



Handbook for PhD Supervisors

2017/18

IMPORTANT NOTES

This handbook was produced in the summer of 2017. References, names and contact information were correct at the time of going to press, but as changes may occur over time readers are recommended to check the web-based edition (where you will also find direct links to internal and external references) for updated information – see Handbook for PhD supervisors at lse.ac.uk/tlc/resources

A hard copy edition of this handbook will be produced each year.

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Foreword

PhD students are at the heart of the LSE's research culture and recent years have seen a significant investment in resources for doctoral students.

This handbook has been designed to guide you through the expectations of your role as supervisor and to outline the support that is available to you. It is designed first and foremost to improve the quality and consistency of the LSE doctoral student experience.

The primary aims of the handbook are:

- to provide an overview of the roles and responsibilities of PhD Supervisors and Doctoral Programme Directors;
- to bring together in one document links to LSE information and regulations pertinent to doctoral programmes;
- to point supervisors and doctoral programme directors to key people involved in supporting doctoral programmes and students; and
- to suggest possible strategies to respond to a wide range of supervisory situations and challenges.

The handbook is one part of the support and materials available to you. Within LSE the regulations and requirements are laid out at both departmental and School level in relevant documentation. Advice on these, or any other issues you may face as a supervisor, is available from your Doctoral Programme Director and the PhD Academy. In addition, the Teaching and Learning Centre also offers developmental sessions for supervisors and a series of accompanying resources.

We hope that this handbook will help you in navigating the support available and finding the right approach for you in building your relationship with your PhD students and supporting them throughout their PhD journey at the School.

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Pro-Director Research

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Acknowledgements

This handbook has been jointly written and compiled by LSE PhD Academy and LSE Teaching and Learning Centre. Special thanks are due to Dr Kate Exley, Consultant in Educational Development, who co-authored the first edition of handbook together with Dr Liz Barnett, former Director of LSE Teaching and Learning Centre. Thanks also to Dr Jenni Carr, Academic developer, LSE Teaching and Learning Centre, Marcus Cerny, Deputy Director, PhD Academy, David Faggiani, administrator, LSE Teaching and Learning Centre and Catherine Reynolds, PhD Careers Consultant at LSE careers. Several other colleagues in the Teaching and Learning Centre have played their part in preparing earlier versions of this handbook, most notably Jane Hindle. Finally, thanks to the LSE Design Unit for their work in bringing the final product to completion at rather short notice.

Section 1: Recruitment and Selection

1.1 Recruitment and Selection





1.1 Recruitment and Selection

Supervision of PhD students is a rewarding and stimulating role which allows you to work and develop exceptional students on exciting projects. LSE has committed high levels of funding to ensure that we can attract the best candidates undertaking high quality research.

Undertaking a PhD at LSE requires a significant investment from students, supervisors and the School and there are high expectations on all involved. Effective recruitment and selection is crucial and advice and support on this is available from your Doctoral Programme Director and the Graduate Admissions Team. The PhD Academy team will also be able to provide advice on academic or personal issues that may affect the student during registration.

Students will have different requirements based on the type of programme (MRes/PhD or MPhil/PhD) and conditions of funding but all candidates are required to submit for examination by their submission deadline and all will face pressures around management of the research project. It is important to ensure that both the candidates academic background and the proposed project make this realistic and feasible before accepting a student.

While it is important not to be too risk averse where a proposal or a candidate has significant merit and potential it is unfair on candidates to allow them to embark upon a project without considering the pressures they will face and the requirements they are expected to meet. You should also carefully consider the benefits to you, as a supervisor, and whether you are in the position to provide the considerable support required both to the project and for the personal and professional development of the prospective candidate.

Guidance on admissions requirements and advice on effective selection is provided to Doctoral Programme Directors or departmental assessors by the Graduate Admissions department. Please work closely with the appropriate person in your department on potential applications and seek advice from relevant departments, particularly Graduate Admissions, where appropriate.

Section 2: Overview of expectations of supervision following registration on the PhD programme

- 2.1 Supervisory Team
- 2.2 Supervisory Meetings and Oversight of Progression
- 2.3 Training and Development
- 2.4 Student Issues
- 2.5 External Commitments
- 2.6 Examination
- 2.7 Support for Supervisors
- 2.8 Links

The requirements for registration, attendance progression, upgrade and completion for the PhD at LSE are outlined in the Regulations for Research Degrees, last updated in June 2017. The advice which follows should be considered in conjunction with these and the General Academic Regulations of the School.



2.1 Supervisory Team

Departments are required to have a supervisory team in place for each student by the end of their first term of registration. The team should work closely with the relevant Doctoral Programme Director to ensure effective support and oversight.

A supervisory team will take the form of a lead supervisor supported by additional supervision that may involve:

- "Primary" and "Secondary" Supervisors.
- "joint supervisors"; or
- "Supervisor" and "Advisor(s)".

Supervisory arrangements will inevitably vary according to the research project, training requirements and the personalities involved. However, it is important to ensure that departmental norms and the expectations outlined in this booklet are met. Supervisors should make sure that there is a clear understanding of how the supervisory arrangements will work at the start of registration.

The Teaching and Learning Centre provide training, support and advice for supervisors in this area and can help you anticipate and prepare for common issues.

As well as providing academic advice and support for the project, the supervisory team is responsible for ensuring the registration is in accordance with degree regulations and any statutory requirements. This includes ensuring satisfactory attendance and progression in line with the requirements of the School, Research Councils, HEFCE and the UKVI. Any concerns should be raised initially with the Doctoral Programme Director. If the situation cannot be resolved at departmental level then the PhD Academy should be contacted for advice.



2.2 Supervisory Meetings and Oversight of Progression

Supervisory meetings will naturally vary in length, depending on the stage of the project and the work to be considered. On average they should last for at least one hour and should, as far as possible, be uninterrupted by telephone calls, personal callers or departmental business. It is a requirement that a record of supervisions is maintained in the PhD Log.

The School requires progress to be reviewed annually and for the student to be assessed for Upgrade at the appropriate time (normally at the end of year one, no later than the end of year two for a full-time student). Departmental expectations may have additional requirements and it is appropriate for supervisory teams to have additional expectations depending on the requirements of the research project. Such requirements must be clearly communicated to students and recorded on the PhD Log. Any issues with progression must be addressed at an early stage to avoid potential problems with continued registration.

Annual progression should be taken seriously as this is considered as confirmation that the student is on track. If work is not satisfactory then remediation plans must be communicated as a condition of progression or a recommendation should be made to transfer to MPhil or for withdrawal of registration. The progression into the fourth year (seventh year part-time) has the additional role of providing confirmation that the student is at the stage of writing-up the thesis and will be able to exercise the option to submit for examination.

Where a student is undertaking fieldwork, requires a period of study away from the School or needs to interrupt studies there are procedures managed by the PhD Academy. This is covered in the degree regulations and forms and guidance are available online. The PhD Academy aims to support students with exceptional circumstances but also has the role of applying regulations consistently. It is always worth discussing circumstances at an early stage so the options can be fully considered.

2.3 Training and Development

LSE PhD students are offered a wide range of training and development opportunities. This includes that provided by academic departments, Methodology, the Research Division, the PhD Academy and the Careers Team. LSE aims to provide training to our students in support of the Vitae Research Developer Framework.

The training requirements for students should be one of the initial conversations following registration. The variety of possible training requirements cannot be addressed in this guidance and will depend on the project and the student's academic background. Key considerations will methodological training, whether the student will be undertaking fieldwork

and interviews, ethical issues around the project and career aspirations.

A key role for supervisors is to balance the training opportunities available to students with prioritising a focus on the requirements for successful and timely completion of the PhD.

2.4 Student Issues

As well as providing academic support and advice supervisors are a crucial part of the network dealing with issues students may face during their registration. Most scenarios will have had procedures developed by the School with the input of relevant experts and based around established best practice. This may include issues around:

- Disability
- Illness
- Mental Health and Wellbeing
- International Students
- Equality, Diversity and Inclusion
- Student Finances

If you are unclear how to address issues then you seek advice from your Doctoral Programme Director and/or the PhD Academy. The responsibility for decisions around registration lies with the Research Degrees Subcommittee and queries on individual cases, regulations and procedures should be directed to the PhD Academy.

2.5 External Commitments

Most PhD students have external commitments of one form or other. This may include employment, volunteering and family commitments. Many will seek your help and advice on getting employment during the degree or in managing the workload of a PhD alongside these commitments.

You should refer to the section in this booklet relating to Careers on managing the balance between students who are seeking financial support or career development alongside the PhD. Registration on the PhD involves significant commitment it is expected that prioritisation will be given to the completion of the degree. While Home/EU students may be able to investigate the option of part-time study overseas students and Home/EU students that are undertaking the degree full time are very limited with regards to the flexibility that can be provided to allow for other commitments. Some funding will also have conditions that limit options for PhD students.

Where a student may have issues with full-time study the issue should be considered at local level initially and, if appropriate, should be flagged to the PhD Academy for advice.

2.6 Examination

The requirements for entering examination, appointing examiners and award are outlined in the degree regulations and in the guidance notes available from the PhD Academy. Key things to note are that submission must take place prior to the submission deadline (this date is available on the PhD Log) and that extensions to this should not be sought unless there are exceptional and unforeseen circumstances. Many issues, such as illness and maternity, are properly dealt with through interruption of studies at the appropriate time and are not grounds for extension.

Two months prior to the submission an examination entry form should be submitted to the PhD Academy. Following this the process of appointing examiners begins and supervisors would normally discuss appropriate examiners with the candidates. This requires Research Degrees Sub Committee approval and there are various reasons why nominated examiners might not be approved, including connections with the supervisor or candidate. As well as ensuring that examiners have appropriate academic expertise LSE needs to demonstrate that our degree awards are subject to impartial external oversight. If you need advice on this please contact the PhD Academy.

Students will normally take advice from their supervisor regarding the readiness of the thesis for submission. However, the final decision to submit is the candidates provided that they have been progressed to the final stages of the programme (for full-time students this would be following successful progression to the fourth and final year). In the run up to submission and in preparation for the viva the role of the supervisor is crucial in making sure that candidates are prepared for success and supported through any issues around referral and/or delays. If you are unfamiliar with the examination process or need clarification on current expectations within LSE and the UK Higher Education sector guidance is available from your Doctoral Programme Director, the PhD Academy and the Teaching and Learning Centre.

The submission of the thesis and formal notification of the results must take place through the PhD Academy. It is important to stick to the regulations and processes around examination to avoid delays and issues around the validity of the examination. Not doing so can lead to delays, appeals and potentially cancellation of the examination. Candidates must not contact examiners directly except if directed to do so in instructions provided by the PhD Academy. Advice and supervision in support of required revisions should be provided by the supervisors, not the examiners.

2.7 Support for Supervisors

A wide array of support and guidance is available for supervisors at LSE. This includes the support available to you via your Doctoral Programme Manager, your Line Manager and HR. You are also able to draw on the expertise of your academic colleagues both in the department and across the School.

The Teaching and Learning Centre provide support, workshops and guidance for supervisors and have an understanding of success stories in supervisions and common issues for supervisors

The PhD Academy has a responsibility to support supervisors and departments as well as students. They can be contacted for advice on individual cases and will be able to offer guidance or point you in the right direction to get support. Few cases come up that have not had precedent so the team in the Academy is often a valuable resource when considering options.

External to the School there is a wide body of research and writing on PhD's and supervision. The United Kingdom Council for Graduate Education has produced a Research Supervisors Bibliography which provides an extensive summary of available literature and also has a Postgraduate Research Supervision Network.

2.8 Links

Degree Regulations

<http://www.lse.ac.uk/resources/calendar/research.htm>

PhD Academy

<https://info.lse.ac.uk/Current-Students/phd-academy>

Teaching and Learning Centre

<https://info.lse.ac.uk/Staff/Divisions/Teaching-and-Learning-Centre/Teaching-and-Learning-Centre>

Vitae Research Developer Framework

<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>



Section 3: Preparing students for their research work

3.1 Doing research: styles of working

3.2 Planning the research: ethical clearance, risk assessment, leave of absence

3.3 Doing the research: key considerations

3.4 Academic integrity: referencing citation, plagiarism and thesis version control



3.1 Doing research: styles of working

Doctoral students at LSE are engaged in a wide variety of very different research activities using one or more of the following approaches:

- desk/library-based, theoretical research;
- secondary analysis of high quality existing data sets and sources;
- empirical work that draws on a wide variety of sources/archives/existing data sets that are dispersed (nationally/internationally);
- case-based studies, often focused on organisations both local and further afield;
- field-based and empirical studies producing original data through ethnographic, qualitative and/or quantitative approaches.

Many research projects involve more than one style at different stages of the work and specialised supervisory arrangements may need to be made for particular periods (e.g. overseas fieldwork). Similarly, the different processes, practices and issues to be considered for the various research fields lead quite naturally to very different working patterns and engagements with supervisors.

Appendix 1 contains a worksheet that can be used to support discussions about the role of the supervisor and the supervisor/student relationship.

3.2 Planning the research: ethical clearance, risk assessment, leave of absence

Once a student has shaped their research proposal, with guidance from supervisors, they will then need to develop a plan to implement the study. Good plans include clear milestones with concrete deliverables to enable students to see their progress and supervisors to monitor their development. Depending on the nature of the study there may be a number of specific elements to consider in the plan, for instance:

- ethical clearance;
- risk assessment (including health and safety concerns);
- arrangements for leave of absence to study away from the School.

i) Ethical clearance

All students must ensure their research complies with the School's Research Ethics Policy.

Source: Regulations for Research Degrees, paragraph 29

Departments are required to provide ethics training to staff and doctoral students and a form has to be completed by students in advance of undertaking research. You will therefore need to work closely with your doctoral students when they are considering the ethics of their research proposal and how they can ethically gather and work with research data. Students should particularly consider ethics when devising research proposals that involve human participants, personal, medical or other sensitive data and/or the use of methodologically controversial approaches.

The student will need to weigh up, with your support, consideration of risk to the research participants versus benefits from the research and to think through especially carefully the likely impact on participants or vulnerable groups of any data collection methods. Certain groups are considered particularly vulnerable – children, vulnerable adults, or students when they are participating in research as students, for instance – or may be placed in a vulnerable position in relation to research; some participants will have diminished ability to give informed consent and are therefore less able to protect themselves and require specific consideration.

Care will also be needed if students wish to access sensitive information, the publication or analysis of which may have far reaching implications for them as well as the research subjects. Similarly, the use of other people's primary data may need clearance or raise the need to address concerns about its interpretation.

Students should review the LSE Ethics Policy and guidance and complete the Research Ethics Review Questionnaire with the support of their supervisors (<http://www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsGuidanceAndForms.aspx>).

ii) Risk assessment

For students who are working primarily on the LSE campus, using library and electronic resources, the health and safety risks should be minimal and are essentially similar to those for staff and taught students more generally. Nonetheless, the School has a duty to undertake assessments of its work activities in order to identify significant risks, and determine what measures are required to manage these risks. In this context, it is worth ensuring that your students are aware of:

- the School's health and safety policy, procedures and training – see the School's Health and Safety website (<https://info.lse.ac.uk/Staff/Divisions/Governance-Legal-and-Policy/Health-and-Safety/>);
- the observation that many research students (and staff) at some point experience repetitive strain injuries (RSI) and/or eye strain from excessive use of the computer – again, LSE's Health and Safety team has guidance and support for this, including regular advisory talks on good working posture/ workstation layout, and students should be encouraged to seek advice as early as possible if they have problems;
- lone-working arrangements – doctoral students often opt to work on campus late into the evenings and at weekends, and need to ensure that they are aware of fire procedures, how to summon emergency support, etc., and the importance of informing security if they are on site "out of hours" – see the Health and Safety website;
- facilities and support for expectant mothers.

Where students are undertaking research that takes them off site and particularly if they are undertaking work overseas, more rigorous health and safety consideration is needed. First, you will need to ensure that your student has completed the Application to undertake fieldwork form on the PhD Academy website (<https://info.lse.ac.uk/current-students/phd-academy/phd-journey/a-z-guidance>).

There is also further detailed guidance on the Health and Safety's Fieldwork and other off-campus academic-related activities page (<https://info.lse.ac.uk/staff/divisions/Governance-Legal-and-Policy/Health-and-Safety/Fieldwork-overseas-travel-and-off-site-activities>).

While your student may have thought of many issues, do ensure that they have checked with the Foreign and Commonwealth Office concerning the country they will be going to, and that they have up-to-date vaccinations and good health insurance. Also agree with your student how you will contact each other and how they will keep you updated on their progress: this might take the form of agreed email contacts and/or Skype conversations on a regular basis, or contact via a known third party. If you have concerns about the risk assessment, do please raise them with your doctoral programme director and also seek advice from Health and Safety Team.

iii) Leave of absence

Your student may have the opportunity to spend a short period of time studying at another institution as part of a research exchange programme with an affiliated, overseas institution. Alternatively, as indicated above, they may need to carry out an extended piece of fieldwork that will require them to spend several months away from the School. In these cases, you need to be aware of the following regulation:

The Research Degrees Subcommittee Chair may allow students to be absent from the School for fieldwork or study elsewhere and will set the conditions which will apply. These conditions will include regular contact with their supervisor(s). Absence from the School will not normally be allowed in the first year of registration. A fee will be payable for the period of absence, and any such period will count towards the minimum and maximum number of years of study required by the School. Students undertaking fieldwork or study elsewhere must carry out a risk assessment in collaboration with their supervisor before starting the period of absence.

Source: Regulations for Research Degrees, paragraph 17

Very occasionally, your student may wish to live outside the UK for part of the time that they are registered for their doctoral studies.

In exceptional circumstances the Research Degrees Subcommittee Chair may permit students to reside outside the UK during their period of registration. Non-resident registration status will not normally be permitted in the first year or in any subsequent years where a student is required to attend classes at the School.

Source: Regulations for Research Degrees, paragraph 18

In all cases the student will need to apply for formal permission to do so by completing the appropriate form(s), all available on via the PhD Academy's web pages (<https://info.lse.ac.uk/current-students/phd-academy/phd-journey/a-z-guidance>):

- Application to study elsewhere
- Application to undertake fieldwork
- Application to reside outside the UK

The completed application form(s), signed by the student, the primary supervisor and the doctoral programme director, should be returned to the PhD Academy. The application will then be considered by the Research Degrees Subcommittee Chair. Requests are not always granted and it is important that all sections of the forms are completed fully.

If you are unsure what type of application your student should be making, contact the PhD Academy for further guidance: phdacademy@lse.ac.uk

3.3 Doing the research: key considerations

In addition to thinking through health assessment and ethical issues, it is worth considering how other people may be involved in your student's research, how permissions can be sought to undertake particular activities (eg sending out surveys or accessing large scale data sets), and how your student maintains their data and thesis versions both to avoid catastrophic data loss and to ensure that you and the student have a good record of the progress of the research.

i) The involvement of other people

Several different parties may be involved in a student's research, including:

- others in a research team;
- individuals employed by the student to undertake specific elements of work;
- research subjects;
- funders/sponsors;
- co-authors.

It is important for all parties in the supervisory team to be aware of these different potential stakeholders, and to advise students on how to make appropriate and ethical use of their involvement and how to refer to and/or acknowledge their contribution in the thesis.

Others in the research team

The development of independence is an important aspect of doctoral studies. However, research work is often a collaborative process with a range of people involved in the work in a variety of ways. The guidance and advice provided by the supervisor is a good example of this. In some disciplines "group-based" research is the norm and although this is less common in the social sciences there are still many cases of academic collaboration. For PhD students it is vital that their individual role and input to such joint ventures can clearly be explained and evidenced in their thesis.

The student must clearly state the part played by the candidate in any work done jointly with the supervisor(s) and/ or fellow researchers.

Source: Regulations for Research Degrees, paragraph 32.1

As doctoral research progresses, your student may consult many others, including experts outside the department and indeed the School. It is the student's responsibility to keep you informed of other people consulted, but you also need to know about such contacts, particularly when you come to selecting examiners (who should not have had substantive involvement in the student's work – see Section 8), so do please raise questions about this in your supervisory meetings.

Individuals employed by the student to undertake specific elements of work

When undertaking research projects it is likely that a range of people will be supporting the student and perhaps be directly involved in the research process. For example, the student may employ people to translate primary sources or translate and transcribe interview recordings for them. In some cases, the student may ask people "on the ground" to collect data for them or help in developing software to analyse their data. Such support is acceptable but must at all times be fully disclosed to the supervisor and in the final thesis. What is not acceptable is to have third parties actually doing the academic work on behalf of the student, for instance producing the academic arguments, interpreting the findings, writing parts or all of the thesis. There is now formal guidance on this - see Section 6 on the writing process and supervisor involvement.

Research subjects: obtaining informed consent

Researchers are legally obliged to obtain written, informed, valid consent from the subjects they collect data from. It is the responsibility of the researcher to ensure that individuals have been given sufficient information to ensure that they fully understand what is involved in the research and what will happen to their personal data.

This information must be presented in a form that can be unambiguously understood (via an information sheet), and subjects' consent must be given voluntarily and not under duress or any undue influence. Further guidance can be found in the LSE Research Ethics Policy and "Informed consent" guidance document.

Your students should discuss with you how they are going to explain the research to their research subjects both orally and in writing and you should approve the information sheet they produce to help them do this. All volunteers should be given information about:

- the nature of the research project and what it is for (including any possible benefits);
- the methods to be used;
- the confidential nature of the data collection and whether individuals will at any stage be identifiable;

- who will collect the personal data and/or sensitive data (including the name of project, department and telephone number);
- who will have access to the data, including any external organisations;
- the circumstances in which data may be disclosed to those allowed access;
- the arrangements for storing the data, whether copies will be made, etc;
- whether the data could be used in research projects in the future;
- whether there are any implications or risks for the volunteers who are taking part in the project;
- when and how the research and its findings will be disseminated (it is important that your student indicates that their final thesis will be accessible through LSE Theses Online, LSE Research Online, as a thesis hard copy, and possibly published in papers/books, etc.).

Volunteers should be given plenty of time to read the information sheet and be encouraged to ask questions and consider the implications of their decision. Your student should ask volunteers to sign and date the consent form only if and when the volunteers are convinced that they have fully understood the information.

If there is any doubt that the subjects are not capable of giving their informed consent then their consent by proxy is required. Research involving such individuals (e.g. children) should be considered by the Research Ethics Committee and advice taken.

Funders and sponsors

Some doctoral students may have funding from external sponsors interested in the outcomes of their research. In such cases, it is vital that the student, the sponsor and you are all clear that the sponsor has no rights over the research approach or the nature, analysis and publication of the findings.

There may, however, be some possibility of delaying public access to the thesis, should it contain sensitive information relevant either for a funder or indeed other interested parties in the research.

A candidate may apply to the Research Degrees Subcommittee for restriction of access to his or her thesis and/or the abstract for a period of up to two years. Such a request can be on the grounds, for example, of commercial exploitation or patenting or for the protection of individuals. In all other circumstances, a thesis will be placed in the public domain immediately after the award of the degree.

Source: Regulations for Research Degrees, paragraph 42

Co-authors

In some disciplines it is common practice for supervisors to coauthor papers with their doctoral students but it is also true that detailed publishing practices do vary significantly. It is important to be clear on when a student can publish their work, particularly where they are doing the thesis by paper option, but also where a planned paper might comprise a significant part of a doctoral thesis.

Work already published, either by the candidate or jointly with others, may be included only if it forms an integral part of the thesis and so makes a relevant contribution to its main theme and is in the same format as the rest of the thesis. The student must clearly state the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow researchers.

y, a series of papers, with an introduction, critical discussion and conclusion, may be submitted instead of a conventional thesis provided that such a format is permitted by the guidelines issued by the student's department and that the thesis conforms to those guidelines. A thesis that contains only joint papers is not acceptable.

Source: Regulations for Research Degrees, paragraph 32.1 and 32.3

Where you and your student do decide to co-author some work, there are some "ground rules" worth establishing from an early stage. How are you going to be acknowledged? What are the cultural norms for your discipline? Does the supervisor usually go first or last in a list of authors? Who should be named as the corresponding author? How will co-authorship actually work in practice? Discussing these questions and agreeing how you'll proceed (ideally in writing) can help to avoid many future communication problems.

ii) Permissions

For use of the LSE logo/headed paper/address

If the student wishes to issue questionnaires, interview schedules and/or interview guides they should first secure approval from the supervisor(s). If they wish to use the School's address for this purpose, the text of any communication should be approved by the supervisor(s) before it is sent. The student should also ensure the work complies with the School's Research Ethics Policy. ww

For use of data sets and sources

Access to many government and European Union data sets is often available only to researchers employed by a registered institution. The head of the institution usually signs the contract so that all departments can access the data. The researcher cannot sign on their own behalf. LSE's Library has a specialist adviser on working with data sets and runs associated training as well as an extensive Library Companion for Data Users Moodle site. Further details can be found on <http://www.lse.ac.uk/Library/Research-support/Research-Data-Management>

For publications

Doctoral students will need to be aware of the formal rules and expectations attached to the reading and use of published work in research. These include correct attribution practices, the requirement for written permission, especially if an original work is altered in any way, and the appropriate ways of obtaining rights to reproduce illustrative materials such as images, diagrams and tables. Again the Library has a lot of advice for researchers on accessing, obtaining permissions and citing the work of others (<http://www.lse.ac.uk/Library/Research-support>).

iii) Keeping track of data

Nowadays, the vast majority of the student's work will be stored on computer. It often takes some serious data loss for individuals to realise that they do not have robust back-up systems in place. To give some examples:

A PhD student had all his data on his laptop with no other back-up. He fell asleep on the tube going home one night, woke suddenly and realised he was about to miss his stop. He ran off the tube only to realise he'd left his laptop on the tube. He was very fortunate to retrieve it the following day from lost property – but could have lost his entire data set.

Another PhD student had been working hard on a major chapter for several hours. She'd forgotten to set her "backup" facility. A sudden thunderstorm with lightning brought down the power in her area and she lost her full day's work. Once power was restored, she sorted out her backup, and started making regular use of an external drive for double back-up.

A student returning from fieldwork in a quite hostile environment had his laptop with much of his data seized at a border. Eventually, after difficult negotiations, the laptop was returned and all the data was still there. But it was a long and worrying wait.

Using a couple of stories of this nature may help focus your student's attention on the importance of back-up! Once the process of analysis gets started, it is also worth discussing with your student how to track back through their analysis, interpretation and presentation of their research findings to the original raw data. Agreeing how the data is to be stored and catalogued, especially if there are data security issues to bear in mind, should be part of the initial research plan.

It is vital that all data containing personal information is handled under the principles of the Data Protection Act. Students should familiarise themselves with the School's Data Protection Policy which is available at <https://info.lse.ac.uk/staff/divisions/Governance-Legal-and-Policy/Information-Rights-and-Management/Data-Protection-and-Research>

3.4 Academic integrity: referencing citation, plagiarism and thesis version control

For many students, a major component of their doctoral studies will involve reading relevant literature, writing notes and developing theoretical ideas. There will be a lot of analysis of the work of others, reflection and writing on that work and synthesis of different ideas. Even more so than in earlier phases of university study, your doctoral students will need to be assiduous in maintaining their references, keeping track of what they have read and where their own writing draws on the work of others. Skills of literature search and literature management will need to be honed. Encourage your students to make use of relevant software (such as EndNote) to keep track of references and to develop good referencing and citation practice. The Library offers significant training in this area, in particular through the MY592 course Workshop in Information Literacy: finding, managing and organising published research and data.

If your student develops good habits from the start it can save them huge amounts of time later. Early on, check that your student is aware of the School definition of plagiarism (see following page).

Another tool to alert your students to is iThenticate software. This is a text-matching programme used both to teach people about appropriate referencing and citation and to detect text misuse and possible plagiarism. The software is freely available for use by doctoral students on drafts of their work and students can have accounts set up for them by the School's PhD Academy.

Early use of such software, along with guidance and support on proper referencing and citation right from the start of your supervisory relationship with your student, should ensure that inadvertent plagiarism is kept to an absolute minimum.

What is academic misconduct?

1. All work for classes and seminars (which could include, for example, written assignments, group work, presentations, and any other work, including computer programs) must be the student's own work. Direct quotations from other work must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be clearly acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the student's own work, whether deliberately or not, is plagiarism.
2. The definition of a student's own work includes work produced by collaboration expressly allowed by the department or institute concerned or, at MPhil/PhD level, allowed under the Regulations for Research Degrees. If the student has not been given permission, such work will be considered to be the product of unauthorised collusion and will be considered as an offence under these Regulations.
3. Students should also take care in the use of their own previous work. A piece of work may only be submitted for assessment once either to the LSE or elsewhere. Submitting the same work twice will be regarded as an offence of 'self-plagiarism' and will be considered under these Regulations. However, earlier essay work may be used as an element of a dissertation, provided that the amount of earlier work used is acceptable to the department and the work is properly referenced. Students wanting to use earlier work must seek clarification from the relevant department or institute.
4. Students must ensure they submit the correct and final version of their summative work to the School. Normally, the department or institute must treat and mark summative work submitted by the student as a genuine first attempt even where a student claims to have submitted the incorrect version. It will be open to the department to run all submissions through text matching software (for example Turnitin). For the avoidance of doubt, all work received in connection with summative assessments is subject to the School's assessment Regulations.
5. Each department and institute will provide instructions to students on the conventions required for the citation and acknowledgement of sources in its discipline. The responsibility for learning the proper forms of citation lies with the individual student.
6. The LSE's Statement on editorial help for students' written work sets out what the School considers to be and not to be permissible by way of editorial help with their written work. Contravention of the statement, whether deliberately or not, is an assessment offence.
7. Other examples of assessment offences under these Regulations could include but are not limited to commissioning (i.e. buying or paying for) another person to complete an assignment which is then submitted as the student's own work; and, falsification of data, e.g. the presentation of any quantitative or qualitative data, based on work purporting to have been carried out by the student, but which has been bought or invented by the student or altered, copied or obtained by unfair means.

Source: Regulations on assessment offences: plagiarism

Concerns about plagiarism should initially be raised with the Doctoral Programme Director. Where necessary, advice should be sought from the PhD Academy.

Version control

Students will be revising their writing of key documents, reports and thesis chapters over a period of time. In order to keep track of the feedback you and others in the supervisory team give, and for the student to maintain usefully filed versions of their work, it is helpful to discuss and agree the processes and procedures for version control.

Some basic advice might include the following.

- Ask the student to keep all versions of their work – they should not simply overwrite an old version with a new version.

- Develop, with the student, a system for naming updated versions of the same document – simply dating the version can work well (rather than ending up with documents labelled "The final, final version").
- Keep a record of the feedback you provide to students, and the date it is given.
- If two supervisors are giving feedback, work on the same document, so you can see the comments made by the other supervisor when you make yours.

For detailed advice on version control please visit the version control pages of the LSE Library website (<http://www.lse.ac.uk/Library/Research-support/Research-Data-Management/Version-control>).



section3

Section 4: Supporting the writing process

- 4.1 Promoting good writing practice
- 4.2 School expectations of supervisor feedback on students' written work
- 4.3 Other forms of editorial assistance
- 4.4 Helping students who get stuck
- 4.5 English language issues
- 4.6 Ensuring awareness of academic integrity



4.1 Promoting good writing practice

Most supervisors would agree that students should be encouraged to write – and write frequently – from the start of their doctoral studies. This is important for a number of reasons:

- The process and discipline of writing itself stimulates thinking and the development of ideas: to write is to think, and is a normal part of everyday academic life.
- It is much easier to have meaningful and satisfactory supervisions/tutorials based around written work that has been submitted and read in advance.
- Potential problems, for instance over language, writer's block or misunderstandings related to academic integrity, can be identified at an early rather than a late stage.
- The more you write the better you become at it – and the less you write, the more rusty you get.
- The longer a project is left “unwritten” the more daunting it becomes: this may be the start of a vicious circle, with consequences for submission rates and times.

Students may well be reluctant to follow advice to write early and often, because they perceive the commitment of ideas to paper as something to be avoided until those ideas are perfectly formed. They may claim they are not ready to write, that they haven't read enough to be able to write. In this context, “Don't get it right, get it written” may be a cliché, but the message is a pertinent one. Text does not have to be perfect - or even good – straight away because it is almost certain that text produced early on in the PhD will either be jettisoned from or substantially re-written in the final draft.

While it may be relatively easy to encourage frequent writing during the first year of a PhD, when the students are mostly in situ and in reasonably regular contact with the department, the task becomes more difficult in subsequent years, especially if students leave LSE, and often the UK, for fieldwork. It is precisely during this period, however, that students need to be reminded of the importance of regular writing and encouraged to do it, to avoid ending up with daunting quantities of undigested “data”. A fieldwork diary or research log is a good way of maintaining the writing habit. Supervisors might also encourage students to produce more substantial analytical pieces of text at certain points, to assist the development of ideas.

However diligent a student has been about producing written work over the course of the PhD, it is inevitable that there will be an intensive phase of writing towards the end of the process. The production of the first complete draft presents opportunities as well as challenges, however. Students – even those with well-thoughtout plans - can discover that it is only when they fit everything together that they fully understand the essence of what it is that they are trying to

say. Such “eureka” moments are satisfying for both student and supervisor, though they are likely to require re-working or even abandonment of text produced earlier on in the PhD, especially core argumentative passages such as the introduction, and chapter conclusions. Learning to let go of old writing is another important part of completing the PhD process.

Strategies for supporting writing

There are a number of ways in which doctoral programme directors and supervisors can help students develop their writing practice by building writing into the departmental PhD programme. It is common practice, for example, for students to be offered the opportunity to write and present a paper as part of the research training seminar in the first year. It could be helpful to encourage students to circulate the written version of their paper in advance of the presentation, to enable them to practise writing for a wider audience. This has the additional benefit of helping to produce more useful feedback to the presenter.

The “milestone” of the upgrade or first year review is usually the first opportunity students have to write a substantial chunk of text. Individual supervisors can help students to complete this task more successfully by requesting “mini-milestone” documents during the first two terms (such as a page on the core research question, two pages on the review of a specific aspect of the literature). Alternatively/ additionally, programme directors might choose to dedicate one or two sessions in the research training seminar to (peer) review of such written materials.

Students can also be encouraged to support each other in developing writing practice, for example by creating informal writing groups/circles for which members produce material that is (constructively) criticised.

Reading groups can be used to support ‘reading like a writer’ practices that support students in unpacking different practices of scholarship. They might focus either on issues of choreography (e.g. how an argument is being built up through sections of an article, the ways in which paragraph sentences beginnings/endings carry an argument forward) or issues of language use (e.g. identifying uses of metaphor, trope and simile, debating the wording of titles and headings).

The increased use of social media as a networking tool has provided the impetus for the development of a number of support networks for doctoral students, in many cases as part of the wider academic community. Focusing specifically on writing, ‘Shut up and Write Tuesdays’ runs on the first and third Tuesday of the month across three time zones, sharing writing goals, achievements during the session and peer encouragement via Twitter. There are also a number of Twitter hashtags that bring together resources specifically for PhD students or for the wider academic community e.g. #AcWri #PhDChat.

LSE impact blog provides a list of favourite academic tweeters by discipline and a guide to using Twitter in an academic context.

4.2 School expectations of supervisor feedback on students' written work

The extent and nature of feedback on written work will very much depend on what it is that has been submitted. A chapter draft from a final year student will probably require closer scrutiny than a few pages of literature review from a first year, but whenever students have worked to produce material they deserve to have it read and commented upon. Written comment (even just a few notes on the submission) usually proves more useful in the longer term than purely oral feedback.

As there may often be quite a time lag between submissions from your student, you may want to encourage them to attach a cover sheet to any work they submit. The following format has proved useful for some:

Anyone interested in offering audio feedback may want to explore this first with their student, to check that the student would find it useful, and then with Learning Technology and Innovation to get advice on practical implementation (liti.support@lse.ac.uk).

It is up to individual supervisors to decide how much they choose to comment on style, spelling and grammar in their students' work – though it is always worth discussing with your students what they might find most useful, talking to others in the supervisory team, so that you are not duplicating work, and getting a feel for departmental norms. On the last, an open discussion with your mentor (for new staff) or organised at the departmental level by the doctoral programme director can be a useful way of sharing norms, such that there is equity of approach between students and across supervisors. It may well be that a wide range of approaches is useful particularly at an early stage. However, as the student gets down to working on final drafts it is important that it is their voice that comes through, and not that of their supervisors.

Suggested PhD work submission pro-forma

Name:

Which year of your PhD you are in: 1st / 2nd / 3rd / 4th / other

Target end date:

Up-to-date thesis title:

Up-to-date chapter structure with full headings:

Highlight where today's chapter or bit of work fits within this:

Current thesis synopsis (ensure this is updated for the first meeting each academic year):

Give details of your last meeting date and the action points that you agreed to do for this meeting:

Source: Patrick Dunleavy, LSE, "Manage your supervisor" workshop for students, 2007

There are a range of feedback options – from direct edit of the student’s text or use of electronic “comments” boxes, to hand-written comments which might include detailed editorial work and suggestions for additions and/or omissions, or simply general indications of areas of strength and weakness. For some, the “track changes” function in Word may be a useful first step – giving detailed guidance on writing style early on. Others may feel it is inappropriate; indeed, some students may find it a very invasive and demoralising approach. If you have discussed and agreed with your student that “track changes” is appropriate and acceptable, do encourage them not to use the blanket “accept all” option – you want them to be learning from your detailed feedback, rather than simply accepting it!

4.3 Other forms of editorial assistance

Given the many and various ways in which students might receive support for their writing the School has set out guidelines on what is and is not permissible and how students should acknowledge any editorial assistance they receive in their thesis.



Statement on editorial help for students' written work: guidance for students, supervisors and examiners

- Any written work a student produces (for classes, seminars, examination scripts, dissertations, essays, computer programmes and MPhil/PhD theses) must be solely his/her own work (Reference to Footnote 1). Specifically, a student must not employ a "ghost writer" to write parts or all of the work, whether in draft or as a final version, on his/her behalf.
 - This guidance is for use when a student is considering whether to employ a third party such as a professional copy editing or proof reading company when producing work in draft or final version.
 - It also applies when a student seeks editorial help from other, non-professional third parties, such as fellow students or friends (Reference to Footnote 2).
 - It is not concerned with the regular and iterative interaction between student and tutor/supervisor(s) on draft versions of his/her work throughout the registration period. The student's tutor/supervisor is not regarded as a "third party" for this purpose.
 - For research students, further guidance is included in the Handbook for PhD supervisors produced by the Teaching and Learning Centre. * If a student contravenes this statement, this will be considered an assessment offence and investigated in accordance with the Regulations on assessment offences: plagiarism
1. If the student chooses to employ a third party, it is his/her responsibility to give them a copy of this statement. When submitting work the student must acknowledge what form of contribution they have made, by stating for example, "this thesis/essay/ dissertation was copy edited for conventions of language, spelling and grammar by ABC Editing Ltd".
 2. A third party cannot be used:
 - 2.1 to change the text of the work so as to clarify and/or develop the ideas and arguments;
 - 2.2 to reduce the length of the work so that it falls within the specified word limit;
 - 2.3 to provide help with referencing;
 - 2.4 to correct information within the work;
 - 2.5 to change the ideas and arguments put forward within the work; and/or
 - 2.6 to translate the work into English
 3. A third party can be used to offer advice on:
 - 3.1 spelling and punctuation;
 - 3.2 formatting and sorting footnotes and endnotes for consistency and order;
 - 3.3 ensuring the work follows the conventions of grammar and syntax in written English;
 - 3.4 shortening long sentences and editing long paragraphs;
 - 3.5 changing passives and impersonal usages into actives;
 - 3.6 improving the position of tables and illustrations and the clarity, grammar, spelling and punctuation of any text in or under tables and illustrations; and
 - 3.7 ensuring consistency of page numbers, headers and footers.
 4. The third party shall give advice by means of tracked changes on an electronic copy or handwritten annotations on a paper copy or other similar devices. The student must take responsibility for choosing what advice to accept, and must him/herself make the changes to the master copy of the work.

Footnotes

- 1 Except where the School's regulations might permit it to include the work of others, eg Regulations for Research Degrees (paragraph 31.1) permit a thesis to include the work of others and individual programme regulations for taught students permit group work.
- 2 This does not preclude the use of a "scribe" where verbatim dictation might be required for a student with a particular disability.

Source: LSE Calendar, Statement on editorial help

4.4 Helping students who get stuck

Implementing some of the strategies outlined in 6.1 above should help students to avoid significant problems with writing. It is inevitable, however, that some students will get stuck at some points.

You may well recognise symptoms of “writing avoidance” and procrastination: your student will start running additional analyses on their data, for example, or perhaps take on extra teaching duties, become deeply involved in organising other activities in the department, or simply not show up to agreed meetings or fail to get work to you to an agreed schedule. If/ when this happens there are a number of solutions that you as the supervisor can suggest:

- cutting down on the “displacement” activities (sometimes easier said than done!);
- employing new writing strategies such as: – “free writing” for five minutes: set a stopwatch and just write down whatever comes into the head without stopping and checking – this gets a separation between the creativity of writing and editing which can be very helpful;
- using mind mapping to help lateral thinking and to see ways of linking ideas and themes together;
- writing short paragraphs (2 or 3 sentences) on the main ideas, printing them off and physically moving them about to find a sensible ordering and logical flow;
- taking regular breaks and having treat rewards for achieving writing goals.

You can also refer students to the wide range of writing support for doctoral students available from LSE PhD Academy (<https://info.lse.ac.uk/current-students/phd-academy/events-courses-and-training>).

4.5 English language issues

English language proficiency is part of the selection criteria for doctoral students, but as noted earlier, some non-native English speakers will require further language assistance. In addition, some students who are proficient in English may still face stylistic issues such as writing in the passive voice, over-worked prose and over-use of jargon. Encourage students to make full use of the facilities in word processing packages to check their grammar and sentence structure. In addition, where appropriate, encourage them to make use of the Language Centre provision for doctoral students (<http://www.lse.ac.uk/language-centre>).

4.6 Ensuring awareness of academic integrity

As noted in Section 5, part of the discipline of good writing is appropriate referencing and citation. Encourage your students to keep their referencing on track from the start, rather than trying to play “catch up” later on. The latter is fraught with difficulties, as students make increasing use of internet sources. Draw their attention regularly and from an early stage to the School’s Regulations on plagiarism and other aspects of academic integrity – see Section 5.4.



Section 5: Preparing for future careers: teaching and other employment during the doctorate

5.1 Introduction

5.2 General guidelines on employment alongside PhD

5.3 Doctoral students as teachers

5.4 Other employment opportunities and internships



5.1 Introduction

Studies conducted by Vitae (2012) have shed light on the employment intentions of doctoral students. They have found that the primary motivations of UK students for embarking on doctoral study are interest in the subject and in research. However their data on long term career aspirations showed that only a third of respondents in their later years of doctoral study have a definite career in mind and that 20% are still weighing up different career options at this stage. This indicates that many students have a need for careers support throughout their doctoral study.

Data on post-PhD employment from a sample of LSE PhD students has indicated that three years after graduation 50% were in academic positions and 50% were employed in careers outside academia. So, although many doctoral students go on to work in the academic sector, many do not. Career support for PhD students therefore needs to assist students in clarifying their career objectives and preparing students for careers in both the academic and non-academic sectors.

LSE offers a range of support to PhD students to assist with employment both while they are working on their doctorates as well as for their future careers. Where a student is particularly interested in an academic career, their supervisor may be a, or the, most important source of guidance and will certainly be involved in reference writing and support with applications.

Some departments (see for example Economics <http://www.lse.ac.uk/economics/PhDjobMarket/phDjobMarket.aspx>) offer extensive guidance on getting into academia both in the UK and overseas (especially the US). If you have a student who may benefit from this advice, point them in the right direction.

For both academic and non-academic employment, also point students to LSE Careers (<https://info.lse.ac.uk/Current-Students/Careers>), which offers specialist support for doctoral students. It is recommended that PhD students engage with LSE Careers early in their period of study so that they can find out about and take advantage of career related opportunities available to them during their time at LSE. Early engagement can also help to minimise career-related anxiety later on during the final stages of their PhD.

It is important for the supervisor to be aware of:

- expectations of the School and (where appropriate) funders and the UK Visas and Immigration concerning employment generally;
- departmental and School policy on employing PhD students as teachers;
- opportunities for employment and internships other than teaching;
- benefits for doctoral students from joining professional organisations as well as unions alongside doctoral studies.

5.2 General guidelines on employment alongside PhD

There are some obvious pros and cons for doctoral students to consider when taking on employment alongside their research.

On the positive side, such employment may provide not only useful funds, but also experience that contributes to skills development and future employment. For students who are unsure of their career direction it can help them to clarify their career plans. It can also provide social interaction with others and, particularly if the work involves teaching and/or research, can help the student situate their work in a broader context and provide useful experience in communicating ideas about the discipline to less experienced learners. On the other hand, employment can take time that would otherwise be spent on the thesis and distract from thesis work.

The UK's visa and immigration regulations require non-UK/EEA students to work no more than 20 hours in any one week, not to take on full-time employment and not to be self-employed or undertake consultancy, professional sporting or entertainment work. If you have overseas doctoral students keen to take on employment alongside their studies, point them to the School's International Student Visa Advice Team (<http://www.lse.ac.uk/intranet/students/ISVAT/home.aspx>) which can provide detailed guidance on what they may and may not do to comply with their visa restrictions.

Note: 20 working hours is a heavy workload, particularly taking into consideration expectations about what time should be invested in the thesis. Generally, 4-6 hours per week of direct student contact (classes/office hours) for parts of the year is much more manageable.

Funders may also stipulate what students can and cannot do. For example, fully funded ESRC students are expected to invest 1800 hours in their research and related studies (37.5 hours per week for 48 weeks, which includes 8 weeks of holiday) for the 3 years of funding. They do not include any teaching or other employment in this time allocation, and expect any teaching to be paid and include appropriate contracts and training.

5.3 Doctoral students as teachers

Gaining teaching experience alongside doctoral study can prove highly rewarding for doctoral students, be useful for future careers, and provide doctoral students with regular contact with others and a clear structure to their working days during the period when they are most likely to be engaged otherwise in quite solitary study. On the other hand, particularly for first time teachers, it can prove challenging and time consuming. If you as supervisor are concerned about the time teaching is taking up, you should raise this

with your student. Many departments do not permit doctoral students to teach in their first year, and discourage it in their final year.

LSE does not guarantee the opportunity to teach to all doctoral students, and needs to balance carefully the quality of teaching delivery with the opportunity for such experience. That said, most LSE departments do offer teaching opportunities (though this is not usually possible in the postgraduate institutes). Most departments favour their own students first, though some will take students from other departments. If you have a student who is having difficulties finding openings, you may suggest they contact relevant departmental managers for information. LSE100 can be a useful course to consider. Several LSE doctoral students also seek teaching employment outside LSE – there are plenty of options in London.

Do give careful thought to employing your own doctoral students to teach on your courses. There may be very obvious benefits in terms of discipline knowledge, but it is important that you maintain professional working relationships and have consideration for their research needs as well as your own teaching support needs.

LSE provides information on the employment and support of PhDs who teach, including a guidance document on good practice for the employment of Graduate Teaching Assistants, on the HR website (<https://info.lse.ac.uk/staff/divisions/Human-Resources/A-to-Z>).



There are both compulsory training requirements and the opportunity to gain a formal qualification in teaching and learning, the Postgraduate Certificate in Higher Education (PGCertHE), administered through the School's Teaching and Learning Centre. Many LSE PhD students opt to take the PGCertHE, which is fast becoming a requirement for new full-time faculty in UK HEIs to undertake in their probationary period, so by offering the programme to doctoral students LSE enhances their job seeking potential.

For more information about GTA induction training and the PGCertHE, see the Teaching and Learning Centre's web pages for GTAs (<https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/TLC-for-You/Graduate-Teaching-Assistants>).

Given the preparation required for first time teaching, you may want to advise doctoral students to limit their teaching to one course and only to two or three groups. Much more than this may create too heavy a workload.

Supervisors do not have a role to play in the quality control of their doctoral students who teach, but do need to be aware that this is an important part of the School's overall quality assurance provision and encourage their students to take teaching and any training seriously. As part of the New Academic Induction Programme the Teaching and Learning Centre provides briefings on managing GTAs and monitoring the quality of their teaching (<https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/TLC-events-and-workshops/Inductions-for-academics-and-GTAs-at-LSE>).

5.4 Other employment opportunities and internships

There are many opportunities open to LSE students for short term/part-time employment and volunteering. A student's supervisor can often be a good source of information, for example opportunities to get involved in organising academic conferences, and several LSE websites, notably Careers and HR, carry details of jobs, volunteering and internship opportunities both within and outside of LSE. Employers that advertise with LSE Careers are also often interested in recruiting researchers for short-term consultancy projects and there are some internship programmes, for example the ESRC's and McKinsey's Insight, that are aimed specifically at PhD students. Many doctoral students take up these opportunities, though it is important to note that in some cases there may be restrictions. Even employment that is not directly relevant to a particular career can help students to develop evidence of skills such as team working that may be important when applying for jobs later on. LSE Careers has a specialist adviser for PhD students who can help with applications and interviews and also with prioritising career related activities so that students can decide where to focus their time.



section5

Appendices

Appendix 1

Resources that support discussion about the supervisor/student expectations and relationships

Appendix 1: Resources that support discussion about the supervisor/student expectations and relationships

Expectation alignment between supervisor and PhD student

The aim is to clarify and align different understandings and expectations regarding your PhD project. Aligning expectations may prevent misunderstandings and discrepancies during the PhD project.

How to use the sheet

1. Set up a meeting between the supervisor and the PhD student.
2. Before the meeting the supervisor and the PhD student should each fill in their own sheet by marking an X in the scale between the two statements and writing a short comment to support your selection.
3. At the meeting the supervisor and the PhD student should together fill in a new common sheet:
 - By discussing any differences of opinion at each question, including any written comments.
 - By finding a common ground suitable for your PhD project, marking a common X and support the selection by a comment that both can agree to.
 - Both must physically sign the combined sheet, each keeping a copy.
4. The supervisor and student should revisit the combined sheet, on a regular basis and make any adjustments whenever deemed necessary.
5. Any later adjustments must be confirmed by both with signatures.

COLLABORATION CONTINUUM						
	Supervisor	Scale (mark X)				PhD student
1	It's the supervisor's responsibility to select a promising topic					It's the PhD student's responsibility to select a promising topic
2	If the research is part of a larger project then the supervisor 'owns' the project and can decide directions					The research is always owned by the PhD student and he/she can decide on research questions and directions
3	A supervisor should ensure that the thesis is finished within the 3 year period					It is up to the PhD student to manage time and finish the work
4	A supervisor should terminate the PhD if she/he thinks a PhD student will not succeed					A supervisor should support the PhD student regardless of his/her opinion of the PhD student's capability
5	A supervisor should direct a PhD student in the development of an appropriate plan of research					A PhD student should be able to work out a schedule and research plan appropriate to his/her needs
6	The supervisor should establish the theoretical framework for the thesis research					The PhD student should establish the theoretical framework for the thesis research
7	A supervisor should check constantly that a PhD student is on track and working consistently					PhD students should work independently and not have to account for how they spend their time. The supervisor shouldn't check up on the PhD student.
8	A supervisor should give feedback on presentations prior to conferences etc.					It is up to the PhD student to obtain feedback and organise rehearsals of presentations prior to conferences etc.
9	It is up to the supervisor to maintain an effective working relationship between supervisor and PhD student					It is up to the PhD student to maintain an effective working relationship between supervisor and PhD student
10	Supervisors should initiate frequent meetings with their PhD student					It is up to the PhD student to decide when he/she wants meetings with the supervisor
11	A supervisor should be available to assist the PhD student any time also outside working hours					A PhD student must ask for an appointment if problems arise and assistance is needed
12	A supervisor should make the PhD student aware of facilities and resources in the organisation					A PhD student is responsible for knowing the relevant facilities and resources in the organisation
13	Supervisors should be available to help the PhD student with personal problems that arise during the course of study					Supervisors should only help with issues directly related to the scientific work
14	A supervisor should help the PhD student develop a network of fellow students or staff					Developing a network of fellow students or staff is entirely up to the PhD student
15	A supervisor can contribute to the direct writing of manuscripts/ papers as any co-author					A supervisor should be very wary not to contribute with writing, but only with comments
16	A supervisor should insist on seeing drafts of every section of the thesis to ensure that it is flawless					It is up to the PhD student to ask for constructive criticism from the supervisor

The *Handbook for PhD supervisors* brings together a wealth of information designed to help you make the most of your role and responsibilities. As well as gathering together all regulatory and policy information pertinent to doctoral programmes at LSE, it covers topics such as

- the supervisory relationship;
- annual reviews, upgrades and monitoring;
- evaluating doctoral provision.

We trust you will find it useful.

LSE PhD Academy

 lse.ac.uk/current-students/phd-academy

 phdacademy@lse.ac.uk

 @LSEPHD

LSE Teaching and Learning Centre

 tlc@lse.ac.uk

 lse.ac.uk/tlc

 @LSETLC

This information can be made available in other formats, on request.

Published jointly by LSE PhD Academy and LSE Teaching and Learning Centre September 2017
Designed by LSE Design Unit (designunit@lse.ac.uk)

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