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This Code of Practice is available in Welsh. It can also be provided in alternative formats (e.g. hard copy, large print, Braille, audio) upon request (email: pgr@cardiff.ac.uk; phone: 029 2087 0144).
## SUBSTANTIVE AMENDMENTS MADE TO CODE OF PRACTICE SINCE 2016-17 VERSION

<table>
<thead>
<tr>
<th>SECTION</th>
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| ALL SECTIONS | Web links, cross-referencing and numbering updated throughout.  
All references to named sections of the Academic Regulations Handbook updated to reflect the latest version of the Handbook. |
| SECTION 1 – INTRODUCTION | No substantive changes. |
| SECTION 2 – INSTITUTIONAL ARRANGEMENTS FOR RESEARCH DEGREES | Removal of **point 12** to reflect changes to the committee structure.  
Removal of **point 13** to avoid duplication with text contained later in the section.  
Amendments to ‘**Quality Assurance and Enhancement Process**’ section to reflect changes to the Annual Review and Enhancement (ARE) process. |
| SECTION 3 – COLLEGE AND SCHOOL RESPONSIBILITIES | New point added under ‘**The Dean of Postgraduate Research Studies**’ section to highlight the authority delegated from the Pro Vice-Chancellor Student Experience and Academic Standards to the Deans of Postgraduate Research on a range of PGR matters. |
| SECTION 4 – RESEARCH GOVERNANCE | No substantive changes. |
| SECTION 5 – RESEARCH DEGREE PROGRAMMES AND TIME LIMITS | Several additions under ‘**Transfer from another University**’ section to clarify the varying nature of institutional transfers and the areas of consideration needed prior to transfer.  
**Table 1** updated to reflect changes to the time limit for PhD staff candidates.  
Additions to ‘**Extenuating Circumstances**’ section to highlight a student’s requirement to report any extenuating circumstances that are likely to impact on viva performance to the Examining Board Convenor at the earliest opportunity.  
Addition of ‘financial hardship’ and ‘adoption leave’ as permitted grounds for an extension.  
Clarification that the maximum length of an extension would not **normally exceed** 12 months.  
Addition to ‘**Short Absences**’ section to emphasise the requirement of students to report all absences in excess of ten days to their School.  
Addition to ‘**Interruption of Study**’ section to clarify that, where a Research Council or other funder extends a studentship to include a professional opportunity, the student would not normally make an application for an Interruption of Study’. |
| SECTION 6 – ADMISSION TO RESEARCH DEGREES | No substantive changes. |
| SECTION 7 – INDUCTION | Removal of point 131 to avoid duplication with information contained under ‘Student Attendance Requirements and Holiday Entitlement’ section. |
| SECTION 8 – STUDENTS’ EXPECTATIONS AND RESPONSIBILITIES | No substantive changes. |
| SECTION 9 - SUPERVISION | No substantive changes. |
| SECTION 10 – MONITORING OF ACADEMIC PROGRESS | Addition of key principles relating to the monitoring of a student’s progress and the completion of the Research Plan. |
| SECTION 11 – RESEARCHER DEVELOPMENT AND TRAINING | No substantive changes. |
| SECTION 12 – RESEARCH STUDENTS’ INVOLVEMENT IN TEACHING | No substantive changes. |
| SECTION 13 – STUDENT FEEDBACK AND CONSULTATION | No substantive changes. |
| SECTION 14 – EXAMINATION | Several changes under ‘Availability of Research Degree Theses and the Student’s Ownership of Copyright’ section, including clarification on the standard length of a bar on access, and the procedure following both approval and expiry of a bar on access. |
SECTION 1 - INTRODUCTION

PURPOSE AND SCOPE OF THE CODE OF PRACTICE

1 The Code of Practice for Research Degrees sets out the University's requirements for the management of its research degree programmes. It describes the principles by which the University requires Schools to manage and support their research students, and sets out an institutional framework within which more detailed local arrangements can operate.

2 The Code references and complements relevant Senate Regulations of Cardiff University: together, their role is to maintain the quality and academic standards of the University's research degree programmes.

3 The Code is also designed to provide clear and useful information for students and staff, and makes reference to relevant policies, procedures and services. It is structured to guide students and staff through the University's requirements for research degrees.

4 The Code was refreshed during 2013 with particular reference to Chapter B11 of the Quality Assurance Agency's UK Quality Code (issued in 2012). Minor amendments and corrections made since 2016-17 are itemised in the table prefacing the Code.

5 The provisions of this Code apply to all students registered on research degree programmes leading to an award of Cardiff University, including those studying part-time or for periods away from the University, and those studying for specialist doctoral degrees, such as the EngD and MD, but with the following exceptions and caveats:

.1 For professional doctorate programmes that comprise component(s) of directed learning and/or professional or clinical practice as well as independent research, Schools are required to consider how best to match the provisions of the Code to the particular stages or components of the programme, and how the Code integrates with Senate Assessment Regulations for Taught Programmes.

.2 The Code includes references to MRes programmes, and is intended to provide MRes students with an understanding of the context in which research study is undertaken, but the requirements set down in the Code are superseded by Senate Regulations for the Award of the Degree of MRes (Master of Research) (see Section 1.14, Academic Regulations Handbook) and by the Programme Information appropriate to the MRes programme.

.3 The Code applies to all students undertaking research degree programmes that are collaborative with other academic partners, unless there has been agreement to vary the Code's provisions as part of a formal collaborative arrangement.

.4 The Code does not apply to those candidates permitted to present work in consideration for PhD by Published Works or Senior Doctorates.

6 The Code includes specific reference to the requirements for managing research students registered on Integrated Doctoral Programmes.

7 The term 'student' is used throughout: for the purposes of this Code it also includes members of staff who are registered for research degree awards of Cardiff University.

8 Where the term 'supervisor' is used, this should be taken to mean the main supervisor who is the primary point of contact for the student.
SECTION 2 - INSTITUTIONAL ARRANGEMENTS FOR RESEARCH DEGREES

GOVERNANCE ARRANGEMENTS

9 The Pro Vice-Chancellor for Student Experience and Academic Standards is responsible for the University’s taught and research programmes of study, for academic standards and for the quality of the student experience. This Pro Vice-Chancellor liaises with the Pro Vice-Chancellor for Research, Innovation and Engagement and the Pro Vice-Chancellor for International and Europe, who has responsibility for the Doctoral Academy, to ensure appropriate alignment of the University’s postgraduate research activity with its research strategy. The Doctoral Academy Director reports to the Pro Vice-Chancellor for International and Europe.

10 The three College Deans of Postgraduate Research Studies (for Arts, Humanities and Social Sciences; Biomedical and Life Sciences; Physical Sciences and Engineering) are accountable to both the Pro Vice-Chancellor for Student Experience and Academic Standards, the Pro-Vice Chancellor for International and Europe, and to their respective Pro Vice-Chancellor, College Head for the strategic development of postgraduate research education whilst ensuring alignment with University Regulations and standards.

11 The University's Academic Standards and Quality Committee is a sub-committee of the Senate and is responsible for advising the University on all matters relating to the promotion of academic quality and standards across the full range of its provision for students. It is chaired by the Pro Vice-Chancellor for Student Experience and Academic Standards. The Committee develops and keeps under review the University’s academic quality strategy, policy and quality assurance procedures, and the effectiveness of their implementation. It is responsible for the Code of Practice for Research Degrees, and for considering Academic Regulations and making recommendations thereon to Senate.

12 The University's Awards and Progress Committee determines the award of all research degrees. It is chaired by the Vice-Chancellor or the Pro Vice-Chancellor for Student Experience and Academic Standards, acting as a nominee.

KEY INDICATORS

13 The University uses the following indicators for monitoring research degree programmes:

.1 PhD submission rates;
.2 intake levels and overall numbers, by fee-status and mode of study;
.3 withdrawal and qualification rates;
.4 levels of research student appeals;
.5 student satisfaction reported in the HEA Postgraduate Research Experience Survey;
.6 participation in and satisfaction with the Doctoral Academy Programme.

DOCTORAL ACADEMY

14 The role of the Doctoral Academy is to direct and support postgraduate research provision at the University, responding to and leading the development of strategic priorities, and advising on actions to achieve institutional targets. This includes identifying opportunities to develop new programmes of research study and providing a locus for the discussion of matters relating to postgraduate research students. The work of the Doctoral Academy is supported by the PGR Network of School Directors of Postgraduate Research Studies and PGR Student Representatives.
A key function of the Doctoral Academy is the co-ordination and delivery of training and development opportunities for research students via the Doctoral Academy Programme.

Oversight of the activities of the Doctoral Academy is provided by its Steering Group, chaired by the Pro Vice-Chancellor for International and Europe; its membership includes the Academy Director, the Pro Vice-Chancellor for Student Experience and Academic Standards, the three College Deans of Postgraduate Research, the Dean of Research, Innovation and Enterprise, the Students’ Union Vice-President Postgraduate and the Academic Registrar. The Doctoral Academy Steering Group develops, monitors and reviews those elements of the University strategy as they apply to postgraduate research. Through its membership of Pro-Vice Chancellors, the Doctoral Academy Steering Group reports to the University Executive Board and Academic Standards and Quality Committee.

QUALITY ASSURANCE AND ENHANCEMENT PROCESSES

Each School reports on its postgraduate research activity through Annual Review and Enhancement (ARE). College ARE meetings provide feedback to Schools and to the Academic Standards and Quality Committee (ASQC). The College ARE meetings also receive a report on the dissemination of noteworthy practice and on how issues raised previously have been addressed. Each College ARE meeting identifies issues to be considered by the University, receives action plans from the Professional Services in response to issues raised, and provides an annual report for ASQC on the process and key outcomes.

Postgraduate research provision is also encompassed in the University’s Periodic Review process which undertakes a broader and deeper review of the continuing validity and relevance of programmes.

RESEARCH ENVIRONMENT

Cardiff University is internationally recognised as being a successful, research-intensive University, evidenced, for example, by successive Research Assessment Exercise (2001; 2008) and Research Excellent Framework (2014) performances, the level of research income, the quality and volume of peer-reviewed publications, accolades and esteem measures bestowed upon our staff, collaborations with policy making, industrial and cultural partners, and engagement in national and global networks with other researchers.

Whilst all students and supervisors are located in an academic School in which excellent research and scholarship is rooted in the discipline, there is also a strong and long-standing emphasis on multi-disciplinary and interdisciplinary research, supported by competitively awarded funding and institutional strategic investment.

The University seeks to embed students into its research environment and culture, from institutional-level perspectives and approaches to the local support provided for each student and project, through integrated strategic planning, training policies, development opportunities, and the requirements of this Code of Practice.

Processes and criteria for project selection, student admission and the appointment of the supervisory team must ensure that every student carries out their research in a well-supported local context, in which the infrastructure, resources and supervisory experience can deliver the research and scholarship necessary for the timely and successful completion of the research degree.

Supervisors, Schools and the Doctoral Academy together ensure that research students have opportunities and encouragement to:

1. learn about their specialism, and the nature, conduct and management of research, including requirements and protocols that are specific to their field;
.2 interact and exchange ideas with other researchers and/or practitioners who are actively working in the field of study;

.3 engage with the wider community of research students, broadening their understanding of research and providing peer-support;

.4 benefit from and contribute to the research environment at different levels: within and beyond their research groups, including in multidisciplinary contexts; and with external groups and networks where appropriate.

24 As students of Cardiff University, postgraduate researchers are able to undertake their research and development in an environment that is underpinned by an array of welfare and support facilities. Information about these services is brought together in the Student Charter.
SECTION 3 – COLLEGE AND SCHOOL RESPONSIBILITIES

COLLEGE RESPONSIBILITIES

25 Each College (Arts, Humanities and Social Sciences; Biomedical and Life Sciences; Physical Sciences and Engineering) is headed by a Pro Vice-Chancellor and Head of College, who is responsible and accountable to the Vice-Chancellor for the management of the College, and who line-manages the Heads of those Schools that comprise the respective College.

THE DEAN OF POSTGRADUATE RESEARCH STUDIES

26 Each College has a Dean of Postgraduate Research Studies, who is responsible for coordinating relevant School, College and University activities, and for supporting Schools in achieving key indicator targets in relation to postgraduate research. Working within the University’s overall strategy and policy framework, the Deans support the development and implementation of strategies to maximise postgraduate research recruitment and enhance the PGR student experience in their College.

27 The Deans of Postgraduate Research Studies have delegated authority from the Pro Vice-Chancellor, Student Experience and Academic Standards to take decisions on a range of postgraduate research-specific matters, including requests to extend a student’s latest thesis submission date and applications to restrict access to research degree theses.

THE HEAD OF SCHOOL

28 The Head of School has delegated authority from their Pro Vice-Chancellor, College Head for the management and academic support of all research students registered in their School, in accordance with Senate Regulations and the provisions of the Code of Practice for Research Degrees.

29 The Head of School is therefore responsible for ensuring that all research students registered in their School:

.1 receive adequate supervision in the pursuit of their research goals and professional development needs;

.2 receive effective monitoring of their academic progress;

.3 have access to the facilities necessary for achieving their research goals;

.4 are able to conduct their studies in a high-quality and supportive research environment and to maximise their contribution to their chosen discipline;

.5 are given opportunities to raise issues, voice concerns and provide feedback.

30 The Head of School is also responsible for ensuring:

.1 that postgraduate research matters are routinely considered and addressed appropriately through the School committee and governance structures;

.2 that management information, including feedback from students and examiners, is used to inform School discussion and action plans;

.3 that local School policies and procedures comply with the University requirements described in the Code of Practice, and are readily accessible to all staff and students;

.4 that supervisors are appropriately trained, mentored and monitored;
.5 rigorous and transparent mechanisms for key procedures, such as admission, student monitoring and examination;

.6 that research students appointed to teaching and assessment duties in their School are appropriately trained, mentored and monitored, and have clear limits of responsibility, in accordance with the provisions of the Code of Practice for PGR Teaching;

.7 the proper conduct of all research degree examinations.

SCHOOL ARRANGEMENTS

31 So that students can undertake research effectively, each School must endeavour to provide the most appropriate working accommodation, equipment and resources that it can. The facilities made available will vary depending on the particular needs of the academic discipline and on the student’s mode of study.

32 There should be a clear locus for postgraduate research business to be considered in the School: depending on the size, shape and portfolio of the School, this may be a dedicated PGR Board or via a routine item on an appropriate School committee.

33 School arrangements should be in place to address the following, and be clearly described in handbooks, guidance notes and/or web information:

.1 recruitment and admission of research students;

.2 School induction programmes;

.3 training and development requirements;

.4 supervision arrangements, including mechanisms by which these may be changed;

.5 monitoring academic progress, requirements for progression and procedures for unsatisfactory progress, and examination arrangements;

.6 student consultation and feedback;

.7 student entitlements, including access to funding for conferences, research costs, travel and training, and teaching opportunities.

34 In respect of students with specific requirements, Schools are required to give consideration to practical arrangements for induction and other School activities.

THE DIRECTOR OF POSTGRADUATE RESEARCH STUDIES

35 Each Head of School is required to appoint a Director of Postgraduate Research Studies, who should be experienced in the supervision of research students, and to whom responsibility for managing postgraduate research activity on a routine basis is usually delegated. The Head of School is expected to monitor the effectiveness of the Director of Postgraduate Research Studies through the appraisal process.

36 The Director of Postgraduate Research Studies should be clearly identified in the School and their role understood by supervisors and students. Their duties typically include:

.1 advising the Head of School on the allocation of supervisory duties, and on temporary or permanent changes, when necessary;

.2 overseeing arrangements for School induction activities;

.3 overseeing School-based training programmes;
.4 providing appropriate written guidance for research students and supervisors;

.5 ensuring that School-level information cross-refers students to key University procedures (e.g. complaints and appeals), and to University support services;

.6 operation of student consultation and feedback mechanisms;

.7 overseeing implementation of the Research Student Progress Monitoring Procedure and subsequent outcomes;

.8 reporting to the Head of School and/or relevant School committee on matters of concern relating to the progress of individual students;

.9 overseeing the administrative arrangements for *viva voce* examinations;

.10 reporting to the Head of School and/or relevant School committee on matters of concern arising from feedback from students, academic staff or examiners.

The Director of Postgraduate Research Studies has an important role in advising both students and supervisors who are experiencing difficulties with the supervisory relationship and making recommendation to the Head of School accordingly.

In some Schools there may be a team approach to taking on the duties of Director of Postgraduate Research Studies. In all such cases:

.1 a lead must be identified, who acts as the School's point of contact for the University;

.2 the division of duties must be made clear to students and their supervisors.
**SECTION 4 - RESEARCH GOVERNANCE**

**RESEARCH OBJECTIVES, INTEGRITY AND ETHICS**

39 In defining research there are differences in emphasis across disciplines, but the following is a core and generic definition drawn from the University's Research Integrity & Governance Code of Practice: *deepening and broadening of knowledge and understanding by expert, responsible and professional means, including the dissemination of results through publication, teaching, applied research and consultancy.*

40 The University requires that all its researchers maintain exemplary standards of professionalism, academic practice, rigour and honesty in every aspect of research. To support this, the University has in place a Research Integrity & Governance Code of Practice and associated research ethics guidelines, which take into account policies and guidance originating from UK and international agencies, funding bodies and professional societies. The Research Integrity & Governance Code of Practice and associated guidelines apply to all research carried out under the auspices of the University, including that by students.

41 The Research Integrity & Governance Code of Practice includes key statements on honesty and care:

1. ‘Researchers must be honest in respect of their own actions and in their responses to the actions of other Researchers. This includes honesty in the presentation of research goals, intentions and findings; in reporting on research methods and procedures; in gathering data; in using and acknowledging the work of others; in conveying valid interpretations and making justifiable claims based on research findings. Researchers must not engage in nor conceal misconduct and have a responsibility to report potential incidences of misconduct in an appropriate manner. The repercussions of failing to behave honestly in any of these, or other, actions can be widespread and may be regarded as a disciplinary offence’.

2. ‘Care and respect must be extended to all participants in and subjects of research, including humans, animals, the environment and cultural objects. Researchers should address any concerns relating to the dignity, rights, safety and wellbeing of all involved in research. Those engaged with research must also show care and respect for the stewardship of research and scholarship for future generations’.

42 All students engaged in research should familiarise themselves with the Research Integrity & Governance Code of Practice and observe the relevant provisions contained therein.

43 Responsibility for research conduct and integrity in their research degree programme resides with the student, with guidance from their supervisors. Additional support is provided through training.

44 Ethical issues are overseen by the University Research Ethics Committee, supported by a network of designated Ethics Officers. Each School is obliged to consider the nature of potential ethical issues in the conduct of its research, ensuring that appropriate records of projects, decisions and practices are kept, including those related to students’ research.

45 Where possible, the approach to ethical review of research degree projects should be reflective and have both monitoring and training aims: to build professional attitudes; improve the quality of the research; and assure the student and the University that potential risks are considered and addressed.
INTELLECTUAL PROPERTY RIGHTS

46 As a general principle, the University recognises the student as the owner of any intellectual property (IP) they are solely responsible for producing whilst a registered student of the University.

47 In some circumstances, a student will be required to assign ownership interest in IP to the University or to a third party. This may occur when a student is contributing to research on a University research project, which may or may not be funded by a third party. In such cases, the student may be required, in order to be involved in such a research project, to sign a studentship funding agreement or a general IP assignment and confidentiality agreement.

48 In other circumstances, the student’s supervisors and/or other members of the research group in which the student is based will contribute to the creation of IP. In order to maximise the prospect of successfully commercialising the IP, the student will be encouraged to assign ownership rights to the University on the same basis as academic staff (which will include a share of any revenues generated from successful commercialisation).

ACCESS TO DATA

49 The Research Integrity & Governance Code of Practice outlines the University’s policy on the storage, retention and preservation of research data, and applies equally to both staff and students.

50 Students leaving the University must ensure that appropriate provisions are made within their School for the continued retention, storage and where applicable, provision of access to their original research data and records/or copies.

51 Students wishing to retain original research data and records/or copies must seek consent from their supervisor, and ensure that there are no restrictions in their funding agreement or assignments which would prevent them from doing so. Where personal data is included, students must consult with the University’s Data Protection Officer prior to the removal of research data.

52 A member of staff in the School shall be identified to take on responsibility for the research data. This responsibility will revert to the student’s supervisor if no other member of staff is identified.
SECTION 5 – RESEARCH DEGREE PROGRAMMES AND TIME LIMITS

RESEARCH DEGREE QUALIFICATIONS

53 Research degree qualifications awarded by the University and the criteria for their award are described in Senate Regulations.

54 The University has agreed sets of common characteristics for its professional doctorates and for its MRes programmes.

INTEGRATED DOCTORAL PROGRAMMES

55 Integrated Doctoral Programmes are defined here as 4-year programmes that include a separate and structured element of preparatory research skills and methods training embedded within the first year of the PhD registration. These are usually specialist and cohort-based programmes, and the training is designed to develop identified skills required to build capacity in the relevant discipline. There may or may not be a subsidiary award available for the successful completion of the structured element.

56 A feature of Integrated Doctoral Programmes as defined here is that students have PhD status from the outset but do not have a PhD project or supervisors confirmed until a point toward the end of their first year. The first year training allows the student to develop a set of specialist skills, usually in a number of scientific contexts and to revise their choice of topic and supervisors. Where Integrated Doctoral Programmes are cross-School, students may need to be transferred between Schools on completion of the first year.

57 This is distinct from other models of postgraduate training that link Master's and PhD study:
  
  .1 "1+3", where a research preparation Master's and a PhD programme are linked but are sequential, and are separate registrations and qualifications;
  
  .2 formal Master's level training that is included within 3-year, 3.5-year or 4-year PhD programmes, but is undertaken in parallel with the PhD project; the student is registered for taught modules, the successful completion of which may or may not carry a subsidiary award, but is pursuing the PhD project at the same time: the topic and main supervisor will have been identified prior to admission in the same way as a standard PhD.

58 Schools that offer Integrated Doctoral Programmes are required to put mechanisms in place to advise and support the students and monitor their progress during the first year, which will usually comprise taught units and short research components, and may include laboratory placements. These mechanisms will be tailored to the needs of the programme but should be informed by the provisions of the Code of Practice for Research Degrees and the University's regulations for taught programmes.

59 Schools must provide students with detailed information about the Programme, including:
  
  .1 its structure, and compulsory and optional elements;
  
  .2 assessment, monitoring and progression requirements;
  
  .3 the mechanism for selecting the PhD project;
  
  .4 student entitlements during the first year, including the allocation of study space;
  
  .5 mechanisms for student consultation and feedback;
the role of the Programme Director;

the role of individual advisors, and their relationship with the supervisory team.

During the first year, the student's primary point of contact may be their individual advisor or the Programme Director; in subsequent years, it will be their main supervisor. The Programme Director will oversee the management of the structured training elements, though will be required to liaise with School Director(s) of Postgraduate Research.

Once students have progressed to the second year of an Integrated Doctoral Programme the provisions of the Code of Practice for Research Degrees apply as standard.

PERIODS OF STUDY AT ANOTHER ORGANISATION

A student may be permitted to conduct part of their research project at another approved research or professional organisation. This may range from a short research placement to a 'split-site' arrangement where registration is shared between Cardiff and another institution. This is covered in the Collaborative Provision Policy Framework.

Unless otherwise specified as part of a formal collaborative agreement, the provisions of Cardiff’s Code of Practice for Research Degrees apply to all students during periods of study at another organisation. Supervisory contacts and monitoring requirements during periods away should operate in accordance with the expected schedule but may be conducted by electronic means if face-to-face meetings are not feasible.

TRANSFER FROM ANOTHER UNIVERSITY

A School may accept a research student transferring from another university, either to accompany their supervisor or as a result of a change in circumstances at their previous institution, providing that they apply via the University’s normal admission processes, and satisfy all entrance requirements. The combined periods of registration must equate to, or be in excess of, the minimum period of study permitted for the Cardiff University award.

In cases where the reason for transfer is other than to accompany the supervisor, the student is required to register fully, and pay the appropriate fees, for at least 12 months full-time or 18 months part-time, regardless of the period of study already undertaken at the other university.

Where a student transfers with their supervisor, they may enter directly to the 'completing thesis' stage, subject to 64 above.

In all cases, the School must be satisfied that the student has met the required academic standards and has made sufficient progress to be able to complete the programme of research in the remaining period of their registration at Cardiff University and that any resources that will be required to complete the programme of research are in place.

Due consideration must be given to transfer and ownership of research data, intellectual property rights and other related matters, where thesis submission for a Cardiff University award has been agreed between the losing and gaining departmental/School heads.

TIME LIMITS FOR COMPLETION

Minimum periods of study and time limits are stipulated for research degrees in Senate Regulations (or in programme information for professional doctorates and MRes programmes). These are shown in Table 1 below.

Students are expected to complete all of their research degree work within their period of registered study status. The expected thesis submission date is the last date of the period of planned registration.
If, on completing the period of registered study, a student is not yet ready to submit the thesis:

1 they may be permitted to continue with ‘completing thesis’ status up to the maximum period allowed by Senate Regulations (and until their latest thesis submission date), so

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1 In Economics the PhD is taken as part of an integrated “2+2” programme, and advanced research training in the form of an MSc and MRes in Economics precedes a 2-year PhD project.

2 In exceptional circumstances, a student may be permitted to register direct into the second year of a full-time PhD: their expected thesis submission date is after 2 years, and their latest is after 3 years.

3 In exceptional circumstances, a student may be permitted to register direct into the third year of a part-time PhD: their expected thesis submission date is after 3 years, and their latest is after 5 years.

4 From 1 August 2017, the default position for PhD staff candidates is aligned to full-time study: a 3-year registration period and a 4-year time limit, unless the case for a period of registration commensurate with part-time study has been demonstrated.

5 From 1 August 2017, the default position for MD staff candidates is aligned to full-time study: a 2-year registration period and a 3-year time limit, unless the case for a period of registration commensurate with part-time study has been demonstrated.

6 MPhil time limits relate to programmes which commenced after 1 August 2016. Full-time candidates and staff who registered on a 1-year and 2-year MPhil programme which commenced before 1 August 2016 have a maximum time limit of 3 years. Part-time candidates who registered on a 2-year or 3-year MPhil programme which commenced before 1 August 2016 have a maximum time limit of 5 years.
long as they have completed the primary research and analysis, and they are fully engaged in compiling the thesis;

.2 they may be required to undertake a further period of registered study and research, for which the continued payment of full-time or part-time tuition fees, as appropriate, will be required; or

.3 if academic progress is unsatisfactory, they may be dealt with under the appropriate provisions of the University's Research Student Progress Monitoring Procedure.

Progression to 'completing thesis' status is not automatic: the Research Student Progress Monitoring Procedure requires Schools to evaluate the completeness of the student's work and its state of readiness.

Students with 'completing thesis' status are entitled to continued supervision and use of general University facilities, including library and computer access, welfare and support services, and the Doctoral Academy Programme. Students are not normally entitled to facilities or resources for primary research activities, such as laboratory use.

Students may submit their thesis earlier than the expected thesis submission date, in accordance with the provisions of Senate Regulations: for example, this can be no more than six months before the end of the minimum initial registration period in the case of research degrees of two or more years' duration (excluding professional doctorates).

Full-time 4-year doctorates and some professional doctorates do not allow a period of 'completing thesis'. In these cases the expected submission date and the latest submission date are one and the same, and the thesis must be submitted within the final year of the programme unless an extension has been approved.

Where a student is not permitted to progress to 'completing thesis' status or to re-register for a further period, they are not permitted access to Cardiff University facilities and are not entitled to receive supervision.

EXTENUATING CIRCUMSTANCES

In some instances students may encounter difficulties that impact upon their research degree programme. It is the responsibility of a research student to report to their supervisor and/or Director of Postgraduate Research Studies, or another member of staff in the School, as appropriate, any extenuating circumstances that may impede their academic progress or disrupt their preparation for progress monitoring, thesis submission or *viva voce* examination.

Extenuating circumstances should be reported during the time of occurrence, or as soon as possible thereafter, in order that any necessary remedial action may be taken. The University expects reports of extenuating circumstances to be supported by documented evidence.

The relevant party in the School will determine appropriate responses. Responses will differ depending on the stage of the research programme, but might include, for example:

.1 extension to a forthcoming progress monitoring deadline;

.2 specific provision arrangements;

.3 approving requests for interruptions of study;

.4 supporting applications for extending the thesis submission deadline;

.5 rearranging the date of the viva.
Further information about the procedure to apply for an extension to the thesis submission deadline or an Interruption of Study can be found below.

Any adjustments as a result of extenuating circumstances should be separate from academic decisions. As such, it is not usual for such circumstances to be reported to the Examining Board, unless they may impact on the student’s performance in the viva.

Any extenuating circumstances that are likely to affect a student’s performance in the viva should be reported to the Convenor at the earliest opportunity. The Convenor will take the circumstances into account when arranging the time and location of the examination.

**EXTENSIONS TO THE THESIS SUBMISSION DEADLINE**

A student who is unable to submit their thesis before their latest submission date may, with the support of their supervisor, apply for an extension. The expected submission date may then be extended by the University, but only in accordance with strict criteria which can be demonstrated to have adversely affected the student’s progress. [See Extension to Time Limit Procedure, Section 1.19, Academic Regulations Handbook.]

A student’s application for an extension to their latest submission date may be considered on one or more of the following grounds:

1. **ill health** – which also includes medical procedures, disability-related conditions, and pregnancy-related absences;
2. **compassionate grounds** – which include distress caused by changes in personal, domestic or family circumstances, or an unforeseen and traumatic event that has a direct and significant impact;
3. **maternity, paternity, adoption or parental leave**;
4. **financial hardship** – where these have arisen as a result of changed circumstances beyond the candidate’s control;
5. **exceptional professional commitments** (see 96 below);
6. **unavoidable practical or logistical difficulties** – which were beyond the control of the student, and which caused serious delay or disruption.

General work commitments or other duties carried out within or outside the University are not normally considered suitable grounds since thesis submission is seen as the priority.

Applications on the grounds of circumstances affecting the supervisor will be considered but should arise only rarely, since the Head of School is expected to make alternative supervisory arrangements when such difficulties arise.

Where an extension is permitted, the student is permitted to have 'completing thesis' status, for which the student has the associated entitlements.

Where an extension request is declined, the student may submit an appeal in line with the Appeals Section of the Extension to Time Limit Procedure (see Section 1.19, Academic Regulations Handbook).

The maximum period for which an extension may be requested is normally 12 months. A request for a further extension, which would take the overall extended period beyond 12 months, may be considered where there are exceptional circumstances.
EXTENSION TO THE RESUBMISSION PERIOD

After submission and examination of the thesis, one of the decisions open to the examiners is that the thesis does not meet the required standard but that the candidate is permitted a further period, up to 12 months, during which they can re-present the thesis for re-examination on payment of a resubmission fee. The resubmission period will be extended only in exceptional circumstances, in accordance with 84 above.

LATE SUBMISSION

A student who fails to submit by their latest submission date may still be permitted to present their thesis where there is unequivocal endorsement by the School. The Head of School, or nominee, should take into account the currency of the research work and its outcomes in determining whether to recommend if the thesis should be accepted for examination. The student may be required to undertake a further period of fee-paying registration if the School is providing guidance on the submission, and a late examination fee will be charged.

INTERRUPTION OF STUDY

Students are expected to pursue their research degree programmes on a continuous basis. It is recognised, however, that students may encounter circumstances that seriously disrupt or delay their research, and an Interruption of Study may be permitted if a student needs to suspend their research studies due to circumstances largely beyond their control. [See Student Attendance and Engagement Procedures: Overview, Section 2.1, Academic Regulations Handbook.]

An application for an Interruption of Study must normally be made prior to the beginning of the proposed interruption. Retrospective applications will be considered only where it is shown that there are compelling grounds to do so (which may include chronic and/or mental health-related circumstances).

An Interruption of Study may be granted on the following grounds:

1. Ill health – which also includes medical procedures, disability-related conditions, and pregnancy-related absences;
2. maternity/paternity leave;
3. parental leave - where parental responsibility prohibits study;
4. sabbatical office;
5. professional placements (see 95 below);
6. exceptional professional commitments – for part-time students only (see 96 below);
7. compassionate grounds – which include distress caused by changes in personal, domestic or family circumstances, or an unforeseen and traumatic event that has a direct and significant impact;
8. financial hardship – where this has arisen as a result of changed circumstances beyond the student’s control; note that Research Councils will not approve an Interruption of Study on grounds of financial hardship;
9. unavoidable practical or logistical difficulties – which were beyond the control of the student, and which caused serious delay or disruption;
The University recognises the value of professional placements, including those that are unconnected to the student’s research project. Where a placement means that progress on the research project is suspended and it has the approval of the student’s supervisor and School, the student should normally make an application for an Interruption of Study. An exception is where a Research Council or other funder extends the studentship to include the professional opportunity.

Full-time students during their fee-paying period of residence are expected to undertake only limited professional/work commitments, and are responsible for ensuring that the commitments do not impact negatively on their academic progress: they should not have professional commitments of the order that would justify an Interruption of Study. A part-time student may apply for an Interruption of Study where there is a change in the level of their necessary professional commitment and this is for a limited period.

A Head of School, or their nominee, may, exceptionally and where it is considered to be in the student’s best interest, require a student to undergo a period of Interruption of Study and adjust the monitoring of their progress accordingly. Wherever practicable, this should be with the student’s agreement.

The period of interruption should be the briefest possible that allows for the circumstances to resolve. The maximum period permitted is 12 months. The submission deadline will not be automatically extended by a length of time commensurate with the Interruption of Study, and students will need to apply for an extension to the overall time limit, if required. Applications for extensions to the time limit will be considered in accordance with Extension to Time Limit Procedure.

Applications for an Interruption of Study from students pursuing a taught stage of an MRes, professional doctorate or integrated doctoral programme, are considered in accordance with the delivery and assessment constraints of that taught stage.

Students should be aware that, where there is objective justification, some funders will not permit an Interruption of Study of any significant period, e.g. where a project must be completed within a specific time-scale.

Where a student is granted an Interruption of Study and is subsequently granted a refund of tuition fees for the duration of the absence, he/she shall cease temporarily to be a registered student of the University. Any entitlement to the use of University facilities shall be suspended until the student resumes the payment of fees.

The student should keep in touch periodically with their supervisor. In addition, toward the end of the period of interruption the student should contact their supervisor to confirm, or otherwise, their re-registration.

SHORT ABSENCES

Where a student suspends their research study for a period of less than ten working days formal approval of an Interruption of Study is not required. It is expected that the student will be able to make up a small number of short absences within the timeframe of the research degree programme. All absences in excess of ten days must be reported and, where approved by the School, formally recorded on the University’s on-line system.

The student should always seek the approval of their supervisor for short periods of absence from their research study. The student must also seek the approval of the School’s Director of Postgraduate Research Studies where the absence will disrupt progress monitoring arrangements and/or agreed training/development activities.
If short absences become frequent they may affect the student’s ability to submit on time. Frequent absences should be notified by the supervisor to the Director of Postgraduate Research Studies and a record should be kept in the School.

Although the term 'absence' is used, the requirements outlined above apply equally to part-time and distant research students who need to suspend work on their research.

**STUDENT ATTENDANCE REQUIREMENTS AND HOLIDAY ENTITLEMENT**

Full-time students are expected to devote their efforts to the research project on a full-time basis, defined as an average of 40 hours per week.

This calculation allows for 23 days holiday per year in addition to days when the University is closed. Students should always discuss their holiday plans with their supervisor (see 104, above).

Part-time students are expected to achieve equivalent research outcomes during their period of registration, and to devote the same efforts to research study but on a pro-rata basis over the longer period.

Students whose research is laboratory-based and/or linked to a wider research project or group may be required to keep set hours.

Students may be required by their School to attend research events, including regular seminars, as part of their training and development.

Although specific attendance requirements may change during the course of a research project, the general expectation should be understood and agreed by students and supervisors at the start of the project.

Except where a research degree programme has specific, alternative requirements, or where a student has a specific and valid reason, all students, both full and part-time, are expected to attend their School in person at the commencement of their studies, and to attend the institutional induction programme for research degree students at the earliest practical opportunity.

If a student fails to comply with the attendance requirements stipulated for them, the School may seek to withdraw them in accordance with the University’s Non-Engagement procedure (contained within Student Attendance and Engagements Procedures: Overview. See Section 2.1, Academic Regulations Handbook).
SELECTION AND ADMISSION

115 The decision to recommend admission to a research degree programme should involve at least two members of the University's academic staff: these should include a postgraduate research admissions tutor appointed by the Head of School, as well as the intended supervisor and/or the director of the programme where more appropriate. All offers are formally issued by the University's Admissions service, but the academic selection decision and any conditions of the offer are determined by academic selectors in the relevant School.

116 In operating its research degree admissions processes, selectors should have due regard to the following:

.1 Senate Regulations and the University's General Entrance Requirement, including English Language Policy (contained within Awards of Cardiff University. See Section 1.2, Academic Regulations Handbook);

.2 legal requirements and University policies and guidelines that relate to these requirements;

.3 School- and/or programme-specific entry requirements, including those for English Language proficiency and selection criteria;

.4 the Cardiff University Admissions Framework (117, below).

117 The University's Admissions Framework identifies the principles and common approach for management of the admissions process in respect of all categories of student, and articulates the roles, responsibilities and training requirements of those involved. Core principles of the Framework on which admissions processes are based are: fairness; transparency; professionalism; accessibility and the consistent application of policy and procedure.

118 Candidates for research degrees are required to satisfy the University's English Language requirements and have one or more of the following qualifications:

.1 a first degree in a relevant subject, normally with at least a 2:1 classification, or equivalent;

.2 a relevant Master's qualification or equivalent.

119 In considering research project proposals, whether submitted by an applicant or by a potential supervisor, the intended home School should consider:

.1 the degree of fit between the intended field of study and the School or institute's research activities;

.2 the likelihood that the proposed programme of research can be completed within the planned period and submitted for examination by the expected submission deadline;

.3 the capacity of the School to offer supervision for the proposed research project, with due regard to experience, track record and work load of the proposed main supervisor and the potential supervisory team;

.4 the availability of replacement supervision arrangements that might be put in place in the event of the main supervisor and/or other key contributors to the supervision leaving the University or becoming unable to continue in their role;
.5 the availability of adequate physical and library resources to support the proposed project, and the availability of any specialist training that would be required;

.6 the demands of any sponsoring or collaborating body as regards the terms of the proposed project, including the funding available, any deadline for submission, or time-limited restrictions on the publication of results;

.7 the ethics implications of the project and ethics approval status where applicable.

120 In considering applicants for admission, the intended home School should consider their potential for a research degree, and their suitability for the proposed programme and field of study, specifically:

.1 their academic qualifications and achievements;

.2 their level of preparedness for the research programme, which may include their technical and/or research skills, their research and/or professional experience;

.3 their understanding of the research context and their motivation for the proposed or advertised project.

121 Schools are encouraged to interview applicants where practicable, in person or by electronic means, to assess their suitability to undertake the research degree for which they have applied. Staff involved in undertaking selection interviews should receive training to ensure that the interviews are conducted in compliance with legal requirements and the University’s Equality and Diversity Policy.

OFFER INFORMATION

122 The formal offer of admission, issued by the University’s Admissions service, includes the following:

.1 the commencement and end dates of the programme, and the mode of study;

.2 the name(s) of:
   • the main supervisor and, where identified, co-supervisors; or
   • the programme director (in the case of some integrated programmes, professional doctorates and MRes programmes);

.3 the title of the research project; or the expected area of research;

.4 whether the offer is unconditional or conditional, and any conditions of the offer;

.5 fees status and tuition-fee level;

.6 any additional costs (such as ‘bench fees’), as instructed by the School concerned;

.7 for part-time applicants and those approved to conduct their research in their place of employment, details of supervision and reporting arrangements;

.8 the Academic Technology Approval Scheme (ATAS) research statement of purpose, where applicable.

123 The offer of admission also signposts applicants to essential University information for research degree students, including the responsibilities and entitlements of research students and the requirements of academic monitoring and progression.

124 Separate information issued by the University includes, as applicable: details of centrally administered institutional studentships, including their terms and conditions;
arrangements for enrolment and accommodation; Confirmation of Acceptance for Study (CAS) number; additional support information to new international students, including travel and collection details.

ADDITIONAL INFORMATION ISSUED BY SCHOOLS

125 Schools are required to provide direct to the applicant any necessary information that is not otherwise supplied or made accessible. This includes, as applicable:

.1 any special requirements associated with the project, e.g. the need to travel elsewhere to perform fieldwork, experimental work or use specialist collections or resources;

.2 details of studentship funding if provided or administered by the School, including the terms and conditions;

.3 any issues associated with the particular research project in respect of human or animal ethics, intellectual property, restriction on access of research outcomes;

.4 any adjustments that have been agreed with the applicant in response to a declared disability.

126 Schools should also make clear to applicants via their web pages, promotional materials, or communication:

.1 the general facilities, resources and working accommodation that will be provided by the School;

.2 whether or not there are opportunities in the School for undertaking teaching, and the local School policy on research student involvement in teaching, including likely types of activity, at what stage of their research degree programme opportunities will be available, and whether any terms and conditions will apply.
SECTION 7 – INDUCTION

127 All new research students should be able to start their studies with an understanding of the academic environment in which they will be working.

128 The Doctoral Academy provides a general induction programme ('Starting Out'). It is offered on multiple occasions at the beginning of the academic year, and further sessions coincide with the entry points of January, April and July.

129 'Starting Out' introduces students to relevant University regulations and procedures, to the training and development opportunities available through the Doctoral Academy, and to the effective planning of skills training in order to support progress on the research project and wider professional development. The induction programme also includes discussion of students' responsibilities and reasonable expectations, as well as those of the supervisor, and it signposts University-wide services and information, including the Student Charter.

130 Each School is required to provide a complementary induction programme at the beginning of the academic year. Topics for School induction programmes typically include:

1. the formal introduction of students to key School staff, including the Director of Postgraduate Research Studies;

2. an introduction to the School's portfolio of research activities, infrastructure and facilities;

3. relevant health and safety requirements;

4. information on supervision and the monitoring of academic progress;

5. the School's arrangements for communication and feedback with students;

6. the School's policy for researcher development and skills training, and opportunities provided locally, including research seminar series and support for conferences.

131 Supervisors are also expected to be available to meet with their students at the commencement of studies, and Schools may choose to build first supervision meetings into welcome and induction schedules. In all cases, each student must be provided with an early opportunity to meet their supervisor, in person or on-line if necessary, to discuss their research goals and planning.

132 Those students who are unable to attend the School's induction programme in person should be issued with written guidance - e.g. those students whose start dates do not coincide with the running of the programme, or, exceptionally, those studying part-time or at a distance from the campus.

133 All new research students should be issued with written information appropriate to the School. This may be in the form of a hard-copy handbook or electronic format.

134 Students who belong to a consortium-based Doctoral Training Partnership may be required to attend additional induction. Their School should ensure that these students have been issued with clear written information about the aims and requirements of their training programme in addition to the standard School-based information.
SECTION 8 – STUDENTS’ EXPECTATIONS AND RESPONSIBILITIES

STUDENTS’ EXPECTATIONS

135 The University’s Code Practice for Research Degrees describes the academic provision for its research students, in setting out the principles by which they are managed and in defining the responsibilities of Schools and supervisors.

136 The following are reasonable expectations for a student to have in relation to support for their research degree programme:

.1 access to induction and information that promote an understanding of the academic environment in which their research studies will be undertaken;

.2 access to a learning infrastructure and research environment that supports the progress of their research studies: this may sometimes be provided through collaboration with other institutions or partners;

.3 a challenging and realistic project, with high-quality research training;

.4 a supervisory team with the necessary expertise and experience, that will provide appropriate direction and guidance;

.5 an adequate schedule of formal contacts and meetings with their main supervisor and their supervisory team;

.6 honest and constructive feedback from supervisors and reviewers, and effective monitoring of academic progress;

.7 the return of written work, with appropriately detailed feedback, within an agreed time scale;

.8 responses to queries they raise with their supervisors within a reasonable time scale;

.9 opportunities to develop broader research and professional skills;

.10 opportunities and encouragement to engage with other researchers, and to present and discuss their research;

.11 where feasible, opportunities to participate in teaching activities and access to appropriate training and mentoring arrangements;

.12 an understanding of the roles and responsibilities of their supervisory team and the support structures in their School, including:

  • the level of support available after the period of fee-paying registration;
  • the role of the Director of Postgraduate Research Studies;
  • the mechanisms by which to provide feedback and to raise any concerns;

.13 upon completion of the viva voce examination, opportunity to view the examiners’ reports.

STUDENTS’ RESPONSIBILITIES

137 Research students are required to ensure that they are aware of the terms of their research degree programmes, including any particular requirements stipulated by their sponsors, and of their responsibilities towards the successful completion of their work.
Supervisors provide advice and guidance, but the student is expected to take the initiative, and has responsibility for the progress of their research, the preparation and submission of their thesis, the quality and integrity of their work, and for their personal and professional development.

Students are expected to pursue their research goals with diligence, and endeavour to present a completed thesis for examination by the end of their period of fee-paying registration (by their ‘expected thesis submission date’).

Responsibilities are highlighted to research degree applicants when they are offered admission to the University and to new research students at induction.

The responsibilities of the research student include:

1. agreeing with their supervisors the goals and scope of the research project, an overall timescale for its completion and the key stages of work (recorded in the Research Plan);

2. setting and keeping to timetables and deadlines, including undertaking and submitting work as and when required and generally maintaining satisfactory progress with the research programme;

3. ensuring that other activities do not adversely affect the progress of their studies;

4. complying with the review and reporting requirements of the University’s Research Student Progress Monitoring Procedure;

5. maintaining regular contact with their supervisors, including when the student is away from the University;

6. agreeing a schedule of meetings and formal contacts with their supervisors at which detailed planning and progress can be discussed, and adhering to the agreed schedule;

7. preparing adequately for meetings with their supervisors;

8. taking account of guidance and feedback from supervisors;

9. being open and honest about progress, and alerting their supervisor to any specific needs or factors likely to affect their work or progress, including any circumstances which may require application for an Interruption of Study or an extension to the submission deadline;

10. reporting planned absences such as holiday arrangements in advance to the supervisor, and reporting any circumstances that prevent or impede attendance or engagement as soon as is practicable;

11. attending any interview requested by the School or University;

12. making appropriate use of the study and research facilities provided and if required to share facilities to do so with due regard for fellow students/workers;

13. participating in training and development opportunities agreed with their supervisor;

14. taking advantages of opportunities to engage in the research environment and to discuss their research;

15. submitting the thesis for examination within the required timescale, taking due heed of the supervisor’s advice;
16 reporting in writing any specific provision requests that should be made known to the research degree examiners to the Convenor of the Examining Board;

17 maintaining a proper and professional relationship with their supervisors and other University staff and students;

18 complying with relevant regulations, policies, procedures and codes of behaviour, and with terms of studentship funding, including those relating to academic matters; research governance; intellectual property; research integrity and ethics; enrolment; payment; health and safety; teaching; and student data maintenance;

19 keeping appropriate records of their research, of their research and professional development and of formal meetings with supervisors.

Research students should also refer to Cardiff University’s Student Charter which has been developed through a partnership between students, the Students’ Union and the University. It outlines the roles, responsibilities and expectations of all students to support a high-quality experience whilst studying at the University.
SECTION 9 - SUPERVISION

THE SUPERVISORY TEAM

143 Each research student must have a supervisory team comprising at least two academic supervisors. Examples include:

.1 Main supervisor plus second supervisor(s) where the subject expertise is substantially or primarily provided by one supervisor: at the very least, a second supervisor provides an additional contact to whom the student can discuss general academic issues, and provides input as part of the Six-Monthly reporting cycle.

.2 Joint supervision where, for example, the research project is interdisciplinary, involves collaboration with a partner university or research organisation, or where an inexperienced supervisor is being supported by an experienced colleague: both joint supervisors provide expert guidance to the student, but one is designated as the principal supervisor, assumes overall responsibility for the management of the student, and is recognised as their first point of contact; further supervisory team members may also be appointed.

144 The supervisory team may include additional academic and/or professional supervisors, and/or post-doctoral researchers. All must have a clear understanding of their role and responsibilities, which is also shared by the student. In all cases, the primary point of contact must be clear to the student, and an alternative contact if the main supervisor is not available.

145 As part of the admissions process, the School will have given thought to the replacement supervision arrangements that might be put in place in the event of the main supervisor and/or other key contributors to the supervision leaving the University or becoming unable to continue in their role. This may mean the identification of a replacement supervisor who will play no role in the student's supervision unless unforeseen circumstances arise. The breadth of expertise and experience provided across the supervisory team ensures that the student always has access to continuity of adequate support to help bridge any change to arrangements.

THE APPOINTMENT OF SUPERVISORS

146 Heads of School are responsible for the appointment of staff as supervisors to the research students enrolled in their School, and for ensuring the continuation of regular and appropriate supervision throughout each candidature.

147 At least one main supervisor must be appointed from the School concerned, in accordance with relevant Senate Regulations; joint supervisors and/or members of the supervisory team can be appointed from another School or organisation, but the Head of School is responsible for the ongoing adequacy of the supervision arrangements.

148 The Head of School is also responsible for ensuring that:

.1 supervisors have received appropriate training and guidance, in both research supervision skills and the relevant University regulations and policies;

.2 second or joint supervisors who are external to the University have received the necessary instruction and guidance, as appropriate to their role;

.3 the performance of supervisors is monitored, through staff appraisal and routine feedback, e.g. from students and examiners, and appropriate action is taken as necessary;
.4 less experienced supervisors are supported by more practised supervisory team members:
   • the normal expectation is that new supervisors assist more experienced staff with their supervisory duties as part of their training;
   • a probationary member of staff should not normally be appointed as a sole main supervisor but can provide main supervision jointly with an experienced colleague.

.5 if circumstances dictate either a temporary or permanent change to supervisory arrangements, new arrangements are put in place with minimal delay wherever feasible;

.6 there is sufficient time for supervision of an appropriate standard, its associated administration and development activities in accordance with the Academic Workload Model. As a guide, an individual member of staff should not normally, at any one time, be supervising more than six students as a main (or 'joint-main') supervisor;
   • it is recognised, however, that some supervisors may have the capacity to supervise a higher numbers of students effectively, depending on their individual commitments and the nature of the research environment in which they work.

149 To be appointed to a supervisory team, a supervisor should:
   .1 hold a doctoral degree or have comparable research and/or professional experience;
   .2 possess an appropriate understanding of the proposed project to be able to make a positive contribution.

150 At least one member of the supervisory team, typically a main supervisor, should:
   .1 have supported at least one successful completion of the relevant research degree;
   .2 be currently engaged in high-quality research in the discipline.

151 School handbooks, or equivalent, should state the local policies and procedures in place for supervision, which may include the models of supervisory arrangement adopted by the School and the expected frequency of supervisory meetings.

152 The School must provide the student with a regular opportunity to comment on their satisfaction with their supervisory arrangements, typically coinciding with the Six-Monthly reporting cycle that forms part of the Research Student Progress Monitoring Procedure. There must also be clearly defined procedures for students to make representation at any time to the Head of School or the Director of Postgraduate Research Studies if they feel that their work is not proceeding satisfactorily for reasons outside their control, including difficulties in a supervisory relationship. The means for discussing the possibility of changing the supervision arrangements must to be made clear to students and staff.

SUPERVISORY MEETINGS AND FORMAL CONTACTS

153 A supervisory meeting is considered to be a formal, uninterrupted event, to which sufficient time and attention should be devoted. Both the student and supervisor(s) should be clear on the purpose of the meetings and keep agreed, documented records of the outcomes.

154 The expected frequency and format of scheduled meetings with both the main supervisor(s) and with member(s) of the wider supervisory team should be agreed at the outset and adjusted, as appropriate, as the project progresses. The University expects that:
1. the student will meet formally with their main supervisor(s) at the commencement of their programme;

2. the student and their supervisors will then meet in accordance with an agreed frequency of formal meetings;

3. although the frequency may vary (between disciplines and mode of study, according to the relative development and needs of the student, and at different stages of the research project), formal meetings should generally take place between student and main supervisor(s) on at least a monthly basis, in person or by video chat;

4. the schedule of supervisory meetings will be integrated with the requirements of the Research Student Progress Monitoring Procedure.

155 These expectations apply to both full-time and part-time students.

156 Some students may encounter or work alongside their supervisor on a far more frequent basis, especially if the project is being undertaken in a laboratory-based research group: this kind of interaction is additional to the formal meeting schedule.

157 Where the student or supervisor is working away from the University for a period of time and video meetings are not feasible, a schedule of formal contacts should be agreed: the student should normally be required to provide a report to their supervisor on at least a monthly basis, and the supervisor should respond with feedback within an agreed time.

SUPERVISORS’ RESPONSIBILITIES

158 Supervisors are responsible to the Head of School for supporting the research students assigned to them.

159 As part of the admissions process, and before agreeing to supervise a research student, supervisors should satisfy themselves that they have the necessary knowledge and expertise to supervise the project which the student wishes to undertake, that the project is appropriate for the level of degree and can reasonably be undertaken with the resources available and within the required time-scale, and they are confident, as far as is possible, that the student is capable of undertaking the project successfully.

160 It is expected that all supervisors will provide appropriate advice and guidance, will encourage their students to achieve their research potential and will support them in submitting a completed thesis by the end of their period of fee-paying registration (by their expected thesis submission date). It is also expected that supervisors will be sensitive to the diverse needs of individual students and the support required in different circumstances.

161 A main supervisor is primarily responsible for ensuring that the research project is of appropriate scope and significance, for advising the student on organising the research, and supporting the student in obtaining high-quality research training.

162 Specific responsibilities of a main supervisor include:

.1 giving guidance on:
  - the nature of research in the discipline concerned;
  - the standard of work expected in relation to the qualification-aim;
  - the planning of the research programme, bearing in mind the expected submission deadline;
  - sources, methods and techniques, and specialist research skills required;
  - the development of professional skills;
  - ethical, intellectual property and/or confidentiality considerations;
  - research integrity and professionalism, and the implications of research misconduct;
• the drafting of the thesis;

.2 ensuring that the student is competent to perform their tasks safely, and that they comply with University and local health and safety procedures;

.3 when a student commences their studies at a point other than the start of the academic year, ensuring that they receive the necessary School induction;

.4 assessing the student's research and professional skills needs, and encouraging them to participate in training and development opportunities through which they can acquire and practise their skills and apply them to their research work;

.5 supporting and monitoring the student's progress through the Research Plan, the planned schedule of meetings and formal contacts, and the reporting requirements of the Research Student Progress Monitoring Procedure;

.6 requesting written work from the student and returning it with constructive feedback and within a reasonable time;

.7 giving prompt and candid advice about any inadequacy of progress or the standard of the written work being produced, and alerting the director of Postgraduate Research Studies to any difficulties in this regard;

.8 being accessible to the student, within reason, and responding to requests for advice and guidance within a reasonable timescale;

.9 encouraging students to interact with other researchers, to engage in the research environment, and to take opportunities to present and debate their work, both within and beyond the University;

.10 giving guidance on the submission of conference and journal papers;

.11 being aware of how to access the appropriate University's Regulations, Codes of Practice and Procedures governing research degrees, and drawing the student’s attention to them as appropriate;

.12 ensuring that the student is aware of sources of advice, guidance, support and counselling in the University;

.13 alerting the Director of Postgraduate Research Studies to any particular difficulties the student is experiencing which might affect the progress of work;

.14 advising the Director of Postgraduate Research Studies of planned absences and suggesting alternative arrangements;

.15 reading the draft thesis and advising on its amendment, before formal submission for examination;

.16 providing continued guidance to those candidates whose examined work is to be revised and re-submitted for further examination;

.17 updating their knowledge and skills with regard to research student supervision;

.18 maintaining a proper and professional relationship with the student.

Second supervisors provide independent advice to the student. A second supervisor may possess knowledge and skills relevant to the student's research project, or be someone to whom the student can refer more general issues. Second supervisors are responsible for keeping acquainted with the progress of the student's work and of being available to
provide feedback and advice according to an agreed schedule.

All members of the supervisory team are considered to have an active role in the student's supervision and academic management. No member of the supervisory team is eligible for appointment either as an independent reviewer of the student’s progress, or as a member of the Examining Board.

SUPERVISOR TRAINING

The Head of School is required to appoint as supervisors only those staff who have received adequate training and instruction appropriate for their supervisory role. This includes both:

.1 supervision skills training;
.2 regulatory and quality system briefing.

Schools are expected to organise supervisor training and discussion sessions periodically, where experiences and best practice can be shared between all supervisors and topical issues can be explored, either as bespoke sessions or as items on staff away-days.

CHANGING SUPERVISION ARRANGEMENTS

The Head of School is responsible for ensuring that whenever circumstances dictate either a temporary or permanent change in supervisory arrangements, prompt consideration is given to how these might be resolved.

Temporary absences can often be accommodated through the support provided by the existing supervisory team, particularly where the absent supervisor is able to remain accessible. In some cases, however, the School may need to appoint an additional supervisor to cover the absence.

The need for significant and permanent changes to be made to the supervision arrangements can arise for a number of reasons: e.g. the departure or incapacity of a main supervisor, or an irreconcilable breakdown in the relationship between the student and a main supervisor.

The supervisory team approach means that there is always at least one other supervisor who has familiarity with the project and the student's progress, allowing the project some immediate safeguard and the student continuity of support, but where a new appointment is required to replace a main supervisor (or a specialist second supervisor) options must be explored as quickly as is practicable.

If a supervisor ceases to be a member of the University staff during a student’s research programme, they may continue to provide guidance as a member of the supervisory team, but the Head of School must ensure that, in the case of a main supervisor, a replacement appointment is made, since control of, and responsibility for, supervision and monitoring rests within the School.

If difficulties arise in the relationship between student and a supervisor, and these cannot be resolved, the School should consider how it can make alternative arrangements, if not prohibited by sponsorship constraints. The School’s mechanism by which requests can be made to change supervision arrangements must be made clear to students and staff.

The match between student, project and supervisory team is arrived at on an individual basis: therefore each case that arises needs to be considered on its own merits. The stage of the project will also have a bearing, as may any sponsorship agreement. In some cases, a short-term solution may be identified until permanent new arrangements are agreed. The Head of School is obliged to seek a solution that safeguards continuity of supervision, support and the resources necessary for the project to continue, with as little disruption as possible.
Where a new main supervisor is appointed, he or she will usually be from within the student's home School but may be from a different School if this represents the best match of available expertise: depending on the proportional contributions, the Heads of School concerned may negotiate a joint registration status for the student, or even agree a School-transfer with the student. If relevant expertise is limited within the University, the Head of School may procure external supervisory support if this presents a workable solution.

Where an agreed change to supervision arrangements requires the project to take a change of direction it may be appropriate to recalibrate the registration period and the thesis submission date.

It is the responsibility of the School to take all reasonable measures to appoint replacement supervisors. In extreme circumstances, however, it may not be possible to find an adequate solution. In such cases, the School should provide information and guidance to the student in order for them to identify potential transfer opportunities if they wish to pursue their topic at another university.
The University is committed to the effective monitoring of research students' academic progress, from the commencement of the programme until its completion.

Progress is defined as the conduct of research at an adequate rhythm, along with the production of outputs of sufficient quality, to reassure the student and the institution that the former continues on track to complete their degree successfully and within the regulatory timescale.

Monitoring begins with the production of the Research Plan and is then managed through the Research Student Progress Monitoring Procedure (see Section 2.10, Academic Regulations Handbook).

The Procedure is a student-centred and purpose-driven system of regular reporting, assessment and feedback, built around a Research Plan, which punctuates the ongoing monitoring that is central to the supervision process. Its purpose is to ensure that students can be confident regarding the progress they are making against their planned research aims, so to maximise the likelihood of timely and successful completion. At the same time, the procedure allows the institution to assure itself that the candidacy is proceeding in a satisfactory manner.

In doing so, the Procedure should ensure that:

.1 feedback is provided to students that is honest, accurate, timely and constructive;
.2 the development of research skills is integrated with the thesis plan;
.3 performance issues or other difficulties can be identified, addressed and remediated;
.4 production of the thesis is supported through the interim submission and review of directly relevant work;
.5 there is a transparent approach to downgrade and/or exclusion where necessary
.6 there is consistency of delivery across the University

The Procedure also provides an audit trail and a record of formal engagement points between the student and the University.

The University recognises that the formal system of monitoring is complemented by the ongoing monitoring and support provided through the supervision process, and expects that scheduled monitoring events are integrated with the timetable of supervision meetings.

THE RESEARCH PLAN

It is an essential requirement that every student's research degree programme starts with the production of an agreed and documented Research Plan. It should be discussed and shaped during early supervision meetings and must be confirmed by the School as part of the first monitoring stage of the Research Student Progress Monitoring Procedure.

The student's Research Plan is then critical to the Monitoring Procedure. As a live, developing document, it is central to the student's study, research and thesis production; it is pivotal for the Initial Review, and review and revision of the Research Plan plays a key part in subsequent monitoring events as the student progresses towards completion.

The Research Plan should, from the beginning, be viewed as a 'plan for completion within the student's fee-paying period'.
The Research Plan is negotiated between student and the supervisor(s), and should:

.1 provide a statement of the main goals and outcomes of the research, taking account of the sponsor's requirements, where appropriate, and stating the expectations for knowledge transfer to academic and non-academic audiences;

.2 identify the key stages anticipated, including experiments, surveys, fieldwork, study visits, data analysis, and so on, highlighting any special skills requirements of each stage;

.3 highlight the formal reporting and progress review points, and indicate the frequency of formal contacts and meetings with the main supervisor and full supervisory team;

.4 as part of the project planning process, identify in detail the work that is intended during the next six-month period;

.5 be adapted to accommodate changes in circumstances and unexpected research outcomes.

The Research Plan should be accompanied by a 'Development Needs Analysis'—i.e. a skills audit. Undertaken by the student and their supervisor(s), the Development Needs Analysis assesses the training and development needs of the student, in respect of the particular demands of the project, and their broader research and professional training needs. (See SECTION 11 - RESEARCHER DEVELOPMENT AND SKILLS TRAINING.)
SECTION 11 - RESEARCHER DEVELOPMENT AND SKILLS TRAINING

189 Key principles of Cardiff’s approach to researcher development and skills training are:

.1 that the approach is student-centred and needs-based;

.2 that supporting students in their development is embedded in our supervision and monitoring processes;

.3 that training is delivered in the broadest context appropriate in order to promote cross-disciplinary understanding and student networking.

190 At an institutional level, the Doctoral Academy provides research students with generic research skills, professional and transferable skills and career development opportunities. The Doctoral Academy Programme organises skills training and activities around the four domains set out in the 'Researcher Development Framework' (developed by Vitae): knowledge and intellectual abilities; personal effectiveness; research governance and organisation; and engagement, influence and impact. The Programme is intended to complement the training delivered in Schools.

191 Schools must ensure that their research students have access to the training appropriate to their individual research objectives - to enable them to undertake their research effectively, and to complete their programmes successfully and within time. To this end, Schools are responsible for delivering or procuring the research skills, methods and techniques that are specific to their discipline and local research context, and for integrating students in the research environment of the School, department and/or research group. Delivery of research training includes the essential role of the supervisor.

192 Schools should make the training and development requirements they have of their students clear at the outset of the research degree programme as part of their School-based induction and in the information issued to students (handbook or equivalent), and also make these requirements clear to supervisors.

193 Where a School identifies a particular skill as essential for all of its students, there should be a clear means of exemption for students who can demonstrate they have already acquired that skill.

194 The University expects students to engage with training and development opportunities throughout their research programmes. As a general rule, full-time research students are expected to undertake approximately ten days of professional training and developmental activity in each year of study.

195 Some programmes (e.g. professional doctorates and programmes delivered through Doctoral Training Partnerships, or equivalent), and some individual PhD projects (e.g. industry-sponsored), may require students to undertake additional or bespoke development activities.

196 Students are required to undertake the training agreed with their supervisor, and to comply with School skills training policies: participation in specified workshops and other activities, and/or engagement with training at a specified level, for example, through the accumulation of training 'points' on an annual basis.

197 Schools are expected to review the effectiveness of their training and development provision as part of the Annual Review and Enhancement process.

198 The Doctoral Academy is required to evaluate and report on its Programme on an annual basis, taking collective and individual student feedback into account as well as changes to research training strategies.
IDENTIFICATION AND MONITORING OF DEVELOPMENT NEEDS

199 It is the responsibility of the School, through the supervision process, to ensure that the development needs of students are identified. Students are required to work with their supervisor to identify their individual training needs, and they are encouraged to recognise the value of professional skills in enabling them to become effective researchers and to enhance their employability.

200 In early supervision meetings and in conjunction with defining the Research Plan, the student and supervisor should conduct a skills audit, known as the Development Needs Analysis, in order to agree and document the training in which the student will participate. The Research Plan and the Development Needs Analysis both form part of the record that demonstrates completion of the Initial Reporting, an element of the Research Student Progress Monitoring Procedure.

201 Supervisors are expected to consider how each student's training can be appropriately staged over the course of the programme, how it can be embedded in their broader research training and their engagement with research networks and contexts, and they should advise their students accordingly.

202 The Development Needs Analysis should be repeated when the student and supervisor discuss their Six-Monthly Reports and agree a revised Research Plan. At these points the student should provide for review a record of skills training and development activities undertaken over the period.

203 Each Development Needs Analysis should be conducted with due regard to the changing demands of the research project, to the student's prior experiences, skills gaps and developing professional needs, and to relevant external requirements, e.g. those of a particular Research Council, and should lead to the identification of appropriate skills development opportunities for the individual student.

204 Further details about training and development opportunities available at the University can be found on the Doctoral Academy web pages: http://cardiff.ac.uk/doctoral-academy
SECTION 12 - RESEARCH STUDENTS’ INVOLVEMENT IN TEACHING

205  The University recognises that supporting the learning of others provides a valuable opportunity for research students to develop their professional skills. As part of their overall development, research students may seek teaching opportunities: to work as tutors or demonstrators; to co-supervise undergraduate projects; and to assess students’ work.

206  The Code of Practice for PGR Teaching outlines the University’s principles in relation to the recruitment, selection, training, monitoring and remuneration of research students engaged in teaching activities.

207  All Graduate Tutors and Demonstrators, and staff who facilitate the teaching opportunities, are required to familiarise themselves with the Code of Practice for PGR Teaching, and to adhere to the principles outlined therein.
SECTION 13 - STUDENT FEEDBACK AND CONSULTATION

INSTITUTIONAL LEVEL MECHANISMS

208 The University participates in the biennial Postgraduate Research Experience Survey (PRES), co-ordinated by the Higher Education Academy (HEA) and uses the outcomes to inform institutional, College and School action planning. The PRES provides a key source of information for the Annual Review and Enhancement quality process (17, above).

209 As part of the Student Academic Representation system, run jointly by the University and the Students' Union, each School has an identified PGR Representative. The PGR Reps have a defined role at School level but are also appointed to relevant College and University committees and working groups.

210 The PGR Reps also come together as the Postgraduate Research Representatives Forum, which meets at least twice per year and provides a report to the Doctoral Academy Steering Group (16, above).

SCHOOL CONSULTATION MECHANISMS

211 Heads of Schools are responsible for providing regular opportunities for their research students to give individual and collective feedback, and having in place mechanisms to review and respond to that feedback. The procedures in place should take account of the diversity of research programmes and modes of study of the students in that School.

212 Each School must have in place a mechanism by which it regularly consults with its research student body, either via a full assembly meeting and/or via representatives appointed to a student-staff forum, which can contribute to the development and review of research degree programme matters and which considers any issues raised by the student body. Where appropriate for the School's portfolio of programmes and the numbers of students involved, a student-staff forum may include taught students. The forum or student assembly should normally meet no less than three times per year.

213 Schools should also consider the merits of in-house surveys, focus groups and on-line tools to support effective consultation, including exploring any concerns or topical issues that are identified through institutional-level feedback.

214 Heads of Schools are also responsible for ensuring that opportunities are provided for research students to be represented on any relevant School committees and working groups.

215 The mechanisms for operating the following should be made clear in School Handbooks or equivalent information:

.1 the student-staff forum/assembly;
.2 any other routine means of gathering collective feedback employed by the School;
.3 appointment of students to School committees/groups;
.4 the selection of student representatives;
.5 channels to raise any individual concerns.

INDIVIDUAL ISSUES

216 The Head of School is responsible for ensuring that there is a clearly communicated mechanism by which research students can provide feedback or raise concerns in confidence, which are not made known to the supervisors unless permission is given.

217 The mechanism by which students can raise individual issues should be open at all times. Students should be reminded of the procedure when they undertake a self-assessment of their progress at part of the Six-Monthly reporting cycle.
It is expected that most problems encountered by students in the course of their research will be capable of resolution within the School, including concerns about a relationship with a supervisor.

If difficulties arise in the relationship between student and a supervisor that cannot be resolved, the School should consider how it can make alternative arrangements (172, above).

In the event that a student is seriously dissatisfied with the arrangements for their research programme and is unable to reach agreement with the Head of School over those arrangements, the student has recourse to the Student Complaint Procedure, which can be found in Section 3.1 of the Academic Regulations Handbook.
SECTION 14 - EXAMINATION

PREPARING THE THESIS

221 Students should be made aware of the regulatory requirements for their research degree thesis from an early stage of their studies (e.g. at induction), and reminded at appropriate intervals (e.g. progression points; workshops that explore the viva). These regulatory requirements include those for formatting and presentation, maximum word limits, criteria for the award, and declarations required of the candidate regarding ownership of the work and ideas, and that the work has not been submitted for any other award.

222 Supervisors are responsible for advising their students on the conventions of thesis structure, content and referencing for their particular discipline, and for providing feedback on drafts.

223 Regulations for degrees in creative and practice-based research stipulate special criteria for submission, whereby the outcomes of the research programme are embodied in a format that is distinctive from a traditional thesis. Some professional doctorate programmes require the submission of a research portfolio in lieu of a single dissertation.

224 Students in many discipline areas submit for publication some or all of their research outcomes, often as academic papers, during the course of their programmes and prior to thesis submission. This is encouraged and regarded as a valuable element of researcher development and knowledge transfer.

225 The University considers that a series of academic papers without being adapted, in lieu of a conventional format, is not generally acceptable for submission as a research degree thesis. The reasons for this include:

.1 a research degree thesis should present a cohesive narrative, that is stylistically coherent and avoids repetition;

.2 a thesis should include sufficiently detailed descriptions and evaluations of relevant methodologies, research protocols, theoretical approaches, method development, experiments, etc., to allow the examiners to assess the work against the criteria for the award;

.3 many academic papers are multi-authored, and the candidate's individual contribution is not readily apparent.

226 However, where appropriate to the structure of the research project and to that of the resulting research outcomes, the modification of work that has been presented for the purpose of publication may render it suitable for inclusion as core thesis chapter(s), so long as the narrative flow of the thesis is not compromised, there is no ambiguity about the contribution of other parties, and an adequate description of the research process is included.

227 The exception to the provisions above is the 'PhD by Published Works', which provides a different route to a PhD award for eligible non-student candidates. Information about this route can be found in the Senate Regulations for the Award of the Degree of PhD by Published Works (see Section 1.15, Academic Regulations Handbook).

228 In rare and special circumstances, a School may make application to the Pro Vice-Chancellor for Student Experience and Academic Standards for acceptance of a non-
standard format research thesis, including the incorporation of academic papers. The application must be made well in advance of the student’s thesis submission date.

USE OF THIRD PARTY COPYRIGHT MATERIAL IN A RESEARCH DEGREE THESIS

229 Copying third party material for the purpose of an examination falls within one of the permitted acts allowed for in the Copyright, Design and Patents Act 1988 as amended and hereinafter referred to as ‘the Act’). Copying done for an examination purpose is permitted provided it is fully referenced.

230 However, after the thesis has been examined and the work is subsequently made available to other users (by being placed in the library or published in print or on the web), permission from the copyright owner may be required to continue to include this material.

.1 Where extracts are insubstantial short quotations from a published work it may not be necessary to seek permission from the copyright owner provided these are accurately cited. This is permitted under ‘fair dealing’ exemptions in the Act for non-commercial private research or criticism and review. [Guidance on whether quotations are ‘insubstantial’ can be sought by email from copyright@cardiff.ac.uk.]

.2 For more extensive sections of text or other types of material, such as poems, images, photographs and music extracts, permission from the copyright owner must be obtained.

231 Where permission is denied or cannot be obtained from the copyright owner, the extracts should be removed from the thesis and replaced with a bibliographic reference following the examination.

USE OF THIRD PARTY EDITORS

232 It is a requirement that the submission of the thesis for examination is solely the student’s own work. However, the University recognises that there may be cases in which the presentation of the written work would benefit from proofreading or editing by a third party without altering the academic content of the work upon which the student is assessed, and where the use of such a service does not compromise the needs of the discipline.

233 A ‘third party editor’ refers to any individual or company outside the student’s supervisory team, whether they are paid or unpaid. Students should consult with their supervisor(s) before enlisting editorial assistance and should adhere to the Policy on the Use of Third Party Editors by Research Degree Students. A copy of the Policy should also be provided to the editor before any work is undertaken.

234 The student will remain responsible for the content of the submitted work and should not accept editorial advice beyond the limits permitted by the Policy. Failure to comply with the Policy may be classed as unfair practice and dealt with under the Academic Integrity in Research Degree Study procedure.

235 In all cases, students must declare in the thesis that their submitted work has not been edited by a third party editor beyond what is permitted in the Policy.

AVAILABILITY OF RESEARCH DEGREE THESSES AND THE STUDENT’S OWNERSHIP OF COPYRIGHT

236 In line with the basic goals of research, results and methods should be open to scrutiny, discussion and debate. Therefore, as far as confidentiality and protection of intellectual
property rights will allow, a research degree thesis when submitted and successful is normally then openly available and subject to no security or restriction of access.

237 Where there is a legitimate reason for a temporary bar on access to the thesis – on grounds of commercial, clinical or other sensitivity, or to allow the student to prepare the outcomes of their research for publication – approval must be sought from the Pro Vice-Chancellor for Student Experience and Academic Standards.

238 Requests should be made using the Bar on Access to Research Degree Theses application form. The bar on access should not normally exceed 1 year unless there are especially compelling circumstances.

239 The title and abstract of the thesis will be made available to enquirers and to the publishers of abstracts of theses.

240 Research degree theses (or equivalent portfolios of work where Senate Regulations provide), once examined and successful, are lodged in the University’s electronic repository, Online Research @ Cardiff: ‘ORCA’. Subject to the expiry of any approved bar on access, it will be freely available worldwide via the internet to promote the research to the widest possible audience.

241 When a student deposits their thesis in ORCA, they are granting Cardiff University a licence to store a copy of their work, but they remain the copyright owner and are free to publish the thesis elsewhere.

THE ORAL EXAMINATION (VIVA VOCE)

242 Cardiff University Procedures for the Arrangement and Conduct of Research Degree Examinations accompanies this Code of Practice for Research Degrees (see Section 1.18, Academic Regulations Handbook).

243 It is intended to provide comprehensive guidance to those involved in the arrangements for and the conduct of the examination, including students, Convenors, and Examining Board members. It covers, inter alia: appointment criteria, roles and responsibilities; operation; and outcomes; and points to key University Regulations and Procedures, e.g. in relation to Academic Integrity in Research Degree Study and Academic Appeals Procedure (see Section 1.20 and Section 2.6, Academic Regulations Handbook).