

CARDIFF
UNIVERSITY

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**POLICY ON SUPERVISOR
RESPONSIBILITIES**

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Related Documents	Policy on Research Student Supervision Policy and Procedure on the Monitoring of Research Students

Alignment with the Expectations and Core practices of the revised UK Quality Code for Higher Education

This policy aligns with the following relevant Expectations and Core practices of the UK Quality Code for Higher Education:

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework.	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	Core practices for quality
	The provider has a reliable, fair and inclusive admissions system.
	The provider designs and/or delivers high-quality courses.
	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
	The provider actively engages students, individually and collectively, in the quality of their educational experience.
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
	The provider supports all students to achieve successful academic and professional outcomes.
Common practices for standards	Common practices for quality
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

Policy on Supervisor Responsibilities

1. As a supervisor, you are responsible for supporting the research students assigned to you: for providing advice and guidance, and for encouraging them to achieve their research potential, while being sensitive to the diverse needs of individuals and the support required in different circumstances. This expectation supports the University's aspiration that it provides a creative, professional and nurturing environment for all of its students.
2. You are expected to support each of your research students in the planning and execution of their project such that they are able to complete their programme and thesis by their planned submission date, and, in all cases, barring exceptional and unforeseen circumstances, within their regulatory time-limit.
3. Barring unexpected circumstances, you are expected to provide continuity of supervision throughout a student's candidature. Supervisors on research/study leave are expected to retain their supervisory role for their leave period. In cases where this is entirely impracticable, however, an additional supervisor may be appointed to cover the absence.
4. As part of the admissions process, and before agreeing to supervise a research student, you should be satisfied that:
 - .1 the project is appropriately challenging yet feasible, and can be undertaken with the resources available and within the required time-scale;
 - .2 you have the necessary knowledge and expertise to supervise the project;
 - .3 you are confident, as far as is possible, that the student is capable of undertaking the project successfully.
5. If you are the lead supervisor you will be supported by the other member(s) of the student's supervisory team. You should ensure that there is clear agreement, shared with the student, on the roles and inputs of all the members of the team.
6. You are responsible for ensuring that, through the supervisory team approach, the student receives appropriate guidance on:
 - .1 the nature of research in the discipline concerned;
 - .2 the standard of work expected in relation to the qualification aim;
 - .3 the planning and organisation of the research, bearing in mind the expected submission deadline;
 - .4 sources, methods and techniques, and specialist research skills required;

- .5 the development of professional skills;
 - .6 ethical, intellectual property and/or confidentiality considerations;
 - .7 research integrity and professionalism, and the implications of research misconduct;
 - .8 the drafting of the thesis.
7. If you are the lead supervisor, you will have responsibility for the formal reporting required by the University and, where applicable, the student's sponsor. This includes ensuring that supervision meetings are held and recorded in accordance with this policy, and that supervisor reporting is undertaken in accordance with the Policy and Procedure on the Monitoring of Research Students.
8. As lead supervisor, you are also responsible for continuing to supervise and monitor a research student who is permitted an extension to their time-limit, and for continuing to advise a student following their examination, where they are permitted either to make corrections and amendments to their thesis, or to re-present their thesis for further examination. In these cases, the student should have a schedule of feedback and monitoring points, tailored to their circumstances.
9. All members of a supervisory team have shared responsibility for:
- .1 ensuring that the student is competent to perform their tasks safely, and that they comply with relevant health and safety procedures
 - .2 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 Policy and Procedure on the Monitoring of Research Students.
 - .3 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 skills
 - .4 ensuring that the research project continues to be of appropriate scope and significance
 - .5 requesting written work from the student and returning it with constructive feedback and within a reasonable time
 - .6 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 to any difficulties in this regard
 - .7 being accessible to the student, within reason, and responding to requests for advice and guidance within a reasonable timescale

- .8 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
 - .9 giving guidance on the submission of conference and academic papers
 - .10 being aware of how to access the appropriate University's Regulations, Policies and Procedures governing research degrees, and drawing the student's attention to them as appropriate
 - .11 ensuring that the student is aware of sources of advice, guidance, support and counselling in the University, particularly Student Advice, and Student Support and Wellbeing
 - .12 alerting the Director of Postgraduate Research to any particular difficulties the student is experiencing which might affect the progress of work
 - .13 advising the Director of Postgraduate Research of your planned absences and suggesting alternative arrangements
 - .14 reading the draft thesis and advising on its amendment, before formal submission for examination
 - .15 providing continued guidance to those candidates whose examined work is to be revised and re-submitted for further examination
 - .16 updating their knowledge and skills with regard to research student supervision
 - .17 maintaining a proper and professional relationship with the student.
10. All members of the supervisory team are considered to have an active role in the student's supervision and academic management.
11. 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.