Aristotle in his study (BL, Egerton MS 737, fol.1)
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Welcome to the Centre

We are delighted to welcome you as a research student within the Centre for Medieval and Early Modern Studies. You are now a part of a vibrant and dedicated group of students and staff who are all working on and passionately interested in the medieval and early modern periods. We have laid out a programme of formal and informal events through which we share our skills and enthusiasms with you, and the more of these you attend the richer and more impressive your own research will become.

This dossier aims to give you the basic information you will need to follow your programme. If you need any further information or want clarification on any of the issues raised here, there is a list of staff contact details on the last page. The following are some of the major markers within the graduate study year, knowledge of which should help you to pace your work and gauge your progress.

Over the course of your PhD you will inevitably have questions about procedures, anxieties about your research, and suggestions for ways to improve our PhD programme. You are warmly encouraged to discuss these with one another, and with the Directors, as well as with your supervisors. There is no doubt that the sooner you speak up about worries that you have, the better, so please do not hesitate to drop us a line.

A key place for finding out information about the Centre and its activities is the MEMS website: http://www.kent.ac.uk/mems/. Here you will find links to the newsletter, the collaborative ‘Picture this …’ project, our weekly research seminars, the weekly supervision seminar for first-year PGR students (and all others who are interested), plus a host of other activities and the many conferences convened by members of the Centre. You can also follow MEMS on Twitter @mems_ukc.

We hope you have an exciting, intellectually stretching time in MEMS, and wish you the best of luck as you embark on your PhD.

Amy Blakeway
Co-Director

Ryan Perry
Co-Director
**GRADUATE SCHOOL INDUCTION**

Friday 21st September 2018

11.30 – 12.45 pm

An induction for all Canterbury PGR students. As well as providing general information about postgraduate research at Kent, the induction will include:

- Training opportunities provided for postgraduate researchers via the Researcher Development Programme
- The role of your Supervisor and supervision requirements
- Progression Monitoring stages for PhD students

**Location:** Cornwallis South East, COLT 2 & COLT 3

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**CENTRE FOR MEDIEVAL & EARLY MODERN STUDIES INDUCTION**

Thursday 20th September 2018

1-2pm

Lunch

**Location:** Cornwallis North West Seminar Room 5

2-3pm

PGR Induction

**Location:** Cornwallis North West Seminar Room 5

5-8pm

Meet MEMS

**Location:** Darwin Lecture Theatre 2

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**Friday 21st September 2018**

11.30-12.45

Graduate School Induction (see further details above)

**Location:** Cornwallis South East

2.30pm

Welcome Event with the Templeman Library by Karen Goodwin

**Location:** Templeman Library

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**Staff Contact information**

The academics who make up the Centre for Medieval & Early Modern Studies are specialist researchers in their discipline. A full list of our members of staff can be found on the Centre website: [http://www.kent.ac.uk/mems](http://www.kent.ac.uk/mems)

<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
<th>Telephone</th>
<th>Room</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
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</table>
For advice on practical matters, you simply cannot do better than go to the knowledgeable, cheerful, and extremely helpful Centre Administration Manager, this is the course of action usually followed by the co-Directors, you can do no better than to follow their examples. You can contact Claire via email or come to her office, if you have any queries of an administrative kind, or if you need help or advice with any aspects of university study with which your supervisor cannot help you. For advice on any of the Centre’s events, or for help in organizing events of your own, please do contact Jacqueline, our very competent and resourceful Events and Marketing Coordinator. The Programme Coordinator for the MA is Jenny Humphrey who will also be more than happy to help with any issues relating to PGR study.

For any academic matters please contact the Directors in the first instance.

Centre for Medieval & Early Modern Studies Research Programmes

MA BY RESEARCH
The MA by Research in Medieval & Early Modern Studies is a programme for students who wish to develop their advanced historical research skills to undertake a focused piece of research, and produce a 40,000 word thesis.

PHD
The PhD provides the opportunity for students to undertake a substantial original research project, PhD students undertake a skills audit at the start of their programme of study, and can take advantage of the range of courses offered by the Graduate School. In addition, all PhD students have the opportunity to sign up for a language course free of charge (subject to a minimum attendance requirement), for more details see page 16.

EMAIL
On registering for your Postgraduate study you will be given an email address and instructions on how to set it up. Email will be the Centre’s main point of contact with you. Please check your Kent email account regularly. Students can set up their own email forwarding system from their Kent email accounts to their private email accounts. If you have any problems please contact the IT helpdesk who are based in the Templeman library at the following address: helpdesk@kent.ac.uk.

You will be able to receive and send email messages from any of the numerous public computer terminals on campus. At registration you will be issued with the Computing Service’s ‘Student Resource Book’, which will provide you with basic know-how. See under ‘ESS’ (Education Support Services) for any further help you may require.

STUDENT DATA SYSTEM
The University has an online Student Data System (SDS). The system is accessible to students from the Student Guide: http://www.kent.ac.uk/student/. It gives you online access to the information regarding your programme of study. It will also your timetable, including any compulsory events, and optional events such as open lectures and research seminars.

In your final year of study, you will be able to register for your congregation ceremony through SDS. The system also allows you to view and notify changes to some of your personal details as held by the
University. In addition you can verify your current mobile phone number and sign up for text alerts from the University. You can also sign up for study skills workshops throughout the academic year via SDS.

RESEARCHER DEVELOPMENT ASSESSMENT

Completion of a Researcher Development Assessment (run by the Graduate School) is compulsory for all new PhD students and its completion is a condition of the probation review. For more details please see the Graduate School website https://www.kent.ac.uk/graduateschool/skills/pgrd.html.

The Researcher Development Assessment is an online self-assessment tool and is for the benefit of both research students and supervisors. In completing the assessment, all new research students are encouraged to consider their existing portfolio of skills, as well as the skills that they hope to acquire while doing their doctoral research. Researchers are also actively encouraged to consider a range of career options and the particular skills that they might need for their chosen career. The identification of their training and development needs at an early stage will help students to complete their research and writing using the most effective means to avoid situations in which they fail to progress because they lack a particular skill.

The Researcher Development Assessment is organised under the following four headings:

A. Knowledge and Intellectual Abilities
B. Personal Effectiveness
C. Research Governance and Organisation
D. Engagement, Influence and Impact

These headings encompass, among other factors, research and career management, communication skills, networking and team working.

Opportunities for developing these skills are available through participation in the Researcher Development Programme run by the Graduate School, and students will also acquire some of these skills independently during the course of their doctorate.

Supervisions

Introduction

Every student has a supervisory panel consisting of at least two members. One supervisor usually acts as lead, but in certain cases the supervision is more equally weighted. The Centre has supervision panels in order to assist postgraduates by ensuring input from more than one perspective, and in some cases more than one discipline. You should meet with your supervisors regularly – at least once a month (every other month for part time students) – and each year there are formal reviews involving your supervisory team and the Director of Graduate Studies.

The focus for advancing your research will be regular meetings with your supervisor(s). The timing of these meetings will be decided at your mutual convenience. Their frequency will probably vary according to the stage you have reached in your work. At the start, you are likely to meet at regular, monthly intervals to ensure that you are on the right track and making the requisite progress. Thereafter the timing may change, the better to reflect the developing needs of your work: you will meet to discuss drafts of sections as they are written and to deal with particular issues and problems as they arise. This flexible framework should be tailored to your needs: accordingly, you should not hesitate to contact your supervisor(s) to arrange meetings in addition to those that are scheduled, if you feel you need them. It is sometimes more convenient to touch base via telephone or Skype; this is entirely at the discretion of you and your supervisor(s). Equally, you are perfectly at liberty to consult other members of staff, either on your supervisors’ recommendation or on your own initiative, if you feel that they might be able to offer useful advice.
After every supervision, you must enter a record of the meeting on the Student Data System. SDS will pester you via email until you do this vital task!

After the initial stages of research, the basis for most supervisions will be written material that you will submit in advance. The material in question may take the form of outlines of chapters or relatively polished draft sections. In the early stages of their research careers, graduate students often feel that they do not yet have enough material to 'write up', or sufficient experience to do so effectively. This is quite understandable. However, both intellectually and practically, writing is a crucial part of research, and the sooner you start to practise it, the better the results will be. Drafting chapters and sections on a regular basis is a key element of successful research: it helps you to gather your thoughts, to bring into focus the material you have accumulated, and to identify the key areas that need further work; it gives you practice in turning research into analysis. Equally, it enables your supervisors to examine your activity and progress in specific rather than general terms, and hence to advise you more effectively. Above all, it means that you are continually building up a body of work that may eventually be incorporated, suitably revised, into your thesis.

Research Schedule of Progression and Examination

MONITORING YOUR PROGRESS
Throughout your research degree, there are formal milestones to mark your progress, identify problems, and set goals. These processes are administered via the Student Data System, which will send out reminders about key meetings to all concerned, and on which all the paperwork will be registered.

These procedures are all described in the University’s Code of Practice (Annex K):
https://www.kent.ac.uk/teaching/qa/codes/research/annexknew.html

The main portal for finding out about these processes is the Graduate School’s website:
http://www.kent.ac.uk/graduateschool/

This section outlines the progress review meetings each research student is required to have with their supervision team at set points throughout their programme. For more information on each of these meetings, please see Annex K of the University’s Codes of Practice:
http://www.kent.ac.uk/teaching/qa/codes/research/annexknew.html

YEAR ONE
In the first year of study research students are expected to:
• Meet with their supervisor in the first two weeks of registration
• Attend an Induction Review Meeting with supervisory team
• Attend a Probation Review Meeting with supervisory team and the Director of Graduate Studies. For PhD students this should be undertaken ten months after registration (twelve months for part time students). For MA by Research students four months after registration (nine months for part time students).

YEAR TWO
In the second year of study PhD students are expected to:
• Attend the End of Year Review Meeting with supervisory team and the Director of Graduate Studies at the end of the second year.
YEAR THREE

It is the expectation of the University that the student will undertake a programme of supervised research and training during the minimum period of registration (e.g. first three years for full-time PhD students and for the first five years for part-time PhD students). Three months prior to the minimum submission date students are expected to attend a Submission Review Meeting. The principal function of the Submission Review is to ensure that the student is in a position to complete and submit their research in the allotted time.

The review will be undertaken by the Main Supervisor, another member of the supervisory team and the Director of Graduate Studies or his/her nominee (who will act as chair). Where the Director of Graduate Studies is a member of the researcher’s supervisory team, another member of the Graduate Studies Committee should be co-opted to act on behalf of the committee.

It is expected that you will submit your PhD in as close to three years as possible. Any further time is not an automatic right, and is granted at the discretion of the Director of Graduate Studies and the supervisory team.

A timely submission is important for you because having a PhD is a pre-requisite for consideration for academic jobs and, for non-academic employers, a timely submission is proof of project management skills. It is also important for the Centre: if too many students fail to submit in a timely manner the AHRC will impose sanctions which could include a ban on funding students at the Centre.

TIMELY SUBMISSION IS OF THE ESSENCE. PLEASE INFORM YOUR SUPERVISOR OF ANYTHING WHICH MIGHT PREVENT THIS AS SOON AS POSSIBLE.

YEAR FOUR - CONTINUATION YEAR

If the continuation year is approved, it is the expectation of the University that the supervisor should be in contact with their PhD researchers on a monthly basis during the continuation year, however, there will be two more formal opportunities to review progress during the continuation year.

Five months into the continuation year: If the researcher has not submitted his/her thesis by the 5th month of continuation there should be a formal Continuation Year Review Meeting with the supervisor and School Director of Graduate Studies or his/her nominee to consider the researcher’s progress towards submission. The outcome of the review should be agreed by the Panel and the recommendation communicated to the student on the day of the review itself or exceptionally within a couple of days of the review if there is a need for further discussion by the Panel. The review form should be completed by a representative of the Panel on SDS within a week of the meeting itself and be approved by the School Director of Graduate Studies (except where the School Director of Graduate Studies is a member of the student’s supervisory team, where another member of the Graduate Studies Committee should be co-opted to act on behalf of the Committee). The form should then be reviewed and approved by the appropriate Associate Dean (Graduate Studies).

10 months into the continuation year: If the researcher has not submitted his/her thesis by the 10th month of continuation there should be a formal Continuation Year Review Meeting with the supervisor and School Director of Graduate Studies or his/her nominee to consider the researcher’s progress towards submission. The review should be used to determine if the researcher will be in a position to submit his/her thesis by the end of the continuation year. In extraordinary circumstances the panel may recommend to the Faculty that the researcher proceed to a final writing-up period for a set period. This period should not extend beyond 12 months. The outcome of the review should be agreed by the Panel.
and the recommendation communicated to the student on the day of the review itself or exceptionally within a couple of days of the review if there is a need for further discussion by the Panel.

**SUBMISSION OF THESIS**

You are required to complete the Notice of Submission Form, provided by the Centre Office, three months prior to the submission of your thesis. This starts the process of appointing examiners.

Please note that two bound copies of your thesis must be handed in to the Centre Office (not your supervisor). A copy of the thesis must also be submitted onto Moodle in order to comply with the University’s plagiarism and archiving procedures. Claire Taylor in the Centre Office will assist with any queries relating to this requirement: cl.taylor@kent.ac.uk. Your thesis will then be sent out to examiners. The maximum time allowed for examination is three months.

In the intervening period, you have the opportunity to prepare for an oral examination (*viva voce*) which is required for a PhD (but possible for MA) and is normally held soon after the thesis has been examined.

After the viva and when all the examiners’ recommendations have been approved, you will need to submit an electronic pdf copy of your thesis to KAR (Kent Academic Repository).

Please note that a thesis cannot be forwarded for examination if you have outstanding debts to the University. Therefore please ensure that you have settled any outstanding debts before submission.

**LENGTH OF THESSES**

Candidates should note that conciseness of presentation is an essential part of the "appropriate ability in the organisation and presentation" of their material, which they are required to demonstrate in accordance with the assessment criteria for research degrees outlined in the Regulations for Research Programmes of Study [http://www.kent.ac.uk/teaching/qa/regulations/index.html?tab=research-programmes](http://www.kent.ac.uk/teaching/qa/regulations/index.html?tab=research-programmes). Candidates should not, therefore, regard the maximum length specified as a target length.

The length of a written thesis should be in accordance with the following:

MA by Research - not more than 40,000 words
PhD - not more than 100,000 words

**THE PRESENTATION OF WRITTEN WORK**

Please note that this is not a comprehensive guide to regulations or conventions; rather, it is a simple summary designed for the purpose of rapid, easy reference.

**Style sheet**

Clarity, precision, and consistency of citation are absolutely essential at this stage. Your work will be read by internal and external examiners who prepare texts for publication on a regular basis, and they are therefore sensitive to all possible errors. They will be amazed and affronted to find double spaces, misplaced punctuation, and grammatical infelicity!
We recommend font size 12, 1.5 or double spacing when submitting your thesis for examination.

Please take particular care in attributing all your quotations in all your notes, drafts, files you keep on your computer, and especially in any work – however preliminary or unfinished – that you submit to your supervisors for discussion. If you’re not already practising it, you need to get into the habit of never taking down notes without writing down the source at the same time! Not only is this proper academic practice, it will also save you a lot of time later when you come to the point of finalizing your chapters for submission.

Various guides to citation styles are readily available. We particularly recommend the MHRA’s Style Guide, which can be purchased or downloaded from their website gratis: http://www.mhra.org.uk/Publications/Books/StyleGuide/index.html

This guide, though not comprehensive, provides useful models in the majority of cases in a compact, easy-to-digest form.

1) Unpublished manuscript sources
Town; repository; document reference:
London, British Library, MS Harley 603.

2) Published primary sources
Name of source author (if known); title of text in italic; editor(s); series (if applicable); place of publication, publisher and date within brackets:

3) Printed book
Author(s); full title in italic; place of publication, publisher, and date within brackets:

4) Article in a journal
Author(s); title between single inverted commas; journal name in italic; number of journal volume; no of issue (if applicable) (NOTE: numbers always in arabic); date within brackets; full page references:

5) Article in a multi-authored book
Author of article; title of article between single inverted commas; ['in’ - optional] title of book in italic; name(s) of editor(s); series (if applicable); place of publication, publisher, date within brackets; full page references:

6) In addition...
Capitalisation: don’t apply English conventions to other languages; instead always follow the conventions of the title page:

If the work comprises more than one volume, state the number of volumes (in arabic) before the place and date of publication:

And if you are referring to specific pages, always take care to indicate which volume they are in (in arabic after the place of publication, publisher, date):

Distinguish between abbreviations and contractions: the first come with a full stop, the second don’t. Example: “ed.” (for edited) but “eds” (for editors); “vol.” (for volume) but “vols” (for volumes).
NB: For a model example of a good clear system ‘in action’, see the Cambridge University Press periodical, *Anglo-Saxon England*.

**Plagiarism and Duplication of Material**

The idea of research is to integrate the ideas of others with your own. If you quote, paraphrase, or otherwise borrow someone else’s idea, you must document this by citing your source. Failure to document your sources properly is plagiarism.

As Booth, Colomb and Williams explain in *The Craft of Research*, ‘you plagiarise when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours’ (pp. 201-202). Generally, you plagiarise ‘when you use a source’s words or ideas without citing that source’ (p. 202). Please note that you also plagiarise when ‘you do credit the source but use its exact words without using quotation marks or block indentations’. You also plagiarise when you ‘paraphrase a source so closely that anyone putting your work next to it would see that you could not have written what you did without the source at your elbow’ (p. 202).

Please note that you plagiarise when you use a source’s exact words without using quotation marks or block indentations EVEN WHEN YOU DO CITE THE SOURCE. In other words, if you copy a source VERBATIM but fail to acknowledge this by using quotation marks or block indentations, you plagiarise. Similarly, cases of close paraphrase may count as plagiarism EVEN WHEN YOU CITE THE SOURCE.

Another type of plagiarism, perhaps more common than wholesale plagiarism, is ‘mosaic plagiarism’. According to Gordon Harvey’s *Writing with Sources*, mosaic plagiarism occurs when a ‘student mixes words or ideas of a source (unacknowledged) in with his or her own words and ideas, or mixes together uncited words and ideas from several sources into a pastiche, or mixes together properly cited uses of a source with uncited uses’ (p. 23). Please note that mosaic plagiarism is still plagiarism and will incur the same penalties as other, more obvious forms of plagiarism.

In general, you must refer to your source each time you use it in your text. For example, if you used two or more ideas from a book in a paragraph in your essay (dissertation, project, etc.), it will not be sufficient to acknowledge the source in only one footnote/endnote at the end of the paragraph. Unless this is explained in the text or the footnote/endnote, the latter will be taken to refer to the preceding sentence only, and not necessarily to the preceding paragraph.

It is easy to avoid plagiarism by properly citing your sources. As Gordon Harvey explains (pp. 15-16), you should cite on the following occasions:
(a) Whenever you use factual information or data you found in a source,
(b) whenever you quote verbatim (in which case the words you take verbatim from another person also need to be put in quotation marks or block indentations),
(c) whenever you summarize, paraphrase, or otherwise use ideas, opinions, interpretations, or conclusions arrived at by another person,
(d) whenever you make use of a source passage’s distinctive structure, organizing strategy, or method,
(e) whenever you mention in passing some aspect of another person’s work.
If in doubt, always cite your sources. And please remember that ‘unintentional plagiarism’ is still plagiarism and will incur the same penalties as deliberate plagiarism.

Further guidance on how to use and cite sources can be found in the following books:

Duplication of material means the inclusion of a significant amount of material which is identical or substantially for the same or any other course at this University or elsewhere. A student must not reproduce in any work submitted for assessment any substantial amount of material used by that student in other work for assessment, either at this University or elsewhere, without acknowledging that such work has been so submitted. The University does not accept plagiarism or duplication of material and imposes severe penalties if it occurs in coursework, dissertations, projects, examinations and theses. Work found to include plagiarised material will be severely penalised and usually receive a grade of zero. If you need further guidance on the correct use and presentation of quotations and source material, you should consult your supervisor.

The following conventions are laid down by Senate:
A student must not reproduce in any work submitted for assessment (for example, examination answers, essays project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source. A student must not reproduce in any work submitted for assessment any substantial amount of material used by that student in other work for assessment, either at this University or elsewhere, without acknowledging that such work has been so submitted. Where it has been determined in the matter prescribed below that a breach of 1 or 2 above has taken place, a mark of zero may be awarded to the piece of work concerned. Conventions may be published which define more precisely, for purposes of particular disciplines, programmes or types of assessment-work, the offences prescribed in 1 and 2 above, provided such conventions have been approved by the appropriate Faculty Board, and a copy lodged with the Secretary to the Board for Research and Postgraduate Studies. Where, in the view of the marker, a student has committed a breach of 1 or 2 above in a piece of work which is marked only by that marker and contributes only to the ‘classwork’ component in the student’s overall final assessment in the module, the marker shall: notify the student of why he/she is alleging that a breach has occurred and the proposed penalty up to and including the award of a mark of zero for the piece of work; invite the student to respond orally or in writing within a reasonable and stated time to the allegation and to the proposed penalty; in the light of any representations made by the student, reach a final decision on whether a breach had occurred and, if it had, on the penalty to be imposed; where a student has made representations, notify the student of the final decisions made under 5(c); and where it has been determined that a breach had occurred; notify the Head of the student’s ‘home’ Department of the final decisions made under 5(c). Where in the view of either an internal or external examiner, a student has committed a breach of 1 or 2 above in a piece of work which is subject to the provisions of relevant Examination Ordinances, Regulations and Conventions: That examiner shall notify his/her co-examiners (internal and external) and the Chair of the Board of Examiners (‘The Chair’) why he/she is alleging that a breach has occurred and of what penalty up to and including a mark of zero for the examination paper or dissertation as a whole he/she believes ought to be imposed. Where, having consulted with the co-examiners, the Chair confirms the allegation he/she shall: notify the student of the allegation, of the grounds for the allegation, and of the proposed penalty; invite the student to respond to the allegation and/or the proposed penalty either orally or in writing within a reasonable and stated time; in the light of any representations made by the student, reach a final determination on whether a breach had occurred, and if it had, on the penalty to be imposed; notify the student of the final decisions made 6(b)(iii) and, where it has been decided that a
breach had occurred; notify the Head of Department of the final decisions made under 6(b)(iii). The Head of Department shall be responsible for ensuring that a confidential record is kept of all cases notified under 5(e) and 6(b)(v). This is solely for the purpose of helping to identify those who may have been guilty of offences under the General Discipline Regulations; is to be used for no other purpose; and must be destroyed as soon as the students to whom such records relate are no longer registered for programmes of teaching or research at the University.
Student Support and Director of Graduate Studies

DIRECTOR OF GRADUATE STUDIES

The Directors of the Centre formally have the role of Director of Graduate Studies, and thus, working in partnership with the Directors of Graduate Studies in the supervisors’ academic schools, have oversight of the research students’ programmes. While specific academic queries will generally be dealt with by your supervisors, more general issues - including intermissions and extensions - should be referred to the Centre Administration Manager. If you have any problems with your supervisory team, and feel that you cannot discuss it with those team members, you should seek advice from the Co-Directors (unless your issue is with one of the Directors personally, in which case you can speak to the Head of School in which your main supervisor is based).

You will sometimes hear it said that research is a lonely business. However, the Centre has many ways in which to combat such feelings by helping you to research as a part of its strong postgraduate group. The more involved you become in the following activities, the richer your work will be as you learn from your peers.

STUDENT SUPPORT

Student Support is available to offer pastoral and academic support to all students on degree programmes. Where appropriate you may be referred to other support departments within the University, including the Student Support, Wellbeing, Disability and Dyslexia Unit, Counselling Service, the College Master or the University Medical Centre.

For more information on Student Support contact Claire Taylor by email on C.L.Taylor@kent.ac.uk or 01227 823140.

PERMISSION TO BE ABSENT FROM THE UNIVERSITY

If your research involves the need to spend a period away from the University, you must get permission in advance from the Director of Graduate Studies. You should apply through your supervisor who will refer the request to the Director for consideration. Permission to be absent from the University for fieldwork should be sought from the Director of Graduate Studies who should be satisfied that the appropriate facilities for research are available and arrangements for supervision are satisfactory. Requests for a reduction in fees for periods spent away from the University must gain the approval of the Finance & Resources Committee.

INTERMISSIONS AND WITHDRAWALS

Under certain circumstances you will be able to apply for an intermission from your studies. This will be assessed at Centre level if the Intermission period is for up to 3 months. If it is for longer than 3 months it will need to be approved at Faculty level.

A student may either make a decision that they wish to withdraw from the University, or the University may withdraw a student either because of their failure to keep up with their studies, or because they do not keep in touch and meet administrative requirements. If contact is lost with a student they may be ‘deemed to have withdrawn’. 

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Academic Discipline: Regulations, Plagiarism, Complaints, and Appeals Procedures

PROBLEMS, QUESTIONS, SUGGESTIONS

Over the course of your PhD you will inevitably have questions about procedures, anxieties about your research, and suggestions for ways to improve our PhD programme. You are warmly encouraged to discuss these with me, as well as with your supervisor. There is no doubt that the sooner you speak up about worries that you have, the better, so please do not hesitate to drop us a line.

FEEDBACK ON YOUR RESEARCH DEGREE EXPERIENCE

We welcome constructive comments designed to improve the content, structure, and organisation of your course. There are various ways in which you can let us know what you think: informally by talking to the Director (or any other Centre staff) or more formally through your student representative at the Student Staff Consultative Meetings. Whichever form it takes, feedback can improve matters both for you and for subsequent students. We intend to act on all feedback received and will communicate what we’ve done through the student representative.

In addition to any informal internal feedback you’d might like to give, there are two further opportunities for anonymous feedback: 1) you will be invited each year to take part in the Postgraduate Research Experience Survey (PRES), a sector-wide survey in the UK run by the The Higher Education Academy; 2) you will be requested towards the end of your study to complete an end-of-programme questionnaire covering all aspects of your programme and experience. All these questionnaires are also very important for us and we analyse the feedback received very closely each year. It gives us a good sense of how much you value what we offer at Kent and indicates areas in which we have to improve.

COMPLAINTS PROCEDURE

As a student within the Faculty of Humanities you are entitled to receive competent supervision and support for your research degree. If you have any problems with your supervision and support, in most cases you will be able to sort out any problems on the spot by talking them through with your supervisor. But it does occasionally happen that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the supervisor(s) concerned. Your first port of call should be the Director of Graduate Studies regarding any complaints. You may, however, take a complaint to the Directors of the Centres or finally to the Dean of the Faculty, especially if the nature of the complaint involves the Centre Directors.

If you, as an individual or as a group of students, feel that the basic requirements of good supervision are not being met, or that there are other issues to do with a programme or its teacher(s) which you feel give ground for complaint, you should raise the matter immediately. You may want to talk first to your student representative, and ask that the complaint be conveyed to the Director or the Dean.

For regulations, please see [http://www.kent.ac.uk/regulations/](http://www.kent.ac.uk/regulations/)

If you wish to find out more information about Intermittent or Withdrawing please contact Claire Taylor in the Centre Office: C.L.Taylor@kent.ac.uk
For academic discipline procedures, please see
https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html

**FINANCIAL RESEARCH SUPPORT**

Each PhD student is allocated a research support fund, which is available for the duration of study, and is intended for research expenses only. These funds vary depending on which school your main supervisor is located in.

The support will be regarded as part of the student’s skills development and the timing of the expenditure must be planned, discussed and agreed between the student and the main supervisor(s) (and where different by the Supervisory Chair). Typically the money will be spent to support the giving of papers at conferences, or other appropriate research activities (e.g. archive visits).

If you wish to claim back expenses for research trips you will need to fill out the relevant form and submit it together with the supporting receipts. You will receive an electronic copy of these forms once the academic year has begun and should save the formatted template for your records. There is the option to request more money for a particular project from the Faculty of Humanities, if the School fund has been spent before you have completed your PhD. This application will need to be accompanied by evidence and approved by your supervisor before it gets sent to the Dean.

For further information or to discuss any aspect of these funds, please contact the Claire Taylor: c.l.taylor@kent.ac.uk

**Postgraduate Community Information**

**RESEARCH SEMINARS**

All students and staff within the Centre are warmly encouraged to attend MEMS research events, including seminars and open lectures, as well as any other research events held in English, History and other schools across the faculty. Internal and external speakers often give papers on their current projects (extending across the whole range of topics covered by the Centre) and answer questions. Research events are often followed by drinks and an opportunity to meet the speaker. This provides an unparalleled opportunity to hear about new research and to meet experts from within and without the Centre.

The Centre for Medieval & Early Modern Studies hosts a Research Seminar and Open Lecture series which runs through the Autumn and Spring terms of each academic year. The full programme will be available on our website: https://www.kent.ac.uk/mems/news/events-calendar.html

Reminders will also be sent out throughout the term. For a full list of events and open lectures please see the University’s page: http://www.kent.ac.uk/calendar/

**RESEARCH STUDENT REPRESENTATION AND FEEDBACK**

Each year the Kent Union holds elections to find research and taught students who are willing to sit on the Centre Staff/Student Liaison Committee and Staff Board Meeting, to discuss Graduate Studies, Learning and Teaching and to represent the interests of students. The representatives are crucial links between the wider Centre and you the student. If you have any issues about the Centre policies or structures, please do let your representatives know, they can bring these issues before the board on your behalf. These issues will be addressed at the Staff Student Liaison Committee by the Director of Graduate Studies. Details of the election process will be provided by the Students’ Union in September.
Training and Resources

TRAINING

Training in research skills is a fundamental part of being a research student and the Centre offers a number of opportunities for you to develop your technical, intellectual, and linguistic skills. You should discuss your particular training needs with your supervisor(s) at your first meeting, and they will sign you up for the necessary courses. The key components of our training programme are as follows:

1) **Medieval Latin Reading Group**: Dr David Rundle will convene a Latin Reading Group, covering medieval and early modern varieties of the language. These are open to all MEMS PhD students and are devised to respond to your research interests and level of ability. They will take place in even weeks of term at 2pm on Mondays for an hour in RS4. In addition, David is available for one-to-one discussion to assist you in developing your skills in the language.

2) **Palaeography**: Dr David Rundle will also run Advanced Palaeography and Codicology sessions for all MEMS PhD students. Each session will be designed to respond to the requirements of your research. They will take place at 4pm on Thursday for an hour in (Room tbc). They will run for the first five weeks of the first term (and the series will be extended if there is sufficient interest). In addition, David invites you to contact him to arrange one-to-one sessions to assist you with your training in palaeography and manuscript studies, either medieval or early modern.

3) **Modern Languages**: There is also the option for you to take one of the Language Express courses offered by the Centre for English and World Languages, and the fee will be covered by the Faculty. To find out more about this scheme, talk to Claire Taylor and visit the CEWL website: [http://www.kent.ac.uk/cewl/courses/world/language-express](http://www.kent.ac.uk/cewl/courses/world/language-express)

4) **Research Seminars**: All students and staff within the Centre meet once a week, on Thursday at 5.15pm, for the Research Seminar. Internal and external speakers give papers on their current projects (extending across the whole range of periods and topics covered by the Centre) and answer questions. The seminars are always followed by drinks. This provides an unparalleled opportunity to hear about new research, to see how source material is turned into debate, and to meet experts from within and without the Centre. ATTENDANCE IS ESSENTIAL. You should come to each and every one of these seminars and be prepared to take away ideas and inspiration about unfamiliar periods and topics that will give invaluable insight into your own work.

5) **IT Training**: There is also the possibility to undertake some essential computer training, though this is not offered directly by the Centre but by the University’s IT department. Please see following link: [http://www.kent.ac.uk/itservices/help/guides/](http://www.kent.ac.uk/itservices/help/guides/)

6) **MEMS Supervision Seminar**: This is a weekly forum open to all PGR students in the Centre. First-year PGR students are especially encouraged to attend. Over the course of the year students have the opportunity to present their research ideas in one session in an informal and supportive atmosphere. The seminar meets every Friday morning 9am-11am and is convened by the Centre Director.

FREE LANGUAGE COURSES

As of September 2013, the Faculty of Humanities has implemented a system whereby postgraduate students are entitled to free language courses. This applies to students on one-year taught MA programmes as well as PhD students.
These courses are run by either CEWL (Centre for European and World Languages) or SECL (School of European Culture and Languages). Please see [http://www.kent.ac.uk/languages/](http://www.kent.ac.uk/languages/) for the list of courses on offer, which will be paid for by the Centre.

This is an excellent chance to enrich your learning experience here at the University of Kent and to enhance your skills and potential. Students are strongly encouraged to take advantage of this opportunity.

Please keep an eye on the website and your emails for other initiatives – such as reading groups on specific languages – that members of the Centre might wish to set up over the academic year. Please also feel invited to set up your own reading groups on a topic that you would like to pursue independently and in more detail. The Centre will help you as best as we can with the required logistics (finding a room, sending out emails, printing reading materials, etc).

**IT TRAINING**

Please see following links which will be very useful
Quick start guide to IT and library services Canterbury 2018/19
[http://www.kent.ac.uk/itservices/help/guides/](http://www.kent.ac.uk/itservices/help/guides/)

**LIBRARIES**

The focus for the first stages of your research is likely to be the Templeman Library (which publishes various helpful guides to the principal resources in particular areas). You will probably need to make use of its various bibliographical tools to help you to identify what you can most usefully consult for your work, and where it is to be found. Canterbury Cathedral Archive and Library has an important collection of archival material, printed texts, and related secondary sources. Its holdings of printed books can be searched via the Templeman Library catalogue. You will be given an introduction to both resources as part of your Induction week (see below) and you should attend these even if you are familiar with the libraries and archive as an undergraduate: new wonders will be shown to you. Some of these you can start discovering for yourself by looking at the list of the library’s e-resources: [https://www.kent.ac.uk/library/resources/e-resources/a-z/index.html](https://www.kent.ac.uk/library/resources/e-resources/a-z/index.html)

You will also need to look further afield now that you are working at this level. Whilst some relevant secondary material will doubtless be in the university library itself, the nature of historical research means that it is very unlikely to have everything you will need. Particularly important printed items that are not held here can often be obtained on inter-library loan (up to a maximum of twelve per year). Equally, the library can purchase a certain number of publications which are of key importance and are in print: you should draw such items to the attention of your supervisors who will make the necessary arrangements. As it is likely to be a long time before the book actually appears on the shelves so the sooner you draw attention to it the better!

You should join other libraries and archives as they become relevant to your project, and tap into the wider research culture available to you in the South East. The Centre for Kentish Studies in Maidstone has wonderful holdings of archival materials, and the ticket which you will receive when you register with the Cathedral Archive can also be used there. You are also eligible for readers’ tickets at the Warburg Institute, The British Library, and The National Archives, all in London. Many of the BL's catalogues are readily available online. You should also register with the IHR (Institute of Historical Research) in London as soon as possible, to take advantage of its seminar programme and library resources.
Postgraduate Common Rooms and the Community

COMMUNITY & COMPUTING

The Centre has a dedicated postgraduate study room in Rutherford College with computers and special access to the computing facilities of the Schools of English and History in Rutherford College. These include a number of terminals restricted to postgraduate use only.

School of English Computer Room (NC28 in Rutherford College Extension)
History Research Room (next to the Rutherford Study Area)
History Research Room (behind RS7 and Rutherford Study Area)
History Research Room N3.N1
The Ditchfield Room (Quiet Study Space)

For access to these rooms please contact Claire Taylor in the first instance.

The Graduate School

The mission of the Graduate School is to “lead and champion the strategic development of provision for graduate education and research at the University of Kent”.

The Graduate School works in partnership with academic schools, faculties, central service departments and Kent Union to enhance the quality of the postgraduate student experience across all campuses and create a vibrant postgraduate community at Kent. We aim to ensure that the academic and social interests of postgraduate students, both taught and research, are appropriately provided for within the University by developing:

- High-quality postgraduate facilities
- A supportive environment for the intellectual interests of our postgraduates
- Student-led initiatives such as social events, conferences and workshops
- An excellent transferable skills development programme
- A strong framework of specialist support for our postgraduates across the University
- Internationally distinctive, exciting and innovative programmes of study that combine academic excellence with an exceptional student experience and appropriate learning resources
- Further funding and study opportunities through cultivation of external links with Research Councils, graduate schools and other organisations both nationally and internationally

Previous MEMS cohorts have recommended the following Graduate School options as particularly useful for Medieval & Early Modern Studies (please note courses and their content can vary):

- 2-day writing retreat
- Managing your academic relationships
- Making Progress on your PhD

The Researcher Development training programme for graduate students is coordinated by the Graduate School. Researcher Development Programme consists of skills which when developed, give graduates a clear edge in the job market and make graduate researchers more effective and efficient in their work. The School offers a broad range of sessions that are designed to hone competencies such as communication, presentation, networking, team working, career management and time management skills. Find out more about transferable skills training at: www.kent.ac.uk/graduateschool/skills/index.html
The Graduate School aspires to be the hub of graduate activity at Kent. The School provides opportunities for graduate students to meet and socialise and is especially keen to support student driven initiatives such as workshops and conferences. Take a look at what’s on offer at: https://www.kent.ac.uk/graduateschool/pgcommunity.html

The development of The GradPost, a graduate newsletter written and edited by our own graduate students, has been supported by the Graduate School. The Graduate School encourages students to submit articles and become members of The GradPost editorial team as this is an excellent opportunity to make new friends and develop further skills. For more information see: www.kent.ac.uk/graduateschool/news/gradpost.html

The Graduate School is also a good centre for postgraduate resources. The University’s Graduate School works to enhance the quality of the graduate student experience at all our campuses in order to create a vibrant postgraduate community at Kent. The School aims to ensure that the academic and social interests of graduate students, both taught and research, are appropriately provided for within the University.

**Researcher Development Programme**

1. **Overview**

1.1 The University is responsible for ensuring that research students are provided with appropriate opportunities for personal and professional development. Research students need support in order to develop the research, subject specific and transferable skills required to become effective researchers, to enhance their employability and to assist their career progress after completion of their degree.

1.2 The University will provide a programme of skills training consistent with the areas outlined in the National Research Development Framework 1, which is divided into four main areas:

   A. Knowledge and intellectual abilities
   B. Personal effectiveness
   C. Research governance and organisation
   D. Engagement, influence and impact

2. **Subject-specific Research Skills**

   Academic Schools are responsible for ensuring that research students are provided with the subject-specific research skills they will need to complete their research projects. Supervisory teams will ensure that their research students receive the necessary research skills training and this will be monitored at reviews (see Annex K: Progression and Examination) and by the Director of Graduate Studies/Graduate Studies Committee within the School.

3. **Researcher Development Programme**

3.1 The Graduate School is responsible for providing a Researcher Development Programme for postgraduate researchers. All new PhD students are required to undertake a Researcher Development Assessment (see appendix3) which they are introduced to at a Researcher
Development Assessment Workshop. The completion of a Researcher Development Assessment is a requirement for successful completion of the probation review for PhD students (see Annex K: Progression and Examination 4).

3.2 The Researcher Development Assessment (see appendix 5) has a dual purpose and is for the benefit of both research students and supervisors. In completing the Researcher Development Assessment all new PhD students are encouraged to consider their existing portfolio of skills, as well as the skills that they hope to acquire while doing their doctoral research. Researchers are also actively encouraged to consider a range of career options and the particular skills that they might need for their chosen career. The identification of training and development needs at an early stage will help PhD students to complete their research and writing using the most effective means to avoid situations in which they fail to progress because they lack a particular skill. Opportunities for developing some of these skills are available through participation in training courses, but research students will also acquire some of these skills independently during the course of their doctorate.

3.3 Directors of Graduate Studies are responsible for ensuring that students and supervisors within their Schools are made aware of the Researcher Development Assessment offered by the Graduate School and the requirement for all new PhD students to undertake a Researcher Development Assessment prior to their probation review.

More information on the Researcher Development Programme can be found at http://www.kent.ac.uk/graduateschool/skills/programmes/tstindex.html.

PG Minds Wellbeing Programme
The Graduate School offers a series of wellbeing workshops, which focus on student wellbeing. Details of the workshops can be found on the Graduate School website at https://www.kent.ac.uk/graduateschool/pgminds.html.
PERSONAL ISSUES AND OTHER USEFUL CONTACTS
The University has agencies for helping students with pastoral difficulties that might arise in the course of their studies. The Centre Administration Manager, Claire Taylor, holds details of who you should contact and there is a full list below that you may find useful during your time here:

Wellbeing Team
Provides free and confidential support.
Location: IG2, Keynes College
Telephone: extension 3206 or direct line 01227 823206
Email: wellbeing@kent.ac.uk Website: http://www.kent.ac.uk/studentwellbeing

Medical Centre/University Nursing Service
Location: Giles Lane, Canterbury (2 minutes’ walk from Keynes College) / Room EG3 in Keynes College
Telephone: direct line 01227 469333 during office hours / 01227823503 (UNS)
Telephone for out of hours emergency: 01227 823300 (UNS via campus security)
Email: mcentre@nhs.net Website: http://www.kent.ac.uk/medical/

Unit for the Enhancement of Learning and Teaching (UELT)
Guidance and information on learning & teaching, workshops, individual help and learning support.
Location: Between the banking complex and Grimond building, Room GO-09, Gillingham building
Telephone: extension 4016 or direct line 01227 824016
Email: learning@kent.ac.uk Website: http://www.kent.ac.uk/uelt

Careers Advisory Service
Location: entrance to Keynes driveway
Telephone: extension 3299 or direct line 01227823299
Email: careerhelp@kent.ac.uk Website: http://www.kent.ac.uk/careers/

Student Support
Location: Go into Keynes main entrance, through the double doors in front of you. Keep the duck pond on your left and we’re straight ahead – Rooms Hg7-9.
Telephone: extension 3158 or direct line 01227823158
Email: accessibility@kent.ac.uk Website: https://www.kent.ac.uk/studentsupport/index.html

Kent Union
Location: Mandela Building (located next to the Venue)
Telephone: 01227824200
Email: kentunion@kent.ac.uk Website: http://www.kentunion.co.uk

Central Student Administration
Location: Located in the Registry Building.
Telephone: 01227 764000
Email: csao@kent.ac.uk Website: www.kent.ac.uk/csao

Campus Watch
Location: Located in the Banking Hall, near all the banks
Telephone: Emergencies –01227 82 3333 Campus Watch Security – 01227 82 3300
Email: security@kent.ac.uk Website: https://www.kent.ac.uk/estates/services/security/index.html

Counselling Service
Provides free and confidential support.
Telephone: extension 3206 or direct line 01227 826573
Email: counselling@kent.ac.uk Website: http://www.kent.ac.uk/counselling