Writing your IA and IE

Davina Whitnall
Aim of the session is to provide support for IA and IE assessment success

During this session, we will explore:

What’s involved.....

- **Academic** requirements and expectations
- **Preparation** strategies for managing and organizing the process
- **Post-Assessment** work – after the assessment, utilizing feedback and your experience.
What’s involved..... Written and Oral Assessment

You must demonstrate:

• An **understanding of underlying issues**, the nature of evidence and argument, and the relationships between practice, theory and criticism
• **Research methods** and skills and practical techniques appropriate to the thesis
• Knowledge and understanding of the **research context of your thesis**, and of trends in the discipline
• Knowledge, understanding and skills in analysis and **synthesis of research material**
• Knowledge and understanding of related disciplines (where appropriate)
• **Specialist knowledge**, understanding and skills such as an additional language, methodology or technique
• **Unique contribution** to knowledge within the specific discipline or practice field
• **Presentation and clarity are both considered vital.**
• **FHEQ Doctoral Level Descriptors**
The PGR Award Board will recommend:

i. **Progression of candidate** (amendments may be required) – allows you to re-register

ii. **Transfer to another Award/Termination of current Award** (amendments may be required)

iii. **Termination of candidature**
## What, when and how....

<table>
<thead>
<tr>
<th><strong>Interim Assessment (1\textsuperscript{st} year)</strong></th>
<th><strong>Internal Evaluation (2\textsuperscript{nd} Year)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At 9 months (15 PT)</td>
<td>At 21 months (35 PT, 50 ProfDoc)</td>
</tr>
<tr>
<td>Abstract</td>
<td>Abstract</td>
</tr>
<tr>
<td>Focus on Literature Review</td>
<td>Expected contents page of thesis</td>
</tr>
<tr>
<td><strong>Plan of future work</strong> – validity to continue</td>
<td><strong>Chapters of thesis/thesis plan</strong></td>
</tr>
<tr>
<td>Checks: Ethics, Turnitin</td>
<td>Checks: Ethics, Turnitin</td>
</tr>
<tr>
<td>Transfer to higher or lower award or terminate</td>
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</tbody>
</table>
What, when and how....

Focus effort at IA or IE or wait until Thesis......

Utilise feedback from each assessment.....
What, when and how....

Year 1

Month 9

Month 11

Month 21

Month 23

Year 2

Time lost

Year 3-4

Time lost for thesis

Even more Time lost for thesis

Absolute end point

You have less time than you think and the impact of delays....
Understand what’s required and read the guidance and regulations:
http://pg.salford.ac.uk/pgr_journey

Academic Requirements and expectations
Academic expectations

Written submission:

• Be clear of regulations and word counts – this varies for each assessment and by discipline
• Prepare WITH your supervisor – enable sufficient time for them to provide feedback on your work prior to submission
• Timing – plan to submit and have your assessment early – there will always be delays; holidays don’t book them

Oral presentation:

• Make a clear succinct presentation – convince your examiners
• Practice beforehand, speak to other students
• Add a slide of publications – get publications
• Prepare questions and critical re-review your work
Preparation and organisation

Develop a IA and IE plan:

- Work backwards from submission dates
- You take control/make decisions for dates/progress
- Set the date for assessment:
  - IA – at least 5 months before
  - IE – at least 7 months before
- Consider the examiner selection, research their work
- Plan in feedback time with your supervisor
- Get publications and feedback on your writing
- Anticipate questions/critique your work
- Practice and prepare your presentation – get training and support where necessary
- *Develop a plan for post-assessment based on either outcome*
Preparation and organisation

Start to develop your IA and IE plan

Preparation
Managing & organisation
Develop a plan for post-assessment based on either outcome

- What will you do if you pass – how will you use the experience?
- What will you do if you have amendments?
- What will you do if you fail?
In groups discuss how you will handle:

- What will you do if you pass – how will you use the experience?
- What will you do if you have amendments?
- What will you do if you fail?
The experience summary

- It’s a formal process – use titles (even if you know the panel)
- Research the panel and use their work to answer potential questions
- Consider and prepare for potential questions
- Begin and explain your research in lay terms (do not assume any prior knowledge)
- Prepare publications slide – demonstrate your experience of peer reviewed academic writing
- Describe your research as a journey – be reflective
- Advanced preparation is essential
- Opportunity to influence and lead discussions
- Opportunity to get real-time feedback on your research – use it wisely
Next steps....

If you have any questions....
• Make a note of these to discuss with your supervisor
• Consider the discussions from today and approaches others are taking in similar/different situations

Next steps
• Meet and discuss this with your supervisor
• Set deadlines and actions to progress this further