autumn, Level 4, Credits 5
In the competitive graduate jobs market graduates need to be aware of the skills that employers are looking for, and be confident that they can provide evidence of these during the recruitment process. The Professional Career Development module has been designed to give students ...

Showing 1 to 1 of 1 modules (filtered from 5,699 modules) Previous 1 Next

REGISTERING FOR TAUGHT MODULES

Registering to a module for credit means that you must attend classes (lectures, lab practicals, field trips, tutorials etc.) and complete all assignments and assessments. Each module you take will be listed on your academic transcript, along with the grade you achieve in each. You may also take a module for 'audit'. This means that you attend classes (lectures, lab practicals, field trips, tutorials etc.) but you are not required to take the assessment(s) and you do not accumulate any credit towards your 30-credit requirement.

You can register to some modules via your SISweb (with the permission of your supervisor). For all other modules you must complete the following online form <https://docs.google.com/forms/d/e/1FAIpQLSdv8-sJu8jCv2iash4ZlOcYyAtG7FID7pOY7PQdHPM3k-qNgA/viewform>

You can find full details here; <https://www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/taughtmodulesforresearchstudents/>

5 DEMONSTRATING

It is the policy of the School of Biology and Environmental Science that all PhD and MSc (Research) students act as demonstrator at undergraduate practical classes, for at least one module per Autumn and Spring trimester (unless special circumstances exist).

Demonstrating is an integral part of training for an academic career and may prove to be an important addition to a CV. In addition, teaching practice improves core research skills (Feldon et al, 2011^{*}). To help you develop your teaching skills, we require students who demonstrate to take the Module BIOL40100 (for details, see above).

Most demonstrators are paid by the hour for their efforts. They should ensure that they approach demonstrating in a professional manner and are properly prepared for the contact hours they teach. The demonstrating rota is organised by Rachael Reenan and circulated by email at the start of each trimester. When you are assigned to a class, consult the relevant module co-ordinator for further details.

Graduate students who have been awarded a UCD Research Demonstratorship by SBES are required to demonstrate for a certain number of hours per week, and/or perform other teaching-related duties, during each trimester.

To receive payment for demonstrating, you must complete an Hourly Paid Set Up Authorisation Form at the beginning of each academic year (Circulated by the School's Finance Administrator, Ms Gillian Moran). You must subsequently complete an Online Timesheet each month, by the stipulated deadline in order to receive payment. Further information is available online at <https://www.ucd.ie/hr/pay/tutorsdemonstrators/>. Demonstrators will be allowed to claim for the senior demonstrator rate after working in the School as a demonstrator for no less than 2 years.

Please make sure to review the School's Demonstrator Policy document which will be communicated to all new demonstrators at the start of each teaching trimester. This can also be requested from the SBES Graduate Studies Administrator via email.

^{*} Graduate students' teaching experiences improve their methodological research skills" Feldon, D.F. et al (2011) Science, 333(6045): 1037-1039. DOI: 10.1126/science.1204109

6 SBES Seminars

All graduate students of SBES are expected to attend the School's Seminar Series, in which a weekly lunchtime seminar is held during term time. These seminars span the School's four research themes and serve to broaden and deepen students' knowledge of Biology and Environmental Science. From 2014, the School Seminar series is associated with BIOL50040 (see above). Seminars are presented by SBES researchers or by visiting speakers from outside the School or University. The Series is co-ordinated by Dr Simone Ciuti and students may nominate invited speakers when the series is being established (suggestions to simone.ciuti@ucd.ie).

SBES ANNUAL GRADUATE SEMINAR DAY

SBES graduate students organize an annual Seminar Day that showcases the students' research activities. This is an important event and all graduate students are expected to attend each year and, in the latter stages of their studies, to deliver a seminar based on their research. This is compulsory for PhD students who typically present seminars during year 3 or 4. MSc graduate students who wish to take part should let the SBES Graduate Studies Administrator know of their interest. Each year the Carmel Humphries Memorial Medal is awarded to the best graduate student seminar.

GRADUATE STUDENT REPRESENTATIVES

A number of SBES graduate students act as representatives of their colleagues, liaising with the School's administration and sitting on various School, College or University committees. In addition, these representatives ensure that desk spaces in the School's reading rooms are allocated appropriately and that agreed codes of behaviour are followed in the reading rooms. Graduate student representatives also play a leadership role in organizing the annual graduate student seminar day and may help organize extracurricular and social events.

For details on the current student representatives, please contact biologypostgradrep@gmail.com or the SBES Graduate Studies Administrator.

STUDENT WELFARE AND SUPPORT SERVICES

Students with any difficulty (of personal, medical, financial or other cause) are encouraged to seek help and advice from their supervisor, a member of their RSP, or any other member of the School's staff as soon as possible. Alternatively, the University has a wide range of support services that may be approached in such circumstances. In particular the UCD Student Advisers can put students in touch with professional services. Information on student advisors is available from <http://www.ucd.ie/studentadvisers/>

Students from overseas may find the services of UCD Global useful <https://www.ucd.ie/global/>

UNIVERSITY FACILITIES

Detailed information on the facilities, services and resources available to UCD registered students is available online at <https://www.ucd.ie/studentcentre/services/>

The university has a policy on Dignity and Respect, which may be downloaded from the Personnel website <http://www.ucd.ie/t4cms/UCD%27s%20Dignity%20&%20Respect%20Policy.pdf> and which should be consulted in the event of concerns regarding harassment or discrimination

APPENDICES

APPENDIX 1: PREPARING FOR FORMAL MEETINGS WITH YOUR RSP

Your Doctoral/Masters Studies Panel is an experienced team of researchers, and you should take a proactive approach to developing a relationship with its members. You are required to meet with your Panel twice in your first year and on an annual basis thereafter. However, to gain the most benefit from your Panel, you should keep the members informed of your progress on a more frequent basis.

Your first meeting with your RSP will be arranged by your supervisor and will take place within 3 months of your start date. You should prepare for your meetings with your support panel by preparing two documents:

- **A research document**
 - For the first meeting with your support panel, your research document should contain a brief background to your research project, indicating the knowledge gap that you plan to address and introducing your proposed research question(s), the overall experimental approach that you will adopt and the specific activities that you will undertake in the next six-nine months.
 - For your second and subsequent meetings, your research document should describe your progress since the last meeting, any difficulties that have arisen, any changes to your research plan and the reasons for such changes, together with the specific activities that you will undertake prior to your next meeting with the panel.

The research document should be clearly and concisely written and submitted by e-mail to your support panel in advance of the scheduled meeting (your Panel needs time to read and digest your document).

- **A draft version of the Research Studies Panel Meeting Record Report** (available online at <https://www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/rpd/> and on the SBES web-site).
 - This draft will be amended by you, at the meeting, to reflect the discussion that has taken place. The report will also be amended by the Chairperson of your RSP (last page). The amended report is to be signed by you and by all members of your panel and submitted by you to the Graduate Studies Administrator in the School Office within seven days of your meeting, as a central record of your activity. You should keep a copy for your own records.

Schedule of RSP meetings for SBES students

For new SBES students (beginning their MSc or PhD), the first meeting with their RSP will take place within the first 3 months of their programme. (See Table below)

A second meeting will take place approximately 6 months later, and at the same time in each subsequent year (See Table below).

For continuing SBES MSc (Research) and PhD students, annual RSP meetings will take place as per the table below (depending on initial registration date).

Dates of scheduled meetings with RSPs in 2022-2023

Student registration start date	Initial meeting with RSP (For students <u>beginning</u> in 2022-2023 academic year)	Annual meeting with RSP (For <u>all</u> SBES students)
September	Dec 5-9, 2022	June 6-9, 2023
January	Apr 3-6, 2023	Oct 3-7, 2022
May	Aug 8-11, 2023	Feb 6-10, 2023

The dates of the annual RSP meetings for the 2022-2023 academic year are also available on the SBES website.

Each Supervisor must schedule the meeting of his/her student(s) with the entire RSP in the designated week, and confirm the time and location of the scheduled meeting to the School Office no less than seven days in advance of the meeting. In the event that a Student or Panel becomes unavailable on the day, due to unforeseen circumstances, the School Office should be notified immediately and the meeting should be re-arranged by the Supervisor, to take place as soon as possible thereafter. In addition to the mandatory meetings, a Student or Supervisor may convene additional meetings as required.

Please note: During all RSP meetings an opportunity should be given to the student to speak to the panel without their supervisor being

APPENDIX 2: RPDP (Research and Professional Development Plan)

Introduction

Research and Professional Development planning (RPDP) is an integral part of the Structured PhD programme at UCD. Its purpose is to ensure that your work is clearly focused on achieving your research and professional 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 RPDP will help you develop key skills that will be invaluable for both your current research and your future career prospects.

The Structured PhD requires a minimum of 30 taught credits that you must document in the RPDP. These credits are central to the PhD experience and fundamental to acquiring transferable skills. Research Masters students may take taught modules relevant to their area of research or professional development as required or recommended by their Principal Supervisor.

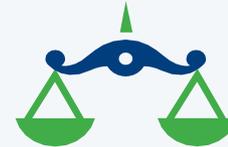
In line with University policy, PhD candidates can apply for recognition of prior/concurrent, learning which will not normally amount to more than 30% of the total requirement.

A further mandatory part of your doctoral programme will be the satisfactory completion of Research Integrity Training. This can take the form of an online module or a blended module (SCI50020) that you must record in your RPDP.

The RPDP will also inform discussions at your meetings with your supervisor and Research Studies Panel (RSP). You will find a template in this document which you can use to structure the meetings.

For PhD students, the RPDP record will be a mandatory input to your Stage Transfer Assessment which will determine whether you progress from Stage 1 to Stage 2 of your doctoral studies. The Stage Transfer Assessment Panel will normally consist of three members of the permanent faculty of the University. Your Principal/ co-supervisor will not be a member of the panel. The Stage Transfer Assessment will normally occur within 5 trimesters of registration for a full-time student and 7 trimesters for part-time.

Your RPDP form is treated as confidential and is normally only available to your supervisor and RSP. In addition, as part of the Stage 1 to Stage 2 assessment process the Transfer Assessment Panel, staff associated with the Transfer Assessment process (the School Administrator, the Governing Board) will also have access to the RPDP.



There are three main components to your Research and Professional Development plan:

1. A RESEARCH PLAN

The purpose of your Research Plan is to provide you with a clear research focus and a coherent work programme. A well-structured Research Plan will enable you to review your progress and adjust your objectives as your research evolves.

Keeping your Research Plan up to date will help support your writing progress reports, preparing presentations and publications, drafting funding applications and completing your thesis.

2. A PROFESSIONAL DEVELOPMENT PLAN

On leaving UCD with a research degree it will be expected that, in addition to having produced a body of research, you will also have developed a set of generic and transferable skills that will enhance employability and career development.

UCD offers a range of opportunities to acquire transferable skills. We support a model of developing career skills in your research programme and from your research programme. Research degree holders are well-positioned in an increasingly cross-sectoral market that emphasises flexibility, creativity and critical thinking. [Research Student Training and Development](#)

3. RESEARCH STUDIES PANEL MEETING RECORD

Central to your programme are regular meetings with your supervisor and RSP to discuss your research, your professional development and progress in achieving your goals. A mandatory outcome of the meetings with your RSP is a formal record of your research and professional plans and your progress to date. These records will also inform your Stage Transfer Assessment.

The formal record form for these meetings is appended at the back of this document as a writeable PDF. This must be completed following each RSP meeting, signed by all members of your RSP, including yourself. Please [upload assigned copy to your SISWEB](#). You should also submit a signed copy to your School administrator.

Your RSP will normally be comprised of your principal supervisor / co-supervisor and at least two (but not normally more than four) advisors, one of whom must be a UCD faculty member. The RSP will provide advice and support during the course of your doctoral studies and will assist in monitoring your progress. For more details about your RSP, please contact your School

Research Planning

A course of study and research leading to the research master's degree is pursued in one stage. The primary purpose of master's research is to develop in the student the skills and competencies required to conduct effective research: it may include experiential research training and does not necessarily result in the creation of new knowledge. The distinguishing feature of doctoral research is that it is original research, the outcome of which is an original and substantial addition to knowledge and understanding.

A research plan is a structure which you design to organise your thoughts about your topic and schedule the specific tasks that you need to do, while building towards the successful completion of a structured programme of research.

Keep in mind that the objectives and goals you set yourself in your plan should be specific, challenging and achievable within a defined timeframe.

There is no such thing as an ideal research plan, but common to all is **structure** and **timeframe**: research is always planned in stages, each designed with some idea of how long it will take. There are two critical things to remember when you begin to design a research plan.

First, your supervisor is there to advise you. S/he will guide you as you formulate your plan. In consultation with your supervisor you should, within the first trimester of your PhD, be able to identify major tasks and work out the order in which they should be done. Members of your RSP will also discuss your plan at RSP meetings.

Second, research plans change as research progresses. The secrets of a successful research project are (a) the realisation that a research plan is always a work-in-progress and (b) the ability to adjust a project's structure and timeframe without losing sight of its goals.

At the start of your studies, your emphasis will be primarily on devising, developing and implementing your research. As you progress, your focus will also encompass the dissemination of your research results and the preparation of your thesis.

When developing your research plan, it may be helpful to consider the following:

ESSENTIAL ELEMENTS OF A RESEARCH PLAN

- Your research question or hypothesis and its importance
- Ensuring that all or any ethical requirements associated with your research are addressed
- Reviewing the relevant literature
- A plan of how you intend to investigate your hypothesis and interpret your results
- Reviewing your findings and incorporating any changes to the research plan
- Drawing conclusions
- How you intend to disseminate findings

DISSEMINATING YOUR RESEARCH

- Where do you intend to present the results of your work?
- Where do you intend to publish the results of your work?
-

WRITING UP YOUR THESIS

- Have you prepared a thesis plan?
- Are you familiar with how best to present your work in thesis form and what the requirements are?
- What progress have you made in writing chapters of your thesis?
- When do you hope to have your first draft completed?
- When do you hope to submit?

You will also need to set a timeframe to each of the aspects outlined above. Devising a realistic schedule for each step on the way is extremely important if you want to complete your PhD within the timeframe required.

The SMART guidelines indicate that objectives should be:



Measurable	quantitative and/or qualitative (if objectives are not measurable then it is difficult to determine whether they have been achieved).
Achievable	objectives need to be realistic, challenging and motivating.
Relevant	relevant to the achievement of your research aims
Time bound	include a time-scale for in which to achieve your objective or goal.

Professional Development Planning

As a graduate research student, you will be supported by your supervisor / co-supervisor and RSP in identifying your educational training and personal and professional development needs. During the course of your research studies, you will have opportunities to acquire new skills and to hone existing ones.

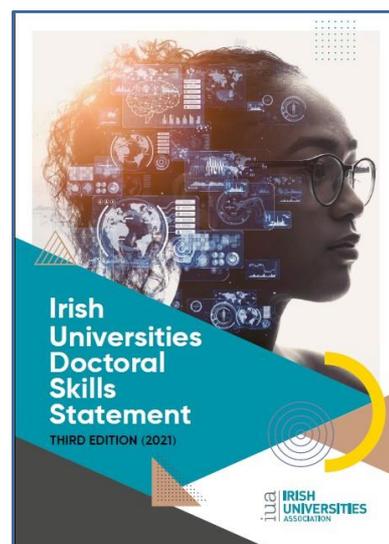
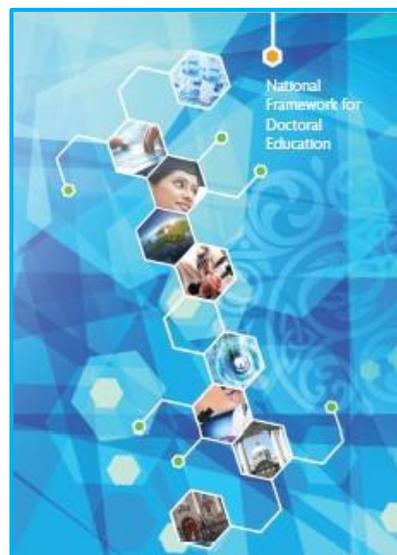
You should consult the HEA's National Framework for Doctoral Education. It sets out the core principles of doctoral education in Ireland. In line with these principles, UCD strongly supports and encourages professional skills development. This includes opportunities to explore transferable skills training as well as potential employer networking and engagement. UCD's Careers Network offers a range of valuable support services, including a dedicated Career and Skills Consultant for graduate research students.

DEVELOPING THE RELEVANT SKILLS

First, identify the relevant skills you require for effective research and for your potential career paths. Every discipline area has its own particular suite of skills, and you may already have acquired many of these as a prerequisite to enrolling for a PhD programme. However, in order to develop career flexibility, it is advisable to acquire additional transferable and cross-sectoral skills.

Remember that you are encouraged to take modules and attend relevant workshops outside your School or College. You should consider identifying opportunities in the following broad areas: research skills; ethics and social understanding; communication and educational skills; personal effectiveness and development; team working and leadership; career management, in line with the [IUA Skills Statement](#).

For more information, please visit: [UCD Graduate Studies website](#).



APPENDIX 3:

PHD STAGE TRANSFER ASSESSMENT PROCEDURES (INCLUDING TRANSFER FROM MSc TO PHD)

Under the *UCD General Regulations for the Degree of Doctor of Philosophy (2006)*, all PhD Students begin their studies in “Stage 1”. A formal Stage Transfer Assessment determines whether the student should progress to “Stage 2” of PhD. This assessment is performed by a Transfer Assessment Panel established by the School. The Principal Supervisor (or Co-Supervisor) is not a member of the Transfer Assessment Panel.

The purpose of the transfer assessment is to assess the student’s progress and their competence and capacity to complete a doctorate. The evidence upon which the Panel makes its assessment is provided by:

- The Student (in the form of a written Statement of Progress and Research Plan);
- The Principal Supervisor (in the form of a Progress Report that contains a clear recommendation regarding transfer to Stage 2);
- A short oral presentation by the **Student** to the Transfer Assessment Panel (no more than 20 mins);
- An interview of the **Student** by the Transfer Assessment Panel.
- A review of the Student’s RPDP by the Transfer Assessment Panel

In addition, the Panel may, at its discretion, decide to interview the Principal Supervisor (and/or Co-Supervisor).

ASSESSMENT OF MSc (RESEARCH) STUDENTS TRANSFERRING TO THE PHD PROGRAMME

Some postgraduate students may begin their studies on a MSc (Research) programme and, following a period of satisfactory academic performance, the Principal Supervisor may deem them suitable for transfer to PhD. Should the student wish to transfer to PhD they must also complete the Stage Transfer Assessment. If successful, the outcome of this assessment would recommend the transfer from MSc to Stage 2 of PhD Studies. **Please note:** MSc students who may wish to apply for transfer to a PhD programme should ensure that they maintain adequate RPDP documentation from the start of their postgraduate programme.

ASSESSMENT OF PHD STUDENTS IN STAGE 2

A student’s progress in Stage 2 of the PhD programme is normally monitored by their Doctoral Support Panel (RSP). In the event that progress is not considered satisfactory during Stage 2, the Supervisor and/or RSP may request that the SBES Postgraduate studies committee initiate a formal assessment of the student. In response to such a request, an Assessment Panel will be appointed by the Post-graduate studies committee. The assessment procedure will take place as described in this document, with similar choice of potential outcomes.

Further information: UCD Policy on PhD Stage 1 Transfer Assessment is available online at: <https://www.ucd.ie/t4cms/Transfer%20Assessment%20Policy.pdf>

STAGE TRANSFER TIMELINES

A student should have completed and passed the Stage Transfer Assessment within 18 months of first registration. To comply with this limit, the School will organize Stage Transfer Assessments approximately 15 months after the student's first registration. See our website for dates of Stage Transfer Assessments in the 2021-2022 academic year.

DOCUMENTS REQUIRED BY TRANSFER ASSESSMENT PANEL

Student's Statement of Progress and Research Plan. This should include:

- A brief description of the overall research project (provide enough background material and detail to allow a non-specialist to understand the basic principles)
- The explicit hypothesis/hypotheses being tested and how they map to potential thesis chapters
- A summary of the research carried out in the first 12 -14 months (bullet point format is encouraged, since these can be elaborated on in the oral presentation)
- The approach taken to overcome any difficulties encountered in the first 12 months (if appropriate)
- A research plan for the remaining period of the PhD, structured around thesis chapters and including an indication of the amount of work that has been completed to date. Include indicative timelines and relevant contingency plans.
- The dates of all formal meetings with the candidate's Research Support Panel
- Elements from the student's RPDP such as evidence of regular meetings with the RSP, scientific meetings and/or workshops attended, visits to collaborators, training needs identified and evidence of successful completion of taught modules

The Student's Statement of Progress and Research Plan should be a concise document, with evidence of progress to date, and of the existence of a research plan for the future. (It should **not** be a detailed report of the type submitted to the student's Support Panel). Most of the relevant information may be presented in a bullet-point format, and appropriately annotated figures that communicate progress effectively may be included. The overall word limit (excluding references) is 3,000. While the document should be the Student's own work (the ability to communicate in this way provides evidence of competence and capacity), the initial draft may benefit from the Supervisor's comments.

Principal Supervisor's Progress Report. This should include:

- a short statement on the Student's progress in Stage 1 and on the Supervisor's opinion as to the competence and capacity of the student to complete a doctorate;
- a clear recommendation on whether the student should progress to Stage 2.

Students should submit their Statement of Progress and Research Plan to the SBES Graduate Studies Administrator no later than one week in advance of the assessment date. Principal Supervisors should submit their report to the SBES Graduate Studies Administrator Panel by the same date.

OUTCOMES OF TRANSFER ASSESSMENT PROCESS

Having considered all documentation, and following the interview with the Student, the Transfer Assessment Panel will make one of the following decisions, and should note the reason(s) for the decision on the Report Form (included at end of this document):

- (i) that the student should progress to Stage 2 of the doctoral programme;
- (ii) that the student should progress to Stage 2 of the doctoral programme;
- (iii) that the student should not progress to Stage 2 of the doctoral programme, and that:

- a) the student should re-submit for assessment.
- b) the student should apply to transfer to another graduate programme utilising, where appropriate, any credits already accumulated in Stage 1 of the doctoral programme;
- c) a recommendation be made to the University Programmes Board that the student's registration be terminated.

The Chair of the Transfer Assessment Panel should complete the report form, which includes the decision, the reason(s) for the decision, and the feed-back for Student and Supervisor. Each Panel member should sign off on the agreed decision and the completed Report should be delivered to the SBES Graduate Studies Administrator.

The SBES Head of Postgraduate Studies and the School's Postgraduate Studies Committee will consider the Transfer Assessment Panel's Report and, on approval, will submit the recommendation to the College of Science Graduate School Board (GSB) and will send copies of the report to the Student and Principal Supervisor. Following approval by the GSB, the student's record will be updated by UCD Registry. The School Graduate Studies Administrator will confirm approval of the recommendation by GSB to the student and their supervisor (by email), shortly after the GSB meeting.

APPEAL OF DECISION OF TRANSFER ASSESSMENT PANEL

A candidate has the right to appeal a decision of the Transfer Assessment Panel. In the first instance, an informal appeal should be made in writing to the SBES Head of Postgraduate Studies, who will then ensure that a process for assessing the appeal, independent of the student's RSP and Transfer Assessment Panel, is put in place. The outcome of the appeal should be known to both the student and the supervisor within one month.

If the student is not satisfied with the outcome of the SBES appeal, an informal appeal should be made in writing to the College of Science Graduate School Board. In the event of an unsuccessful appeal at this level, the student may apply to the UCD Assessment Appeal

Office to formally appeal the outcome of the Stage Transfer Assessment. Further information is available from <http://www.ucd.ie/appeals/>

RESPONSIBILITIES OF PARTICIPANTS IN STAGE TRANSFER ASSESSMENT

Student

- Submit Statement of Progress and Research Plan (see below) in a timely manner to the SBES Graduate Studies Administrator.
- Attend interview with Transfer Assessment Panel.
- Prepare and deliver oral presentation

Principal Supervisor

- Submit Principal Supervisor's Progress Report (see below), in a timely manner to the SBES Graduate Studies Administrator.

Chair of Assessment Panel

- Prepare for the Transfer Assessment by reading all documentation in advance.
- Following the meeting (and in the absence of the Student) chair a discussion of the merits of the student's case for Stage Transfer and obtain a consensus on the decision.
- Complete all parts of the Report Form and obtain signatures from all members.
- Submit the Stage Transfer Assessment Panel's Report to the SBES Graduate Studies Administrator.

Member of Assessment Panel:

- Prepare for the Transfer Assessment by reading all documentation in advance.
- Actively participate in the Assessment interview.
- Reach a decision (jointly with other Panel members) on the outcome of the Assessment.
- Sign report form.

APPENDIX 4: PREPARATION OF THESIS, SUBMISSION AND EXAMINATION

Students should familiarise themselves with the *UCD Policy on Theses in Graduate Research Programmes* available at:

https://hub.ucd.ie/usis/!W_HU_REPORTING.P_DISPLAY_QUERY?p_query=GD110-5&q=Theses+in+Graduate+Research+Programmes+Policy

University Academic Regulations require that doctoral and research master degree candidates submit an electronic copy of their thesis. In order to facilitate the deposit of electronic theses, UCD has established a publishing partnership with ProQuest's Dissertations & Theses Global (PQDT) service.

You are required to submit your electronic copy through the university's SIS Student Websystem. Following submission, your e-Thesis will be hosted on the PQDT Global database. You can find details here;

<https://www.ucd.ie/students/exams/assessinggraduateresearchtheses/ethesisystem/>

APPENDIX 5: AUTHORSHIP AND INTELLECTUAL PROPERTY RIGHTS

Intellectual Property is a complex area because it is hard to assign 'ownership' to ideas and their products. Academic staff in third-level educational institutions are employees and anything they invent is regarded as belonging to the particular institution that employs them. This principle includes students as well as staff. On a more routine level, the student, the supervisor(s), other collaborators and the funding agency may all legitimately claim a stake in the outputs of research students. Such outputs may include research articles, conference presentations, patentable products or processes, and even future lines of research. The thesis itself is the property of the University and will be deposited in the University Library, although the student can keep copies.

For conference presentations and research articles, the relative inputs of the different players are usually acknowledged with co-authorship, statement of affiliation and acknowledgements. The authors of a paper should all have contributed substantially to it and should, in principle, be able to discuss the entirety of its contents. First authorship carries particular weight and is usually given to the person who had the greatest input in terms of effort and/or ideas (and who generally took the lead in the writing process). Authors may then be listed in order of diminishing 'importance', with the exception that the leader of the research group is often identified by being listed last. The affiliation of authors must also be listed on presentations and popular press articles. This means giving prominence to the institution where the author was when the work was done, even if authors have since moved on. New addresses can be listed separately to enable correspondence. The Acknowledgements section provides an opportunity to thank those people who contributed in some way (for example practical help, discussion or funding) but whose contribution was not sufficient to merit authorship. Typically, a supervisor will expect to be listed as an author on the papers produced from a PhD or MSc. In order to avoid authorship disputes these issues should be discussed at an early stage in the research.

The University has an explicit policy on patentable products arising from research and there is a support service to provide advice for researchers aiming to develop the commercial potential of their findings. More information is available from the Office of the Vice-President for Innovation at <http://www.ucd.ie/innovation/>

APPENDIX 6: FUNDING TRAVEL TO RESEARCH CONFERENCES

Presenting the outcome of your research at international research conferences, in poster- or oral format, is a valuable method of developing your communication skills, networking in your research discipline and increasing your research profile. It may even help you find the next position in your career. Travel to such conferences is therefore encouraged, and many funded PhD programmes include an allowance for travel to conferences. Your Principal Supervisor should be able to tell you if a conference travel allowance will be available to you, and will help you to plan for the optimum use of such resources.

In addition, many conference organizers, and some academic societies, provide grants that help post-graduate research students to attend conferences. Your Supervisor, or your student or postdoc colleagues may be aware of such sources of travel grants. You should also seek out your own sources of funding and pay particular attention to advance planning, as deadlines for applications may need to be made well in advance of the conference you would like to attend.

At times, the School may provide small amounts of funds (typical no more than €500) to help students to present their research at international conferences. This typically benefits senior students who have a substantial body of novel data to present and whose application to present at the conference has been accepted. Applications for such support will be reviewed by the Head of School, on a case-by-case basis, and decisions will be made on the basis of criteria such as:

- Availability of funds;
- Quality of data to be presented;
- Previously demonstrated presentation skills of the student (in School seminars etc);
- Relevance of conference to Student's research area/ School's research themes;
- Quality and profile of conference;
- Details of anticipated costs;
- Evidence of co-application to UCD's Seed Funding programme;
- Evidence of co-application to external supporting bodies;

Students who receive funding from the School should provide a written report of the conference to the Head of Graduate Studies within two weeks of the end of the conference.

APPENDIX 7: GraSS: Graduate Support Scheme

Grants may be made available by the School of Biology and Environmental Science to support the educational and research endeavours of Postgraduate research students and Research funded staff within the School of Biology and Environmental Science. Such funds may be applied to (but are not restricted to):

- Participation at professional international academic conferences (online, in Ireland and / or overseas) at which the student/research funded staff member is presenting a paper (as sole or first co-author).
- The event for which funding is being awarded must take place within six months before and six months after the submission deadline for the grant. Exceptions to this are only granted under very exceptional circumstances.

The fund cannot support basic research functions necessary to the research project itself such as field research, data gathering, data analysis etc. Applications to purchase personal computers, laptops or books also cannot be accepted.

At least two calls for applications under the School of Biology and Environmental Science Graduate Support Scheme are made each year (usually October and March). A template for such applications is provided and completed applications must be supported by their PI. Each application will be judged under specific criteria by the Research and Innovation committee and all decisions are final.

In respect of applications for various categories of travel grant – **and for indicative purposes only** – the maximum likely award for Ireland-based events will be €250; for comparable events elsewhere in Europe, €400-500; and for exceptional overseas events, €750. All expenses (travel, subsistence, registration fees) must be specified in advance, itemised and evidenced by way of receipts on return. No funding will be made for non-receipted expenses and no advances may be paid. Mileage and per diem is not allowed. Students must submit original receipts and boarding pass stubs (if available) for reimbursement.

The selection criteria will be assessed on the basis of four criteria;

- Quality of the proposal
- Value for money
- Impact to the applicant
- Impact to the School

APPENDIX 8: REQUESTS FOR EXTENSION, LEAVE OF ABSENCE AND WITHDRAWAL

Information on applying for a thesis extension is available at <https://www.ucd.ie/graduatestudies/aboutus/fagsforgraduateresearchstudents/thesisextensions/>

Students should note that this policy differentiates between (1) an extension based on extenuating circumstances, called “Extension” and (2) a situation where a student cannot meet their thesis submission deadline but does not have extenuating circumstances, called “Permission to continue in the programme”.

Information on a taking a Leave of Absence is available at <https://www.ucd.ie/students/registration/takingaleaveofabsence/>

Information on withdrawing is available at <https://www.ucd.ie/students/fees/withdrawal/>

APPENDIX 9: SBES GRADUATE STUDIES COMMITTEE TERMS OF REFERENCE

The SBES Graduate Studies Committee comprises representatives of the academic, administrative and technical staff of the School, together with representatives of the post-doctoral fellows and of the graduate students. (Only academic staff participate in registration and admission procedures or the stage transfer assessment reviews). The committee reports to the Head of School and to the College of Science Director of Graduate Studies, Assoc Professor Nicolae Buchete. The SBES Head of Graduate Studies chairs the committee and represents the School on the College of Science Graduate School Board.

The duties of the committee relate to the strategic planning of graduate schools and to current and changing operational procedures regarding recruitment, admission, registration, programme progression and quality assurance, completion and assessment.

MEMBERSHIP

- Tom Wilkinson (Chair)
- Rachael Reenan
- Jens Carlsson
- Grace Cott
- Gavin Stewart
- Jennifer Coughlan (Technical Officer)
- XXX (Postdoctoral Fellow)
- SBES Graduate Student Representatives

APPENDIX 10: USEFUL SBES/UCD CONTACTS

Head of School of Biology and Environmental Science

Assoc. Prof Evelyn Doyle, Room 2.15, Science Centre West

Email: Head.SBES@ucd.ie Telephone: +353 (0)1 716 2342

Deputy Head of School of Biology and Environmental Science

Assoc. Prof Mary Kelly-Quinn, Room 1.04, Science Centre West

Email: mary.kelly-quinn@ucd.ie Telephone: + 353 (0)1 716 2337

Head of Graduate Studies SBES

Assoc. Prof Tom Wilkinson, Room 2.40, Science Centre West

Email: tom.wilkinson@ucd.ie Telephone: +353 (0)1 716 2264

Chair of Safety Committee SBES

Gwyneth MacMaster Room 1.52, Science Centre West

Email: gwyneth.macmaster@ucd.ie Telephone: +353 (0)1 716 2336

Graduate Studies Administrator SBES

Rachael Reenan, Room 2.13 Science Centre West

Email: rachael.reenan@ucd.ie Telephone: + 353 (0)1 716 2395

Vice Principal College of Science Graduate School

Assoc Professor Nicolae Buchete Room North 1.11, Science Centre North

Email: nicolae-viorel.buchete@ucd.ie Telephone: + 353 (0)1 716 2088

UCD Dean of Graduate Studies

Assoc. Prof Paul McCabe, Room 1.50, Science Centre West

Graduate Studies Office, Tierney Building.

Email: paul.mccabe@ucd.ie Telephone: + 353 (0)1 716 2251

APPENDIX 11: VARIOUS UCD POLICIES & REGULATIONS

UCD Academic Regulations

https://hub.ucd.ie/uisis/IW_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=123

UCD Student Code

https://hub.ucd.ie/uisis/W_HU_MENU.P_DOWNLOAD_FILE?p_filename=UCD%20Student%20Code%20of%20Conduct.pdf&p_parameters=36F8A0AC5B0D6F23FA1EEB8E7C5668E87D47F894CE813A2C5A31FE1A69D113A3E1C278129BDAF0CFDDCE3164583EBA53C8F21B62C13BE7910FD0FD B13884DB13

Code of Practice for Supervisors and Research Degree Students

https://hub.ucd.ie/uisis/W_HU_MENU.P_DOWNLOAD_FILE?p_filename=Code%20of%20Practice%20for%20Supervisors%20and%20Research%20Degree%20Students.pdf&p_parameters=36F8A0AC5B0D6F23FA1EEB8E7C5668E87D47F894CE813A2C5A31FE1A69D113A3E1C278129BDAF0CFDDCE3164583EBA5375E834F0FD9F2624D4807D9B15600E5C

Code of Practice for Conflict Resolution for Supervisors and Graduate Research Students

<https://www.ucd.ie/t4cms/AScodePracConflictResPo.pdf>

Terms of Reference for Research Studies Panels

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

Split-site Arrangements for PhD and other Graduate Research Students

https://hub.ucd.ie/uisis/W_HU_MENU.P_DOWNLOAD_FILE?p_filename=Policy%20for%20Split-Site%20PhD%20and%20other%20Graduate%20Research%20Degree%20Arrangements.pdf&p_parameters=36F8A0AC5B0D6F23FA1EEB8E7C5668E87D47F894CE813A2C5A31FE1A69D113A3E1C278129BDAF0CFDDCE3164583EBA53127B2E0BF6D260107227A10179CB5829

Plagiarism Policy and Procedures

<https://www.ucd.ie/t4cms/UCD%20Plagiarism%20Policy%20and%20Procedures.pdf>

UCD Code of Good Practice in Research

<https://www.ucd.ie/t4cms/Code%20of%20Good%20Practice%20in%20Research%20090216.pdf>

UCD Policy on Theses in Graduate Research programmes

https://hub.ucd.ie/uisis/IW_HU_REPORTING.P_DISPLAY_QUERY?p_query=GD110-5&q=Theses+in+Graduate+Research+Programmes+Policy

UCD Leave of Absence Academic Policy

https://hub.ucd.ie/uisis/W_HU_MENU.P_DOWNLOAD_FILE?p_filename=Leave%20of%20Absence%20Policy.pdf&p_parameters=36F8A0AC5B0D6F23FA1EEB8E7C5668E87D47F894CE813A2C5A31FE1A69D113A3E1C278129BDAF0CFDDCE3164583EBA53B57BD5D2439C722C5CD0A78501D82792

UCD Withdrawal for Graduate Research Degrees Policy

https://hub.ucd.ie/uisis/W_HU_MENU.P_DOWNLOAD_FILE?p_filename=Withdrawal%20Procedure.pdf&p_parameters=36F8A0AC5B0D6F23FA1EEB8E7C5668E87D47F894CE813A2C5A31FE1A69D113A3E1C278129BDAF0CFDDCE3164583EBA53A2E76EF7E9AB27AB26695D7DC892AAD1

UCD Policy on Dignity and Respect

<http://www.ucd.ie/t4cms/UCD%27s%20Dignity%20&%20Respect%20Policy.pdf>

APPENDIX 12: USEFUL LINKS

<http://www.ucd.ie/students/studentdesk/>

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

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

<https://www.ucd.ie/global/study/graduatestudies/ucd.ie/science/study/collegeofsciencegraduateschool/>