GUIDELINES FOR RESEARCH STUDENT SUPERVISORS

May 2015

CONTENTS

Appendices

ABBREVIATIONS/DEFINITIONS

Research Student – The Quality Assurance Agency for Higher Education's (QAA) definition of a research student (as well as those students studying for the degrees of MPhil and PhD) also includes The New Route PhD, PhD awarded on the basis of published work and all forms of taught and professional doctorates.

The GCU Graduate School – (GS) was created in 2010 formed and takes on the role of the Swhich was formed in 2004 to enhance the higher degree student experience. One of its main roles is the provision of generic research and personal and transferable skills training for students and continuous professional development for staff involved in higher degree student supervision.

Graduate School Board (GSB) – oversees the work of the GS and is chaired by the Director of the Graduate School and deals with issues related to higher degree students. Membership as HDC (below) plus higher degree student representation.

Higher Degrees Committee (HDC) has a quality assurance and policy making role for all higher degrees and is responsible for the admission, registration, transfer, supervision, monitoring, suspension and examination of students undertaking the University's degrees of Master of Philosophy and Doctor of Philosophy, Prof.D and PhD by previous Publication. HDC meets at least 6 times per academic session and comprises 20 members who have experience in the supervision and examination of higher degrees and from 2005 HDC will also have 3 research student representatives.

Dean of School - has overall responsibility for staff and students in their School. Deans delegate day to day responsibility for higher degree student matters to the Associate Dean of Research and Knowledge Transfer.

Associate Dean of Research (ADR) - designated person in each School with responsibility for higher degrees/higher degree students. Normally this person would chair the School Research Committee.

School Research Committee (SRC) – deals with all issues relating to research and knowledge transfer within the School. The Committee also reviews higher degree student applications prior to sending them to HDC, for example, research proposal registration and transfer applications.

Supervisory team - will consist of a minimum of two supervisors and a maximum of three. The roles of the individual supervisors will vary from team to team but the **Director of Studies** will be the main supervisor. He/she will be an expert in the subject area of the study, and will be responsible for arranging supervisory meetings and training for the student. The second supervisor may have expertise in another facet of the study or may have extensive supervisory experience. If the team contains an inexperienced supervisor then the team must have three supervisors one of whom shall act as mentor to the inexperienced supervisor. The third supervisor/mentor need not be from the same discipline but must be an experienced supervisor.

INTRODUCTION

These guidelines are intended to provide general guidance to supervisors of research students and should be read in conjunction with the regulations for the award of the University's degrees of Master of Philosophy, Doctor of Philosophy, Professional Masters and Professional Doctorate. The regulations take precedence over these guidelines and in the event of any inconsistencies the regulations rather than the guidelines will apply.

1.   THE ROLE AND RESPONSIBLITIES OF THE SUPERVISOR

1.1   General

Your role as supervisor is to provide the student with advice, help and encouragement so that he or she receives a good training in research and produces a successful thesis. You should make clear to the student that the thesis is to be his/her own work and that he/she is responsible for its eventual success or failure, but that you can provide guidance. You are required to supervise your student(s) in line with the, QAA Quality Code for Higher Education: Chapter B11 Research Degrees see the QAA website for the full code: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B11.aspx Supervisors should ensure that their student(s) acquire the specific, generic and personal and transferable skills as set out in Researcher Development Framework (appendix 7). You should also refer to the Scottish Credit Qualification Framework (SCQF) level 11 (Masters) and level 12 (Doctorate) descriptors in appendix 8.

1.2   Specific responsibilities

Supervisors have a number of specific responsibilities. These include:

o   Explaining to the student at the outset the kind of guidance and support to be provided

o   Helping the student draw up a research plan/learning goals contract, and monitoring the student's progress in relation to this plan

o   Discussing with students the Researcher Development Framework, and consider carrying out an online PDP of current skills to inform development: http://www.vitae.ac.uk/researchers/430901-383631/Vitae-Excel-RDF-Planner-Prototype-2010.html and agree an initial skills training programme. Supervisors and student should review this plan at regular intervals

o   Telling students about the various University procedures and deadlines that they must comply with

o   Meeting the student on a regular basis, see 6.1 for guidance of the frequency of meetings

o   Supervisors should ensure that students register their research proposal with the Higher Degrees Committee within 1 month of enrolment (FT and PT), see appendix 1 for further details on the registration procedure

o   Giving the student regular feedback on progress, including constructive criticism on written work

o   Raising any concerns about progress with the student and, if necessary, the Dean of School/ADR at an early stage

o   Ensuring that the student goes through the transfer procedure, if applicable, at the appropriate time, see appendix 2 for further details of the transfer procedure

o   Completing a Annual Report Form for the student at the appropriate time each year

o   Ensuring that the student understands the nature and requirements of postgraduate research and the standards expected

o   Ensure that the student knows what constitutes research and professional misconduct and knows how to reference properly.

2.   OTHER PARTIES AND THEIR ROLES AND RESPONSIBILITIES

2.1   The student

Students have ultimate responsibility for the eventual success or failure of their thesis. Appendix 4 of this booklet contains a list of general responsibilities of research students, as set out in the University's Guidelines for Research Students.

2.2   Dean of School

Deans of School have overall responsibility for staff and students in their School. Deans may delegate day to day responsibility for research student matters to the Associate Dean of Research (ADR). If you have any concerns or difficulties relating to a research student, or are unsure how to proceed in a particular set of circumstances, you should contact your Dean or ADR to discuss the matter. If necessary they will refer you to an appropriate source of advice and information outside the School.

2.3   The University

The University's responsibilities are set out in Appendix 5

3.   SUPPORT FOR SUPERVISORS

3.1   Training

The Graduate School runs research supervisor training and continual professional development on a regular basis as numbers demand.

3.2   Supervision

All supervisors must undertake the University's Research Supervisors Training. The Higher Degrees Committee at GCU advises the following:

New supervisors with no previous completions must attend the *How to be an Effective Supervisor* series of 4 half-day workshops prior to submission of the

student's RDC1 form. If this is not feasible, supervisors must attend the workshops within 6 months of submission of the RDC1 form. This training series must be completed before submission of the student's RDC2 form.

Experienced supervisors (with 1 or more completions) must attend a minimum of **1 refresher training session every 2 years**. Experienced supervisors can attend **any refresher workshop session** from the supervisor training courses on offer listed on the Graduate School website: www.gcu.ac.uk/workshops/supervisors/

A Supervisory team will consist of a minimum of two supervisors and a maximum of three. The roles of the individual supervisors will vary from team to team but the Director of Studies will be the main supervisor. He/she will be an expert in the subject area of the study, and will be responsible for arranging supervisory meetings and training for the student. The second supervisor may have expertise in another facet of the study or may have extensive supervisory experience. If the team contains an inexperienced supervisor then the team must have three supervisors one of whom shall act as mentor to the inexperienced supervisor. The third supervisor/mentor need not be from the same discipline but must be an experienced supervisor.

3.3 Written guidance

The regulations for the award of the University's degrees of Master of Philosophy, Doctor of Philosophy, Professional Masters and Professional Doctorate contain detailed information about postgraduate research regulations and should be read in conjunction with this document.

4. THE BEGINNING OF THE PROJECT

As soon as possible after the student matriculates you, and the other supervisor(s) should meet* the student. *(this normally means face to face but can be by alternative means for offshore-based or part time students unable to attend the University) At this initial meeting you should:

- Explain to the student what kind of guidance you will provide, and ensure that the student knows exactly what you expect of him or her. Each supervisor should make clear to the student what their respective responsibilities are, and which of you the student should contact about different aspects of the research.
- Discuss training needs with the student, and in particular, any compulsory training courses (including induction) that the student must attend, see 7.1.
- The training needs should be reviewed at regular intervals throughout the programme.
- Tell the student about the research proposal, or learning contract, and transfer procedures in place in the School and about when he or she is likely to go through the procedure.
- Refer to the QAA subject requirements for your discipline and inform the student of any specific requirements.
- Check that the student received copies of the regulations and of the Guidelines for Research Students from The Graduate School at enrolment.
- Tell the student about the facilities that are available to him or her. The following represents the minimum standard of provision:-

- For full-time students, a desk in a shared room
- Access to computing facilities at the University
- Use of a telephone for research purposes at the University
- Library access at the University and electronically
- Laboratory space as applicable

- Tell the student about the Health & Safety requirements to which he/she is subject, and give him/her a copy of any relevant documentation.
- Inform the student of the University's Research Ethic's Principles and Procedures (ethics booklet). You should note that research involving human or animal subjects will need ethical approval. Depending on the type/extent of the research ethical approval may be required from the School, the University or the NHS. Supervisors and students should be aware that research which makes use of interviews/questionnaires/participant observation/observation requires ethical approval – normally from the School Ethics Committee.
- Equality and Diversity Policy.
- Ensure the student understands what fraud and plagiarism are, and what referencing conventions apply in the discipline.

At an early stage in the research, you should introduce* the student to members of staff whose research interests are related to the student's work, and to other research students in the School *(or otherwise put them in contact with these colleagues). This is particularly important for part-time students, for students who are new to GCU and in non-laboratory-based disciplines where the student is less likely to have regular contact with other researchers.

5. PLANNING THE PROJECT

Shortly after the student first matriculates, you should help him/her to draw up a research plan/learning contract marking out the stages which he/she is expected to have completed at various stages. This plan/learning contract will give you concrete targets against which to measure the student's progress over the course of the research. Training, see section 7, should be built into the plan and monitored. You should make sure students understand at the outset that the expected periods of time for completing and submitting a thesis are as follows:-

	Full-time	**Part-time**
PhD	3 years	6 years
MPhil	1.5 years	4 years
Prof.D	3 years	6 years

6. SUPERVISORY MEETINGS

6.1 <u>Frequency of meetings/contact</u>

You and your Director of Studies must meet/communicate regularly, normally once a week for the first three months and then thereafter a minimum of monthly for the remainder of the years of study. Meetings should, where possible be face to face but can be by other means, email for instance. Supervisors of offshore-based students or students who are away from the University, for example on fieldwork should keep in formal email contact with the same frequency as they would with home students. However, it is imperative these meetings involve regular positive feedback. You and the student are both responsible for ensuring that regular meetings take place.

6.2 Scheduling meetings

You should normally agree a schedule of meetings/contact times in advance and keep to it. You should confirm the date of the next meeting/contact at the end of each supervisory session.

6.3 Cancelling meetings

Neither you nor the student should cancel scheduled meetings/contact times without good reason, and if a meeting is cancelled you are both responsible for ensuring that it is re-arranged as quickly as possible.

6.4 Contact between meetings

Your students should be able to contact you for advice and assistance at other reasonable times outside the planned schedule, and you should provide them with your work telephone number and e-mail address for this purpose. You should ensure that you have contact details for your students in case you need to get in touch with them.

6.5 Attendance Monitoring and maintaining contact during periods of absence from the University

All supervisors must consult the policy and process for Attendance and Monitoring is held on the Graduate School website:
http://www.gcu.ac.uk/media/graduateschool/Graduate%20School%20Attendance%20Monitoring%20Reporting%20(Feb13).pdf

The expectation is that supervisors will, where possible, let their students know in advance if they intend to be away from the University for any length of time. If necessary, the Dean of School/Associate Dean of Research may appoint a temporary replacement supervisor, if you are unexpectedly absent, due to illness, for example. Students may not work away from the University (e.g. on fieldwork) without their supervisor's agreement and the School Research Committee's permission. Students must report any unplanned absence or sick leave to their supervisor as soon as possible. Medical certificates should be supplied where appropriate. Full-time students who are in receipt of a studentship should be counselled about suspending their studentship depending upon the length of absence. If you are concerned about a student's progress, you should discuss your concerns with the student in the first instance. If this does not resolve matters, you should approach the Dean of School/ADR.

Reasonable efforts should be made to maintain contact – normally through telephone or e-mail – when either the student or the supervisor is away from the University for an extended period, other than during periods of illness or holiday.

7. FORMAL TRAINING FOR RESEARCH STUDENTS

7.1 Compulsory training courses

Schools should normally have specified, compulsory training courses for all their students. This will normally include an induction programme early in the student's first semester of research. Alternative arrangements should be made for offshore-based or other part time students unable to attend. You should tell the student what the requirements are at the first supervisory meeting. **All research students must also attend the University's Research Student Induction Programme shortly after arrival**.

7.2 Individual requirements

Most students will require key and generic skills training in addition to subject/project specific skills. You should discuss training needs with your student at the outset, and agree on a training programme. Your student has been asked to consult their **Guidelines for Research Students**:http://www.gcu.ac.uk/graduateschool/postgraduatestudy/phdprogrammes/guidelinesandlogbooks/ and engage in personal development planning using the RDF online planner http://www.vitae.ac.uk/researchers/430901-383631/Vitae-Excel-RDF-Planner-Prototype-2010.html prior to their meeting with you. You and your student should keep their training needs under review, as you may find that the student requires further training as the research progresses.

7.3 Making the arrangements

You should either make the necessary arrangements for the student to attend the courses in the training programme you have agreed, or tell the student how to go about registering for the courses him/herself or agree other ways in which the student can gain the required skills

7.4 Centrally-run courses

Research students can attend central courses organised through The Graduate School but must agree this in advance with you.

7.5 School seminars

You should encourage the student to attend any research seminars taking place in the school. You should let the student know at an early stage if he/she will be required to give a seminar on his/her own work at any stage in the research.

7.6   Conferences

You should discuss relevant conferences with the student. Depending on the source of funding for the research, the student may be able to claim limited expenses from his/her funding body for conference attendance otherwise arrangements should be made, where possible, at School level. Full time students should be supported to attend at least one conference in each of their three years of study and should be encouraged to present papers in their second and third years. Part time students should also be encouraged to attend conferences.

7.7   Monitoring

Students are personally responsible for attending agreed training courses, but supervisors should use supervisory meetings to check that students are attending agreed courses. Training and attendance at courses should be built into the research plan/learning contract, see section 5 above, and you should inform the Dean of School/ADR if you become aware of any problems with a student's training – failure to attend prescribed courses, for example. The student's research skills evaluation shall be reviewed at regular intervals and this should be recorded in the student's log.

8.   PAID EMPLOYMENT

8.1   Teaching and demonstrating

Students are expected to agree a personal development plan with their Director of Studies at the outset of their studies, which will be kept under review and revised on a regular basis. These plans should also be the subject of regular liaison with the Head of Division and Associate Dean of Research. Part of this package is normally expected to involve teaching, since this activity is important in maximising future employment opportunities. The University guidelines set out clear upper limits on how much teaching should be undertaken, and such duties should be accompanied by appropriate mentoring and training. As part of their planned development some students, however, may agree to undertake alternative duties, while others may agree with their supervisory team that other academic commitments, such as fieldwork or writing up, should take priority over the acquisition of teaching experience for a specified period.

 Allocation of teaching hours should therefore be guided by the above flexibility and should be discussed and agreed by student, supervisory team and Head of Division as an appropriate part of the student's personal development needs.

You should tell the student about any opportunities that exist for teaching and demonstrating. Students are required to undergo training before beginning such work and must attend an induction, run by GCU Lead, prior to starting teaching and then undertake work-based learning sessions. The University sets a limit of a maximum of six hours a week, including preparation and marking that a full time research student may do, in order not to damage the progress of the research. As of 1 October 2005 students who are awarded a University funded studentship are expected to contribute up to a maximum of 6 hours per week unpaid activity during term time.

The activity would normally be teaching, demonstrating, lab work or administration. Similar work undertaken out with term time would be paid for in the normal way.

The normal model of contact time for students undertaking lectures or seminars is **1+1+1,** that is**,** 1 hour face to face contact plus 1 hour for preparation plus 1 hour marking time. Research students involved in marking should normally have an upper limit of 25 scripts.   Research students involved in demonstrating require less preparation time and the teaching model for 1st year research students would normally be the: **4+2,** that is, research students engaged in demonstrating in their first year would be allocated 2 hours preparation for 4 hours demonstrating. The teaching model would then be a straight **6** hours demonstrating in succeeding years.

Students whose research takes them outside the University and cannot commit to regular teaching slots throughout term time should agree alternative, suitable work with their Head of Division and Director of Studies. Where research students are asked to engage in administration work this work must be research related.

8.2   Relationship between research and paid employment

Full-time students must not take on any paid employment, including employment outside the University, which is likely to interfere with the progress of their research. They are required to keep their supervisors informed about the extent of any employment commitments, including teaching and demonstrating commitments. Part-time students who are in employment are particularly encouraged to let their supervisors know about work pressures.

If you have any concerns about the effect that a student's paid employment is having on his/her research, you should discuss the matter with the student in the first instance. You may wish to suggest that the student consider suspending registration during periods of employment pressure. This applies particularly to part-time students.

8.3   Status of PhD students

Research Student
Individuals matriculated at the University on a research programme of study are considered by the University to be students.

Employee
Individuals that have a contract of employment with the University which lays down the terms and conditions of the relationship between the Employee and the Employer are considered to be employees. If the contract is a part-time contract then the terms and conditions will be on a pro-rata basis.
- It is possible for part-time PhD students to also be part-time employees or full-time employees of the University. These individuals would be entitled to employment benefits pro-rata for their employment activity.

Casual workers
These individuals have a much looser relationship with the University. Due to the absence of mutual obligation on the part of both parties to offer/accept work, it

means that normally the contract of employment will not apply. Thus many employment protection rights will be excluded.

- It is possible for self-funded full-time and part-time research students to also be casual workers if they are given paid work by the university. However, under University regulations, full-time research students may only work up to a maximum of 6 hours in any given week of the year on activities other than their studies.
- Full-time PhD research students awarded full studentships can work up to a maximum of 6 hours in any given week on activities that can be considered part of their PhD training, such as teaching and lab demonstration. However, the student's right to study is protected by strict adherence to the maximum hours regulation. These individuals are students. They do not receive payment for the PhD training activities and they are not considered to be casual workers.
- Outside of term time, full-time PhD research students awarded full studentships may take on paid work up to a maximum of 6 hours in any given week. They are then considered to be casual workers, as well as students.

Full-time PhD students receiving a studentship

These individuals are students and are offered a grant/stipend/studentship.
The research studentship is an annual scholarship that is paid in equal instalments throughout the year to research students while they are undertaking their studies. As a scholarship, the payments are not taxed. However, if the student is no longer able to study, a formal suspension of studies should be made and the award suspended until they can return to their studies. These individuals are entitled to the benefits of students.

They do not have a contract of employment and are therefore not employees. It is incorrect that GCU issues P45 slips to research students at the end of their studentship period. P45 slips are only issued to employees of the University who hold a contract of employment. PhD students should be recognised by Benefit Agencies as students and are entitled to student benefits. If students require confirmation of this status for the Benefit Agencies, they can ask The Graduate School and Academic Registry for a letter of verification of their student status.

8.4 Absence

All supervisors must consult the policy and process for Attendance and Monitoring which is held on the Graduate School website: http://www.gcu.ac.uk/media/graduateschool/Graduate%20School%20Attendance %20Monitoring%20Reporting%20(Feb13).pdf

Any absence must be reported to the supervisor immediately and medical certificates provided if appropriate. During absence covered by medical certificates, payment of the award will be continued at the full rate for the first four weeks and at half rate for the next four weeks, within any twelve month period from the first day of absence. For longer periods of certified illness, and

for maternity leave, the award will be held in abeyance, and no payment will be made.

For longer periods of certified illness, the student and supervisor should submit a suspension of studies form to The Graduate School to cover the duration of the absence. Upon return to their studies, the suspension should be ended and the research studentship award payments renewed for the remaining duration of the three year period of funding. Thus for example, a student who is absent from their studies for 5 months, should suspend their studies for 5 months, will be entitled to payments as described above for the first two months of illness and will receive a further 3 months of award payment at the end of their original 3 year period of study. They will also have their target dates for submission of the RDC1, RDC2 and thesis extended by the suspension period of 5 months.

It is up to the School's discretion if they wish to supplement the above payment award during certified absence; however, funds must be found from the Schools for this.

9. THE PROGRESS OF THE PROJECT

9.1 Overseeing progress

Once you and the student have agreed a research plan/learning contract, it is the student's responsibility to maintain the progress of work and to meet the various deadlines set out in the plan/learning contract. You are, however, responsible for overseeing progress, and should use the regular supervisory meetings to check the student's progress against the targets in the plan/learning contract. You should let the student know at the earliest possible stage if you have any concerns about his/her progress. If you feel that the problem is a serious one, or if the problem persists, you should talk to your Dean or ADR about it.

9.2 Providing feedback

You must provide the student with regular feedback about the progress of the project. If appropriate, you should set written work to be submitted to you by a realistic deadline. You should return any such work to the student with constructive criticism in time to allow discussion before the student proceeds to the next stage.

9.3 Dealing with poor progress

It is essential that you let the student know at once if you feel that progress is unsatisfactory or if the standard of work is below what is generally expected. You should also keep the Dean of School/ADR informed about the progress of the project. If a student's progress is unsatisfactory, you should take action immediately, without waiting for the next annual review. You should try to discuss any problems with the student as soon as they become apparent and before they affect the project too badly.

9.4   Registration

The purpose of the registration process (RDC1form) is to enable the HDC to scrutinise and approve the arrangements for the proposed research study including the supervisory team.   All research students starting on or after 1 August 2013 will follow a revised registration procedure which means that students have to apply to register their proposal within **one month** of matriculation, whether studying full time **or** part time. Professional Doctoral candidates shall submit their proposal within one month following confirmation of progression to stage 2 of their programme. Please bear in mind that registration involves the preparation of a one page summary of the area of study indicating: the topic area, outline of the research design and methods; the intended contribution to knowledge and the student's Personal Development Plan (PDP/R). The registration proposal and a completed RDC 1 form should be submitted to the School Research Committee in the first instance. It is your responsibility to ensure that this, and all other higher degree forms, are completed and submitted within the deadlines. Students can apply to register for an MPhil, MPhil with the possibility of transfer to PhD and PhD direct. (**Note: if the student is studying in a unit which is not located in a School he/she will be assigned to the most appropriate School and will register their proposal through that School**).

See appendix 1 for full details of the Registration procedure.

9.5   Progression/Confirmation of Progress to Doctoral Level - Transfer

All research students starting on or after 1 August 2013, whether registered initially for MPhil with possibility of transfer to PhD or PhD direct, must undertake a Progress/Confirmation Review to show that they have made satisfactory progress and to clearly demonstrate their ability to pursue study to doctoral level. This shall normally be completed before the first 12 months for full time students and before 18 months for part time students. It is recommended that the review begin at 9 months for full time students and 14 months for part time students. Students are required to prepare a full progress report on the work undertaken for the supervisors and the relevant member of the Committee. A 500-word abstract should accompany the RDC 2 form. The progress process should normally include:

    a. a report, normally c. 6,000 to 8,000 words
    b. a presentation of their research to date and their intended line of investigation to an audience (of research students and staff) to be followed by questions from the audience. This should take place at some point during the first year.
    c. a 'viva' examination by a panel of at least 2 academic staff acting as internal assessors, one of whom should have experience of PhD supervision.

The Progress/Confirmation Review report will normally also form part of the of the annual progress review. In addition to the 500 word abstract the report should include: a table of contents; an introduction; literature review, research aim and research objectives; proposed methodology and methods including ethical considerations; data collection and preliminary results (if applicable); data collection and preliminary results (if applicable); and conclusions and outline of future work

(provide timetable in Appendix). A template for the report is included in the RDC 2 form. N.B full time funded students who fail to progress by the end of their first year may have their studentships suspended or withdrawn.

See appendix 2 for full details of the Confirmation/Progression (Transfer) procedure.

9.6 <u>Progress Monitoring and Progression</u>

All research students are subject to the requirements of the University's annual Progress Monitoring Exercise. Students should complete a research student annual report at the end of their first year and at 12 monthly intervals thereafter. As supervisor, you are responsible for ensuring that the student completes his/her part of the exercise, and that a copy of the form reaches the Head of Research. A copy of the report should also be sent to The Graduate School by **31 March** each year. The Graduate School will send you a reminder in February each year. **Please note that students who fail to make satisfactory progress may have their funding suspended or be withdrawn from the programme.**

The Research Student Annual Report form is completed conjointly by the student and the Director of Studies. The form gives the student the opportunity to comment on their supervision and requires that the supervisor makes one of the following recommendations:-

(i) confirmation of the student's doctoral status and re-registration as a PhD student

(ii) that the student's registration as an MPhil/PhD research student be continued for another specified number of months and reviewed again;

(iii) that the student be given permission to register for the degree of MPhil;

(iv) that the student's registration be discontinued.

In the case of students registered for the Prof.D.

(v) that the student's registration be continued;

(vi) that the student's registration be discontinued.

Under the procedure, you are required to show your section to the student and get his/her signature to confirm having seen it, electronic signatures are acceptable for offshore-based students. You should then forward the form to the ADR. If your report and recommendation are unfavourable, you and the student may be invited to appear before the School Research Committee to discuss matters. In extreme cases, the University has the right to discontinue a student's registration.

It is important that both student and supervisor answer the questions in the form as openly and honestly as possible, since one of the aims of the exercise is to pick up

problems at an early stage while there is still time to do something about them. If difficulties arise later on, the record of annual reports will be used to determine how problems occurred and what steps were taken by supervisor and student to deal with them. You should discuss the report with the student before finalising it.

10. DEALING WITH DIFFICULTIES

10.1 Delays in progress

Students are advised to talk to their supervisors at the earliest possible stage if they run into any difficulties which cause them to fall behind with their project. Your role as supervisor will depend on whether the problem is related to the research or external to it:

(a)   Where the difficulties are 'academic' - equipment failure, training needs or difficulty in accessing source material, for example – the supervisor (in consultation with the Dean of School/ADR, if necessary) should provide assistance, advice and guidance as appropriate.

(b)   As supervisor, you are not expected to help directly with, for example, personal, financial or professional problems that are hindering a student's progress. You should, however, discuss the matter with the student with a view to finding a way of minimising its impact on the student's research. Suspension of registration until the problem is resolved may be the way forward. If necessary, you should refer the student to suitable sources of professional help – the Student Counselling Service or the student's GP, for example.

You should keep a written record that you have spoken to the student about any problems, and of the solution or advice you provided. You should also refer to it (in very general terms if the problem is a non-academic one) in the progress report form.

10.2 Difficulties in the supervisory relationship

If you and the student cannot establish an effective working relationship, and talking to the student does not resolve matters, you should inform the Dean of School/ADR. You are encouraged to take action at an early stage, before too much damage is done to the student's project. It is in everyone's interests for such problems to be sorted out within the School and as informally as possible. As a last resort, the University's Higher Degrees Committee may become involved and the following procedure should be adopted:

This is the agreed procedure which should be followed when a research student has a complaint or grievance **during his or her period of study –** see section 13 below for review of examination result.

- Candidates who are dissatisfied with any aspect of their work should in the first instance discuss this with their Director of Studies or other supervisor(s). Depending on the nature of the problem it may also be of value to consult the relevant Head of Division/Dean of School/ADR.

- Should the worries persist or discussion with the supervisor is inappropriate, the candidate may informally discuss any problems or grievances with the Secretary to Higher Degrees Committee.

- Following discussion with the Secretary, the candidate may be advised to speak with or to submit a case in writing a member of the Higher Degrees Committee or the Chair of the Higher Degrees Committee who will then take appropriate action at University level.

- If the process above does not result in an outcome that the student considers to be satisfactory, the student can then use the "University Grievance, Mediation and Resolution Procedure".

10.3   Suspending registration

It may be advisable for a student facing difficulties that are affecting the research (ill-health, for example, or a very busy period at work) to suspend registration until the problem has been resolved. The period of suspension (provided it is properly agreed through the correct channels) will be deducted from the time allowed for completion of the thesis, so will not damage the School's submission rate statistics. The student will not be liable for fees while he/she is suspended, but may not be paid any studentship during this period. If the student is in receipt of funding, you should also check with the Secretary to the Higher Degrees Committee before taking any action.

If you agree that suspension is the best option for one of your students, you should make a written recommendation (form RDC 3) through your Dean of School/ADR to the Higher Degrees Committee,

Suspensions are for a fixed period of time, normally not more than one year, and can be backdated. Students are advised that they must make contact with their supervisor before the period of suspension runs out, either to make arrangements to return to studies or to seek a further period of suspension. A suspension will not be renewed automatically without any action from the student.

10.4   Research Misconduct/Plagiarism (Regulation 15 applies)

The University expects all researchers, including research students, to maintain good scholarly standards. Research misconduct is a disciplinary offence, and will be treated very seriously. Possible sanctions include requiring a student to withdraw from the University or recommending to the examiners of a thesis that no degree should be awarded.

The University defines research misconduct as behaviour, intentional or not, that falls short of good scholarly standards. Examples of behaviour that constitute research misconduct include; Piracy, fraud, collusion, plagiarism, persecution, malicious accusation, denigration, interfe- rence, negligence and non-compliance, as outlined in the University's Code of Good Practice in Research.

Students are responsible for the good conduct of their own research, but as supervisor you have a role in ensuring that your students know what the expected standards are. In particular, you should ensure that students understand what constitutes plagiarism and fraud and that they know how to reference properly and, if applicable, how to maintain laboratory records. You should also ensure that students understand the need to respect confidentiality.

You must inform the Dean of School/ADR immediately if you discover evidence of any form of research misconduct in a student's work, including in drafts submitted to you for comment. Similarly, you must let the Dean of School/ADR know if at any time you become concerned about the way in which a student is conducting his/her research. The Dean of School/ADR will arrange for the matter to be investigated and will decide on an appropriate course of action. The full procedures for dealing with instances of possible research misconduct are set out in section 15 of the University's regulations for the degrees of MPhil and PhD and in the University's Code of Good Practice in Research.

11. SUBMISSION OF THE THESIS/LEARNING GOALS PORTFOLIO

11.1 Deadlines for submission (Regulation 13 applies)

A student who does not submit within the normal time limits (4 years full-time or 6 part-time for a PhD, 2.5 years and 4 years for MPhil or 3 years and 6 years for a Prof.D, N.B these are the **maximum** limits) will have to apply through the supervisor to the School Research Committee and ultimately the Higher Degrees Committee for an extension of time, and will have to pay fees for the extra period. If a student has a valid reason for not submitting within the permitted time period they he/she should apply for a suspension of registration as outlined at 10.3. Fees are not applied during periods of suspension.

11.2 Writing-up enrolment

A PhD or MPhil student who has completed his/her research may enrol for up to one year as a "writing-up" student in order to write up the work. This is subject to confirmation from you that the student has finished his or her research, including any laboratory work, and only needs to write up the results. The student will be expected to remain in contact with you during this writing-up period and will be allowed to use University facilities such as computers and the library. If the thesis has not been submitted by the end of the writing-up year, the student will have to revert to either full-time or part-time registration and pay the appropriate fees. If the student has a valid reason (ill health for example) for not completing during the writing-up year then he/she should apply to suspend registration.

11.3 Deciding when to submit

Students and supervisors are normally expected to agree together when a thesis/learning goals portfolio is ready for submission and both of you have to complete a declaration form to this effect, (form RDC 8/ULCF 5). If you and the

student (MPhil and PhD) disagree as to the readiness of the thesis for submission, the student ultimately has the right to submit without your agreement; however he/she would be ill-advised to do so. If such a situation should arise you should notify the Dean of School/ADR and the Secretary to the Higher Degrees Committee as soon as possible.

12.   THE EXAMINATION PROCESS (Regulations 7-12 & 14 apply)

12.1   The examiners

MPhil and PhD degrees - as the candidate nears the end of his/her research, the supervisor should begin thinking about possible examiners. **The student should have no involvement in the appointment of examiners or examination arrangements**, other than the setting of a mutually suitable date. Normally one internal and one external examiner will be required. There would always be an independent, experienced researcher to chair the viva - normally the Dean of School or his/her nominee – someone who has not been involved with the supervision of the candidate. Prof.D degree - the oral examination will be conducted by the external examiner and the internal examiner and an independent chair.

12.2   The examination

An oral examination, or in special circumstances an alternative form of examination, is compulsory for the degrees of PhD and MPhil. As supervisor, you may, with the candidate's agreement, attend the oral – but you cannot take part in the examination. If a candidate has two or more supervisors, the expectation is that only one of them will attend the oral. The supervisors and the student should agree in advance which supervisor, if any, will attend.

12.3   The result

At the end of the oral examination, the student, and the supervisors if present, will be asked to withdraw while the examiners reach their decision. The examiners may indicate informally their recommendation to the candidate on the understanding that this is dependent on approval from the Higher Degrees Committee and Senate. The Graduate School will notify the student in writing of the outcome of the examination. Possible outcomes include:

- That the student be recommended for the award
- That the student be recommended for the award subject to minor amendments being made to the thesis. The examiners will supply the candidate with a list of corrections and the candidates will have three months to submit the corrections (6 months for a part time student).
- If the candidate (MPhil/PhD) is asked to re-submit the thesis, with or without a further oral or alternative examination, the examiners must provide written guidance. This may be given at the time of the oral, or at a later date via the Secretary to the Higher Degrees Committee. When the student re-submits they should supply an addendum specifying what revisions have been made and where these changes are located in the thesis. If the examiners require the thesis to be revised and re-submitted, the Director of Studies will normally be

expected to continue as supervisor for the re-submission. The candidate will have one year to re-submit the revised thesis (2 years for a part time student).

- That the candidate (Prof.D) be permitted to resubmit for the award and be re-assessed.
- The candidate be not awarded the degree and not permitted to re-submit.
- In the case of a PhD examination the candidate may be recommended to re-submit and be **re-examined** for the degree of MPhil.
- In the case of a Prof.D examination the candidate may be recommended to re-submit and be re-examined for the degree of Prof.M by learning contract.

See appendix 3 for further information on the submission/examination procedure.

13.   Student Appeals Against the Outcome of an Examination (Regulation 14 applies)

Given the existence of procedures for complaint and grievance (see section 10.2) during the study period, alleged inadequacy of supervisory or other arrangements during the period of study shall not constitute grounds for requesting a review of the examination decision.

The review procedure is set out in full in the regulations for the award of the University's degrees of Master of Philosophy, Doctor of Philosophy, Professional Masters and Professional Doctorate. In summary a research student may, in the circumstances outlined below, request a review of an examination decision, whether at the first examination or re-examination:

- that there were circumstances affecting the candidate's performance of which the examiners were not aware at the oral examination; and/or

- that there is evidence of procedural irregularity in the conduct of the examination (including administrative error) of such a nature as to cause doubt as to whether the result might have been different had there not been such irregularity; and/or

- that there is evidence of unfair or improper assessment on the part of one or more of the examiners; **a candidate may not otherwise challenge the academic judgement of the examiners.**

Appeals must be made, in writing, to the Secretary to the Higher Degrees Committee and the grounds for appeal must be clearly stated. The deadline for submitting notification of an appeal is three months from the date of formal notification from the University of the outcome of the examination. Prof.D. learning contract students should submit notice of their intention to appeal within 14 days of notification of the result and shall submit the case for appeal within 14 days of giving notice.

1.   REGISTRATION

1.1   Once you have been appointed as supervisor to a research student, the first step towards research degree registration is for you and your student to come and informally discuss the process with a member of staff in The Graduate School.

1.2   It is important that your student registers their proposal with the Higher Degrees Committee within **one month** of arrival in the University (Professional Doctorate candidates shall submit their proposal within one month following confirmation of progression to stage 2 of their programme). Please bear in mind that registration involves the preparation of a one page summary of the area of study indicating: the topic area, outline of the research design and methods; the intended contribution to knowledge and the student's Personal Development Plan (PDP/R).

1.3   It is also important that your student obtains a matriculation card and pays any fee due. To do this, he or she should contact the Base in the Saltire Centre, who will issue him/her with the appropriate form. **Registration as a University student must be maintained for the duration of the student's research and a thesis/learning contract portfolio may not be submitted for examination nor a student graduate unless the student is registered.**

1.4   Advice will be given on the completion of the project registration form (RDC 1) but the following points should be borne in mind
*   responsibility for the completion of all forms rests with the Director of Studies
*   the proposed summary of the area of study should be drawn up jointly between the student and Director of Studies/supervisor(s)
*   please read carefully the notes attached to the application form
*   a collaborating institution is an organisation which enters into a formal written agreement with a MPhil/PhD candidate to provide facilities and other resources, often including supervision. A letter from the collaborating institution must be included with the application to register
*   ensure that **one** supervisor has had considerable experience of supervising research degrees. A supervisor with little or no supervisory experience must undertake the University's Research Supervisor Training courses* which requires that one member of the supervisory team (3 max in total) be experienced in research degree supervision and this person will act as mentor to the inexperienced supervisor. *this needs to be completed prior to the submission of the RDC 2 form.
*   The Director of Studies should be the supervisor with whom the student has most contact. He/she will receive all correspondence relating to the candidate's research
*   ensure a **brief** CV for all supervisors is provided not exceeding two sides of A4 each
*   ensure that full addresses (for correspondence) are provided for all external supervisors

- ensure that, if the candidate is **not** an honours graduate from a UK University, there are two referees (references already provided to supervisors may be used for this purpose)
- for overseas students, or those proposing to work outside the UK, refer to regulation 2.8

1.5   Once the RDC 1 registration form is completed, you or your student should send it to your School Research Administrator, who will progress the application through the School. If the student is in a unit out-with the Schools the application should be sent to the you should send it to the School Research Administrator of the School to which the student has been assigned. The application will be reviewed at School level. The ADR/PGRT or the member of the School Research Committee reviewing the proposal may contact you to discuss/clarify points about the application. Once the School Research Committee is happy with the proposal it will be forwarded to the Secretary to the Higher Degrees Committee (HDC) who will consider it from the point of view of administrative detail only, to check that each section has been correctly completed and that the regulations have been complied with. This process is to ensure that the HDC is presented with a fully completed form and can devote its attention to the plan of work/learning contract, the supervisory experience and the academic content.

1.6   Before the application can be accepted for consideration by the Higher Degrees Committee, it must be signed by the Dean of School and the ADR to indicate that the necessary resources will be provided.

1.7   Once the Secretary to HDC is satisfied with the form, it has been signed and all appendices are ready, it will be put on the agenda for the next available meeting of HDC. The HDC normally meets six times per session. A list of current members is obtainable from the Secretary.

1.8   Once the HDC is satisfied with the candidate's application, the Secretary will inform you by issuing a formal letter of registration. A copy will also be sent to the candidate.

1.9   Should it be necessary to change anything on the application form once registration has been accepted, the relevant forms must be obtained from The Graduate School, MS 010 or they can be downloaded from:
http://www.gcu.ac.uk/graduateschool/postgraduatestudy/phdprogrammes/currentphdstudents/
The available forms are listed in Appendix 9. Any change in the proposal itself should be forwarded to the Secretary with a statement from the Director of Studies indicating agreement from all supervisors.

FIG 1
PROCEDURES FOR REGISTRATION OF RESEARCH PROGRAMME

STUDENT/DoS COMPLETE RDC 1 AND SEND TO RESEARCH ADMINISTRATOR

RA LOGS DOCUMENTATION AND SENDS TO PGRT/SRC

REFERRED BACK TO DoS IF NECESSARY

CONSIDERED BY PGRT/SRC

APPROVED BY ADR AND LOGGED BY ADMINISTRATOR

CLERK TO HDC

CONSIDERED BY HDC

EXPERT VIEWS SOUGHT IF NECESSARY

REGISTRATION APPROVED

STUDENT, SUPERVISORS & ADMINISTRATOR NOTIFIED
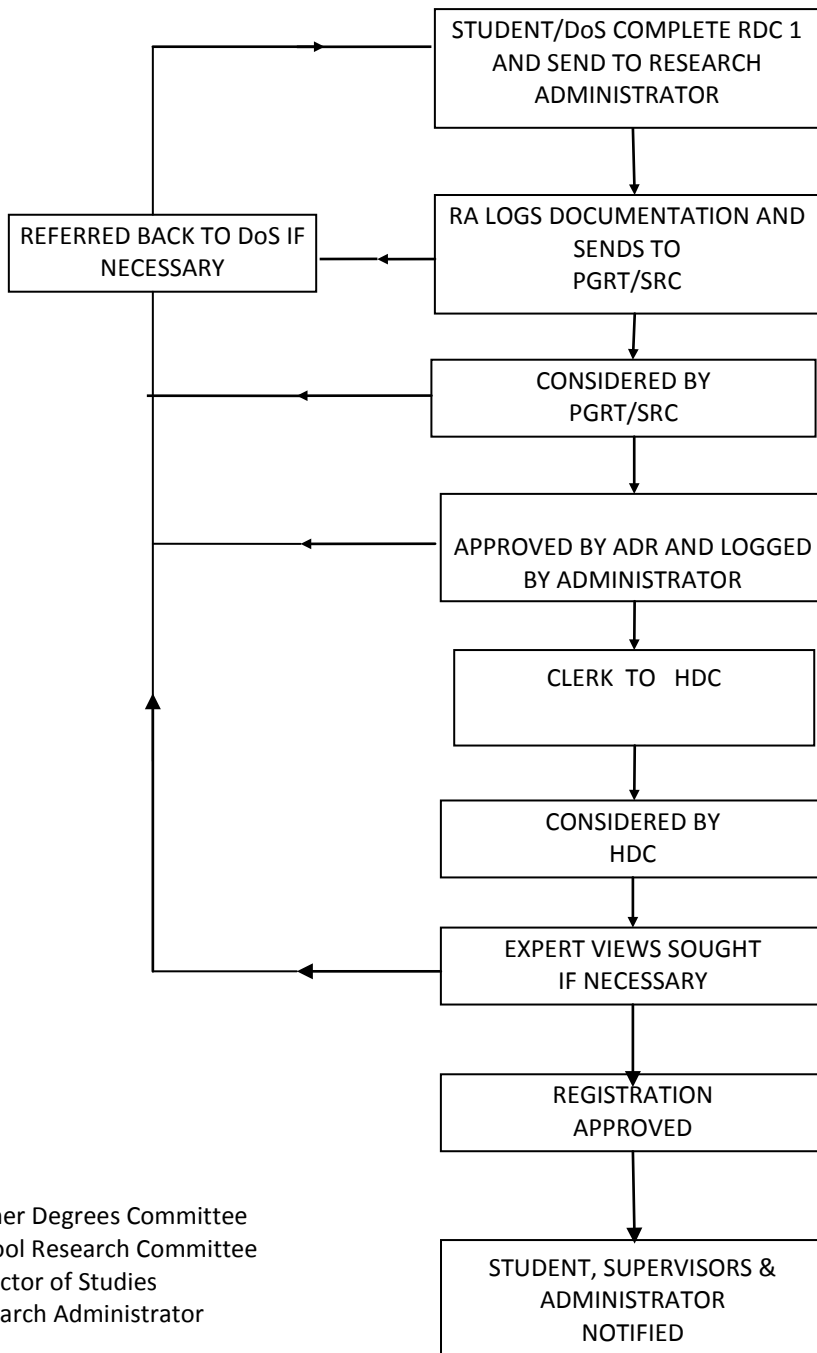
HDC: Higher Degrees Committee
SRC: School Research Committee
DoS: Director of Studies
RA: Research Administrator

2   PROGRESSION OF REGISTRATION TO DOCTOR LEVEL
(Regulation 6 refers)

Candidates hoping to attain the award of PhD normally register, in the first instance, for "MPhil with the possibility of transfer to PhD" (MPhil/PhD). However, all research students must undertake a Progress/Confirmation Review. All candidates will prepare a full progress report which is submitted to their School for consideration.   Candidates are also required to give an oral presentation and to undergo a 'viva' conducted by two moderators - academic staff acting as internal assessors, one of whom should have experience of PhD supervision and who are not part of the student's supervisory team.   Upon completion of the review by School Research Committee the application form (RDC 2) and an abstract of the progress report should be forwarded to the Secretary to the Higher Degrees Committee who will put it on the agenda for the next available meeting of HDC. Regulation 6.2 gives details of the content of this report.

The report should include:
- a 500 word abstract
- a table of contents
- an introduction
- a literature review
- the research aims and objectives
- the proposed methodology and methods including ethical considerations
- data collection and preliminary results (if applicable)
- conclusions and outline of future work (provide timetable in Appendix)
- copy of the student's Personal Development Programme (PDP/R)
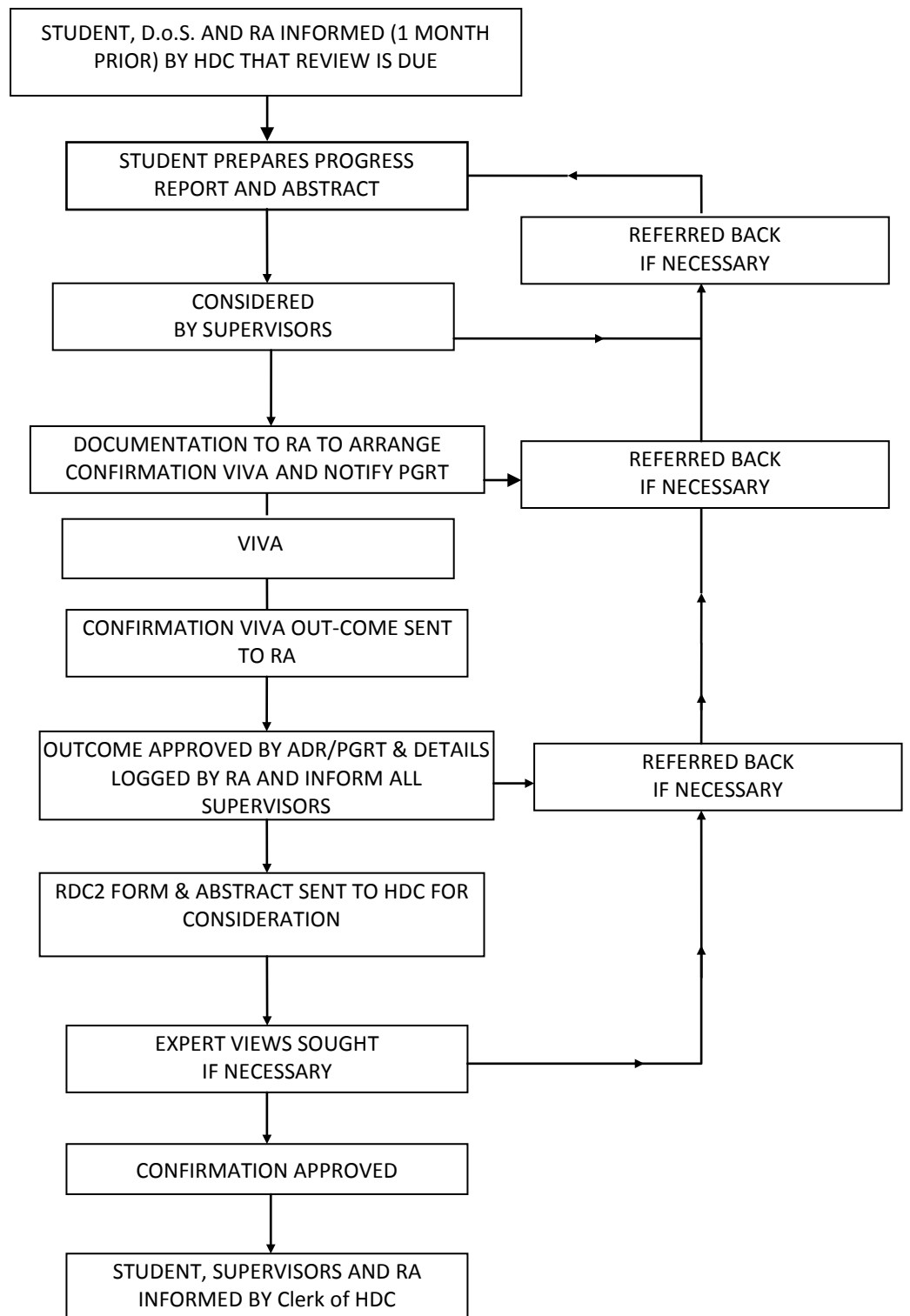
The RDC 2 form can obtained from The Graduate School website: http://www.gcu.ac.uk/graduateschool/postgraduatestudy/phdstudyatgcu/theresearchstudentjourneyandforms/

HDC's decision will be forwarded to you and your School by the Secretary.

.

Fig 2

PROCEDURES FOR CONFIRMATION OF REGISTRATION

```
┌─────────────────────────────────────┐
│  STUDENT, D.o.S. AND RA INFORMED     │
│  (1 MONTH PRIOR) BY HDC THAT         │
│  REVIEW IS DUE                       │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐        ┌────────────────────┐
│  STUDENT PREPARES PROGRESS           │◄───────│  REFERRED BACK      │
│  REPORT AND ABSTRACT                 │        │  IF NECESSARY       │
└─────────────────────────────────────┘        └────────────────────┘
                 │                                        ▲
                 ▼                                        │
┌─────────────────────────────────────┐                  │
│  CONSIDERED                          │──────────────────┘
│  BY SUPERVISORS                      │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐        ┌────────────────────┐
│  DOCUMENTATION TO RA TO ARRANGE      │───────►│  REFERRED BACK      │
│  CONFIRMATION VIVA AND NOTIFY PGRT   │        │  IF NECESSARY       │
└─────────────────────────────────────┘        └────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  VIVA                                │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  CONFIRMATION VIVA OUT-COME SENT     │
│  TO RA                               │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐        ┌────────────────────┐
│  OUTCOME APPROVED BY ADR/PGRT &      │───────►│  REFERRED BACK      │
│  DETAILS LOGGED BY RA AND INFORM     │        │  IF NECESSARY       │
│  ALL SUPERVISORS                     │        └────────────────────┘
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  RDC2 FORM & ABSTRACT SENT TO HDC    │
│  FOR CONSIDERATION                   │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  EXPERT VIEWS SOUGHT                 │───────────────────┐
│  IF NECESSARY                        │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  CONFIRMATION APPROVED               │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│  STUDENT, SUPERVISORS AND RA         │
│  INFORMED BY Clerk of HDC            │
└─────────────────────────────────────┘
```

HDC: Higher Degrees Committee
SRC: School Research Committee
DoS: Director of Studies
PGRT: Post Graduate Research Tutor

3. **EXAMINATION** (Sections 7 to 14 of the regulations refer)

As the candidate nears the end of his/her research, the Director of Studies should begin thinking about possible examiners. **The student should have no involvement in the appointment of examiners or examination arrangements**, other than the setting of a mutually suitable date with your Director of Studies.

The supervisors should, however, ensure that the student are fully aware of their responsibilities as outlined in Regulation 9 and the regulations relating to the preparation of the thesis (regulation 13). It is advantageous to be familiar with the other regulations.

The student declaration form (RDC 8), a simple statement to be signed by you and you're the student and is available on-line and from The Graduate School office, MS 010.

A handbook on thesis preparation is available from The Graduate School office, MS 010

A copy of the thesis for each Examiner should be forwarded to the Secretary to HDC who will send them with the relevant paperwork to the Examiners. **Theses must not be sent directly to Examiners**.

The Secretary to HDC will formally notify the examiners and the candidate of the date, time and place of the oral examination.

It is fairly common for the Examiners to ask for minor revisions of the thesis.
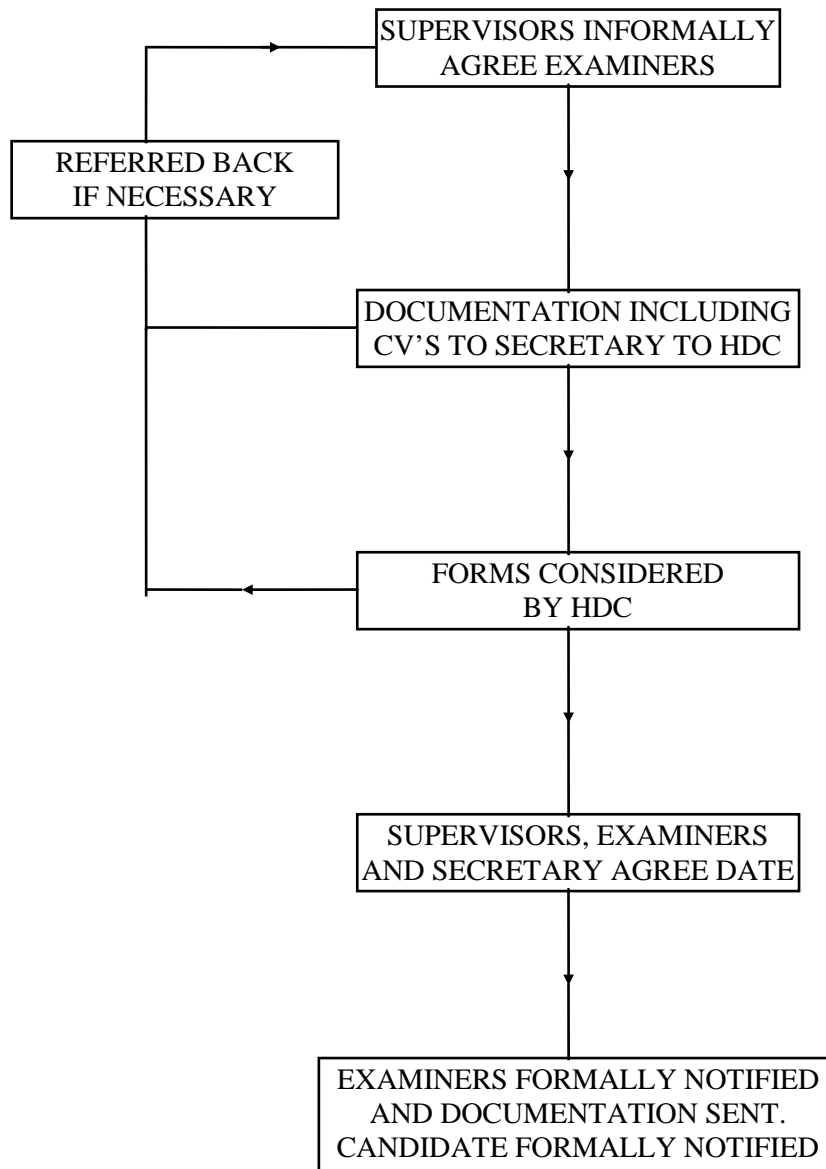
Amended theses should be submitted to the Secretary to forward to the Examiner(s) for final approval.

Following a successful examination a certificate will be prepared. This will be presented at a University Graduation Ceremony. Further information on this will be sent to you from the Graduations and Awards Office. In order for the Graduations and Awards Office to perform this function the student must be matriculated and the University must have a record of the student's current address.

Prof.D (by Learning Contract) students should refer to section 4 in the Programme Specific Guidelines for the award of Doctorate (Prof.D) and Masters (Prof. M) in Professional Practice by Learning Contract.

Fig 3

PROCEDURES FOR APPROVAL OF EXAMINATION ARRANGEMENTS

```
                        ┌─────────────────────────┐
              ┌────────▶│ SUPERVISORS INFORMALLY  │
              │         │    AGREE EXAMINERS       │
              │         └─────────────────────────┘
┌──────────────────┐                │
│  REFERRED BACK   │                ▼
│  IF NECESSARY    │    ┌─────────────────────────┐
└──────────────────┘    │ DOCUMENTATION INCLUDING │
              │         │ CV'S TO SECRETARY TO HDC │
              │         └─────────────────────────┘
              │                      │
              │                      ▼
              │         ┌─────────────────────────┐
              └────────◀│    FORMS CONSIDERED     │
                        │        BY HDC            │
                        └─────────────────────────┘
                                     │
                                     ▼
                        ┌─────────────────────────┐
                        │ SUPERVISORS, EXAMINERS  │
                        │ AND SECRETARY AGREE DATE │
                        └─────────────────────────┘
                                     │
                                     ▼
                        ┌─────────────────────────┐
                        │ EXAMINERS FORMALLY      │
                        │ NOTIFIED AND            │
                        │ DOCUMENTATION SENT.     │
                        │ CANDIDATE FORMALLY      │
                        │ NOTIFIED                 │
                        └─────────────────────────┘
```

HDC: Higher Degrees Committee

Responsibilities of the Student

The following list of research student responsibilities is taken from the Guidelines for ResearchStudents:http://www.gcu.ac.uk/graduateschool/postgraduatestudy/phdprogrammes/guidelinesandlogbooks/

(a) complying with the regulations for the award of the University's degrees

(b) complying with other relevant University regulations, including the disciplinary regulations;

(c) meeting the various general deadlines set out in the regulations for the award of the University's degrees Master of Philosophy, Doctor of Philosophy, Professional Masters and Professional Doctorate any specific deadlines set by their supervisor;

(d) discussing with their supervisor the type of advice and guidance that they find most helpful;

(e) agreeing a schedule of meetings/contact times with their supervisor and keeping to it;

(f) keeping in regular contact with their supervisor and keeping him or her informed of the development of their research;

(g) taking the initiative in raising problems or difficulties, however elementary they may seem;

(h) attending taught courses or classes as required by their supervisor;

(i) submitting written work as required by their supervisor, in good time to allow for comments and discussion before proceeding to the next stage;

(j) keeping their supervisor informed about the extent of any paid employment commitments they may have – N.B full time students are limited to a maximum of six hours work per week;

(k) completing an annual report monitoring form each year;

(l) complying with the Health and Safety legislation, with University and school safety regulations, and with any safety rules applying in any location where they are undertaking research;

(m) complying with the Data Protection Act; and complying with the research ethics applying in their discipline.
(n)   undertake research, personal and transferable skills training as agreed with their supervisors;
(o)   keep their student Log book up to date;
(p)   complying with the University's Equality and Diversity Policy and all Scottish Legislation on Equality;
(q)   complying with the Freedom of Information Act
(r)   complying with the laws on Intellectual Property Right.

Policy Statement on Provision for Research Students

The University undertakes to ensure the following:

(a) that only candidates who meet the necessary high academic standards and who appear capable of completing the requirements for the degree are admitted;

(b) that suitable supervisors are available;

(c) that the necessary resources and facilities are available, and that the School can cover the costs associated with the project. In admitting a student, a School undertakes to provide the necessary supervision and resources, and will be held responsible for doing so;

(d) that the proposed topic is suitable as the basis of a research degree and that it is capable of being completed within the time limits for the degree submission.

(e) that one or more supervisors with appropriate knowledge of the student's field of study will be appointed

(f) that the supervisor meets the criteria for eligibility to supervise.

(g) that a replacement supervisor will be appointed if the original supervisor leaves the University or is unable to continue with the supervision.

(h) that all research students consult a copy of the University's Guidelines for Research Students when they enrol: http://www.gcu.ac.uk/graduateschool/postgraduatestudy/phdprogrammes/guidelinesandlogbooks/

(i) that research students are provided with information about the resources and facilities available to them

(j) that research students are provided with adequate facilities, including:

   o   For full-time students, a desk in a shared room
   o   Access to computing facilities suitable at the University
   o   Use of a telephone for research purposes at the University
   o   Library access at the University and electronically
   o   Laboratory space as agreed with their supervisor

(k) that students receive appropriate training to equip them with the skills needed for the successful completion of the research. What constitutes 'appropriate' training will vary from student to student, and should be agreed between the student and the supervisor at the first supervisory/skills review meeting at the outset of the project.

(l) that students engage with skills development as set out in Researcher Development Framework (appendix 7).

(m) that students have the opportunity to attend an induction programme as early as possible in the first year.

(n) that supervisors comply with the requirements set out in the regulations and in these Guidelines, in particular, that they:-

o Explain at the outset the kind of guidance and support to be provided;
o Help the student draw up a research plan/learning contract, and monitor progress in relation to the plan/learning contract;
o Tell the student about the various University deadlines and procedures that must be complied with;
o Meet/contact the student on a regular basis as outlined in section 6.
o Give the student regular feedback on progress, including constructive criticism on written work;
o Raise any concerns about progress with the student at an early stage and – if the problem continues – with the Dean of school/ADR/HDC;
o Ensure that the student goes through the University's registration and transfer procedures at the appropriate time if progressing satisfactorily;

(o) that all research students are included in the University-wide Annual Report Monitoring Exercise;

(p) that Schools – through supervisors – continually monitor students' progress on an informal basis, so that problems can be addressed at the earliest possible stage

(q) that suitable examiners are appointed for every student

(r) that an oral examination is held

(s) that students are provided with feedback after the examination

(t) that appeals and complaints are dealt with under the appropriate procedure, and that they are dealt with fairly and as quickly as possible.

QAA Quality Code for Higher Education: Chapter B11 Research Degrees

o   The Quality Code is the definitive reference point for all those involved in delivering higher education which leads to an award from or is validated by a UK higher education provider. It makes clear what institutions are required to do, what they can expect of each other, and what the general public can expect of all higher education providers. These Expectations express key matters of principle that the higher education community has identified as important for the assurance of quality and academic standards.

o   This Chapter of the Quality Code is about doctorates and research master's degrees. It is informed by a wider context in which UK research degrees are offered, including an environment of continuous improvement and the desire to learn from others' experiences in research education.

o   Full chapter available online:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B11.aspx

The Researcher Development Framework

The Researcher Development Framework articulates the knowledge, behaviours and attributes of successful researchers and encourages them to aspire to excellence through achieving higher levels of development.

The framework is a comprehensive new approach to enhancing the careers of researchers. It was developed by and for researchers, in consultation with academic and non-academic employers.

Who is it for?

Primarily, the framework is designed for:

- researchers within higher education to evaluate and plan their own personal, professional and career development
- managers/supervisors of researchers in their role supporting the development of researchers
- trainers, developers, human resources specialists and careers advisors in the planning and provision of support for researchers' development
- institutions in making decisions about their strategic approach to development of researchers.

The framework will also be of use for:

- funders of researchers and other stakeholders with an interest in the development of researchers
- non-higher education employers in identifying the benefits of employing researchers
- people interested in training as a researcher or researchers looking to move into higher education from other sectors.

What is the purpose of the Researcher Development Framework?

The Researcher Development Framework (RDF) was developed in response to a range of recommendations to create a UK development framework for postgraduate researchers and research staff in higher education institutions.

More information can be found online:

http://www.vitae.ac.uk/researchers/428241/Vitae-Researcher-Development-Framework.html

SCQF Level 11 – (SHE level 5, PG 1, PG Dip, PG Cert, MA MSc, SVQ 5)
NB: the descriptors set out the characteristic generic outcomes of each level. They are intended to provide a general, shared understanding of each level and to allow broad comparisons to be made between qualifications and learning at different levels. They are not intended to give precise nor comprehensive statements and there is no expectation that every qualification or programme should have all of the characteristics. The descriptors have been developed through a series of consultations and are offered as a first working guide and will be revised in the light of feedback on their use.

Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
Demonstrate and/or work with: knowledge that covers and integrates most, if not all, of the main areas of a subject discipline – including their features, boundaries, terminology and conventions a critical understanding of the principal theories, principles and concepts a critical understanding of a range of specialised theories, principals and concepts extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at or informed by developments at the forefront critical awareness of current issues in a subject/discipline and one or more specialisms	Use a significant range of the principal skills, techniques, practices and/or materials which are associated with a subject/discipline Use a range of specialised skills, techniques, practices and/or materials which are at the forefront or informed by forefront developments Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry Plan and execute a significant project of research, investigation or development Demonstrate originality or creativity in the application of knowledge, understanding and/or practices Practice in a wide and often unpredictable variety of professional level contexts	Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/discipline Identify, conceptualise and define new and abstract problems and issues Develop original and creative responses to problems and issues Critically review, consolidate and extended knowledge, skills practices and thinking in a subject/discipline Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information	Use a range of advanced and specialised skills as appropriate to the subject/discipline – for example communication, using appropriate methods, to a range of audiences with different levels of knowledge/expertise communication with peers more senior colleagues and specialists use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness undertake critical evaluations of a wide range of numerical and graphical data	Exercise substantial autonomy and initiative in professional and equivalent activities Take responsibility for own work and/or significant responsibility for the work of others Take responsibility for a significant range of resources Demonstrate leadership and/or initiative and make an identifiable contribution to change and development Practice in ways which draw on critical reflection on own and others' roles and responsibilities Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices

SCQF level 12 – (SHE level 6, PG 2, PhD – Doctorate)

NB: The descriptors set out the characteristics generic outcomes of each level. They are intended to provide a general, shared understanding of each level and to allow broad comparisons to be made betweens qualifications and learning at different levels. They are not intended to give precise nor comprehensive statements and there is no expectation that every qualification or programme should have all of the characteristics. The descriptors have been developed through a series of consultations and are offered as a first working guide and will be revised in the light of feedback on their use.

Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication: ICT and numeracy skills	Autonomy accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
Demonstrate and/or work with: a critical overview of a subject/discipline, including critical understanding of the principal theories, principles and concepts a critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms knowledge and understanding that is generated through personal research or equivalent work which makes a significant contribution to the development of the subject/discipline	Use a significant range of the principal skills, techniques, practices and materials associated with a subject/discipline Use and enhance a range of complex skills, techniques, practices and materials at the forefront of one or more specialisms Apply a range of standard and specialised research/equivalent instruments and techniques of enquiry Design and execute research, investigative or development projects to deal with new problems and issues Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices Practice in the context of new problems and circumstances	Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues Develop creative and original responses to problems and issues Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information	Use a significant range of advanced and specialised skills as appropriate to a subject/discipline – for example: communicate at an appropriate level To a range of audiences and adapt communication to the context and purpose communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms use a range of software to support and enhance work at this level and specify software requirements to enhance work critically evaluate numerical and graphical data	Exercise a high level of autonomy and initiative in professional and equivalent activities Take full responsibilities for own work and/or significant responsibility for the work others Demonstrate leadership and/or originality in tackling and solving problems and issues Work in ways which are reflective self-critical and based on research/evidence Deal with complex ethical and professional issues Make informal judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices

List of the University's Research Degree Forms

RDC 1   Application to register for a research degree of the University

RDC 2   Application for transfer of registration from MPhil to PhD

RDC 3   Application for extension/suspension of registration

RDC 4   Application for a change in approved arrangements for supervision

RDC 5   Application for approval of examination arrangements

RDC 6   Notification of change in registration

RDC 7   Notification of withdrawal of registration

RDC 8   Candidate's declaration form

RDC 9   Preliminary report and recommendation of an examiner on a candidate for the degree of PhD or MPhil

RDC 10   Recommendation of the examiners on a candidate for the degree of PhD

RDC 11   Recommendation of the examiners on a candidate for the degree of MPhil

RDC 12   Preliminary report and recommendation of an examiner on the re-examination on a candidate for the degree of PhD or MPhil

Code of Practice for Research Degree Programmes

This code should be read in conjunction with the University Regulations governing the degrees of Master of Philosophy and Doctor of Philosophy, and with other codes of good practice affecting postgraduate research students and research student supervisors. Unless otherwise stated this code applies to both part-time and full-time postgraduate research students.

The publication of our Code of Practice for Research Degree Programmes is an important step in signalling that GCU takes good research practice very seriously. For example we will:

- monitor higher degree students' progress to ensure that necessary support is being given and appropriate training received
- monitor higher degree students' progress to ensure that appropriate progress is made
- consult with higher degree students on issues and policies which effect them
- involve higher degree students in the research life of the relevant centre, school or division, wherever possible

While studying for a research degree at at Glasgow Caledonian University, higher degree students can expect the following:

- high quality standard of supervision: you will have regular contact with your supervisory team who have the necessary relevant research expertise, are engaged in research themselves, have undertaken training in research supervision skills, or who have extensive experience in supervising projects to a successful conclusion
- comprehensive training: you will be offered a training programme covering the specific skills and knowledge needed for your research project, the generic research skills needed for your discipline and generic skills and competencies associated with your personal and career development
- appropriate work space, laboratory space and materials (where relevant), IT equipment, office consumables and social facilities
- research expenses as agreed with your supervisory team and approved by the ADR necessary for carrying out your programme of research (full-time doctoral students)
- some funding for conference attendance to present your work (for full-time higher degree students)
- an opportunity to undertake paid teaching and demonstrating duties (for full-time higher degree students) with appropriate training provided

Higher degrees are available at both the doctoral level (PhD) and Masters level (MPhil). The code also covers Professional Masters and Professional Doctorate students.