

PGR PERIODIC REVIEW

APPENDIX 5 AIDE-MEMOIRE FOR PANEL MEETINGS

This *aide-mémoire* consists of suggested points for consideration under each review heading to assist members of the Periodic Review Panel. It may be used in:

- Analysis of the self-evaluation prior to the review;
- Collection of evidence during the review;
- Preparation for meeting with staff and students during the review event;
- Preparation and compilation of the final review report.

The points below are neither prescriptive nor exhaustive and the Panel may wish to focus on specific aspects of provision. The Self-Evaluation Document and discussions with staff and students at scheduled meetings may all raise issues particular to the provision under scrutiny.

RESEARCH ENVIRONMENT

The Panel may wish to consider:

- The opportunities available to students to mix with other research staff or students
- The learning and resource tools that are available
- The opportunities available for students to develop peer support networks (e.g. access to social spaces)
- The guidance available on the ethical pursuit of research and the avoidance of research misconduct
- The potential to improve student engagement in seminars and to encourage more participation in academic life within the review area in general
- The Equality, Diversity & Inclusion initiatives and training opportunities that are in place
- How the DTC/DTP etc. contribute to the research environment for those who hold studentships and to the review area more widely
- The media available for highlighting PGR involvement in the Research Environment
- The extent to which supervisors in the area are involved in excellent research
- How a student's skills/ training needs are initially identified
- How and when skills/ training needs are reviewed
- What training within the review area is mandatory, what training is optional and how well this is managed?
- How external training requirements (e.g. research councils) affect training for the whole review area's student body, including the difference in quality of training available to funded students over self-funded students
- The mechanisms in place for developing training in areas identified as being in need
- The involvement of research students in teaching including support available to them in undertaking research and how the review area ensures students have sufficient time to undertake their research

- How students are encouraged to publish their research and develop publication skills and whether training is provided
- The training, if any, provided by DTCs/ DTPs and whether or not it complements UoL training

STUDENT SUPPORT

The Panel may wish to consider:

Admissions

- How consistently applied the admissions process is across the review area
- The training that is available to those involved with making admissions decisions, including how often such training takes place
- How performance and continuity in admissions criteria and processes are ensured
- The guidance documents available to applicants and admissions staff about the admissions process
- How interviews are used as part of the admissions process
- When standard admissions criteria may be deviated from
- If roles and responsibilities in the admission process are clearly defined
- The content of the admissions offer letter; including information provided about financial and academic responsibilities
- How research costs are calculated at the admissions stage and outlined to students in their offer letter
- The information provided to an applicant once they have accepted an offer of study
- How funded studentships are managed during the admissions process
- The measures that can be taken to increase funding opportunities and success in applications for studentships, bursaries, and GTF to increase admissions
- The procedures and measures in place to demonstrate equality of opportunity

Induction

- How students are informed of their responsibilities and entitlements prior to starting their programme
- When induction information is provided to students
- The clarity of roles and responsibilities in induction
- How variable is the induction experience for students starting outside of popular intake dates?
- The admissions procedures and induction provided for DTC/DTP students
- How the review area has responded to student feedback on induction

Progress and Assessment

- The roles and responsibilities for managing progress procedures within the review area
- How record keeping of students' progress is managed
- How negative outcomes are managed
- What guidance is available to students on the progress process?
- The quality of outcome letters to students following negative recommendations
- How students are prepared for their assessments; including what support or training is available and information or guidance provided
- Whether students are aware of the University's expectations
- How responsibilities of each individual supervisor on the team are communicated to students
- What independent sources of support are available to students?

MANAGEMENT OF PGR PROVISION

The Panel may wish to consider:

- How the performance of supervisors is kept under review
- The training available to supervisors
- How supervisors in industry/ NHS/ professional practice are managed
- How access to supervisors for online and offsite students is managed
- How the replacement of supervisors is managed
- How the review area ensures supervisors have sufficient time to supervise
- How staff with too few students are encouraged to gain more
- How the three month review, supervision records and APRs provide mechanisms for the operation and evaluation of co-supervision
- The consistency in approach to arranging viva examinations
- How internal and external examiners are appointed
- How periods of resubmission are managed; including what support is available to students

STAFF ENGAGEMENT

The Panel may wish to consider:

- How University policy is disseminated, implemented and embedded
- The awareness amongst staff of University policy
- How the relationship between the Primary and Second Supervisors are managed
- How co-supervision is managed
- Clarity of roles and expectations of academic and professional support staff
- Managing student progress
- Managing student records
- Support and training for supervisors

QUALITY ENHANCEMENT AND MANAGEMENT

The Panel may wish to consider:

- The mechanisms in place for reviewing and acting on feedback
- The opportunities available for students to provide confidential feedback to someone independent from their supervisory team
- How feedback from examiners is used
- How feedback from PSRBs is used (if relevant)
- What review mechanisms are in place to assess the quality of provision in the area and to address the outcomes of previous reviews?
- How the research degree provision is measured against external indicators and targets that reflect the context in which research degrees are being offered
- How PGR matters are addressed within the governance structure
- In the context of collaborative arrangements:
 - How the collaboration operates
 - The structure/governance of the collaboration
 - The other themes referenced in this aide memoire in the context of collaboration generally or each collaborative programme

- Partners' feedback on the provision and how this is reported to the University and addressed