

Maryvale Institute



Student Handbook for the Doctoral Research Programme in Catholic Studies

leading to the award of
Doctor of Philosophy (PhD)

of
Liverpool Hope University

2021-2022

Published by:

Maryvale Institute

Maryvale House
Old Oscott Hill
Kingstanding
Birmingham
B44 9AG
England

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Introduction

This Handbook for all involved in the doctoral research programme has been specially written to give you essential information about its content and conduct. You will find it provides you with the answers you require concerning supervision, progression, examination, summer school events, and much more.

We hope you will enjoy your time with the Institute and we look forward to developing a warm association over the coming months and years.

Dr. Birute Briliute
Dean of Maryvale Institute
February 2022

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Maryvale Institute is part of the Birmingham Diocesan Trust, Registered Charity No. 234216

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Please Note:

This Handbook covers the duration of the Programme for which you are registered.

Updates to the Handbook will be posted on the Maryvale research programme website as appropriate and automatically replace existing sections in this Handbook. It is the responsibility of students to make themselves aware of any such updates.

The Handbook summarises the *Regulations* and *Code of Practice* that govern the research programme at Maryvale Institute for Liverpool Hope Awards. A copy of the *Regulations* and *Code of Practice* is posted on the Maryvale research programme website.

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Part One: General Information

1.1 Institutional and Programme Information: General

Institutions Responsible for the Programme of Study

The Maryvale Institute, Birmingham	Teaching/Supervising Institution
Liverpool Hope University	Awarding Institution
Name of Awards to be Conferred	Doctor of Philosophy (PhD)
Research Director	Dr Birute Briliute
Approval Status	Exit teaching mode since Mar 2019
Duration of Programme/Mode of Study	PhD – 4 years (min) to 6 years (max) part-time study
Sites where the programme is delivered:	Maryvale Institute, and Liverpool Hope University.

Central Features of the Programme

- **Award:** students are accepted and registered, in the first instance, for a doctoral award (PhD) on a part time status only, with a standard registration of 5 years of study.
- **Confirmation of Registration Event (CRE):** after (usually) three years study students will present themselves before an academic panel to confirm that they are working at an appropriate level for a (potential) doctoral award and to establish the expected timescale for completion of the thesis. *(In the unlikely event that the panel is not satisfied that the student will reach doctoral standard, (s)he may be re-registered as a candidate for a Master of Philosophy award - MPhil).*
- **Annual Summer School:** a specified annual period of residence previously held at both Maryvale Institute and Liverpool Hope University, but currently held online since the beginning of the Covid-19 pandemic. To be reviewed for 2023.
- **Supervisory Team:** students will have the regular support from a team of a Director of Studies and a Research Supervisor(s), and possibly external advisors.
- **Skills Development:** students will develop a range of transferable research skills, evidenced against a set of research competences on the VITAE Scheme.

1.2 Maryvale as an Educational and Spiritual Centre

In addition to being a centre for research in Catholic Studies, Maryvale is also a distance-learning Institute, a Higher Institute of Religious Sciences, offering taught programmes in areas of theology, catechesis, philosophy and religious education,

and a centre for retreats, short religious education courses, and other similar events. The chapel is always open, as is the side-chapel housing the shrine to the Sacred Heart, and Mass is normally celebrated each day. Students are encouraged to see their association with Maryvale as having an indispensable spiritual dimension and to take part both in Mass and in the recitation of the Divine Office. Students who are not Catholics are warmly invited to attend such activities, sharing in them as appropriate.

1.3 Maryvale Institute: Mission statement

The mission of Maryvale Institute is to be a leader in the provision of lifelong learning and research for all in Catholic Evangelisation, Catechesis, Theology, Philosophy and Religious Education in order to serve Christ's mandate and his Church's mission of Evangelisation in contemporary society. This provision is a distinctive combination of the methodology of distance learning and critical engagement with the Word of God in Scripture and Tradition guided by the Church's Magisterium. The work is carried out within an environment of Christian Faith, of academic and administrative quality, of open dialogue and the mutual valuing of the work, gifts and the personal and professional development of every member of the Institute.

1.4 Maryvale Institute: the Vision

Maryvale Institute is a national and international college which:

- lives and presents the Catholic faith and morality to all those concerned with contemporary religious, moral and ethical issues;
- provides a range of formation programmes for those offering themselves for service in the Church as teachers, catechists, permanent deacons, lay pastoral assistants and volunteers, as well as responding to future needs and challenges;
- takes a self-critical stance as an academic community in monitoring and evaluating its own programmes and methods in the light of evidence gathered internally and that provided by external agencies to ensure the highest possible standards and relevance of its academic activities;
- develops its teaching, programmes and other activities according to the findings of ongoing evaluation procedures and in response to evolving needs in the wider community;
- develops collaborative partnerships with other centres of Catholic theological education in the UK and elsewhere, and extends its links to other bodies in a spirit of ecumenism and service to the community;
- participates, together with the Archdiocesan Department of Parish and Family Catechesis, in the Church's mission by promoting lifelong learning in the Church and beyond.

1.5 Academic work: General Principles

The Institute has been in the field of award-bearing higher education courses since 1990 and has a diverse range of courses associated with several external validating bodies. The doctoral programme seeks to maintain and develop the quality of the Institute's educational provision through its rigorous student admission procedures, the selection and training of supervisory teams and provision of expert tuition during summer school events, all designed to encourage the highest standards of original research.

It is hoped that the following suggestions will provide useful guidance to this end:

- a) make the best possible use of academic advice;
- b) investigate and use local and online library resources;
- c) keep in regular contact with your supervisory team;
- d) seek advice about or inform the Research Director or Administrator of any problems experienced with the programme itself, administrative procedures for completing your student log or with access to Liverpool Hope facilities;
- e) ensure your full involvement in the various activities and opportunities provided during the compulsory summer school sessions;
- f) contribute to course evaluation activities;
- g) aim at a high standard of editing and presentation of written work;
- h) abide by the assessment regulations for your course;
- i) respect the broad personal and spiritual purposes of Maryvale as well as your course's more specific academic aims.

1.6 Policy on Academic Freedom in the Institute

Maryvale Institution is a Catholic foundation, motivated by Catholic faith. As such, its educational efforts are in the first place directed towards the Catholic community, but it is open also to others outside that community, and indeed is anxious to form links and develop points of contact and mutual understanding with those of other religious traditions.

Its principal purpose is to promote systematic reflection on the meaning and implications of the Christian message, according to the Roman Catholic tradition and on the relationship of that message to the whole realm of human knowledge, life and culture.

It approaches this task from a perspective of faith and in the hope of fostering and informing faith. It hopes that its efforts may help to equip Catholic students to engage more fruitfully in the life and mission of the Catholic Church. It also aims to assist all students to play a more discerning and constructive role in the life of society

in which they live. Its immediate aim, however, is the promotion among all of a critical understanding of the substance and implications of the Catholic faith and of the relationships which exist between this and other fields of enquiry. A necessary aspect of the development of such understanding is the honest examination and evaluation of divergent positions and arguments in a reasoned, responsible and balanced manner. Every enterprise of intellectual enquiry rests upon initial presumptions, whether acknowledged or otherwise. One advantage, in the case of Maryvale Institute, is that such presumptions are clear to all and fully acknowledged. They are, moreover, open to examination and critique.

Maryvale courses are concerned with elements of a variety of disciplines in addition to theology. The aim always is to study each of these elements with due academic objectivity, and in accordance with their own methodologies and principles. This approach accords with that set out in the Declaration on Christian Education (*Gravissimum Educationis*) of the Second Vatican Council:

‘In the institutions under its control the Church endeavours systematically to ensure that the treatment of the individual disciplines is consonant with their own principles and with their own methods, and with a true liberty of scientific enquiry.’ (*Gravissimum Educationis*, 10)

Catholic theology itself operates within certain parameters and according to certain norms. As the most recent authoritative Church document concerning Catholic Higher Education observes,

‘It has proper principles and methods which define it as a branch of knowledge. Theologians enjoy this same freedom as long as they are faithful to those principles and methods.’

(*Ex Corde Ecclesiae*)

Consequently, the Institute supports the freedom of academic teachers, including teachers of Catholic theology, to enquire, teach and publish within the norms proper to their discipline. It encourages open enquiry and debate among students.

In respect of academic awards, the Institute bases its assessment of assignments, examinations etc. not on any perception of students’ personal faith stance, but on the extent to which they have demonstrated appropriate mastery of subject matter, in terms of breadth and depth of relevant knowledge and understanding, and upon the quality of their demonstrated capacity for critical analysis and reflection and for reasoned, articulate, methodologically appropriate argumentation.

1.7 Management of the Research Programme

Maryvale Institute is part of the Birmingham Diocesan Trust and is governed by the Maryvale Council.

Maryvale's research community consists of around 30 supervisors, in roles ranging from Director of Studies to Research Advisor and, in normal circumstances at any one time, up to 30 doctoral students at various stages in their study programme.

The day-to-day management of the research programme is the responsibility of the Director of Research and Programme Administrator. Overseeing both supervisors and students is the Research Committee, comprising Dr Birute Briliute (Chairman and Director of Research), Ms Melissa Pearce (Programme Administrator), Dr Schnitker (Research Centre Director), Dr Catherine Knowles (MA Director), Prof Mary Mills (Director of Studies), a student representative and Rev Dr Michael Cullinan as well as the Maryvale Registrar. The Liverpool Hope University Moderator sits on this Committee and there is also a student representative.

All major decisions affecting the doctoral programme are made by the Committee except in an emergency when the Chairman may take appropriate action, subject to ratification (or otherwise) by the Committee at the first available opportunity. The Committee also reviews and updates the programme in the light of external reference points such as the QAA Code of Practice, and assists in the writing of the annual report to the General Council (a copy of which then goes to the Validating Body).

1.8 Maryvale Higher Education Institute Staff

Mrs Rita Bannister.....	Academic Registrar
Dr Birute Briliute	Dean of Maryvale Institute, Director of Doctoral Research & Licence
Ms Melissa Pearce	Academic Administrator - Postgraduate
Dr Harry Schnitker.....	Research Centre Director
Rev Dr Michael Cullinan	Director BDiv
Prof. Mary Mills.....	Director of Studies
Dr Catherine Knowles	Director MA
Dr Amanda Orchard	Director Catechetical Centre
Mrs Elizabeth Roberts	Head of Library and Learning Resources
Ms Magdalena Edwards	Finance Manager
Mr Tom Stockwell.....	Estates Manager
Ms Melissa Pearce	Accessibility Coordinator

1.9 Maryvale Validating bodies

Of direct concern to students for whom this Handbook has been prepared, the Maryvale research programme and doctoral degrees are overseen and validated by Liverpool Hope University, as an appropriate sponsoring institution for offering research awards of the University at PhD and MPhil level.

Maryvale Institute is also a Higher Institute of Religious Sciences, an Ecclesiastical Institute of the Holy See, with Baccalaureate and Licence programmes (B.Divinity and Licences in Catechetics and Marriage and the Family) validated by the Faculty of Notre Dame in Paris.

For students undertaking Bachelor or Master's courses, Maryvale Institute is also approved by the Open University as an appropriate organisation to offer higher education programmes leading to Open University Validated Awards.

The Open University Validation Services (OUVS) validate two of Maryvale's programmes: the MA in Catholic Pastoral and Educational Studies and the BA in Philosophy and the Catholic Tradition.

1.10 Maryvale Student Welfare and Support Services

Accessibility

Maryvale Institute is committed to a policy of equal access for students living with a disability, learning difficulty or health condition that impacts their study, and will make provision wherever possible for students to be able to follow its courses. This provision is coordinated by the Accessibility Coordinator. Students are invited to disclose any disability/learning difficulty/health condition they may have at the time of their application, and throughout their period of study.

If this applies to you, but you have not yet made a disclosure, you are encouraged to contact the Accessibility Coordinator (access@maryvale.ac.uk) so that you can receive the best support available to you whilst you are a student at Maryvale.

Financial

At the present time all of the Maryvale courses (with the exception of the PGCE Programme) are funded from the student's own resources. The Institute requires that the Course Fees, for each individual academic year, are paid at the start of that year, in full. Payments are made in £ sterling and may be made by credit card or cheque. (Details of the current fees policy are available from the Finance Manager). Some limited bursaries may be available in particular cases of hardship. (Information is available from the Director of Research or the office for Development Funding).

Please see the Institute website (www.maryvale.ac.uk) under 'Study with us' for details of current fees. A link to the Institute policy on the payment of fees can be found under 'Policies and Regulations'.

These fee rates can be expected to rise annually by around 5% to cover increases in inflation and other costs. Precise fees are updated in the Spring each year. More details of financial matters can be obtained by writing to: financemanager@maryvale.ac.uk

Additional costs

When an in-person 2 week residential is held either at Maryvale Institute or at the Partner Institution there is an extra cost required for the students to cover accommodation cost at either Maryvale Institute or the partner institution, Liverpool Hope University, which would be calculated 6-8 months in advance and students informed about it. In the final year of the research programme, there are two further costs: an exam fee of £1,625 and a fee for the binding of the thesis.

Careers

For any career advice, please consult with the Director of Research.

First Aid

First Aid kits available at strategic points around the Institute and several Staff members of the Maryvale Institute have been trained in First Aid.

Student Participation

Maryvale strongly values student representation on its boards and committees. There is a student representative on every Programme committee including the doctoral research programme.

An analysis of student evaluations is presented annually at the appropriate programme committee, where recommendations for change are discussed and valuable suggestions forwarded for eventual approval by the General Council.

Quinquennially, a questionnaire is circulated to all students to evaluate more detailed elements of Maryvale's provision and general student satisfaction: the most recent exercise was held in 2019.

Academic and Professional Organisations for Students

Consult with the Director of Research or Academic Registrar.

The Friends of Maryvale

The Friends of Maryvale is an organisation for anyone wishing to endorse Maryvale's mission. Students, pilgrims, local residents, associates, alumni and volunteers are

'natural' friends but the more structured forum of The Friends has now been set up for all those wanting to stay in touch with each other and with Maryvale. Application forms are available from the main office.

For advice outside the confines of Maryvale Institute

National Union of Students

<https://www.nus.org.uk/>

National Postgraduate Committee

John McIntyre Building

University Avenue

University of Glasgow

Glasgow

G12 8QQ

Telephone: 0141 330 5074

Email: npc@npc.org.uk

<http://www.npc.org.uk/>

Part Two: Research Programme Information

2.1 General Character of the Programme

The Maryvale Institute research programme offers places to those who wish to pursue research, leading to a doctoral degree award (PhD) validated by Liverpool Hope University. Over the past decade and more, the Institute has built a solid reputation as a centre for advanced research in Catholic studies.

Centred on a core group of Maryvale-based academics, the Maryvale research community has a very wide range of external specialists who carry out supervision of PhD students and is primarily interested in the interface between the Catholic Church and the wider world.

Maryvale's research culture is primarily concerned with six broad categories

- 1) Catechesis and Education.
- 2) Culture, Sacred Art & Sociology of Religion.
- 3) Theology and Bible.
- 4) Church History.
- 5) Ethics.
- 6) Philosophy.
- 7) The Arts and Liturgy.

The Institute welcomes research proposals in the following fields:

- Catholic Education and pedagogical research.
- Religious and Moral Values; Culture, Sacred Art & Sociology of Religion.
- Theology. (We can offer supervision in: Patristics, Moral Theology, John Henry Newman, Dogmatic Theology, Sacramental and Systematic Theology, Pastoral Theology,
- Church History including periods from Patristic to 20th Century
- Biblical Studies – primary biblical texts, history of the interpretation in Catholic Tradition.
- Ethics. (Especially bioethics, midwifery, dignity of man, palliative care and end-of-life decisions, spirituality in healthcare).
- The Arts and Liturgy

Admission of each student to the doctoral research programme is a two stage process: an initial acceptance by Maryvale and subsequent acceptance by the University. Registration is dependent on the awarding University's approval of the suitability of the student to undertake research, of the programme of research itself, and of the supervision arrangements and research facilities.

Students are governed by three layers of timing which operate simultaneously: the major line is from start of live registration to midnight on the last day of their registration; there can be no extensions beyond that date. Any approved interruptions need to happen within that time-span.

Each June there is an individual Annual Monitoring Report on the student's progress: if deemed successful by Hope's PGR Research Sub-Committee it will allow the student to proceed to the next year of academic study.

Once in a PGR student lifetime there is a Confirmation of Registration Event (CRE) in the form of a mini-viva – usually during the third year of registration – to determine whether a student will continue his/her doctoral studies, be re-registered for an MPhil award or, if progress is completely unsatisfactory, have their registration terminated by the validating University.

Students' academic progress is monitored by the validating University throughout the period of registration. The process requires regular progress reports from Maryvale, and accurate keeping of student records by the Institute.

University approval is required for the examining panel and for confirmation of the thesis title. It authorises the appointment of the examiners and approves their recommendations. The power and decision to award the degree rests with the University. Students always have access to its appeal procedures should it ever become necessary.

Maryvale has its own Research Programme Committee (which meets three times a year) and other internal procedures for quality assurance, to ensure that its doctoral programme conforms with the University's requirements, national norms and to its own high academic standards.

The spirit in which Maryvale seeks to conduct its research degree programme, and indeed all its educational and scholarly activities, is one of academic objectivity and openness. Its research programme involves regular supervision and guidance by scholars appointed for that purpose. The degree is gained by personal research, leading to the preparation, and submission for examination, of a written thesis on a significant theme that demonstrates an original contribution to scholarship. Students also demonstrate evidence of a range of relevant research skills.

Study is part-time, is non-residential, and the study time is between four (min) and six (max) years for a doctorate (and 2-4 years for an MPhil)¹. Both degrees are studied through Maryvale's unique distance-learning model. Students will be supervised by subject specialists, and will have regular contact with their supervisors. This can be in person, by electronic means – email or Skype/Zoom – or by telephone.

Students are required, as an essential element of the programme, to participate in the annual 2-week summer school, which is used for study, an opportunity to meet with supervisors and other academics, as well as for additional learning support. Failure to do so may result in Liverpool Hope University cancelling a student's registration.

The summer school usually takes place in June. It provides for a truly unique learning environment, where students and supervisors can spend considerable periods of time together, and are also used to provide students with learning support for the writing and researching of a thesis, lectures and to present papers.

Maryvale Institute is based at Maryvale House, Blessed John Henry Newman's first home after his conversion to Catholicism. The house itself dates largely to the eighteenth century, and is set in beautiful grounds and gardens. The chapel, with Blessed John Henry Newman's altar, is the spiritual centre of the community, and is the setting for a monastic liturgical life in which students can take part. Many of the bedrooms have strong historical connections, including with Blessed John Henry Newman and St Eugène de Mazenod, the founder of the Oblates of Mary Immaculate. Maryvale House is also the first British home of the devotion to the Sacred Heart.

2.2 Important Contact Information

Because students have a dual registration, at Maryvale Institute and Liverpool Hope University, it is important that they maintain contact with both institutions. **It is entirely the responsibility of the student to do so.**

2.2.1 Maryvale Institute

The Director of Research, Dr Birute Briliute can be contacted by:

1. email: dean@maryvale.ac.uk
2. Skype: birute.briliute1

¹ Students are initially registered for doctoral studies but should progress – usually after three years study - be deemed inadequate for a doctoral award, they may be re-registered for an award of Master of Philosophy (MPhil) – see section 2.12 below.

3. By writing to The Research Director, Maryvale Institute, Maryvale House, Old Oscott Hill, Kingstanding, Birmingham B44 9AG, England

As well as having oversight of the programme at Maryvale, the Director of Research, together with the Research Administrator, has a particular responsibility for monitoring student progress and the arrangements for supervision, which are clearly crucial for the success of the programme.

Students can contact the Director with any concerns at any point during the programme.

The Research Administrator, Ms Melissa Pearce, can be contacted by:

1. Email: postgrad@maryvale.ac.uk
2. Writing to the Academic Administrator – Postgraduate, Maryvale Institute, Maryvale House, Old Oscott Hill, Kingstanding, Birmingham B44 9AG, England

Other Maryvale Staff and Institute Contact Information

Librarian:	Mrs. Elizabeth Roberts librarymanager@maryvale.ac.uk
Academic Registrar:	Mrs Rita Bannister registry@maryvale.ac.uk
Accessibility Coordinator:	Ms Melissa Pearce access@maryvale.ac.uk
General Office:	enquiries@maryvale.ac.uk ; Tel: 0121 360 8118
Website:	http://www.maryvale.ac.uk
How to get to Maryvale:	http://www.maryvale.ac.uk/index.php?id=146

Maryvale Website

The Research area on the website (under 'Current Students') **is where students have their own area and maintain their supervision log and personal development and skills (VITAE) record.** This can be accessed only by the Maryvale research office, the students and their supervisors.

Students also have access to the Research page of Moodle (also under 'Current Students') where recordings of the summer school lectures are uploaded.

2.2.2. Liverpool Hope University

It is most important for students to check their **Hope email account** regularly; about every couple of weeks. Students should use this account for all electronic communication with the University.

Student's username will be their registration number; the password is initially set as the first two letters of the student's surname followed by the date of birth. For example, Joe Black, born on 16th March 1978, would have the password BL160378.

Liverpool Hope University has appointed a University 'Moderator' for the programme, who is the liaison point between the University and Maryvale Institute, who participates in the annual summer school programmes, and during those time meets with each student to discuss their progress and to check that the supervisory and general programme arrangements are satisfactory.

The Hope Moderator is a member of the Institute's Research Programmes Committee and is a point of reference for all general enquiries to the University about the programme.

Students must ensure that they re-register with the University at the anniversary of their individual start date that is, at the beginning of October or February. NB it is entirely the responsibility of the student to do so.

General Address and University Contact

Liverpool Hope University

Hope Park,

Liverpool, L16 9JD, England

Tel: + (0)151 291 3000; Fax: + (0)151 291 3100

Website: <http://www.hope.ac.uk>

Research Area: <https://www.hope.ac.uk/gateway/staff/research/pgrinformationforstudents/>

IT Helpdesk: itshelp@hope.ac.uk

Student admin: administration@hope.ac.uk

2.3 Admissions and Expectations

Admission of each student is dependent on both Maryvale and the University's approval of the suitability of the student to undertake research, of the programme of research itself, and of the supervision arrangements and research facilities. Both Institutions continue to monitor the student's academic progress, requiring regular progress reports and accurate keeping of student records.

University approval is required for the examining panel and for confirmation of the thesis title. Liverpool Hope authorises the appointment of the examiners and reviews their recommendations. The power and decision to award the degree rests with the University. Students always have access to its appeal procedures.

Liverpool Hope University will award the degree of PhD to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of a PhD degree from Liverpool Hope University will:

- be able to:
 - make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
 - continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.
- have the qualities & transferable skills necessary for employment requiring the exercise of:
 - personal responsibility;
 - largely autonomous initiative in complex and unpredictable situations.

2.3.1 Registration and Continuance

Registration is renewable annually by the Institute and the University, and is subject to confirmation of satisfactory progress, which must be to the satisfaction of the academic authorities both at Maryvale and at the University.

Student progress, then, will be formally reviewed on an annual basis. **Only after satisfactory completion of this process can registration for the next academic year be confirmed.**

As a part of this process, students need to maintain two things: a **Log of Supervisions** and the **Personal Development and Skills (Vitae) Record**.

2.3.2 Time-Scales and Awards

Time-scale

Throughout the duration of the programme of study, students are governed by three 'layers of timing' which operate simultaneously.

- The most important or major line is from start of live registration to midnight on the last day of their registration. Any agreed interruptions of study need to happen within that time-span as normally there cannot be an extension beyond the last day of registration. However in exceptional circumstances, applications for extensions will be considered.
- Once in a PGR student lifetime there is a Confirmation of Registration Event (CRE). This 'interim examination' takes the form of a mini-viva, usually in the third year of study.
- Each June there is an Annual Monitoring Report, success in which allows the student to proceed to the next year of academic study.

PhD Part-time

Entry Date	First annual Review	Final Deadline for Confirmation of Registration event	Final deadline for submitting Intention to Submit form	Final deadline for submitting thesis	Earliest date on which Intention to Submit form may be submitted	Earliest date on which thesis may be submitted	Typical date on which Intention to Submit form is submitted	Typical date by which thesis is submitted
1 Feb Year X	June Year X	31 Jan Year X+4	30 Nov Year X+5	31 Jan Year X+6	30 Nov Year X+3	31 Jan Year X+4	30 Nov Year X+4	31 Jan Year X+5
1 Oct Year X	June Year X+1	30 Sep Year X+4	31 Jul Year X+6	30 Sep Year X+6	31 Jul Year X+4	30 Sep Year X+4	31 Jul Year X+5	30 Sep Year X+5

Awards

The expected award within the programme is a PhD (maximum 100,000 words) [or, if a Confirmation of Registration Event results in the student being re-registered for Master's degree, the award will be an MPhil with a maximum, normally, of 60,000 words].

Doctoral students will confirm their status through a Confirmation of Registration Event (CRE). This will comprise the submission of a substantial piece of work within 4 years after registration on the programme – most usually during the third year of study - accompanied by a viva examination (see section 2.12).

In addition to the thesis an evidenced set of research skills must also be completed for the achievement of a doctoral award (see appendix 2); this later requirement is normally verified by the student's primary supervisor in conjunction with Maryvale's Research Director and the Moderator from Liverpool Hope University.

2.3.3 Interruption of Studies

Students may formally request that their studies be interrupted for up to 6 months on the basis of evidence demonstrating that ill-health or other circumstances would prevent them from pursuing their research. The period of interrupted studies is

added to the maximum time allowed for the submission of the thesis. **No fee is payable during a study break.**

Such requests should be made in the first place to both the Director of Research and Research Administrator at Maryvale. In turn, the Director shall submit a recommendation to the University.

Following the granting of an interruption by the University, the Registrar's Office at Liverpool Hope shall formally notify the student of the change to their status, the date on which the student is expected to resume study, and the revised date by which the thesis is expected to be submitted. The University Registrar's Office shall contact the student again before the expected date of return to seek confirmation of whether the student intends to return on schedule or wishes to seek an extension to the interruption.

If the student indicates that he or she wishes an extension for up to a further 6 months, the Registrar's Office shall advise the student to contact the Director of Research at Maryvale once again.

NB Extending a period of interruption beyond 12 months is very unusual.

2.3.4 Minimum and Maximum Completion Time for the Programme

The PhD programme (and, where applicable, that of the MPhil) **is only available on a part-time basis at Maryvale.**

- **PhD** students shall normally submit their thesis after a **minimum of four years and a maximum of six years** from initial registration. (Where a student is re-registered onto MPhil programme, they shall normally submit their thesis after a **minimum of two years and a maximum of four years** from their initial registration).

Typical submission points

The University and Institute expect that a 'typical' PhD student admitted without advanced standing will submit some time during his/her fifth year from initial registration (for a student who has been re-registered for an MPhil award three years from initial registration).

Students wishing to submit before the 'typical' duration has elapsed should be advised *only* to do so if the Supervisory Team confirms that the student has progressed more quickly than usual, and is in effect already at the point that a 'typical' student would be expected to reach by the timescales given above. (No

such advice, however, would constitute a guarantee, or prediction, about the outcome of the final examination).

Students wishing to submit after the 'typical' duration has elapsed should be advised to make sure that they are on track for submitting by the Maximum durations specified in the regulations.

Advanced Standing

In cases where a student has already completed some part of their research degree at another University that student may apply to be admitted with advanced standing. (S)he should contact the Director of at Maryvale in the first instance to discuss the matter. Details regarding advanced standing are contained in the *Regulations and Code of Practice*.

Extended Duration of Registration

If a student interrupts their studies the maximum duration of the registration as a student shall be extended by the duration of the interruption, i.e. six years + length of interruption.

Additionally, students may submit evidence demonstrating exceptional mitigating circumstances. In the case that this application for Interruption is approved, the maximum duration allowed to submit the thesis will be extended by:

- a maximum of one year for students who have not interrupted studies before, and;
- a maximum of one year in addition to any previous allowance due to interruption of study.

There are two potential grounds for granting an Interruption of Studies

- **Factors beyond the student's control which led to the research proceeding more slowly than would have been expected.** This means that, although there were no medical problems or other personal circumstances which prevented the student from devoting adequate time to undertaking their research, the student was prevented from doing so according to the planned schedule due to factors beyond his or her control. Examples might include, *inter alia*, unexpected delays in obtaining access to research participants, ethical clearance from an external body, or documents crucial for library-based research.
- **Personal mitigating circumstances.** This means that, although there were insufficient medical problems or other personal circumstances to warrant interruption of studies, the student's personal circumstances did prevent the student from making progress according to the agreed schedule.

In order for a claim to be accepted, the student must normally:

- provide documentary evidence in support of the claim (the nature of the evidence might legitimately vary depending upon the nature of the claim), and
- establish that the delays could not reasonably have been avoided. For example, a delay in obtaining ethical clearance would not be a valid case for an extension if it transpired that ethical clearance could have been obtained earlier if the student had applied for such clearance earlier, the student having had no good reason for having failed to do so.

2.4 *Annual Calendar*

This calendar is designed to provide an overview of the typical research year. Actual dates are provided annually from the Maryvale Research Office or posted on the research area of the Maryvale website.

1st October

The new academic year begins. Registration in any year is from this point. Upon a successful completion of annual monitoring, Maryvale will automatically (re)register students with the Institute. However, it is the student's responsibility to re-activate your registration with Liverpool Hope University via their email account. Students will have been invoiced for the fees for the forthcoming year, and they are payable by the 1st October or within four weeks of receiving the invoice.

During the year students will follow their personal research programme, in discussion with and supported by supervisors. It may be helpful for students to maintain a simple research diary for your records. It is good general practice to email a brief update on your work to your supervisory team on the first of every month. This only need be a few lines.

Students must ensure they have **a minimum of eight contacts** with one or more of the supervisory team during the academic year. Typically for students with an October start date, this is likely to be on a monthly basis from October to May inclusive. Students starting in February will make similar arrangements appropriate to the differing time-scale. (One or two of these may be planned for the summer school period in June).

Each supervisor contact should be recorded in your file area on the Research Office website accessed via the Maryvale website. Students should also plan strategically each year to address some of the personal research skills and record the evidence showing that they have been achieved on the Maryvale website.

November - June

Students can plan ahead with supervisors during this period to arrange meetings, and to agree how best to use this time in general in the light of current progress, perceived needs and the content of the summer school programme they decide to attend.

Students must attend the annual summer school research programme for a minimum of two weeks. During this period students will:

- read a paper to other students (a form of Action Research designed for personal academic development);
- have supervision sessions, including one that should involve (even if remotely) the whole supervisory team;
- make sure that the supervisory log is up to date;
- review your personal development and skills record with your primary supervisor, the Research Director and the Liverpool Hope Moderator, for the verification of particular research skills against which you have set evidence;
- attend postgraduate courses and skills seminars;
- use library facilities (at Maryvale, Liverpool Hope University, Oscott College and/or other libraries in UK)

June

Ensure that the supervisory log is signed off for the year so supervisors can complete an annual monitoring report and make a recommendation about progress to Maryvale and Liverpool Hope University.

All of the evidence for your annual report (i.e. related to the two forms on your file) must be completed by the 30th June.

(Students will usually, though not necessarily, be examined at a Confirmation of Registration Event during the summer school period. However the event can take place at a different time within the academic year.)

July

Student progress is reviewed by the Monitoring Panel and the outcome is communicated to you by the Liverpool Hope University registry.

August-September

Typically this is a 'holiday' period from supervision – though it may be a busy time in terms of research, for writing and planning for the next academic year's programme.

2.5 Research Methods Programme

During the Summer School Events a programme of seminars on general research methods will be provided for students including specific support for those who are

undertaking empirical research or including an element of empirical investigation in their research.

The content of seminars will be tailored to the needs of individual students, the characteristics of particular cohorts and the needs of the group attending a particular summer school. Generally, however, the seminar programme is likely to cover, among other research techniques:

- research design e.g. case studies, historical research, ethnography, library/archival research, mixed methods;
- an understanding of qualitative and the quantitative research traditions;
- research methodology and research methods;
- the ability to plan and prepare empirical investigations, including sampling, access, reflexivity;
- an appreciation of the concept of action research;
- organising field work, including permissions, access etc;
- research methodology and research methods;
- techniques for obtaining and analysing data, including statistical analysis, surveys and questionnaires, interviews and observations.

2.6 Research Ethics

At the point of application, students are required to confirm that they have read, accept and will adhere to the University's policy on ethics in research (available from www.hope.ac.uk/research). Maryvale's research programme operates within that framework and requires that all research projects be formally approved, in order to comply with University requirements.

Consequently, all students should familiarise themselves with the University's Research Ethics Policy. Section 6 of the policy outlines categories of research which require explicit ethical clearance before projects can be undertaken (see details below).

All research undertaken at, or under the auspices of, Liverpool Hope University requires ethical approval. This can be light touch approval in many cases but in all instances approval in principle is subject to confirmation by an appropriate Research Committee, either at Maryvale or at Liverpool Hope University.

There are certain types of research which will normally require explicit consideration by the University Research Ethics Sub-Committee, for example those involving human participants. Where there are no human participants involved, it is usually the case that consideration will be made by the Maryvale Research Committee.

If, after discussion with their supervisors, students judge that their project **will not** include work that falls within any of the categories outlined in section 6 of the University research ethics policy, (see summary given below) they should complete the 'Research Ethics Short Form' which is then submitted to the Maryvale Research Committee.

If students judge that aspects of their project **will** fall within one of the categories outlined in section 6 of the University's research ethics policy they need to complete the 'Research Ethics Approval Request Form', which is then submitted to the University Research Ethics Sub-Committee. (Downloadable copies of both of these forms are available on the research page of the Institute's website).

Once permission has been given to proceed, students undertaking empirical research must ensure that they clear all research instruments and research plans with their supervisor(s) before use - this includes all questionnaires, interview questions, covering letters, interview and questionnaire schedules, etc.

The areas in which many students work are often very sensitive, and because of the importance of this point, failure to clear all items and plans with your supervisor may result in the termination of supervision.

The following list of types of research which would normally require detailed consideration at the University level. Note that this is not an exhaustive list and each case must be considered on its own merits and in the light of advice obtained from supervisors.

1. Research into illegal activities;
2. Deceptive or covert research;
3. Research which directly involves biomedical or clinical intervention, including any use of human material;
4. Research involving animal experiments;
5. Research which might compromise the reputation of Maryvale Institute or the University or be in conflict with their respective missions and values, although it is expected that this will be in very occasional cases given the rightful protection of academic freedom;
6. Research whose source of funding might compromise the reputation of the Maryvale Institute or the University or be in conflict with their respective missions and values;
7. Research which involves participation by those under the age of 18¹;
8. Research which involves participation by vulnerable individuals or groups.

Research which is related to external bodies will often require ethics approval through the external body's own systems. In these cases, Maryvale Institute and the

University will only give their approval once the requirements of the external body have been met.

It is the responsibility of the researcher to ensure that such approval is sought in good time.

Specific guidance is given in Appendix 1 of the current Liverpool Hope's Research Ethics Policy² for all research which is subject to NHS and Social Care Governance procedures specified by the Department of Health (DoH).

Where an element of the research is conducted outside the UK, appropriate consideration must also be given to any legal and cultural issues prevailing in the location of the research which may have a bearing on the research.

¹ The age at which young people can legally and validly give informed consent to research is much debated, and to some extent depends on the context. For consistency and as a precautionary measure the University takes it to normally be the age of 18. Parental /guardian consent should be sought for all under that age.

² Check the Liverpool Hope Research Website for any revisions of the current document.

2.7 Supervisor Arrangements

2.7.1. Appointment of Supervisors

Students will be allocated a supervisory team comprising of a Director of Studies and a Research Supervisor who have the necessary subject area and/or methodological expertise.

Supervisors normally remain with students throughout the period of research. The satisfactory nature of arrangements for supervision is overseen by the Director of Research, the Moderator from Liverpool Hope University and by the Research Programme Committee. In the event of a student having any concerns about their supervisory arrangements which cannot be resolved between student and the team/individual member of the team, they should be raised in the first instance with the Director of Research.

Overall responsibility for supervision and the student experience is led by a **Director of Studies (DoS)** who may be one of the research supervisors with the appropriate subject/methodological expert in the student's own research area and who also has experience of supervising students to completion.

In cases where the proposed supervisor/s do not have the necessary experience in supervising students through to completion, a **DoS** would be appointed as a third

member of the team to provide additional support to both the student and to the supervisory team in terms of doctoral study/progression.

Additionally, a **Research Advisor** can be appointed to the supervisory team where it would be beneficial to the student, and/or where this would allow staff without approved research supervisor status to gain and develop skills and experience.

External Advisors may also be appointed where there is a clear benefit to be gained from their wider professional / personal experience. Hence a **minimum** supervisory team will be either option A or B below:

Option A – Two Supervisors

1. Director of Studies (who is also an Approved Supervisor with relevant subject specific or methodological expertise)
2. Approved Research Supervisor with relevant subject specific or methodological expertise
 - Optional Research Advisor
 - Optional External Advisor

Option B – Three Supervisors

1. Director of Studies (who is also an Approved Supervisor)
2. Approved Research Supervisor with relevant subject specific or methodological expertise
3. Approved Research Supervisor with relevant subject specific or methodological expertise
 - Optional Research Advisor
 - Optional External Advisor

2.7.2 Supervisor Responsibilities

The exact relationship between members of a particular supervisory team and an individual will vary depending upon the chosen supervisory model, the particular skills brought to the team and the demands of the specific characteristics of the student's research area. However, a summary of the general responsibilities of supervisors is outlined below.

2.7.3 Director of Studies

While it is not possible or appropriate to attempt to categorically designate in detail the responsibilities of each member of the team, the Director of Studies (previously carrying the designation of Primary Supervisor) has overall responsibility for guiding a student's progress and is therefore responsible also for ensuring, where appropriate, differentiated responsibilities within the supervisory team. The DoS would normally, as needed:

- inform students as to their particular roles *vis a vis* the research. For this reason, also, students are advised that it is important at all points to keep the DoS informed of work and study plans;
- ensure that students are aware of the current developments in both specific and wider areas of research;
- give guidance about the planning of the research programme (a draft programme of work should be agreed by the student and supervisor at the outset, with indicative deadlines for completion of the stages of the research programme);
- give guidance about literature and sources, about requisite techniques (arranging for instruction where necessary) and about the problem of plagiarism;
- ensure that at least six formal meetings takes place with the research student each year;
- be accessible to students as appropriate at times other than formal meetings, to support students on an informal basis;
- encourage students to question critically the existing literature, the assumptions of the research project and the results they obtain;
- encourage students to communicate their findings to others in the academic community (where appropriate students should be encouraged to attend and contribute to conferences);
- ensure that students are made aware of inadequacy of progress or of standards of work below those generally expected;
- ensure that the particular needs of international students are taken fully into account during the early stages of research and to give help and advice on language problems and training where necessary;

In addition, **and in tandem with the Research Administrator who has a responsibility for all students**, the DoS will:

- ensure that students, before they submit their thesis, have completed the current Liverpool Hope University Research Skills Scheme;
- ensure that students update their Vitae Research Developer Framework annually, verifying skills that are evidenced appropriately;
- ensure that Annual Monitoring and either Confirmation of Registration or Transfer of Registration are completed in accordance with the University procedures;
- ensure that students re-register at the beginning of each session;
- ensure that a draft of the thesis is read within an agreed timescale and suitable feedback given in good time to ensure submission;
- ensure that any circumstances that might require a student's formal registration to be amended or interrupted are brought to the attention of the Research Office at the Institute as soon as possible;

- assist with the selection of the Examiners, to inform the student of the names of the Examiners, and to ensure that the student is prepared and supported for the final oral examination.

2.7.4 Approved Research Supervisors

The specific role of the Research Supervisor is likely to vary from student to student depending upon the skills of other members of the supervisory team and the division of responsibilities determined by the DoS, taking into account their expertise in the subject area and/or relevant methodological processes. While the level of involvement with the student will vary, in accordance with the expected contribution agreed at the outset, the Research Supervisor would normally, as needed:

- respond to the any request for information and support and provide feedback on any draft chapters/sections of the thesis submitted to him/her by the student;
- meet with the student and all members of the supervisory team to discuss progress and the direction the research is taking.
- be available (at times other than formal meetings) to and provide general support as required to the student and the DoS
- give guidance about literature and sources, to encourage students to question critically the existing literature, the assumptions of the research project and the results they obtain.
- discuss with the Primary Supervisor any formal recommendations relating to the student's registration.
- participate in the annual monitoring of student progress, together with the Director of Studies, other supervisors where necessary, and the monitoring panel;
- participate as requested in the Confirmation of Registration or Transfer of Registration events;
- assist the student and Primary Supervisor in completing the annual skills development programme;
- assist in the nomination of examiners.

2.7.5 Research Advisor

Though Research Advisors can be included in the supervisory team for the benefit of the student and/or to gain expertise themselves enabling them to gain Approved Research Supervisor status, at Maryvale they are most likely to be appointed, primarily, in order to provide additional expertise for the benefit of the student.

A Research Advisor, therefore, would normally:

- share in the supervision of the students' work and offering views on it;

- provide feedback to the DoS and Research Supervisor, and thence returned to the student with any accompanying comments, as appropriate;
- 'sit in' in supervisory events, whether remotely or in person.

In addition, where the Research Advisor is moving towards Approved Research Supervisor status:

- evaluate on an annual basis what is being learned in PGR supervision;
- maintain and keep up-to-date his/her CV in research matters.

2.7.6 External Advisor

In some particularly unusual circumstances an external advisor may be a necessary addition to a supervisory team where special subject of methodological expertise is required which is not available from the appointed team members.

2.8 Student/Supervisor Contact

(i) Formal meetings

Frequency

Students are expected to must have a minimum of eight formally recorded meetings with their supervisors per annum – usually but not necessarily always with their main supervisor – just over once every two months. Students are expected to have a minimum of at least one formal meeting with the whole supervisory team per term.

Type

Some of these contacts might be face to face, for example, during the annual summer school, while some might be by mail, email, Skype/Zoom or telephone. Students and supervisors agree mutually satisfactory arrangements, for consultation by meeting in these different ways.

Purpose

These contacts enable students to agree, and regularly revise and update, a timescale for the writing of the thesis. Regular contact with supervisors is vital to ensure the successful oversight of a student's work. Discussion of draft chapters, the planning of the work, the location of source materials, the structure and balance of the thesis, and the resolution of any problems, are important items. In all cases it is *good practice to submit written work* before a contact so that there is some definite content upon which the supervisors may comment. This might be a portion of a chapter or an outline plan of the next stages of study, or an account of work undertaken. Students are advised to take seriously the guidance given by a supervisor and not to 'do their own thing' without regard to the academic qualities and conventions which it is supervisors' job to keep them in touch with. Students are not expected to agree with everything (or obey everything) the supervisor says. It is

their research. But while a respectful argument between them may well enlighten both, simply ignoring advice is unlikely to benefit the student.

Planning and Recording of Meetings

Student/Supervisor relationships and their methods for effective interaction are very personal and will, inevitably, vary for different supervisory teams and the specific character of research projects. It is advisable, however, for the student to establish an appropriate and consistent approach to these meetings. For example, the student should have a clear agenda and targets for any formal meetings and ensure that these are made clear to the supervisor (or supervisory team). This can then form a clear basis of the meeting and the student and supervisor(s) can agree further outcomes and targets.

Whatever method is adopted, at the conclusion of the meeting the student should make a record in his/her annual log on the research page of the Maryvale website, recording there a summary of [a] progress made since the previous meeting, [b] the main points discussed in the meeting, and [c] agreed action points. This report on the formal meeting, together with any comments from the supervisor(s) can be formally signed off by the supervisor. The Supervisory Log will form an essential element for consideration as part of the Annual Monitoring Review (AMR) process each year.

(ii) Informal and further meetings

It is expected that in most cases, students and supervisors will be in contact more frequently than the minimum requirements. We recommend as good practice that students send a brief email update on the first of each month to their primary supervisor. (Additional meetings may be informal or formal and recorded as required). International students must, in addition, attend any further supervision meetings as may be specified by the Institute in order to fulfil the requirements of the UK Border Agency.

It is the student's responsibility to initiate and maintain contact with the members of his/her supervisory team.

If a student is out of contact with his or her supervisors for some time, (s)he is put onto a pending list while attempts are made to establish contact.

The Maryvale Research Committee has the authority to recommend termination of the registration of a student who is out of contact for a significant period of time.

2.9 Personal Development and Skills Training

Alongside the development of the thesis, all students collect evidence of research-based skills that they have developed during the course of their registration. This work is carried out alongside the student's research work and must be completed by the time of the submission of the thesis. The basis for this skills scheme is that of the VITAE programme, guidance on which is given in appendix 2. Further details can be accessed at www.vitae.ac.uk.

Supervisors advise on the completion of this portfolio of evidence and have the authority to verify particular skills. Much of the formal input for this aspect of the programme will be provided during the summer school periods each year.

The *proforma* for completion is on each person's file area on the Maryvale website. Note that students only need to evidence each skill once during their period of registration, not annually. The evidence for the skill needs normally to be drawn from the period during which the student is a registered student. Much will flow naturally from the work students undertake as part of their research. Some of the evidence will arise from activities during the summer school sessions (e.g. when presenting a paper).

Verification of skills is normally undertaken by the student's Director of Studies, Maryvale's Director of Research or the LHU Moderator.

Students maintain this form throughout the period of their studies, submitting it annually as part of annual monitoring to show progress.

2.10 Summer School Element

The annual summer school forms an essential element of the doctoral programme which students are required to attend to fulfil the course regulations.

The summer school programme includes seminars, research skills support, opportunities for library-based work and supervision opportunities. This is also the time during which students, working with their supervisors, can complete their annual paperwork – the supervisory log and the skills record – which forms the basis for annual monitoring of progress.

Students can expect to deliver a seminar paper annually to a group of their peers. This forms part of the Research Skills Scheme, provides an introduction to Action Learning and is designed to prepare students for their examinations at their Confirmation of Registration Event (CRE) and final viva.

The character and style of student presentations during the programme will be determined by the rate of progress and nature of the research being undertaken, but over the period of study (maximum six years) is likely to follow the pattern set out below:

Year 1: An overview of the planned research: key questions, rationale, shape and context, sources.

Year 2: A paper demonstrating and illuminating the core thesis and the scope of the research, with a focus on academic depth.

Year 3: A paper showing overall content, with selected in depth presentation (almost a rehearsal for the Confirmation of Registration Event and prepared in the expected CRE 'style'.

Years 4 – 6: As for year 3 but in more depth (almost a rehearsal for the final viva examination - and for CRE if not already successfully completed)

Students are welcome to come to the Institute for periods of study and supervision outside of this required period.

2.11 Annual Reporting and Progression

Each year, students use their supervisory log and their research diary to provide an overall account of the year's work, together with an outline of proposed work for the following year.² This account is completed on the supervisory log pages on the Maryvale website. The annual report is completed by the student, with sections also for the supervisory team to make comments and sign off. Students also present the latest version of the skills development document, after having ensured that relevant skills have been verified. These two documents comprise the documentary evidence for annual monitoring. All documents must be completed by **30th June**.

Annual monitoring outcomes shall be determined by a panel comprising the supervisory team (or if that is not possible the student's DoS), the Maryvale Director of Research and the University Moderator, who shall serve as Chair. The Chair shall, acting on advice from the panel, submit a recommendation to the Liverpool Hope Progression and Award Board for Postgraduate Research Students. The Progression and Award Board for Postgraduate Research Students shall confirm the outcome for each student. The Registrar's Office at the University shall formally communicate the confirmed outcome to the student, and, where appropriate, arrange for the student

² Each year's Annual Monitoring process shall apply to all registered research students, the only exceptions being students who:

- had interrupted studies for a period including the whole of June in that calendar year;
- had, before 1 June in that calendar year, notified the Postgraduate Research Office of their Intention to Submit a Thesis.

to re-register for the following academic session – in which case, the student's re-registration at Maryvale follows automatically from this process.

Outcomes of review

The annual review shall normally lead to one of the following three outcomes:

- progress satisfactory: eligible to re-register for the coming academic session;
- progress not yet satisfactory: reassessment required in order to become eligible to re-register for the coming academic session [where necessary, the student may be allowed to re-register temporarily, pending the outcome of the reassessment];
- progress not satisfactory: studies terminated or, in the case of a student whose registration at PhD level has previously been confirmed in a Confirmation of Registration Event, recommendation to re-register at MPhil level and submit within that timeframe.

A student shall only be eligible for a single reassessment opportunity in any given academic session. Where a student has been reassessed, the annual review shall normally lead to one of the following two outcomes:

- progress now satisfactory: eligible to re-register for the coming academic session;
- progress still not satisfactory: studies terminated.

2.12 Confirmation of Registration Events (CRE)

2.12.1 Timing and Initiation

Doctoral students are required to submit work for examination by *mini-viva* which normally takes place during the third year of the study before a panel convened for the purpose. It usually takes place during the annual summer school though this is not a requirement and alternative arrangements can be made that meet individual students' needs and academic progress.

The process shall normally be initiated at the point at which the supervisors judge that the student has made sufficient progress to enable a Confirmation Panel to assess whether the student is on track towards achieving the University's and Maryvale's expectations for doctoral work.

Irrespective of the supervisors' judgement of the progress made by the student, the process shall normally be initiated in time for the process to be completed within 4 years of initial registration, that is, during the student's third year of study. (The event may, if appropriate, be held at the same time as an annual review).

The student shall be required to submit a written CRE Proposal (the student's submission) and to attend a CRE interview, normally held within one month of the receipt of the written submission. The aims of the interview are to provide the Panel with an opportunity to corroborate their initial judgements of the quality of the student's written submission, and explore with him/her any issues arising from that submission. It also provides the student with an opportunity to develop and improve his/her oral and presentational skills and ability to defend the submission in preparation for the final oral examination.

The student's Director of Studies shall submit to the Maryvale Research Administrator a formal notification that they wish their supervisee to undergo the Confirmation of Registration Event. The Administrator shall arrange for the next Progression and Award Board to be informed that the process has been initiated, and shall inform the Liverpool University Moderator of the need to appoint a Panel.

2.12.2 Appointing the Panel

The University Moderator shall appoint a Panel comprising:

- some or all of the Supervisory Team and
- an independent reader, who shall serve as Chair.

The University Moderator shall communicate the membership of the Panel to the Faculty Research Administrator, for recording in the student's file.

The reader shall not necessarily have expertise in the area of the research, but shall normally have been formally approved as a potential supervisor by the Pro Vice Chancellor [Research and Academic Development], and shall have prior experience of successful supervision to completion of research at doctoral level in the discipline; in exceptional circumstances, the reader may not be an employee of the University.

The Panel may be the same as the student's Annual Monitoring Panel.

2.12.3 Written Proposal - Requirements

After initial consultation with other Panel members, the Chair of the Panel (an independent reader appointed by the University Moderator for Maryvale) shall invite the student to submit a formal Confirmation Proposal to the Maryvale Research Administrator by a specified deadline, and shall inform the student to confirm that they can attend the Confirmation Review Event interview on a specified date **[which shall be at least 1 month after the submission deadline]**.

The invitation must specify that the aim of the CRE proposal is to present a case to demonstrate that the work which the student has done so far indicates that they are capable of carrying out research at doctoral level (see section 2.12.1 above). The

invitation shall be copied to the Maryvale Research Administrator, who must be kept informed of the student's response, of the receipt of the submission and of the confirmed date for the interview. The invitation shall also specify the required content and length of the student's CRE proposal.

It is expected that some aspect of existing work will be submitted – possibly a single chapter or a selection taken from different sections of their draft thesis. There is no expectation that the student should submit an entirely new piece of work separate from that on which they have been working since being registered for doctoral studies.

The requirements shall be broadly consistent with the guidelines set out below, but the detailed requirements may legitimately vary across academic disciplines. Students should ensure any variations are discussed and agreed with supervisors, and communicated via the Maryvale Research Administrator to the Chair of the Panel.

Length

Typically around 20,000 words (although the precise length is dependent upon the discipline).

Contents of the CRE package of documents

Aims or Abstract

- An articulation of the overall aims of the thesis, how they have evolved, and how they will enable the student to extend previous knowledge.
- Sufficient detail to demonstrate that the student is developing the ability to “conceptualise a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems”.

Proposed Structure of the Thesis (Table of Contents)

- A draft structure, including chapter headings and a short summary of probable content for each chapter.
- Sufficient detail to demonstrate that the scope of the research will be sufficiently substantial to warrant consideration for a doctoral award.

Literature Review

- A discussion of the existing major scholarship in the area such that it sets parameters for the student's creative contribution.

Methods and Methodology

- If the study is in the form of empirical research a discussion of the merits and deficiencies of the chosen data collection processes should be included.
- If mixed methods of investigation are being used, for example, textual analysis and interviews/questionnaires, their purpose and respective merits should be described.
- A discussion of the methodology [including theoretical and analytical frameworks] being used, the ethical issues being addressed, and how the proposed methodology has evolved.

- Sufficient detail to demonstrate that the student is developing the ability to “design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, & to adjust the project design in the light of unforeseen problems”.
- *One Whole Chapter from the main body of the thesis such that methods are visibly seen to be applied to manage relevant data.*

Bibliography

- Full references to primary and secondary sources which have been used in the material submitted for the Confirmation Event, as well as those still to be accessed.
It is recognised that, depending on the particular academic discipline, those still to be accessed may only be indicative at this stage.

Proposed Programme for Completion of the Research

- A timetable for completion of the research, including an estimate of the likely submission date.

2.12.4 Preparation and Conduct

Receipt of the Proposal and Arrangements for the Interview

- Upon receipt of the proposal documentation (see above), the Maryvale Research Administrator should forward it to Panel members, arrange a time and date for the interview, and communicate the date/time to the student and members of the CRE Panel.
- The interview shall normally be held at the University Hope Park or the Creative Campus in Liverpool during a Summer School. However, in the case of Maryvale students, admitted under Distance Supervision arrangements, the CRE interview may be held via Zoom.
- The interview shall normally take place within one month of the receipt of the written submission.

Initial Scrutiny of the Proposal

- Each Panel member shall read the Proposal, form an initial judgement, with reference to the University’s expectations for doctoral research, about the applicant’s potential to complete their research to doctoral level within the required timescale, and complete, independently, the Initial Report Form.

Conduct of the Interview

- The Panel shall meet before the interview to discuss, in view of the Initial Report Forms, how the interview is to be conducted.
- The interview shall be chaired by the Chair of the Panel, with other members in attendance.
- The aims of the interview shall be to:

- provide the Panel with an opportunity to corroborate their initial judgements based on the written proposal, and explore with the applicant any issues arising from that submission,
- provide the applicant with an opportunity to develop and improve her/his oral and presentation skills in preparation for the final oral examination.
- The student shall be allowed to audio-record the interview if they wish.
- After the student has left the interview, the Panel shall complete the Final Report Form which shall require the Panel to allocate the student, via the Form, to one of the four recommended outcomes specified in 2.12.6 below.

2.12.5 Outcomes

The Director of Studies shall arrange for the student to receive a copy of the completed Final Report Form, and shall ensure that the student understands the rationale for the outcome.

The Chair shall, normally within one week of the interview, submit the completed Confirmation Report Form, with attachments as appropriate, to both the Maryvale and Liverpool Hope Faculty Research Administrators. [*The Hope Faculty Administrator(s) will attach the form to the student's record and convey the recommended outcome to the Progression and Award Board*].

At its next meeting, the Progression and Award Board shall confirm the outcome for each student and, in the case of students in the *Confirmation Deferred* category, confirm the date by which the student is required to resubmit to the student, his/her supervisor(s) and the Maryvale Research Administrator, and whether the student must undertake a second interview. Where applicable, the Student Administration office shall, following consultations with the Maryvale Research Administrator, formally communicate the confirmed outcome to the student, and, where appropriate, arrange for the student to re-register for the following academic session. Following the communication of the formal outcome, the student will be entitled to appeal, via the normal channels.

12.2.6 Recommendations and Implications

There are four possible recommendations available for the panel.

PhD Registration Confirmed [CRS PHD]

- This means that all subsequent annual registrations will be for a PhD.
- The recommendation, and a rationale, needs to be recorded on the form.
- In order to provide feedback to the student, the Panel should include in the form a brief summary of key strengths and weaknesses of the research project, the written submission and the student's performance.

PhD Confirmation Deferred [CRD PHD]

- This means that the student remains registered for a PhD for a further calendar year, pending a further Confirmation of Registration Event.
- The recommendation, and a rationale, needs to be recorded on the form, which should also specify a resubmission date and whether a further interview would be required.
- In addition, the Panel should, in order to provide feedback to the student, include on the report form a clear indication of [i] key strengths and weaknesses of the research project, the written submission and the student's performance, [ii] the improvements the student must take in order for the resubmission to be successful, this information being provided without prejudice to the outcome of a resubmission, [iii] the deadline by which a resubmission must be submitted, and [iv] whether the student would also need to undertake a second interview.
- The Panel should select this outcome if student has not demonstrated their potential for working at doctoral level, but the submission has sufficient strengths to persuade the Panel that the student should be given a further opportunity to demonstrate their potential.
- The Panel should only select this outcome if it judges that the student would be able to make a successful submission within the maximum timescale stipulated in the regulations.
- In the case of a student being required to make only minor amendments, the Panel may request that such amendments are made in time for the outcome to be reviewed before the formal recommendation is submitted to the next meeting of the Progression and Award Board for approval.
- This outcome may normally only be issued to a student on one occasion.

Confirmation Unsuccessful; Transfer to MPhil [CRF MPHIL]

- This means that all subsequent registrations will be for MPhil.
- The recommendation, and a rationale, needs to be recorded on the form.
- In addition, the Panel should, in order to provide feedback to the student, include on the report form a clear indication of key strengths and weaknesses of the research project, the written submission and the student's performance.
- The Panel should select this outcome if student has not demonstrated their potential for working at doctoral level, and the Panel judges that the student would be unable to make a successful submission within the maximum timescale stipulated in the regulations.

Confirmation Unsuccessful; Terminate Postgraduate Registration [CRF FAIL]

- This means that the student's studies would be terminated.
- This outcome is likely to be extremely rare, but would be used if the Panel judged that the weaknesses were so serious that the student would not be able to achieve a postgraduate research award.
- The recommendation, and a rationale, needs to be recorded on the form.
- In addition, the Panel should, in order to provide feedback to the student, include on the report form a clear indication of key strengths and weaknesses of the research project, the written submission and the student's performance.

2.13 Final Examination

The student, with the agreement of the supervisors, sends an intention to submit to the University's Postgraduate Research Office (the notification is normally to be received at least 2 months before the expected date of submission). Note that no student shall be eligible to declare an intention to submit a thesis for the degree of PhD until they have successfully undertaken the Confirmation of Registration Event.

The final examination is conducted either at Maryvale or at Liverpool Hope University where the thesis shall be examined, and the oral examination conducted, by at least two examiners:

- normally, at least one internal examiner from Maryvale Institute (who shall not be the supervisor); and
- at least one external examiner.
- where the candidate is a member of Maryvale staff (academic or support) both examiners will be external;

The oral examination shall be chaired by an independent Chair, who shall be a senior member of academic staff at Liverpool Hope University with experience of the University's procedures for examining research students.

2.13.1 Presentation of the Thesis

General

Full details for the way in which theses should be presented are contained in Liverpool Hope University 'Code of Practice' available from the Liverpool Hope website (or from the Maryvale Director of Research and Research Administrator).

A brief summary of some of the main items required in the thesis (derived from the 'Code of Practice') are set out below.

Length

The thesis should be as concise as possible. No student shall exceed the normal maximum [100,000 words for PhD, or 60,000 in the case of a student who has been re-registered for an MPhil], unless written permission has been obtained from the Maryvale and the University.

The maxima include footnotes, appendices and the bibliography or reference list.

Presentation and Layout

Type must be uniform and clear in all copies, for both text and illustrations. The minimum height for capital letters is 2 mm and the minimum x-height (height of lower-case "x") 1.5 mm.

The thesis must have a **Title Page**, in which the type is centred, with suitable line spacing, and containing the following:

- Title of thesis;
- The phrase *"Thesis submitted in accordance with the requirements of Liverpool Hope University for the degree of Doctor of Philosophy"*;
- The student's full forenames and surname; and
- The date (month and year).

The thesis must also have:

- A **Table of Contents** showing all the chapter headings and page numbers listing all the separate sections of the thesis, such as bibliography, lists of abbreviations, supporting papers, etc. Note there is no stipulation on the number or headings of chapters. They will depend upon the nature of the thesis and are at the student's discretion. (Advice can be obtained from the Director of Studies or Approved Supervisor)
- An **abstract** indicating the aims of the investigation and the results achieved. It must be no longer than can be accomplished by single-spaced type on one side of an A4 sheet (about 450 words), showing the author and title of the thesis in the form of a heading.
- Each copy of the thesis must be accompanied by a **Declaration by the Author** indicating:
 - that the thesis is the author's own work, and has not been previously submitted for an award of this university or any other institution;
 - that the content of the thesis is legally allowable under copyright legislation [this statement must be checked, and countersigned by the Director of Studies];
 - any temporary restrictions on access to, and copying of, the thesis. [An author may impose restrictions on access to theses and copying annually for up to five years, but only if the Director of Studies endorses the Author's Declaration, by confirming, on the same sheet, that such restriction is necessary for good reasons, e.g. preparation for publication or a patent application. Permanent restriction is not permitted, nor does the University accept theses written under contracts of secrecy.]

References

References to published work should be given consistently in the format set out in the Referencing Style Guide prepared by the Department of Theology, Philosophy and Religious Studies (see section 3 of this handbook). Note that while the Style Guide allows some latitude there should be good reasons for departing from its preferred format. If in doubt, students should consult their supervisory team about and alternative method.

Binding and Lettering of the Thesis

Binding of the thesis for presentation for examination can be in either permanent or temporary form at the student's discretion. Most students use temporary bindings but, if so, they must be such that the pages cannot be readily removed (therefore ring binders and spiral binding are not permitted). The candidate's surname, initials, the date (month and year) and the degree must be shown on the outside front cover.

Permanent binding must be used for thesis after examination (when any major or minor corrections have been incorporated). In which case, the thesis is to be bound in book form in a strong black cloth with a maximum thickness 65 mm or 2½ inches.

If the thesis is of greater thickness, two or more volumes per copy will be required with identical bindings).

Lettering on permanent bindings must be in gold with the title of the thesis on the front cover. On the spine there must be at the top the degree award, in the middle the student's surname and initials and at the bottom the year of submission.

Number of Copies Required for Oral Examination

Three soft-bound copies, plus a locked electronic version, of the thesis and any supporting papers are normally required before the examination can take place.

The candidate should retain one copy, and submit the other copies to Maryvale Research Administrator who will forward them to the External Examiner. The Internal Examiner and the Liverpool Research Officer.

2.13.2 Outcomes of the Oral Examination

Following the oral examination, one of the following outcomes shall normally be agreed.

Award of PhD

The candidate has satisfied the academic requirements for the award of a PhD (but may be required to make minor typographical corrections to the thesis, and/or to make other very minor non-substantive changes to the thesis prior to final submission of hard-bound copy).

Award of PhD Subject to Minor Amendments

The candidate has satisfied the academic requirements for the award of a PhD. However, the candidate is required to make minor amendments to the content of the thesis, the candidate being required to submit a revised thesis normally no later than three months after the formal publication of the outcome of the examination. The candidate will only become eligible for the award of PhD when the University is satisfied that the thesis has been appropriately amended and the appropriate documentation has been signed by the internal and/or the external examiner.

Award of PhD Subject to Major Amendments

The candidate has broadly satisfied the academic requirements for the award of a PhD. However, the candidate is required to make major amendments to the content of the thesis, the candidate being required to submit a revised thesis normally no later than one year after the formal publication of the outcome of the examination. The candidate will only become eligible for the award of PhD when the University is satisfied that the amended thesis fully meets the academic requirements for the award of a PhD and the appropriate documentation has been signed by the both the

internal and external examiner. The candidate will not normally be expected to undertake a second oral examination. However:

- following the initial oral examination, the examiners may, exceptionally, specify, in their recommendation to the Progression and Award Board, that a second oral examination is required;
- if, exceptionally, the examiners are not satisfied that the resubmitted thesis fully meets the requirements for the award of a PhD, they may then require the candidate to attend a second oral examination.

Re-Examination Required

The candidate has not yet satisfied the academic requirements for the award of a PhD. However, the candidate is entitled to revise and resubmit the thesis and [if necessary] undertake further research.

The candidate is required to submit a revised thesis normally no later than two years after the formal publication of the outcome of the examination.

The candidate will only become eligible for the award of PhD when the University is satisfied, via a full reassessment, including an oral examination, that the amended thesis fully meets the academic requirements for the award of a PhD.

The candidate will be fully informed that the advice and guidance given by the examiners, even if followed to the letter, cannot be taken as a guarantee of the outcome of the re-examination.

2.13.3 Other Possible Outcomes

If the examiners judge that none of the outcomes above is appropriate, one of the following outcomes may be agreed.

Award of MPhil

The candidate has not satisfied the academic requirements for the award of a PhD, but has satisfied the academic requirements for the award of an MPhil.

The candidate may be advised to make minor typographical corrections to the thesis, and/or to make other non-substantive changes to the thesis.

Award of MPhil Subject to Minor Amendments

The candidate has not satisfied the academic requirements for the award of a PhD, but has satisfied the academic requirements for the award of an MPhil. However, the candidate is required to make minor amendments to the content of the thesis, the candidate being required to submit a revised thesis normally no later than three months after the formal publication of the outcome of the examination. The candidate will only become eligible for the award of MPhil when the University is satisfied that the thesis has been appropriately amended and the appropriate documentation has been signed by the internal and/or the external examiner.

Award of MPhil Subject to Major Amendments

The candidate has not satisfied the academic requirements for the award of a PhD, but has broadly satisfied the academic requirements for the award of an MPhil. However, the candidate is required to make major amendments to the content of the thesis, the candidate being required to submit a revised thesis normally no later than one year after the formal publication of the outcome of the examination. The candidate will only become eligible for the award of MPhil when the University is satisfied that the amended thesis fully meets the academic requirements for the award of an MPhil and the appropriate documentation has been signed by both the internal and the external examiner. The candidate will not normally be expected to undertake a second oral examination. However:

- following the initial oral examination, the examiners may, exceptionally, specify, in their recommendation to the Progression and Award Board, that a second oral examination is required;
- if, exceptionally, the examiners are not satisfied that the resubmitted thesis fully meets the requirements for the award of an MPhil, they may then require the candidate to attend a second oral examination.

2.13.4 Reassessment Procedures

Extended Deadlines for Resubmitting the Thesis

The Progression and Award Board for Postgraduate Research Students shall be empowered to recommend to Research Committee that, due to evidence of ill health or other mitigating circumstances, a student may be granted an extension of up to 1 month for minor amendments, and 12 months in other cases.

Candidates Required to Undertake Major Modifications or a Re-examination.

The reassessed work shall normally be assessed by the same examiners who assessed the original thesis and oral examination.

Normally, the only recommendations possible following such reassessments shall be:

- the candidate has now satisfied the academic requirements for the award of a PhD, but may be advised to make typographical corrections or other minor non-substantive changes;
- the candidate has now satisfied the academic requirements for the award of a PhD, but is required to make minor modification to the thesis;
- the candidate has satisfied the academic requirements for the award of an MPhil, but may be advised to make typographical corrections or other non-substantive changes;
- the candidate has now satisfied the academic requirements for the award of an MPhil, but is required to make minor modification to the thesis;
- the candidate has not satisfied the academic requirements for the award of a postgraduate research degree, and is not entitled to resubmit the thesis.

Students who are Required to make Minor Modifications to the Thesis.

The revised thesis shall normally, but with the recorded approval of the external examiner, be assessed by the internal examiner[s], and the outcome notified to the Registrar's Office.

Normally, the only outcomes possible following such minor amendments shall be:

- the candidate has now satisfied the academic requirements for the award of a PhD, but may be advised to make typographical corrections or other non-substantive changes;
- the candidate has satisfied the academic requirements for the award of an MPhil, but may be advised to make typographical corrections or other non-substantive changes;
- the candidate has not fully satisfied the academic requirements for the award of a postgraduate research degree, and is not entitled to resubmit the thesis.

The examiners *may, exceptionally*, recommend, that a student whose resubmission fails to satisfy the academic requirements for an award should be granted a further opportunity to make major modifications or to be examined.

2.14 Appeals

Students who wish to appeal against a decision of the University's Progression & Award Board, including instances where the Board is confirming a recommendation following the outcome of an examination, shall proceed in accordance with the University's Academic Appeals Procedures (for details of these Procedures, see <http://www.hope.ac.uk/postgraduate-research-degrees/current-research-students.html>).

Students should first contact the Maryvale Registrar who shall, *inter alia*, be responsible for recommending to the University Registrar whether a student has a *prima facie* case for appeal.

2.15 Complaints

Students who have complaints with any aspect of the programme should follow the Institute's Complaints Procedures in the first place. See the Maryvale website for the Institute's Regulations. In the event of a student having exhausted the Maryvale Complaints Procedures, Liverpool Hope University's procedures are located at <http://www.hope.ac.uk/postgraduate-research-degrees/current-research-students.html>

2.16 Graduation

Maryvale's graduation ceremony is held each year in November/December at St. Chad's Cathedral, Birmingham.

Successful students are also entitled to attend the graduation ceremony at Liverpool Hope University, which is held twice yearly.

Part Three: Study Guidance

3.1 Style Guide

3.1.1 General Background

The thesis style requirements have been adopted by the University to ensure that doctoral theses conform to the standards expected by the British Library. Authors' rights are protected under the University's agreement with the British Library. (Students should consult the Code of Practice (section L2) for full details, and discuss any issues that may arise with their supervisors to ensure they understand the precise requirements).

While there are many different 'systems of referencing' or 'citation styles' in academic use, they tend to be broadly divided into styles common to the **Humanities** and the **Sciences**.

The system used in the Theology, Philosophy and Religious Studies Department is the **Modern Humanities Research Association** style, typically known as **MHRA**. This system places all references in footnotes or endnotes.

The system that tends to be used in the Social Sciences is called the **Harvard** style. In this system the references are placed within the text after the quotation.

NOTE: Liverpool Hope University expects and strongly recommends that you use the **MHRA** system. However, if you have already learnt the **Harvard** system, and would prefer to use this, that is acceptable **but you will need to ensure that you meet subject-specific requirements for Theology, Philosophy & Religious Studies, which are set out below.**

3.1.2. Modern Humanities Research Association Style Requirements

GENERAL

You are **REQUIRED** to use references to document any of the following:

- Direct quotation
- An indirect quotation or paraphrase
- An argument put forward by another writer
- The source from which you obtained any ideas or methods in the presentation of your essay
- The source from which you obtained factual information, unless that information is something of general knowledge (E.g. The attack on the twin towers in New York took place on '9/11' – 11 Sept 2001; The Second Vatican Council, Vatican II, took place between 1962 and 1965 – these facts can reasonably be regarded as in the public domain, and need not be referenced).

IMPORTANT: Inadequate referencing may open you to charges of plagiarism. See the separate TPRS GUIDE TO ACADEMIC MISCONDUCT.

ELEMENTS OF REFERENCING

There are two elements to full and correct referencing, and these are a bibliography and references:

1. Bibliography

This is placed at the end of your assignment and lists the books, journals and Internet sources you have used in your assignment. Details are given below.

2. References

You make them in the body of your assignment where you actually draw on these sources. It is not enough to cite a source in your Bibliography; you must reference it in all the places where you use it. Details are given below.

REFERENCING ACCORDING TO THE MHRA STYLE

BIBLIOGRAPHY

All books or articles should be in **alphabetical order** according to the author's surname.

Example: (Some of the books and articles you might come across are found below)

Bibliography

- Bruce, Frederic F., *Apostle of the Free Spirit* (Leicester: Intervarsity Press, 1983).
- Chryssides, George D., and Ron Geaves, *The Study of Religion: An Introduction to Key Ideas and Methods* (London: Continuum, 2007).
- Crisp, Beth R., 'Spirituality and Sexual Abuse: Issues and Dilemmas for Survivors', in *Theology and Sexuality* 13, 3 (May 2007), pp. 301-14.
- Descartes, René, *Meditations on First Philosophy*, 3rd edition, trans., Donald A. Cress (Hackett Publishing Company, 1993).
- Hatcher, Brian A., 'Bourgeois Vedānta: the Colonial Roots of Middle-Class Hinduism', in *Journal of the American Academy of Religion*, 72, 2 (June 2007), pp. 298-323.
- Joy, Morny, 'Postcolonial and Gendered Reflections', in Ursula King & Tina Beattie, eds., *Gender, Religion and Diversity: Cross-Cultural Perspectives* (London: Continuum, 2004), pp. 28-39.
- Keown, Damien, *Buddhism: A Very Short Introduction* (Oxford: OUP, 1996).
- McGrath, Alister E., *Christian Theology: An Introduction*, 4th edition (Oxford: Blackwell, 2007).
- McGrath, Alister E., ed., *The Christian Theology Reader*, 3rd edition (Oxford: Blackwell, 2007).
- Nye, Malory, *Religion the Basics* (London: Taylor & Francis, 2003), e-book.
- Plato, *Five Dialogues*, 2nd edition, trans., G. M. A. Grube (Hackett Publishing Company, 2002).
- Townes, Emilie M., 'On Keeping Faith with the Center', in Linda E. Thomas, ed., *Living Stones in the Household of God: the Legacy and Future of Black Theology* (Minneapolis: Fortress, 2004), pp. 189-202.

NOTE: For the difference between referencing books and journals, see the QUICK GUIDE TO REFERENCING ASSIGNMENTS below.

NOTE: When there is more than one author, use the first author's name as above (surname followed by first name), followed by the other author(s) with their First Name then surname. So, for example, Michael Grant and John Hazel would read as:

Grant, Michael, and John Hazel, *Who's Who: Classical Mythology* (J. M. Dent, 1993).

NOTE: When the text is from a collection of essays (e.g. an Anthology or a Reader), you MUST quote the actual essay you are drawing from and the book it is in and not simply the latter. For example:

Plato, *Ion*, cited from, *Aesthetics: A Comprehensive Anthology*, eds., Steven M. Cahn and Aaron

Meskin (Blackwell Publishing, 2008).

NOTE: Sometimes this can be more complicated, as with, for example, *The Christian Theology Reader*, used by Theology students. Here the edited book gives each essay its own title, for example, 'Paul Tillich on the Method of Correlation.' However, in the BACK of the book there is a section titled 'Sources of Readings', where you will find the ACTUAL title of the source used. So, for example, the correct entry in your bibliography would be:

Tillich, Paul, *Systematic Theology*, vol. 1 (Chicago University Press, 1951), cited from, *The Christian Theology Reader*, 4th edition, ed., Alister E. McGrath (Wiley-Blackwell, 2011).

NOTE: Where possible it is always preferable to locate and quote from the actual source. So rather than quote Plato from Steven M. Cahn's and Aaron Meskin's, *Aesthetics: A Comprehensive Anthology* as above, it would be better practice to use, for example:

Plato, *Ion*, vol. 1, trans., B. Jowett (Oxford: Clarendon Press, 1875).

Or again rather than quote Paul Tillich from Alister E. McGrath's *The Christian Theology Reader*, it would be better to locate and quote the actual source:

Tillich, Paul, *Systematic Theology*, vol. 1 (Chicago University Press, 1951).

NOTE: In some of the examples above the abbreviations: ed., eds., trans., and vol. appear. The term ed. is short for 'editor'; eds. short for 'editors'; trans. short for 'translator'; and vol. short for 'volume.' You MUST include these details where necessary.

NOTE: When including an electronic journal (e-journal) article in your bibliography, create your bibliography entry in the same order as for an article in a print journal, then add: the URL (web address); full stop; date you accessed the article; full stop.

PRIMARY AND SECONDARY SOURCES

Plato's dialogue *Ion* and Paul Tillich's *Systematic Theology* (used above) are both examples of what are called PRIMARY sources. Texts like this are primary because they are not caused by or based on any other text. They are therefore original and direct. A SECONDARY source, however, interprets and analyses a primary source (or sources), and is therefore wholly or partly 'about' the primary source. A secondary text is therefore caused by or based on another text.

An example of a primary source in THEOLOGY would be:

Pseudo-Dionysius, *The Complete Works*, trans., Colm Luibheid (Paulist Press, 1987).

Whereas an example of secondary sources ABOUT this primary source would be:

Louth, Andrew, *The Origins of the Christian Mystical Tradition: From Plato to Denys*, 2nd edition (Oxford University Press, 1981).

Turner, Denys, *The Darkness of God: Negativity in Christian Mysticism* (Cambridge University Press, 1995).

An example of a primary source in PHILOSOPHY would be:

Plato, *Symposium*, vol. 2, trans., B. Jowett (Oxford: Clarendon Press, 1875).

Whereas examples of secondary sources ABOUT this primary source would be:

Ficino, Marsilio, *Commentary on Plato's Symposium on Love*, trans., Sears Jayne (Spring Publications, 1985).

Strauss, Leo, *On Plato's Symposium*, ed., Seth Benardete (The University of Chicago Press, 2001).

An example of a primary source in RELIGIOUS STUDIES would be:

Whereas examples of secondary sources ABOUT this primary source would be:

Keown, Damien, *Buddhism: A Very Short Introduction* (Oxford University Press, 2013).
Rahula, Walpola Sri, *What the Buddha Taught* (One World Publications, 1959).

WHAT ARE REFERENCES?

References are the mention or citation of the source of information that you are getting material from – usually a book, a journal article, or a website. This can take the form of an actual QUOTATION from the source or any examples where you are PARAPHRASING the source. In either case you MUST reference (i.e. ‘refer’) to that source. With the MHRA system, the references are done through either FOOTNOTES or ENDNOTES.

Below are examples of how to QUOTE from a source, how to PARAPHRASE from a source, and how you actually REFERENCE that source in the form of a FOOTNOTE or ENDNOTE.

QUOTATIONS AND PARAPHRASES

Direct quotations less than three lines in length should be put in single speech-marks and just flow on in the text. For example:

Emilie Townes states that James Cone’s black theology ‘is one of the contemporary foundations for womanist theological reflection’¹ and that womanist thought is also influenced by evangelicalism, liberalism, neo-orthodoxy and liberation theologies.²

In this example, the reference to Townes’ work would follow the closing speech-mark. (The second part of the sentence paraphrases Townes’ argument, so this too needs a reference). See below for the references.

- Direct quotations of more than three lines should be **indented and single-spaced**. They do NOT need speech-marks. For example:

In her discussion of the importance of James Cone’s work for womanist theology, Emilie Townes emphasizes the way in which Cone restates the prophetic words of W.E.B. du Bois, going on to sum up the effect of Cone’s influence as follows:

Thus, Cone pushed womanist theological reflection to consider and reconsider the ways in which building an inter-structured theo-ethic requires patience, hard work, perseverance, and a relentless commitment to rigorous critical and analytical scholarship that addresses the general public, the religious communities and the academy.³

When indenting a longer quotation, the reference to the book is placed at the end of the quotation.

FOOTNOTES AND ENDNOTES

- Actual references are given by using either footnotes (at the bottom of each page) or end-notes (at the end of the assignment). You may choose which you prefer. They must be numbered and in sequential order (1, 2, 3 etc). Word-processing software allows you to insert footnotes/endnotes.
- As shown above, if you are quoting directly, the note number should be at the end of the full quotation.
- Where you are examining or restating (paraphrasing) an idea without a direct quotation, it is best practice to put the reference at the end of the relevant sentence, or at the end of the paragraph if the entire paragraph is drawn from the same source. (Footnote/endnote 2 is an example.)

The references 1-3 in the above examples on quotations would appear as in the following **examples**, either at the foot of each page (footnotes) or at the end of your essay, but before your bibliography (endnotes).

NOTE – First names are cited before surnames in footnotes & endnotes:

¹ Emilie M. Townes, 'On Keeping Faith with the Center', in Linda E. Thomas, ed., *Living Stones in the Household of God: the Legacy and Future of Black Theology* (Minneapolis: Fortress, 2004), pp. 189-202, p. 193.

² Townes, 'On Keeping Faith', p. 193.

³ Townes, 'On Keeping Faith', p. 193.

- These three references also illustrate the standard citation in notes where the source is cited for the first time (FN1) or for the second time (FNs2 & 3).

Some additional footnote / endnote **examples** follow:

- A book mentioned for the first time:

⁴ Damien Keown, *Buddhism: a Very Short Introduction* (Oxford: OUP, 1996), p. 17.

- When quoting a second time:

⁵ Keown, *Buddhism*, pp. 30-2.

- An article in a journal for the first time:

⁶ Brian A. Hatcher, 'Bourgeois Vedānta: the Colonial Roots of Middle-class Hinduism', in *Journal of the American Academy of Religion*, 72, 2 (June 2007), pp. 298-323: 299.

NOTE: The first page numbers show where the article is in the journal; after the colon is the page reference for your quotation.

- When quoting a second time:

⁷ Hatcher, 'Bourgeois Vedānta', p. 309.

An article in a collection of essays:

⁸ Morny, Joy 'Postcolonial and Gendered Reflections', in Ursula King & Tina Beattie, eds., *Gender, Religion and Diversity: Cross-Cultural Perspectives* (London: Continuum, 2004), pp. 28-39: 36-7.

- When quoting a second time:

⁹ Joy, 'Postcolonial and Gendered Reflections', p. 32.

NOTE: When using ANY e-books and journals, you do not need to include the URL and date of access in your footnotes/endnotes – the entry in the bibliography is sufficient.

REFERENCING THE BIBLE

Students in the Theology, Philosophy and Religious Studies Department often need to quote from the Bible. When doing so you do NOT need to give page numbers as with those examples above. All you need to provide are the name of the particular book (e.g. John), the chapter (e.g. 1), and the verse (e.g. 1). Note that if there is more than one verse, you place a hyphen between the range (e.g. 1-3). You should also use a colon between chapter and verse, and use Arabic not Roman numerals. If using a translation, you should also provide an abbreviation in brackets of the particular translation used (e.g. the New Revised Standard Version would be NRSV). So this source from the New Testament would appear in your footnote or endnote like this:

John 1:1-3 (NRSV).

NOTE: Although there are many translations of the Bible, for academic purposes it is standard practice to use the New Standard Revised Version (NSRV).

IMPORTANT: You should also note that many of the books in the Bible are cited in a standard abbreviated form. For example, if you were quoting from John as with above, it could appear in your reference as:

Jn 1:1-3 (NSRV).

If you were quoting from Psalms, it could appear in your reference as:

Ps 18:11 (NRSV).

NOTE: Please refer to the following list of abbreviations from the New Standard Revised Version of the Bible:

OLD TESTAMENT

Gen	Genesis	2 Chr	2 Chronicles	Dan	Daniel
Ex	Exodus	Ezra	Ezra	Hos	Hosea
Lev	Leviticus	Neh	Nehemiah	Joel	Joel
Num	Numbers	Esth	Esther	Am	Amos
Deut	Deuteronomy	Job	Job	Ob	Obadiah
Josh	Joshua	Ps	Psalms	Jon	Jonah
Judg	Judges	Prov	Proverbs	Mic	Micah
Ruth	Ruth	Eccl	Ecclesiastes	Nah	Nahum
1 Sam	1 Samuel	Song	Song of Solomon	Hab	Habakkuk
2 Sam	1 Samuel	Isa	Isaiah	Zeph	Zephaniah
1 Kings	1 Kings	Jer	Jeremiah	Hag	Haggai
2 Kings	2 Kings	Lam	Lamentations	Zech	Zechariah
1 Chr	1 Chronicles	Ezek	Ezekiel	Mal	Malachi

APOCRYPHAL / DEUTEROCANONICAL BOOKS

Tob	Tobit	Song of Thr	Prayer of Azariah and the Song of the Three Jews
Jdt	Judith	Sus	Susanna
Add Esth	Additions to Esther (Gk)	Bel	Bel and the Dragon
Wis	Wisdom	1 Macc	1 Maccabees
Sir	Sirach (Ecclesiasticus)	2 Macc	2 Maccabees
Bar	Baruch	3 Macc	3 Maccabees
1 Esd	1 Esdras	4 Macc	4 Maccabees
2 Esd	2 Esdras	Pr Man	Prayer of Manasseh
Let Jer	Letter of Jeremiah		

NEW TESTAMENT

Mt	Matthew	Eph	Ephesians	Heb	Hebrews
Mk	Mark	Phil	Philippians	Jas	James
Lk	Luke	Col	Colossians	1 Pet	1 Peter
Jn	John	1 Thess	1 Thessalonians	2 Pet	2 Peter
Acts	Acts of the Apostles	2 Thess	2 Thessalonians	1 Jn	1 John
Rom	Romans	1 Tim	1 Timothy	2 Jn	2 John
1 Cor	1 Corinthians	2 Tim	2 Timothy	3 Jn	3 John
2 Cor	2 Corinthians	Titus	Titus	Jude	Jude
Gal	Galatians	Philem	Philemon	Rev	Revelation

NOTE: It is standard practice to only use abbreviations when giving references, not when referring to a whole text within a normal sentence; e.g. 'One of Paul's aims in writing 1 Corinthians was to end factionalism in the believing community.' This would then be followed by the reference:

1 Cor 3:1-9

NOTE: In a list of biblical references, it is also standard practice to cite texts in their canonical order. Also, use semicolons to divide verses in different chapters or books (e.g. Mt 7.2; 8.15, 17-22), and use commas to divide verses within a chapter (e.g. Mk 6:1, 3, 11).

REFERENCING OTHER SACRED TEXTS

Students of World Religions often need to quote from and reference other sacred texts. If you are referencing from the Quran, you first write Quran, followed by the Surah (i.e. chapter) and then the Ayaat (i.e. verse or verses). Thus a reference to the Quran might look as follows:

Quran, 26: 1-5

If you wish you may also give the title of the Surah you are quoting. So the example from above would then read:

Quran, The Poets, 26: 1-5

NOTE: For guidance on how to reference other sacred texts, such as, the Hindu *Vedas*, Buddhist *Sutras*, or the Sikh *Guru Granth Sahib*, please see your tutors.

NOTE: For guidance on how to reference FIELD STUDY please see your tutors.

REFERENCING CLASSIC SOURCES

When referencing classic sources, such as Plato and Aristotle, or Milton and Shakespeare, as with Bible quotations you do NOT need to give page numbers. However, the difference with classic texts is that they are often organised using what are called 'line numbers' that are marked in the margin of the text. You should refer to these line numbers in your reference. Thus if you were quoting from Plato, you would provide the author, the dialogue, the translation if necessary, and the line number or range of line numbers. For example:

Plato, *The Republic*, trans., B. Jowett, 595-599.

NOTE: Do not mistake the translator for the author. With the example above, Plato is the author, while Jowett is the translator.

The same system of line numbers rather than page numbers can also be used with later classic texts, for example, Milton or Shakespeare:

John Milton, *Paradise Lost*, Book III, 105-107

REFERENCING DOCUMENTS FROM THE INTERNET

E-books and academic e-journals available through Liverpool Hope's Sheppard-Worlock Library are referenced in the same way as print versions of these sources. This section of the guide concerns sources you find through internet searches.

REFERENCES AND WEBLIOGRAPHY

References to web-based sources are given in footnotes/endnotes as with any other referenced material. In a web-based reference you MUST identify the author and the title of the material used as with a book or article, but then followed by the URL (Universal Resource Locator or website address).

You MUST also include these sources in your bibliography, or list them in a separate 'webliography' at the end of your bibliography.

As with any other form of documentation, precision and accuracy are essential when providing references to documents on a website. There are some general principles to keep in mind for referencing such documents. You must include the following elements:

- The author and title of the document used, followed by the URL. For example:
<http://www.acs.ucalgary.ca/~lipton/>
- If the site's content has also appeared in print, you *must* provide the full bibliographic details of the printed source.

- Since electronic data is subject to change and revision (much more so than printed sources), it is essential that you indicate the **date** of the site's publication. This is normally printed at the bottom of the web-page. If a page that is part of a larger web-site does not have a specific date, then enter the date from the main (or home) page.
- The sponsoring institution of the site (this is always an important question to have in mind as you evaluate a web-site!)
- The last date on which you consulted the site.

The basic model of a bibliographical entry thus looks like this:

Author. *Title*. Date of publication: month and year. Sponsoring Institution. <URL>. [bibliographic details of printed version]. Date site consulted: day, month, year.

Here are some specific examples:

Denzey, N. 'Biblical Allusions, Biblical Illusions: Hollywood Blockbuster and Scripture', *Journal of Religion and Film* 8, 1 (2004). Department of Philosophy and Religion, University of Nebraska at Omaha. <http://www.unomaha.edu/jrf/2004Symposium/Denzey.htm> Society of Biblical Literature's SBL Forum (March 2004). Accessed 21 Sept 2007.

Dawkins, R., 'Is Science a Religion?' (2002). The American Humanist Association. www.thehumanist.org/humanist/articles/dawkins.html *The Humanist*, January/February (1997). Accessed 21 Sept 2007.

USING GOOGLE BOOKS

Where you use a Google Book this **MUST** be shown in BOTH the reference and the bibliography. You must **NOT** pass off Google Books as library-based research, as these are different mediums.

NOTE: It is not acceptable to research via Google Books alone. A good bibliography will include a range of sources from the library and from the internet.

REFERENCING KINDLE BOOKS

When referencing from a KINDLE version of a book, the same information must be given as with a printed book. However, it must be clear that a KINDLE version was used. This means that the reference must state that it is a KINDLE E-BOOK and the LOCATION number must be used instead of a page number.

For example, reference to a traditional printed book would look like this:

Gregory A. Barker and Stephen E. Gregg, *Jesus Beyond Christianity: The Classic Texts* (Oxford: Oxford University Press, 2010), p. 2

Whereas the same source as a KINDLE reference would look like this:

Gregory A. Barker and Stephen E. Gregg, *Jesus Beyond Christianity: The Classic Texts* (Oxford: Oxford University Press, 2010), Kindle E-Book, Location 16

REFERENCING DOCUMENTS FROM CD-ROMS OR DVD

References to material published on CD or DVD should follow the same format as that used for Books and chapters or articles in books, but with the addition at the end of the phrase '[on CD]', '[on DVD]', etc., as appropriate. For example:

'World War II', in *Encarta* (Seattle: Microsoft, 1999), [on CD-ROM]

REFERENCING ACCORDING TO THE HARVARD STYLE

Although the Theology & Religious Studies Department strongly recommends the Arts & Humanities system of referencing, if you already use the Harvard system we recommend that you follow the link to guidance on Harvard referencing produced by the Education Deanery at Liverpool Hope at:

- To repeat from earlier, the most important difference between the MHRA and the Harvard referencing systems is that the MHRA system references quotations or other use of work in footnotes or endnotes, but in the Harvard system, the reference appears within the text. **For example** the Harvard equivalent of FN 1 above is (Townes, 2004: 193). Thus in the actual text (rather than a footnote or endnote) it would like this:

In her discussion of the importance of James Cone's work for womanist theology, Emilie Townes emphasizes the way in which Cone restates the prophetic words of W.E.B. du Bois, going on to sum up the effect of Cone's influence as follows:

Thus, Cone pushed womanist theological reflection to consider and reconsider the ways in which building an inter-structured theo-ethic requires patience, hard work, perseverance, and a relentless commitment to rigorous critical and analytical scholarship that addresses the general public, the religious communities and the academy (Townes, 2004: 193).

3.2 *Plagiarism and Copyright*

'To plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else, and to do so is considered a violation of the professional responsibility to acknowledge 'academic debts'' (*MLA Style Manual*, quoting 'Statement on Professional Ethics,' *Policy Documents and Reports*, 1984 ed., Washington: AAUP, 1984, 134). The *MLA Style Manual* explains that plagiarism includes:

- presenting someone else's sentences more or less verbatim as if they were one's own
- making unacknowledged use of someone else's apt phrase
- paraphrasing someone else's argument as if it were one's own
- introducing another's line of thinking as one's own development of an idea
- failing to cite the source for a borrowed thesis or approach.

The Manual also points out that the best scholars generously acknowledge their debts to others, so contributing to the historiography of their subjects and helping newer scholars understand the process of research and discovery.

Make sure every quotation can be seen to be a quotation, and is properly referenced. Remember, as well, that course books published by Maryvale should be treated in this way. When making a point or presenting an argument that is not your original work, make it clear that you are relying on some other scholar. You can say, 'Wisniewska makes the following point: ...' and, after making it, give a reference to the work(s) in which she makes that point. Or, if it makes your text flow more smoothly, you can make the point and then insert a footnote that reads: 'This point was originally made by Wisniewska in ...' If you have gleaned some idea from an unpublished lecture, you should make reference to that, giving the time, place and title of the lecture. If you learned something in a private conversation, you can insert a footnote: 'I am indebted to Zdaniewicz for this point.' It will *not* reduce your

stature in the eyes of those assessing your work for you to acknowledge that some idea is not your own original idea. On the contrary, it will make it clearer that you are a competent academic, one who is always on the look-out for helpful ideas, who is eager to browse the literature, who engages in serious conversation with others in the academic community, and who is able to draw the fruits of all this together into a piece of writing that develops its own points or perspectives.

So, to summarise, to avoid plagiarism you must give credit whenever you use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings or any pieces of information that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.' (Writing Tutorial Services, Indiana University, Bloomington, INDIANA, USA: <http://www.indiana.edu/~wts/wts/plagiarism.html>)

With regard to paraphrasing itself, great care must be taken in the words chosen (see below for Guidance on Recognising Unacceptable and Acceptable Paraphrases)

Since your thesis will be available in a library you need to respect copyright. This means that you must not quote other authors' words beyond the bounds of 'fair use' without permission (usually, in fact, to be obtained from their publishers). You are unlikely to need to seek such permission, since the convention is that quotations of less than 400 words from substantial prose works constitute 'fair use', and a quotation that long is very likely to be a waste of valuable words.

However, if you are quoting the larger part of a relatively short literary unit such as a hymn or poem, you do need to obtain copyright, assuming that the copyright has not expired - if in doubt as to whether it has, consult the Librarian at Maryvale. Illustrations and diagrams may also be copyright.

Guidance on Recognising Unacceptable and Acceptable Paraphrases

(We are indebted to the Writing Tutorial Services, Indiana University, Bloomington, INDIANA, USA for the key ideas explored below).

Original text from Vatican II's Dogmatic Constitution on Divine Revelation (*Dei Verbum*)

'Therefore, since everything asserted by the inspired authors or sacred writers must be held to be asserted by the Holy Spirit, it follows that the books of Scripture must be acknowledged as teaching solidly, faithfully and without error that truth which God wanted put into sacred writings for the sake of salvation.'

An UNACCEPTABLE paraphrase that is plagiarism

We must believe that the books of Scripture teach without error that truth which God wanted put into writing because everything stated by the sacred authors must be believed to be stated by the Holy Spirit.

What makes this passage plagiarism?

Two reasons:

- 'the writer has only changed a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.' (Writing Tutorial Services, Indiana University, Bloomington, INDIANA, USA <http://www.indiana.edu/~wts/wts/plagiarism.html>)

If you do either or both of these things, you are plagiarising.

NOTE: This paragraph is also problematic because it fails to make explicit the key point of this text, which is that Scripture teaches without error that truth which God wanted to give us 'for the sake of salvation' ie: the Biblical truth which is without error is salvific, not *necessarily* historical, scientific or in any other way principally *informational*.

An ACCEPTABLE paraphrase:

The doctrine of Scriptural inerrancy follows logically from the doctrine of its inspiration: because we hold that all that the Biblical authors asserted was inspired by the Holy Spirit (who is divine) we must also hold that the Scriptural texts transmit unerraneously that which God wished to transmit in this manner: those truths needed for our salvation (Dei Verbum, 11)

Why is this passage acceptable?

'This is acceptable paraphrasing because the writer:

- accurately relays the information in the original using her own words.
- lets her reader know the source of her information' (Writing Tutorial Services, Indiana University, Bloomington, INDIANA, USA and can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>)

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

The doctrine of Scriptural inerrancy follows logically from the doctrine of its inspiration: because we hold that everything asserted by the Scriptural authors 'must be held to be asserted by the Holy Spirit' we must also hold that the Scriptural texts transmit 'without error that truth which God wanted put into sacred writings for the sake of salvation' (Dei Verbum, 11)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.' (Writing Tutorial Services, Indiana University, Bloomington, INDIANA, USA and can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>)

Important Note:

Even if the writer had used these phrases or sentences in her own *paper without putting quotation marks around them*, she would be PLAGIARIZING.

'Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**' (Writing Tutorial Services, Indiana University, Bloomington, INDIANA, USA and can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>)

Part Four: The Maryvale Library and Learning Resources

Location

The Drinkwater Library is on the first floor, above the lecture halls, with lift access available.

Temporary changes for 2021-22 academic year

Because of the ongoing health emergency, the ways in which students are able to access resources through the Library have had to change. The Drinkwater Library is now open to students on weekdays, strictly by appointment with the Librarian. However, resource queries will continue to be answered using electronic resources wherever possible.

Students' first port of call should be the Library's Moodle page. This is where you can find links to ejournal and ebook databases, the library catalogue and other useful information. It may also be possible to supply scans of book chapters or journal articles from printed material on request (within copyright restrictions). Scanning requests should be emailed to librarymanager@maryvale.ac.uk and will be actioned as soon as possible, bearing in mind that staff are not on-site every day.

What is available

The Institute Library holds approx. 20,000 items, covering a wide range of materials: monographs, dissertations, hard copy and online periodicals as well as encyclopaedias. Many of the books are available for loan, with the agreement of the library staff, seven books being the usual limit at any one time. Items of high demand are kept in the Librarian's Office for reference purposes only. Links to the Library's catalogues can be found on the Library's Moodle page.

In the Library there are four computer workstations with internet access available for student use, along with a black and white printer and a scanner. A wireless internet connection is also available for users' own laptops. The librarian provides ICT support, including help with search techniques, during office hours. There is also a photocopier available in the library for student use in return for a small payment per photocopied sheet, as indicated alongside the equipment.

Electronic Resources

Maryvale subscribes to the EBSCO and JSTOR online databases and the Cambridge Companions series of ebooks, all of which can be accessed through Moodle.

EBSCO's Religion and Philosophy Collection gives access to over 200 full text scholarly periodicals, as well as article abstracts and book reviews. Examples of titles included are Catholic Biblical Quarterly, Church History and International Journal for the Psychology of Religion.

EBSCO also provides full-text access to the EBSCO Open Access E-Book Collection, which has been created in collaboration with university presses and scholarly open access publishers, plus some additional ebooks which have been purchased for the library.

JSTOR's Religion and Theology Collection contains a full-text archive of journals which covers the history and philosophy of religious thought spanning traditions, periods, and critical approaches.

Cambridge Companions are a series of authoritative guides, written by leading experts, offering lively, accessible introductions to major writers, artists, philosophers, topics and periods. There are over 200 ebooks available in the Companions to Philosophy and Religion series, including introductions to topics such as the Hebrew Bible, the Summa Theologiae and the history of the Cistercian order.

The links on Moodle will log you in without requiring an additional username or password. Please contact the Librarian if you experience any problems with these: librarymanager@maryvale.ac.uk

The Librarian also maintains a list of useful web resources on Moodle.

Books

All areas of theology are covered including, catechesis, evangelisation, philosophy of religion, Scripture, doctrine, moral theology, liturgy and Church history. There are approximately 400 books on faiths other than Christianity and there are also books on philosophy, psychology and child development and research methods.

Reference books: There is an extensive collection of reference works, including general and specialist encyclopaedias and dictionaries, which are extremely helpful, not only to discover the meanings of obscure terms, but also to familiarise yourself quickly with a subject, or begin work on an assignment. The articles which they contain are often followed by useful bibliographies which may lead you to more detailed information.

Church Documents: The documents of Vatican II, of the Congregation for the Doctrine of the Faith, Bishops' reports and the papal encyclicals, arranged according to author, are stored in red boxes in the library.

Faith and Fact books: Published by Burns & Oates, this series of 150 short and clearly written books covers many areas of knowledge discussed in the light of Catholic teaching.

Drinkwater Collection: Canon Francis Drinkwater was a leading catechist in the Midlands, and the originator of the periodical, *The Sower*. A collection of his work is in a glass-fronted case next to the Library Office.

Journals

Maryvale's subscriptions to print journals are housed in the library. Theology, education, religious education and catechetics are covered. For some journals, online access is also available. A listing of all journal titles with links to the online version (where applicable) is on the library pages in Moodle. See also the section on Electronic Resources above.

Referencing

The Library uses the 18th edition of the Dewey classification so the majority of titles are in the 200 class for Religion or the 100 class for Philosophy. The cataloguing has sufficient detail to compose citations for "Harvard" or other bibliographical styles. The Access-it library catalogue, EBSCO and JSTOR databases also allow for references to be generated automatically.

Other Resources

Maryvale Institute is a founder member of ABTAPL (the Association of British [and Irish] Theological And Philosophical Libraries), the highly successful arrangement between theological colleges and specialised department libraries for Inter Library Loans (ILLs) or copying services. Charges may be made for ILLs, dependent on the donor library; Library staff will advise.

Other Libraries

It is recommended that you find a suitable library in your area and learn what facilities it offers. Academic libraries may allow you to use their stock for research and private study, although an increasing number will charge for regular use of their resources. Some will allow you to borrow books on payment of an annual fee. Before travelling to a library, don't forget to check its access policy, which will probably appear on its website.

If you gained your first degree from a UK university, you are strongly recommended to investigate their services for alumni. Many UK university libraries offer preferential access to their alumni, which may include borrowing rights and/or access to online resources.

St Mary's College, Oscott (the seminary in Birmingham) permits Maryvale students to use their library by appointment and for reference access only. Students wishing to visit Oscott Library are requested to contact the Maryvale Librarian first, who will make the necessary arrangements. Students wishing to access other college libraries are strongly advised to take their Maryvale ID cards with them to confirm that they are bona fide students of a UK college.

If you are able to travel to London, you may find it useful to apply for a British Library Reader Pass, which will enable you to carry out research in the reading rooms and access online collections while there <https://www.bl.uk/help/how-to-get-a-reader-pass>

Policy for use of the Library

1. The main purpose of the Institute Library is to support its students and staff in their studies and research. The Library staff are available to help students and staff to maximise their use of the Library resources.
2. Maryvale Library also provides a resource for the diocese. External users wishing to access the library must contact the Librarian in advance to make an appointment. Library facilities for external users are offered on a reference only basis and do not include access to its electronic resources.
3. Students using the Library are expected to respect the right of other Library users to work in peace, without disturbance or interruption. Anyone found to be creating a disturbance will be asked to leave the Library. A report of the incident will be submitted to the Academic Registrar and the student may be subject to disciplinary proceedings.
4. Students are also expected to respect Copyright laws and to follow the instructions of the Library staff when using materials obtained for them, particularly those from other libraries or other outside sources.
5. There are charges associated with obtaining books and materials from outside sources. These charges must be settled by the student on the receipt of the resources.
6. Maryvale Library is primarily a reading library however, where stocks allow, students may borrow books with the agreement of the Library staff. Up to seven books may be borrowed at any one time; on the condition that these are returned on the student's next visit to the Institute (ie. the next study day). Holding on to books for an extended period denies other students access to important and useful resources; therefore failure to return loaned books in a timely manner will result in restrictions being placed on future lending.
7. All outstanding books and materials must be returned before graduation from a programme. Failure to do so may result in the graduate being charged for the cost of replacement(s).
8. A bank of computers and computer points are available in the Library for student use. When making use of these resources students are expected to abide by the general Institute regulations and policies for internet usage.
9. The Library also makes available a photocopier for student use, with the agreement of the Library staff. There will be a small fee per copy sheet to cover the cost of paper and toner; all such fees must be settled immediately.

Part Five: Appendices

APPENDIX ONE: PhD Award Descriptors

Liverpool Hope University will award the degree of Doctor of Philosophy (PhD) to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of a PhD degree from Liverpool Hope University will:

(a) be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

(b) have the qualities & transferable skills necessary for employment requiring the exercise of:

- personal responsibility;
- largely autonomous initiative in complex and unpredictable situations.

APPENDIX TWO: VITAE Personal Development & Skills

It is a requirement of the university that students registered for Research Degrees of the university complete a generic skills audit alongside their work on their thesis. The university follows the guidelines provided by the QAA Code of Practice for Research Degrees which indicates that the approved structure for such purposes is that of the VITAE scheme. All the relevant material for understanding this scheme can be found on the vitae website, www.vitae.ac.uk. The information on this website covers a wide range of activities and information relating to research activity provides an extremely valuable resource for junior researchers.

The fundamental role of collecting data with regard to the generic skills which research work produces is that it enables the student to enhance their employability profile as used, for instance, in the development of the CV. This specific purpose of the Vitae programme may not be particularly applicable for those students who do not intend to take up academic posts in their subject field or pursue 'careers' in the normal secular understanding of the term. However, having the ability to show how academically-achieved skills can benefit individuals and their ability to undertake complex tasks in other field is itself a valuable resource.

Vitae has refined the system of 8 modules originally established by the Joint Research Councils as indicators of the generic skills which PGR students acquire in the course of completing a research degree. The first task to be carried out, then, is to go to their site and explore the chart which sets out the Skills Scheme in a circular diagram. This diagram is to be read alongside the pages which follow it and which show the development of the skills set across five phases, from registration to successful viva and into postdoc mode.

Liverpool Hope University has maintained a system of recording of student skills from the time of the original 8 modules; this has now been revised into THREE phases. There is a separate document for keeping skills records for each Phase. The first phase runs from registration to Confirmation of Registration and should be handed in with the other required materials for the CRE. The second phase runs from Confirmation to the production of the Intent to Submit form and the third from then to the submission of the soft bound copies of the thesis document, ready for examination.

In each phase it is the same skills set which is under review but the quality of action in each skill develops. Read the Vitae phases document carefully and you will see that initially it is about gaining basic skills at research level, moving on to deepening and enhancing in phase 2 and thence to an advanced understanding of the same skills in Phase 3.

The four Domains of the scheme cover interior abilities and skills in functioning within the public field of research. These abilities and skills relate to: intellectual ability; personal qualities; proper organisation of research projects; impact of the dissemination of new knowledge in the public arena.

For students it is about demonstrating a foundational level of competence in the skills areas. In order to record their skills students should consider what aspects of their work as a research student match which skills. Then the student fills in the blank box provided on the skills form for that skill Domain with practical examples of how research activity encourages ownership of the skills concerned. The blank form will gradually be filled up with examples drawn from lived experience in the Induction period (from Registration to Confirmation).

You will see that each box is labelled with a Domain Area and its sub-domains. For example, section A (Knowledge and Intellectual Ability) has:

- A1 Knowledge Base
- A2 Cognitive abilities
- A3 Creativity

In small print under each sub-domain heading there is a list of competencies which are subsumed under that heading. For example, section A2 has analysing, synthesising, critical thinking, evaluating and problem solving.

When the student completes the blank box linked to each sub-domain the short statement entered into the box should indicate how the practical action/ event nominated is linked to the development of those competencies. It is not always necessary to list an individual item for each competency but the evidence cited needs to pick up on the specific competencies listed in that sub-domain. If it is simpler to nominate a different piece of evidence for each competency it is permitted to complete the form that way.

The first page of the Report Form gives a brief indication of the types of activity which may be cited as evidence in the completion of the form. What the student needs to do is to read through the longer description of a skill area given online on the Vitae site and then review the actions which have been undertaken in the moving forward of thesis work, mapping these activities/ events against the skill/ competency definitions provided by Vitae. The student will also find it helpful to access their MOODLE PGR module and look at the workshops and online resourcing links offered there. To do this, enter the staff/student gateway - student-my hope-moodle-my moodle [logging in as required in this process, with Hope ID number and individual password].

As an example, A1: Knowledge Base and its accompanying competencies could be addressed via the experience of taking the thesis proposal after becoming a 'live' student and refining its scope over the period of the first year part-time. The 6 competencies listed could all be met by this initial stage of scoping the thesis area, compiling a working bibliography, strengthening communication skills. In particular work done on exploring the field of relevant existing literature and on creating a suitable methodology with which to demonstrate the creativity and originality of the thesis argument is appropriately drawn upon to complete Domain A.

To take a second example, Domain D3 lists 6 competencies. It may be that the student does not have an opportunity to teach or engage with enterprise in Phase 1 in a direct manner. If the student engages in these activities as part of their employment at the time of completing phase 1, evidence may be drawn from such salaried or voluntary work as is appropriate. Alternatively, students can reflect on what types of action would meet the competency requirement and take responsibility for investigating the possibility of engagement in such relevant activity in order to expand an individual CV.

It is the responsibility of the student to keep their own records and to maintain the process of completing the sections of the skills record each academic year.