

# Doctoral College Forum

## Periods of Study (PoS)

October 2018

# Format of the session

- Introduction and summary of the PoS review
- Overview of policy changes
- Discussion of policy implementation
- Examination of roles and responsibilities
- Conclusion with action points

# Intended outcomes of the session:

- Attendees understand the principles underlying the policy changes
- Commitment from College and Discipline Directors (CDPGR, DDPGRs) communicating and leading policy changes locally
- Understanding next steps in supporting these changes

# Welcome from the Dean



# What were the goals of the PoS review?

- Improve student wellbeing
- Improve inclusivity by increasing equality and diversity
- Put the University in a good position with UKRIs and for REF



# Who was involved in the process?

- Doctoral College
  - Associate Dean of PGR / Doctoral Research is lead for review and implementation
  - Support from College Directors of DPGR
- Staff, students, wider stakeholders consulted during the review
- PoS Working Party
  - Reviewed practice across the RG
  - Identified areas of good practice within UoE

# 1. Maximum period of study

- ‘Maximum period of study’ is defined as ‘submission’
  - Removes confusion over how long to submission vs. how long to completion (e.g., 3 vs 4 years)
- Students should plan to submit by the end of their funding period **OR**, for self-funded students, their disciplinary norm

# 1. Maximum period of study -- implications

- Contingency planning required to ensure timely submission
  - Work to deadline **before** max period is up
  - Allow flex time
- Reporting should reflect funding
- Enhanced monitoring will be required
  - Especially around requests for extensions and transfer to continuation status

**For further consideration: What are your discipline norms?**



## 2. Part-time study

- PGRs can study 0.5, 0.6, 0.7, 0.8, or 0.9 FTE
- Programme length is calculated as a portion of the full-time period on a pro rata basis using these values
- Pro rata contact events and progress review will occur three times per year

**For further consideration: What activities need to be reviewed to ensure we support students studying at a wider range of FTEs?**

## 3. Monitoring

- (*throughout the programme*) Standardising and optimising use of progress reviews and Unsatisfactory Student Progress and Engagement procedure
- (*initial stage of study*) Upgrade and the first AMR will happen sooner
- (*near submission*) ‘Continuation status’ will look different, and extensions should be utilised differently

## 3. Monitoring – implications

- Rigorous monitoring is required to keep students on track – especially at the beginning and end of the degree
- Decisions can and should be made for *academic* and *wellbeing* purposes – not automatically or for fee- / funding-related reasons
- There is already good practice at UoE that can be shared across disciplines

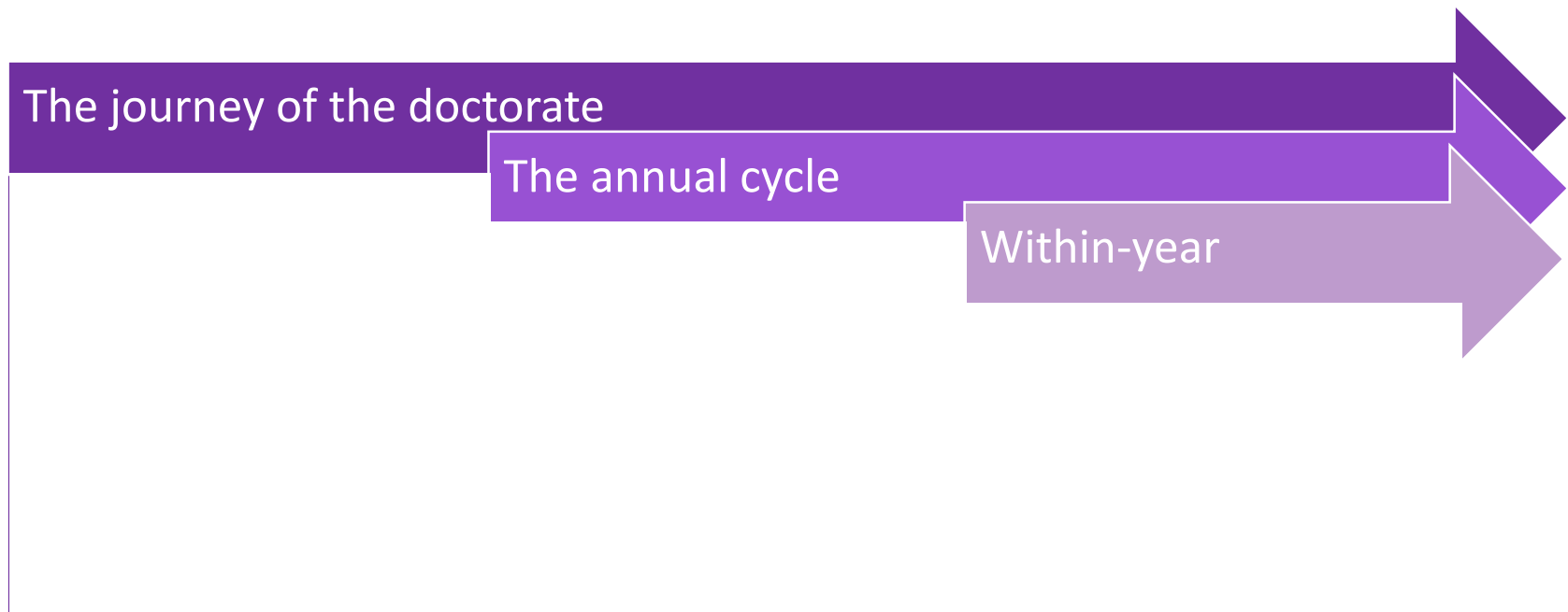
# Task: Cycles of supervision



Induction

Graduation

# Cycles of supervision



# Task: What will this mean in practice?

- In groups, consider what elements of current practice will be affected by this change.
- Write down each aspect on a sticky note.
- Identify which area you think will be most challenging by marking it with an X.
- Post your sticky notes on the provided flipchart paper.

# Extensions

(for both pre- and post- 2019/20 entrants)

- Extensions will only be granted in **very exceptional circumstances**
- This is current policy but is not happening in practice (approx. 10% of PGRs are currently on some form of extension)
- For 2019/20 entrants, extensions:
  - must be applied for in advance
  - are time-limited
  - can only be requested **once**

# Monitoring overview for 2019/20

- What do you need to do in your area to support this?
  - Are changes required to upgrade requirements?
  - Are you aware of documentation that needs updating?

**For further consideration: Which of these will you need to pursue in your discipline / college?**



# What is the role of the Doctoral College?

- Work with Colleges to introduce changes and engage in troubleshooting
- Liaise with other services to ensure central information is up-to-date
- Ensure academic staff are aware of their responsibilities

# What is the role of the Colleges?

- Communicate changes to supervisors and students
- Organize support at all levels within Colleges
- Ensure College-level information is correct

# What is the role of discipline directors?

- Hold conversations in your disciplines about how implementation will proceed
- Be aware of changes when you have conversations with applicants and current students
- Be aware of your responsibilities in monitoring student progress

# Homework: What happens next?

What has to happen next?

- What are you responsible for?
- Who will you need to work with?
- Does any supporting documentation need to change?
- Is there any further information you need?

# Conclusion and next steps

- Are there any final questions?
- Do you know whom to talk to?
- Do you know where to find all the information you need?
  - [PoS review webpage](#)