

**Title:** Postgraduate Research Programmes Policy Group 3 May 2013  
**Author:** Dr Vivien Easson, Head of Postgraduate Research Students Service  
**Date:** 3 May 2013  
**Agenda:** Learning and Teaching Committee, 15 May 2013  
**Version:** Final  
**Status:** Open

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## **Issue**

An update on the 3 May 2013 meeting of the Postgraduate Research Programmes Policy Group (PRPPG).

## **Recommendation**

To receive:  
The attached report

## **Resource Implications**

Resource implications have been considered for each of the items by the PRPPG.

## **Risk Implications**

Risk implications have been considered for each of the items by the PRPPG.

## **Equality and Diversity**

No specific issues.

## **Timing of decisions**

No decisions required.

## **Further Information**

Contact Dr Vivien Easson, [v.easson@uea.ac.uk](mailto:v.easson@uea.ac.uk), extension 1835, with any queries about this report.

## **Background**

The Postgraduate Research Programmes Policy Group now meets four times per year. Its next and final meeting of the academic session 2012–13 is on 19 June 2013.

The Postgraduate Research Programmes Policy Group (PRPPG) met on 3 May 2013. The main items discussed are summarised below.

### **1. B11 Mapping and Action Plan**

The PRPPG considered the attached mapping plan for chapter B11 Research Degrees of the QAA Quality Code. This invites us to measure our provision against the following Expectation:

“Research degrees are awarded in a research environment that provides secure academic standards for doing research and learning about research approaches, methods, procedures and protocols. This environment offers students quality of opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.”

The PRPPG agreed the mapping and action plan and recommended it to LTC.

### **2. Annual Review of Research Student Progress**

The PRPPG noted the current status of summary reports: those for SSF, FMH, NBI are included as appendices to this report and those for HUM and SCI will follow at the next PRPPG/LTC.

The PRPPG recommended that in future the appropriate route for approval of these summary reports would be via Faculty Graduate School Executives and to PRPPG rather than direct from FLTQC to LTC.

### **3. Visiting Research Students**

The PRPPG considered draft guidelines relating to admission and programme support for Visiting Research Students and agreed the principle that students staying for at least three months should be formally registered. The PGR Students Executive will consider issues relating to tuition fees levied in this case.

Chapter B11 Mapping Document		V2.0, 3 May 2013			
<b>The Expectation:</b>		Chapter Champion for Implementation: Dr Vivien Easson, PGR Service			
Research degrees are awarded in a research environment that provides secure academic standards for doing research and learning about research approaches, methods, procedures and protocols. This environment offers students quality of opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.		B11 Implementation Group 2013: Mr Josh Bowker, Academic Officer, Union of UEA Students; Dr Kate Conway, Senior PGR Manager; Dr Vivien Easson, Head of PGR Service; Ms Melanie Steele, Senior PGR Manager; Mrs Tracey Oak, Senior PGR Manager; Mr Jon Sharp, Head of Learning and Teaching; Mr Gavin Tash, Senior Partnerships Manager; Dr Nick Watmough, Academic Director for Postgraduate Research Programmes			
		Approved by Postgraduate Research Programmes Policy Group: 3rd May 2013			
The Indicators	Indicator Lead	Location of Evidence	Actions	Who	By When
1 Higher education providers that are research degree awarding bodies have regulations for research degrees that are clear and readily available to research students and staff, including examiners. Where appropriate, regulations are supplemented by similarly accessible, subject-specific guidance at the level of the faculty, school, department, research centre or research institute.	Head of PGR Service	Main source: Regulations in UEA Calendar	Main action: 5-yearly systematic review cycle	Postgraduate Research Programmes Policy Group (PRPPG)	Ongoing
		Supplemented by: partnership agreements and memoranda; co-tutelle agreements; admissions regulations; studentship terms and conditions; Faculty, School, Programme, NBI and other partner handbooks.	See full action plan on attached sheet	Varies	Varies
2 Higher education providers develop, implement and keep under review codes of practice for research degrees, which are widely applicable and help enable the higher education provider meet the Expectation of this Chapter. The codes are readily available to all students and staff involved in research degrees, and written in clear language understood by all users.	Head of PGR Service	Main source: Code of Practice for Research Degrees (2012)	Main action: 5-yearly systematic review cycle	Postgraduate Research Programmes Policy Group (PRPPG)	Ongoing
		Supplemented by: Appendices	See full action plan on attached sheet	Varies	Varies
3 Higher education providers monitor their research degree provision against internal and external indicators and targets that reflect the context in which research degrees are being offered.	Head of PGR Service	Main sources: Annual Reviews of Research Student Progress and Examiners' Reports; Annual Strategic Overview	Main action: annual systematic review	PRPPG and Postgraduate Research Students Executive (PGR Exec)	Ongoing
		Supplemented by: submission and completion data; NBI annual admissions reports	See full action plan on attached sheet	Varies	Varies
4 Higher education providers accept research students only into an environment that provides support for doing and learning about research, and where excellent research, recognised by the relevant subject community, is occurring.	Head of PGR Service	Main source: Code of Practice, REF	Main action: 5-yearly systematic review cycle	PRPPG and Postgraduate Research Students Executive (PGR Exec)	Ongoing
		Supplemented by: contractual agreements; UoA data; NBI equivalence agreements; DTPs; Annual Progress Reviews; checks on fieldwork provision; Ethics Committee minutes; Seminars in PPD provision; Learning Enhancement team; REF environment narratives; Doctoral Training narratives	See full action plan on attached sheet	Varies	Varies
5 Higher education providers' admissions procedures for research degrees are clear, consistently applied and demonstrate equality of opportunity.	Head of PGR Service	Main source: Code of Practice (Section 1)	Main action: 5-yearly systematic review cycle	PRPPG	Ongoing
		Supplemented by: Admissions Complaints Procedure; prospectuses; internal staff handbook on Hobsons procedures; UEA, Graduate School and School websites; process maps for UCS/LAD	See full action plan on attached sheet	Varies	Varies

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Research degrees are awarded in a research environment that provides secure academic standards for doing research and learning about research approaches, methods, procedures and protocols. This environment offers students quality of opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.		B11 Implementation Group 2013: Mr Josh Bowker, Academic Officer, Union of UEA Students; Dr Kate Conway, Senior PGR Manager; Dr Vivien Easson, Head of PGR Service; Ms Melanie Steele, Senior PGR Manager; Mrs Tracey Oak, Senior PGR Manager; Mr Jon Sharp, Head of Learning and Teaching; Mr Gavin Tash, Senior Partnerships Manager; Dr Nick Watmough, Academic Director for Postgraduate Research Programmes				
		Approved by Postgraduate Research Programmes Policy Group: 3rd May 2013				
6	Only appropriately qualified and prepared applicants are admitted to research degree programmes. Admissions decisions involve at least two members of the higher education provider's staff who have received training and guidance for the selection and admission of research degree students. The decision-making process enables the higher education provider to assure itself that balanced and independent admissions decisions have been made in accordance with its admissions policy.	Head of PGR Service	Main source: Code of Practice (Section 1)	Main action: 5-yearly systematic review cycle	PRPPG	Ongoing
			Supplemented by: English language checks; PGR Service Procedures and record of Faculty processes; training for staff making admissions decisions; PGR Service staff training (e.g. on CAS)	See full action plan on attached sheet	Varies	Varies
7	Higher education providers define and communicate clearly the responsibilities and entitlements of students undertaking research degree programmes.	Head of PGR Service	Main source: Offer Letters, Regulations and Code of Practice	Main action: annual systematic review	PGR Service/PRPPG	Ongoing
			Supplemented by: handbooks, induction	See full action plan on attached sheet	Varies	Varies
8	Research students are provided with sufficient information to enable them to begin their studies with an understanding of the environment in which they will be working.	Head of PGR Service	Main source: PGR Handbooks and Induction	Main action: annual systematic review	PGR Service	Ongoing
			Supplemented by: offer letters, Graduate School websites; information on space and facilities	See full action plan on attached sheet	Varies	Varies
9	Higher education providers appoint supervisors with the appropriate skills and subject knowledge to support and encourage research students, and to monitor their progress effectively.	Academic Director for Research Programmes	Main source: monitoring procedures within Schools by School PGR Directors and within Faculties by Associate Deans	Main action: annual systematic review	Associate Deans (PGR)	Ongoing
			Supplemented by: Sign off of offers & studentships; records of supervisor training, training and role descriptors for School PGR Directors; procedures for UCS/LAD/external supervisors	See full action plan on attached sheet	Varies	Varies
10	Each research student has a supervisory team containing a main supervisor who is the clearly identified point of contact.	Head of PGR Service	Main source: SITS records of SUP1	Main action: quarterly check that SUP1 is non-empty, annual check via SITS annual progress review that supervisory team is accurate	PGR Service	Ongoing
			Supplemented by: Code of Practice; PGR Service Procedures; offer letters	See full action plan on attached sheet	Varies	Varies
11	Higher education providers ensure that the responsibilities of research student supervisors are readily available and clearly communicated to supervisors and students.	Associate Deans for PGR	Main source: Code of Practice	Main action: 5-yearly systematic review cycle	PRPPG	Ongoing
			Supplemented by: Supervisor Training; School PGR Director Training; handbooks	See full action plan on attached sheet	Varies	Varies
		Academic	Main source: Review of Supervisor Workload	Main action: 5-yearly systematic review cycle	PRPPG	Ongoing

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12	Higher education providers ensure that individual supervisors have sufficient time to carry out their responsibilities effectively.	Director for Research Programmes	Supplemented by: Code of Practice; concessions monitoring; Code of Practice; School and Faculty Workload Surveys; checks on partner institutions and external supervisors; completion rates	See full action plan on attached sheet	Varies	Varies
13	Higher education providers put in place clearly defined mechanisms for monitoring and supporting research student progress, including formal and explicit reviews of progress at different stages. Research students, supervisors and other relevant staff are made aware of progress monitoring mechanisms, including the importance of keeping appropriate records of the outcomes of meetings and related activities.	Head of PGR Service	Main source: Annual Progress Review and Interim report documentation	Main action: annual systematic review	PRPPG	Ongoing
			Supplemented by: supervisory meeting notes, Annual Review of Research Student Progress	See full action plan on attached sheet	Varies	Varies
14	Research students have appropriate opportunities for developing research, personal and professional skills. Each research student's development needs are identified and agreed jointly by the student and appropriate staff at the start of the degree; these are regularly reviewed and updated as appropriate.	Head of PGR Service	Main source: PPD module directory and student enrolment records on SITS	Main action: 5-yearly systematic review cycle	PRPPG	Ongoing
			Supplemented by: PPD policy and reviews; initial training needs assessments; training review in Annual Progress Review; Doctoral Training narratives	See full action plan on attached sheet	Varies	Varies
15	Higher education providers put in place mechanisms to collect, review and respond as appropriate to evaluations from those concerned with research degrees, including individual research students and groups of research students or their representatives. Evaluations are considered openly and constructively and the results are communicated appropriately.	Head of PGR Service	Main source: PRES, student representation on committees at UEA and partners	Main action: 2-/5-yearly systematic review	PRPPG and Postgraduate Research Students Executive (PGR Exec)	Ongoing
			Supplemented by: additional surveys; feedback on Annual Progress Review forms; informal feedback (e.g. annual PGR team meeting with student representatives)	See full action plan on attached sheet	Varies	Varies
16	Higher education providers that are research degree awarding bodies use criteria for assessing research degrees that enable them to define their academic standards and the achievements of their graduates. The criteria used to assess research degrees are clear and readily available to research students, staff and examiners.	Head of PGR Service	Main source: Instructions for Examiners	Main action: 5-yearly systematic review cycle	PRPPG	Ongoing
			Supplemented by: Regulations; Code of Practice; internal advisor system for new examiners; ClinPsyD/EdD assessment; PPD training for students on thesis and viva preparation	See full action plan on attached sheet	Varies	Varies
17	Research degree final assessment procedures are clear and are operated rigorously, fairly and consistently. They include input from an external examiner and are carried	Head of PGR	Main source: Instructions for Examiners	Main action: 5-yearly systematic review cycle	PRPPG	Ongoing

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	<b>The Expectation:</b>		Chapter Champion for Implementation: Dr Vivien Easson, PGR Service			
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			Approved by Postgraduate Research Programmes Policy Group: 3rd May 2013			
	out to a reasonable timescale. Assessment procedures are communicated clearly to research students, supervisors and examiners.	Service	Supplemented by: Regulations, Code of Practice, internal advisor system for new examiners, PPD training for students on thesis and viva preparation	See full action plan on attached sheet	Varies	Varies
18	Higher education providers put in place and promote independent and formal procedures for dealing with complaints and appeals that are fair, clear to all concerned, robust, and applied consistently. The acceptable grounds for complaints and appeals are clearly defined.	Head of PGR Service	Main source: Appeals and Complaints Procedure Supplemented by: training for FACP panels	Main action: 5-yearly systematic review cycle See full action plan on attached sheet	LTC via PRPPG Varies	Ongoing Varies

This action plan contains actions affecting B11: Research Degrees which are either part of a systematic review cycle repeating over a specified period or one-off actions which will start in the academic sessions 2012-13 or 2013-14. Postgraduate Research Programmes Policy Group meetings are scheduled for November, January, May and June.

Primary Indicator	LTC Schedule	Action	Professional Lead	Academic Lead (where applicable)	Session	Committee Schedule	Repeating Cycle?
B11.1	1.6	Review Research Degree Regulations	Easson/delegate	Watmough	2013-14	May 2014 PRPPG	5-yearly
B11.1	1.6	Confirm compliance of PGR provision at LAD with UEA regulations	Tash (Partnerships)		2012-13	Nov 2013 PRPPG	Once
B11.2	2.5	Review Code of Practice for Research Degrees	Easson/delegate		2014-15	Nov 2014 PRPPG	5-yearly
B11.2	2.5	Confirm compliance of PGR provision at LAD with UEA Code of Practice	Tash (Partnerships)		2012-13	Nov 2013 PRPPG	Once
B11.3	N/A	Develop PGR management information with the Planning Office/ITCS	Easson/delegate		2013-14	PGR Service internal	Once
B11.3	2.3	Review of ClinPsyD programme	Steele	Laidlaw (ClinPsyD)	2013-14	Nov 2013 PRPPG	5-yearly
B11.3	2.3	Review of EdD programme	Oak	Director of EdD	2014-15	Jan 2015 PRPPG	5-yearly
B11.4	2.2	Ensure provision of forms for submitting new research programmes to LTC	Easson/delegate		2013-14	Jan 2014 PRPPG	Once
B11.4	N/A	Ensure research environment considered in sign off process for new delivery sites for PGR programmes	Tash (Partnerships)		2012-13	Nov 2013 PRPPG	Once
B11.5	2.5	Review procedures for visiting Research Students	Easson		2012-13	May 2013 PRPPG	5-yearly
B11.5	N/A	Update PGR Service summary of Admissions Procedures post-Integration	Easson		2013-14	PGR Service internal	Once
B11.5	N/A	Review admissions procedures for London Academy of Diplomacy students	Easson		2013-14	Jan 2014 PRPPG	5-yearly
B11.5	N/A	Review admissions procedures for University Campus Suffolk students	Easson		2014-15	Jan 2015 PRPPG	5-yearly
B11.5	N/A	Review admissions procedures for students based at non-HEI partners	Easson		2015-16	Jan 2016 PRPPG	5-yearly
B11.6	N/A	Review training for LAD and UCS staff involved in admissions decisions	Tash (Partnerships)		2012-13	Nov 2013 PRPPG	Once
B11.6	2.5	Review of Entrance Requirements for Research Degrees	Steele		2012-13	May 2013 PRPPG	5-yearly
B11.6	2.5	Review English language qualification procedures and language support	Easson/delegate		2014-15	Jan 2015 PRPPG	5-yearly
B11.6	2.8	Review equality data on PGR Admissions from Athena Swan submissions	Easson/delegate	AD PGR (SCI/FMH)	2013-14	Nov 2013 PGR Exec	Once
B11.7	3.3	Review of postgraduate research student handbooks	Easson/delegate		Annual	PGR Service internal	Annual
B11.7	N/A	Review of postgraduate research programme continuation and other fees	Easson/delegate		2013-14	Feb 2014 PGR Exec	Once
B11.7	N/A	Review of internal contracts and stipend processes	Easson/delegate		2013-14	PGR Service internal	Once
B11.7	3.3	Clarify what information LAD PGR students receive at induction	Easson/delegate		2012-13	Nov 2013 PRPPG	Once
B11.9	2.5	Review of role descriptors for School PGR Directors and Associate Deans for Postgraduate Research	Easson/delegate	Watmough	2012-13	Jun 2013 PRPPG	5-yearly
B11.9	2.5	Review of procedures for ensuring high quality of supervision, including supervisory training	Easson/delegate		2014-15	Nov 2014 PRPPG	5-yearly
B11.9	2.5	Ensure LAD and UCS supervisors participate in UEA supervisor training and confirm where records of this are maintained	Easson/delegate		2012-13	Nov 2013 PRPPG	Once
B11.10	2.5	Review of process for monitoring supervisory team data	Easson/delegate		2013-14	PGR Service internal	5-yearly
B11.12	2.5	Review of supervisor workload	Easson/delegate	Watmough	2013-14	May 2014 PRPPG	5-yearly
B11.12	4.10	Review of concessions guide and monitoring	Easson/delegate	Watmough	2013-14	Jan 2014 PRPPG	5-yearly
B11.12	2.5	Establish process for ensuring that UCS and LAD supervisors have appropriate time allocated to their supervisees	Easson/delegate		2012-13	Nov 2013 PRPPG	Once
B11.13	2.5	Annual Review of Research Student Progress	Easson/delegate	Watmough	Annual	January PRPPG	Annual
B11.14	5.5	Review of teaching opportunities and related training	Easson		2013-14	Nov 2013 PRPPG	5-yearly
B11.15	N/A	Review report on PRES data (2013, 2015, ...)	Easson/delegate		Biennial	Nov PRPPG	Biennial
B11.15	2.6	Review of research student representation	Easson/delegate		2013-14	Nov 2013 PRPPG	5-yearly
B11.15	2.6	Establish how UCS and LAD PGR students feed into student feedback processes for PGR	Easson/delegate		2012-13	Nov 2013 PRPPG	Once
B11.17	4.13	Review of guidance to internal/external examiners (including Skype viva) and to internal advisors of examiners	Easson/delegate		2013-14	May 2014 PRPPG	5-yearly
B11.17	4.13	Review of guidance to students on examinations, thesis format and copyright	Easson/delegate		2013-14	May 2014 PRPPG	5-yearly
B11.17	1.6/2.5	Review of research degree examination procedures	Easson/delegate		2015-16	May 2014 PRPPG	5-yearly
B11.18	4.2	Review effectiveness of new Appeals and Complaints Procedure for PGR	Easson/delegate		2013-14	Nov 2013 PRPPG	Once
B11.18		Clarify appeals and complaints procedures for UCS and LAD students	Easson/delegate		2012-13	Nov 2013 PRPPG	Once
B11.all	2.8	Equality duty focus: sex, transgender and sexual orientation	Easson/delegate		2013-14	Nov 2013 PGR Exec	5-yearly
B11.all	2.8	Equality duty focus: disability and mental health	Easson/delegate		2014-15	Nov 2014 PGR Exec	5-yearly
B11.all	2.8	Equality duty focus: maternity, paternity, mode of study	Easson/delegate		2015-16	Nov 2015 PGR Exec	5-yearly
B11.all	2.8	Equality duty focus: race, nationality, religion and belief	Easson/delegate		2016-17	Nov 2016 PGR Exec	5-yearly
B11.all	2.8	Equality duty focus: age and career stage	Easson/delegate		2017-18	Nov 2017 PGR Exec	5-yearly

Number	DATE OF LAST REVIEW, LTC SCHEDULE	DATE OF NEXT REVIEW, LTC SCHEDULE	ACTUAL LAST REVIEW IF DIFFERENT FROM LTC SCHEDULE	PGR Involvement	Comments for 17th April meeting
<b>1 REGULATIONS*</b>					
1.1 CCS (includes Cert/Dip HE)	2003-04	2008-09 onwards		No involvement from PGR	N/A to B11
1.2 Cont Ed Cert/Dip	2003-04	2008-09 onwards		No involvement from PGR	N/A to B11
1.3 Grad Dips	2003-04	2008-09 onwards		No involvement from PGR	N/A to B11
1.4 IM	2006-07	2010-11		No involvement from PGR	N/A to B11
1.5 CMF(includes PGCE)	2006-07	2010-11		No involvement from PGR	N/A to B11
1.6 Research degrees	2006-07	2009-10 to 2010-11	MRes revised 2009-10	PGR Service leads on this	2013-14
<b>2 CODES OF PRACTICE**</b>					
2.1 Assuring & Enhancing Teaching Quality	2007-08	2012-13		LTS leads, PGR contributes on professional doctorates	TBC by LTS
2.2 New course proposals & programme specifications	2008-09	2012-13		LTS revised for taught only, PGR needs new forms	2013-14
2.3 Module & course monitoring, update and review	2005-06	2010-11 to 2011-12		LTS leads, PGR contributes on professional doctorates	2013-14 ClinPsyD, 2014-15 EdD
2.4 External Examining (Taught Programmes)	2009-10	2012-13		LTS leads, PGR contributes on professional doctorates	2013-14 ClinPsyD, 2014-15 EdD
2.5 Research Degrees (including supporting policy documents)	2008-09	2011-12	2011-12	PGR Service leads on this	2014-15
2.6 SSLCs	2008-09	2012-13		LTS and PGR both involved	2013-14 PGR review
2.7 Placement learning	2007-08	2010-11		LTS leads, PGR contributes	TBC by LTS
2.8 Equal Opportunities for Students (including Code of Practice) (LTQ aspects)	2001-02	2010-11		PGR Service carrying out via Equality Duty focus each year	Annual
2.9 Assessment (NEW)	N/A	TBC		TBC	TBC by LTS
2.10 Information (NEW)	N/A	TBC		TBC	TBC by LTS
<b>3 HANDBOOKS</b>					
3.1 LTQ handbook	2009-10	Annual update		Obsolete?	TBC by LTS
3.2 Validation Handbook	2008-09	2011-12		Obsolete?	TBC by LTS
3.3 School/Faculty handbooks - information policy	2003-04	2009-10		PGR Faculty handbooks	Annual
3.4 Central student 'handbook' (via 'e' portal for students)	2009-10	Annual update		Obsolete?	TBC by LTS
<b>4 POLICIES AND PROCEDURES</b>					
4.1 AP(E)L [Accredited Prior Learning]	2000-01	2010-11		No involvement from PGR	N/A to B11
4.2 Academic Appeals	2005-06	S2 2009-10	2011-12	LTS and PGR both involved	May need early review for PGR
4.3 Academic Complaints	2005-06	S2 2009-10	2011-12	LTS and PGR both involved	May need early review for PGR
4.4 Plagiarism & Collusion	2008-09	2012-13	Currently occurring	LTS leads, PGR contributes on professional doctorates	2017-18
4.5 Discipline (including cheating in examinations)	2008-10	2013-14		LTS and PGR both involved	To be agreed with LTS
4.6 PMU [Professional Misconduct and Unsuitability]	2008-10	2013-14		LTS leads, PGR contributes on professional doctorates	TBC by LTS
4.7 Misconduct in research (students)	2009-10	2013-14	2012-13	PGR leads, LTS/REN contribute	2017-18
4.8 General regulations concerning academic issues (e.g. attendance and progress)	2008-09	2012-13	2010-11/2011-12	LTS and PGR both involved	Further review needed?
4.9 Coursework submission (penalties, turn-around times & anonymous coursework marking)	2007-08	2011-12		LTS leads, PGR contributes on professional doctorates	TBC by LTS
4.10 Concessions	2008-09	2012-13		Split into separate policies: PGR Service leads on PGR Concessions	2013-14
4.11 Individual arrangements in examinations & course tests	2007-08	2011-12		LTS leads, PGR contributes	TBC by LTS
4.12 Use of stickers in examinations and course tests	2007-08	2010-11 (S1)		LTS leads, PGR contributes	TBC by LTS
4.13 Overseas assessment	2009-10	2013-14		LTS and PGR both involved	2013-14
4.14 Advising System	2008-09	2012-13		Depends if PGR have adviser	
4.15 Intercalation	2008-10	2013-14		LTS and PGR both involved	To be agreed with LTS
4.16 Acceptable evidence for mitigating circumstances	2009-10	2013-14		LTS and PGR both involved	To be agreed with LTS
4.17 Marking criteria		2011-12		LTS leads, PGR contributes on professional doctorates	TBC by LTS (but may be covered in ClinPsyD and EdD reviews)
4.18 Course tests	2008-10	2013-14		LTS leads	TBC by LTS
4.19 Double marking (internal verification)	2006-07	2011-12		LTS leads	TBC by LTS
4.20 Award of Posthumous Degrees	2008-09	2012-13		LTS and PGR both involved	To be agreed with LTS
<b>5 GUIDELINES</b>					
5.1 Use of dictionaries & calculators in examinations & course tests	2008-10	2012-13		LTS leads	TBC by LTS
5.2 Use of computers in examinations	2005-06	2010-11		LTS leads	TBC by LTS
5.3 Use of a scribe in examinations	2003-04	2010-11		LTS leads, PGR contributes	TBC by LTS
5.4 Co-teaching	2008-09	2012-13		Need clarification	TBC by LTS
5.5 Teaching undertaken by PgR students	2005-06	2011-12		PGR Service leads on this	2013-14
5.6 Peer observation of teaching	2000-01	2010-11		LTS and PGR both involved	To be agreed with LTS
5.7 Guidelines for students on dealing with harassment	2001-02	2010-11		LTS and PGR both involved	To be agreed with LTS
5.8 Framework for information to students	2002-03	2010-11	Currently occurring	Split into separate policies: PGR Service leads on PGR information	What needs to be included?
<b>6 STRATEGIES</b>					
6.1 Learning and Teaching	2005-06	2009-10	Currently occurring	LTS leads, PGR contributes	2013-14
6.2 Employability	2006-07	2011-12		LTS and PGR both involved	To be agreed with LTS
<b>7 STUDENT CHARTER</b>					
7.1 Student Charter	2007-08	2011-12	Currently occurring	LTS and PGR both involved	Are we involved?



## Annual Progress Monitoring Research Executive Report 2011– 2012

### General

The process of annual review for all postgraduate research students within the Faculty of Social Sciences (SSF) is now complete. The following annual review reports have been received, with thanks to PGR Directors on completing the summary reports accompanying them (copies attached). This year the rate of return has risen to 97%.

### Statistics

In total 214 out of an expected<sup>1</sup> 221 annual review reports have been received. The breakdown of progress is outlined at a Faculty level in the table below.

### Faculty Analysis

Good	80	37% of those submitted
Satisfactory	90	42% of those submitted
Sat with reservations	30	14% of those submitted
Unsatisfactory	7	3% of those submitted
Submitted	214	97% of those expected
Visiting Student	1	
Returned but not rated	7	
Not returned	7	
<b>Expected Number</b>	<b>221</b>	
Intercalating\Interrupting	18	
<b>Total Students</b>	<b>239</b>	

Annual report summaries have been completed for all schools. A Faculty level summary has also been completed for staff candidates. Issues of concern and action points have been referred back to the schools and interim progress reports completed where reports were not received or the student received a rating of less than satisfactory (23% of those submitted).

Where progress remains less than satisfactory following the interim report School PGR Directors have been asked to liaise with the relevant supervisors to closely monitor progress and determine if any further action is necessary, such as implementing the university disciplinary process for dealing with issues of Attendance, Engagement and Progress.

The table summarises the meetings at which the reports were considered

Meeting Name	Date of Meeting
PGR Directors Meetings – Annual Reports	24 <sup>th</sup> October 2012 & 28 <sup>th</sup> November 2012
PGR Directors Meetings – Interim Reports	13 <sup>th</sup> February 2013
Faculty Research Committee	22 <sup>nd</sup> March 2013
Faculty Learning and Teaching Committee	24 <sup>th</sup> April 2013

<sup>1</sup> Reports are expected from all students except those who have submitted or are intercalating or suspended.

## **General issues arising:**

*Poor progress* – all schools have been working to provide the appropriate level of support and encouragement for students to complete in a timely manner.

**Note:** As a faculty we have been enhancing our admissions process by providing more specific guidance for prospective applicants online and requiring an interview before any offer can be made. Schools have also been clarifying the transfer procedures and making sure that students undertake their 1<sup>st</sup> attempt within 18 months. Finally, supervisors are encouraged by PGR Directors (and at Supervisor briefing sessions) to set clear targets for timely completion and to provide honest feedback on progress at annual progress meetings.

*Workspace* - Concerns have been raised throughout the year regarding the lack of workspace and accommodation for PGR students. Work is underway to find solutions to these issues taking into account the challenges the university faces generally with work space.

**Note:** Discussions are currently on going with Estates and Local Support Offices to progress this.

*Training* - Students have suggested that more training sessions covering Research Methods would be useful, along with sessions on using Microsoft Word to manage large documents incorporating visual data.

**Note:** The content of relevant core Training (LAW), Advanced Training (DEV and NBS) and PPD sessions have been adjusted to take account of this feedback.

*Research communities* - Students who are not affiliated to Research Centres report experiencing terms of exposure to research and networking beyond UEA.

**Note:** The faculty introduced a minimum provision of financial support for conference attendance in July 2012. Furthermore, all school are offering Advanced Training sessions which are attended by PGRs from outside of UEA, thus providing our students with a valuable opportunity to network with young researchers across the UK.

*Staff* – Reports were received for 12 of the 13 staff candidates for whom a report was expected (the 13<sup>th</sup> candidate later withdrew). Progress was deemed good in 4 cases, satisfactory in 7 cases and satisfactory with reservations in 1 case. In this latter case progress on the PhD had been slowed by a requirement to focus on publications for REF.

Dr Sara Connolly  
Associate Dean for PGR  
Faculty of Social Sciences

## NORWICH BIOSCIENCE INSTITUTES

### ANNUAL REPORTING OF POSTGRADUATE RESEARCH STUDENT PROGRESS

#### 2011-2012 SUMMARY REPORT

#### General

This report details the annual reporting summary for postgraduate research students based at the Norwich Biosciences Institutes, namely the John Innes Centre, the Institute of Food Research, the Sainsbury Laboratory and the Genome Analysis Centre.

#### Statistics

Excellent	46	44% of those submitted
Good	48	46% of those submitted
Satisfactory	9	8% of those submitted
Satisfactory with reservations	2	2% of those submitted
Unsatisfactory	0	None
Number of Reports submitted	<b>105</b>	99% of those expected
Number of Reports not submitted <sup>1</sup>	1	
Expected Number	<b>106</b>	
Intercalating/Interrupting	1	
Total Students	107	

#### Report

The 2011-2012 Annual Review of Postgraduate Research Students has been completed. In total, 106 out of an expected 107 reports have been received. The breakdown is detailed in the table above. Where there were issues with progress these were followed up either by mid-term review or by short-term targets to be met by the next interim report (usually 3 months later). Progress was closely monitored and further actions were implemented where necessary. The report that was not submitted has been investigated, the student completed a research report and has since successfully completed their degree. Of the two students for whom the outcome was satisfactory with reservations, both students have had two consecutive interim reports with outcomes reported as good.

All Annual Progress Reports were considered by the Graduate Studies Committees (Chairs' action) and the summary will be tabled at the next meetings.

In addition to the Annual Progress Reports, 94% of students also made 2 additional interim reports on progress.

**The Annual Reporting process:** Involves a dialogue between student and supervisor, includes a written report of student's and supervisor's comments, includes feedback from

students on the quality of supervision, includes a schedule of research targets or thesis completion against which progress will be reviewed.

### **General Themes**

An issue was raised by some students regarding access to teaching opportunities at the University (i.e. demonstrating). Discussions are currently on going with the NBI Graduate Studies Committees and the Science Graduate Studies Executive to look at the concerns and progress improvements.

Professor Mike Merrick  
Chair of the Graduate Studies Committee  
The John Innes Centre  
The Sainsbury Laboratory  
The Genome Analysis Centre

Professor Richard Mithen  
Chair of the Graduate Studies Committee  
Institute of Food Research

## Annual Progress Monitoring Research Executive Report 2011– 2012

### General

The process of annual review for all postgraduate research students within the Faculty of Social Sciences (SSF) is now complete. The following annual review reports have been received, with thanks to PGR Directors on completing the summary reports accompanying them (copies attached). This year the rate of return has risen to 97%.

### Statistics

In total 214 out of an expected<sup>1</sup> 221 annual review reports have been received. The breakdown of progress is outlined at a Faculty level in the table below.

### Faculty Analysis

Good	80	37% of those submitted
Satisfactory	90	42% of those submitted
Sat with reservations	30	14% of those submitted
Unsatisfactory	7	3% of those submitted
Submitted	214	97% of those expected
Visiting Student	1	
Returned but not rated	7	
Not returned	7	
<b>Expected Number</b>	<b>221</b>	
Intercalating\Interrupting	18	
<b>Total Students</b>	<b>239</b>	

Annual report summaries have been completed for all schools. A Faculty level summary has also been completed for staff candidates. Issues of concern and action points have been referred back to the schools and interim progress reports completed where reports were not received or the student received a rating of less than satisfactory (23% of those submitted).

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