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experience of their course and to take action as necessary to improve it;

To ensure that the College's practices are consistent with guidelines and codes of practice issued by the BBSRC and similar bodies;

To have oversight of, and to approve, the College's annual report that informs the University Quality Enhancement Review (see UoL

Head of the Graduate School
One experienced research degree supervisor,
plus one named deputy, from each academic
department
SU Postgraduate Representative(s)

1.4 Departments

1.4.1 Departments should establish the environment and framework within which all their students will carry out their research degree programmes. This includes the facilities, the resources and all aspects of health and safety and training, and implementation of the Code of Practice.

Re

1.6 Research students

1.6.1 The research and the thesis are the work of the student, and the student is expected to take responsibility for the progress of their work. During the progress of a research degree, students are expected to increasingly become independent thinkers and researchers. The general responsibilities of all students at the RVC are outlined in the [RVC Charter](#).

1.6.2 Students should ensure from the outset that they conduct their research and present the findings in their theses in accordance with the College's procedures for Good Research Practice.

1.6.3 Students should consult the RVC's guidance on avoidance of plagiarism and a2(a)-4(n 1 75.rh6(c)-4(e).-3005270051>30

Graduate School or Head/s of Postgraduate Student Administration or a Postgraduate Advisor.

1.6.6 Students registered for an MPhil or PhD will normally be expected to spend a minimum of two thirds of their studentship based at the College unless they are registered part-time, are based at a PRI or are working on a jointly-held studentship with another institution.

1.6.7 Some projects carried out by full-time RVC MPhil or PhD students may be suitable for externally-based students. A sub-group comprising the Vice-Principal for Research and Innovation, the Head of the Graduate School plus one member of Research Degrees Committee or Research Strategy Committee will consider (a) the research environment and programme of study for these students on an individual basis and (b) exceptional circumstances in which full-time students registered at RVC may spend less than the minimum proportion of their studentship at the College.

1.6.8 Students who wish to teach for 6 hours or more must undertake the mandatory Training Course "[Teaching & Learning in Higher Education](#)" (TLiHE). Teaching includes project supervision. TLiHE is free to RVC registered research students. It is an on-line course that takes around 2-3 months delivered via LEARN. The TLiHE course will enable students to become involved in facilitating teaching, such as directed learning, contributing to project supervision and small group facilitation. PhD students should not deliver lectures except in specific and exceptional circumstances and never for core and mainstream topics.

1.6.9 Engagement with PgR Manager (the online tool for tracking research students' progress) is an essential component of the PhD programme and PgR Manager should be used to keep a record of supervisory meetings documenting

the project planning process. In addition, students should complete an annual Training Needs Analysis in PgR Manager and use the system to book onto relevant training courses offered by the Graduate School. This will feed into the appraisal process to certify regular supervisory meetings have taken place and that the student has met the College's professional skills training requirements of 20 points each year (pro-rata for part-time students). The appraisal process itself is also managed through PgR Manager.

Students are responsible for logging their skills development in PgR Manager, which will also capture dates of key meetings to inform the Graduate School.

1.6.10 PhD students may contribute to supervision of undergraduate and Masters students who are undertaking project work in their research group. Where an academic member of staff has asked a PhD student to help them with supervising an undergraduate or Masters student, the

1.6.11 The detailed responsibilities of the student include:

Registration and progression

Ensuring they register/enrol with the Graduate School at commencement of their studentship, annually thereafter and on return from interruption. Enrolment must be completed within 4 weeks of the due date. Failure to re-enrol will lead to withdrawal from the course.

Ensuring their current contact information, including mobile telephone number, personal email address, contact address, as well as the details of their emergency contact person is up to date on RoVer;

Reading the research integrity guidelines and undertaking the mandatory on-line research integrity training within 3 months of registration. DProf students should complete this training within 3 months of having completed the module Methods of Enquiry 1;

Undertaking all other mandatory professional skills training requirements;

Making initial contact with their assigned postgraduate advisor. It is compulsory that this is done within 3 months of registration;

Maintaining the progress of work in accordance with the schedule agreed with the supervisor, as far as possible;

Agreeing a schedule of meetings with the supervisor, setting aside sufficient time for them and attending them promptly;

Attending research training courses, research seminars, conferences, Postgraduate Research Day etc. as agreed with the supervisor, and normally submitting a brief report to the supervisor on any external event attended;

Presenting at the postgraduate p

Notifying the Graduate School of any changes of circumstance agreed using the change of registration form.

1.7 Supervisory teams

1.7.1 All research students shall have one primary supervisor

necessary skills and experience to monitor, support and direct research students' work. They will normally:

- be members of academic staff;
- hold a PhD, DVetMed or DProf;
- have a respectable personal research record demonstrated through publications and funding;
- have a good record of supervising students to completion;
- act as primary supervisor for no more than 6 PhD students at any one time.

1.7.5 Where the most appropriate supervisor lacks supervisory experience, the Head of Department will arrange for the supervisor to be allocated a mentor to provide support and guidance. All first time supervisors must attend supervisor training before taking on the role of primary supervisor. The mentor will normally act as co-supervisor.

1.7.6 Experienced supervisors are required to refresh their skills every 3 years by attending supervisor training.

1.7.7 The co-supervisor does not need to have core subject expertise, but may bring other qualities to the supervisory team (e.g. experience, complementary expertise, methodological advice, etc.).

The function of the co-supervisor is to act as an alternative complementary source of advice for the student. By the means outlined above the co-supervisor will be sufficiently well-informed to ensure that a second person is aware of the student's progress and any issues arising, and to provide for continuity if the supervisor leaves for any reason. It may be positively 3

1.7.8 The workplace-

advise the DProf student about the readiness of their research for submission in consultation with the RVC supervisor;

work together with the RVC supervisor to identify suitable examiners;

where appropriate, advise the DProf student on future career development;

notify the DProf Course Director and Graduate School of any changes to the circumstances of the DProf student, professional adviser or their workplace;

ensure that adequate alternative advisory arrangements are made during periods of absence.

1.7.9 DProf students, in addition to their project supervisor, also have the support of the <

1.7.11 Where a change of supervisor is unavoidable (such as when a student's supervisor leaves the College) the Head of the Graduate School will discuss the matter with the student and the Head of Department to identify a suitable individual to take over the supervision. Where there are unresolved problems with student supervision the Head of the Graduate School and the Vice-Principal for Research and Innovation will seek to resolve the matter with the student and the supervisors. Where either the Head of the Graduate School or the Vice-Principal for Research and Innovation is a supervisor of the student, they will be replaced by another member of the Research Strategy Committee who is independent of the student's supervision. The consultation process may or may not lead to the appointment of another supervisor or supervisors. The Graduate School will notify the student of the decision and the reasons for the decision in writing.

1.7.12 The criteria used in deciding whether a change of supervisor will be allowed or not are as follows:

Objective evidence (e.g. from an appraisal, a Student Performance and Development meeting or PgR Manager records) that (i) the supervisor is not adhering to the Code of Practice or the obligations regarding supervisory meetings, or (ii) the relationship between the supervisor and the student has irretrievably broken down;

Availability of appropriately skilled alternative supervisors for the project;

The source of funding for the project (including feasibility of change when an external grant named supervisor supports the student);

Objective evidence (e.g. from a Student Performance and Development meeting, PgR Manager records, their research notebook or similar) that the student is

Ensuring that the student is aware of the requirement to register annually through the Graduate School;
Being accountable to the Research Degrees Committee through the Graduate School for the satisfactory progress of the student;
Engaging fully with PgR Manager and advising their students to do the same.

Guidance

Providing the student with support and encouragement;

Assisting the student in assessing their development needs and encouraging them to develop transferable skills such as project management, decision-making, time management and teamwork and providing opportunities for the student to attend courses;

Ensuring that the student has opportunities to develop communication skills through, for example, presenting their work at RVC research seminars and at external meetings;

Attending RVC seminars and encouraging their research students to attend;

Introducing the student to other workers in the field and to appropriate academic bodies;

Monitoring the student's general welfare and informing them of sources of specialist assistance such as the Advice Centre or Graduate School staff where necessary;

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Being available on the day of the viva to meet the examiners and to support the student before and after the examination;

Advising students on thesis amendments and emphasising the need for these to be completed in a timely manner and to meet agreed deadlines.

Change of student circumstances

Notifying the Graduate School of any changes which influence the registration status of the student;

In circumstances where the student wishes to interrupt study, informing the Graduate School. All periods of interruption must be agreed via SPD and will not normally be agreed for more than one year per programme. If SPD are requested to exceptionally agree an additional interruption, it will also be necessary for the Supervisors/Course Director to assess that overall programme learning outcomes can still be met within the registration limits of the programme at the intended return date. This assessment must be completed prior to approval of the additional interruption.

Information regarding SPD can be found on [Learn](#)

Supervisors who are responsible for DProf students, in addition to the responsibilities outlined above, should also:

offer guidance, support and feedback, particularly on the quality and academic level of the work being carried out;

offer guidance on the selection, coherence and quality of work in the research thesis;

monitor progress of the DProf student through the taught components of the degree programme.

2 Resources and Support

2.1 Academic facilities and resources

2.1.1 As a minimum, Departments shall provide appropriate and necessary facilities and resources to research students, the level of access depending on their registration status (full-time, part-time, writing-up, or interrupted). Departments may enhance these levels as appropriate and as resources allow. These facilities relate to the status of being a research student and not to the requirements for carrying out any particular project. Project resources and facilities need to be separately identified, and availability and access agreed with students.

2.1.2 RVC academic resources are available to research students primarily through the IT and Library Services, and relate to computing and library facilities, including direct and remote access.

2.2 Research training

2.2.1 The RVC provides a Skills Training Programme through the Graduate School which covers the domains of the Researcher Development Framework (RDF) and helps students to gain the skills they need to design and complete their programmes effectively, and prepare themselves for their subsequent career.

2.2.2 All research students are normally required to participate in, and successfully complete, relevant parts of the Skills Training Programme. Exceptions or exemptions are made for students who have already successfully completed (parts of) an equivalent programme and for full or part-time students who are unable to access the Skills Training Programme. In the latter case, supervisors must discuss with

their students their principal training needs and make arrangements for such training to be made available to the student.

2.2.3 There will be no minimum period of attendance each year for externally based MPhil and PhD students but they attend an induction, visit the College to meet face-to-face with their supervisor(s) at least once in each year of the studentship and undertake the following mandatory skills training:

	Complete
following the mandatory courses include	
working with your supervisor - on-line,	
selecting a conference - on-line	
presenting and networking- on-line'	
getting published in the sciences - on-line '	
effective Management of Doctoral and Masters Research and - on-line	
research integrity training - on-line	
Health and Safety Induction - on-line	
Good Research Practice training - online	
complete the PG statistics course and pass the exam;	
attend and present a graphical abstrat	

2.2.4 The Skills Training Programme consists of sessions given as workshops, lectures, online or distance learning modules. A statistics exam based on the taught course is mandatory for all MRes, MPhil and PhD students.

2.2.5 Students are expected to book a place on any training session at least 10 working days in advance of the session.

2.2.6 A £25 cancellation fee (payable by student or supervisor) will be charged for last minute cancellations (less than 3 working day

2.3.3 There are a number of postgraduate student advisors² whom students may approach with matters of either academic or personal concern.

2.3.4 All new students will be assigned a Postgraduate Student Advisor on commencement of their studies. It will be the advisor

3 Managing and Monitoring Student Admission and Progression

3.1 Registration and arrival

3.1.1 The minimum requirement for admission to a research degree is normally an upper second class honours degree from a UK university or an overseas qualification of an equivalent standard on a subject appropriate for the study topic to be followed, a registered qualification appropriate to the course of study (usually veterinary medicine) or a Masters degree in a subject appropriate to the course of study. Where the applicant's first language is not English, they will be required to demonstrate proficiency in English language to a level specified by the College. The RVC may have additional criteria which will apply in selecting candidates for particular research degrees.

3.1.2 No applicant will be accepted unless the RVC is confident that they have the capacity to complete a research degree successfully and that the RVC has the expertise and facilities to support the applicant's research.

3.1.3 No project will be offered unless it is appropriate for the degree concerned and can reasonably be undertaken within the required timescale with the resources available.

3.1.4 The details of all suitable applicants are passed to the relevant academic(s) for consideration. Selection will be made on the basis of all information available, including the application form, proposed area of research and the support available to undertake the project, qualifications, references

interruption, students will not be required to maintain active study on their research programmes. Any access to facilities needs to be approved by the Head of Department. Students in this situation will normally have access to College resources and facilities, but will not be required to pay any fees. Student stipends may not be paid for all of the period of interruption depending on the organisation funding the study and the circumstances. The sickness and maternity/paternity/adoption policies for postgraduate research students can be found on the [Graduate School site on RVC Learn](#). All requests to interrupt must be submitted to the Graduate School and may need to be considered by SPD for a final decision.

3.1.13 Fees for research degree study are set annually for a 12-month period from 1st August. Research students are required to pay the level of fee according to the year in which they register and subsequent years of re-registration. Students who have not submitted their thesis within 4 years (or within 3 years and 6 months for a 3-year studentship) will be liable to pay an annual fee (students should consult the Graduate School site on RVC Learn for further details).

3.1.14 At least once a year there will be an RVC induction programme to introduce new research students to the RVC and key staff, to postgraduate research study, and to one another.

3.1.15 PhD and MRes students can take up to 8 weeks' (40 days) annual leave per annum commencing from the date of registration (including all public holidays and College closures). Annual leave must be booked in consultation with, and with the approval of, the supervisor. Remaining annual leave days cannot be carried forward to the next year, and no more than one month of annual leave may be taken at the end of study (unless the funding body supporting the studentship states otherwise, in which case the latter takes precedence).

3.3.4 A notice of unsatisfactory progress at appraisal may give rise to a recommendation that the student be re-appraised in less than one year's time and/or referral to SPD.

3.3.5 At any time (before or between appraisals) where a supervisory team is dissatisfied with the amount or quality of work submitted or undertaken by a student they may be referred to SPD and required to attend a meeting, following which recommendations will be made to the student. A second meeting with a SPD panel may be necessary as a follow-up or as a result of failure to respond to the recommendations made. Failure to respond may result in discontinuation of registration.

3.3.6 Students who reach the end of 4 years of study and have not submitted their thesis will be deemed notrr in

of key formal meetings documented in PgR Manager, and in the annual appraisal.

3.4.2 PgR Manager provides a framework for recording details relating to the student's programme of study, scheduled supervisory meetings and activities concerning the development

Courses attended (including the mandatory College statistics course and any additional training in or out of College);

Titles of papers presented at conferences; and

Titles of journal papers accepted or submitted.

It is imperative therefore that the above are accurately captured and recorded in PgR Manager by the student throughout their programme of study.

Provided the student performs well during their upgrade appraisal, the next appraisal will consist of submitting a short progress report, giving an oral presentation and meeting with the assessors. See Appendix A for further details.

3.4.3.3 Assessors

These should normally include one assessor from the same department (primary assessor) and a second assessor, who can be either from the same or a different department. If no suitable person can be identified, then an external assessor can be used instead. If a student is jointly supervised by a member of staff at another institution, an external assessor from that other institution can also be used. The two assessors should be prepared to act as an additional source of guidance to the student if required. They should therefore be identified early in the research programme by the supervisors.

Students should not be asked to identify or contact possible assessors; this is the supervisors' responsibility. The Graduate School must approve the proposed assessors.

of the student report (including a presentation where appropriate) and the relevant papers are uploaded in PgR Manager at least 10 working days in advance of the meeting. For the benefit of the student it is expected that at least one supervisor, normally the primary supervisor, attends the appraisal, unless the student specifically does not want them to attend.

The appraisal takes the form of a mini-viva undertaken by the assessors. Supervisor(s) are present to support the student and should not actively participate in the discussion (unless invited to do so by the assessors). At the meeting the student will be given an opportunity to comment on their progress and any issues encountered in the absence of the supervisor(s). Any comments which the student relays in confidence which suggest action is needed beyond the scope of the meeting should be relayed separately to the Head of the Graduate School who will advise the student and/or the supervisor on the appropriate mechanisms or advice to achieve the action. If the student is supervised by the Head of Graduate School, the appraisers should relay their concerns to the Head of Postgraduate Administration.

The assessment forms are to be completed on PgR Manager and consist of the following

- supervisors' assessment;
- student's comments (see 3.4.3 & 3.4.3.2);
- assessments by assessors;
- final recommendations;

The supervisors' assessment, student's comments and first parts of the assessments by the assessors (evaluating the written report) should be completed by the relevant persons in advance on PgR Manager and be available at the appraisal meeting.

4 Examination

4.1 Appointment of examiners and submission

4.1.1 For all students registered at the RVC, examiners for MRes, MPhil, PhD and DProf examinations are initially approved by the Research Degrees Committee and ratified by Academic Board. The Research Degrees Committee meets three times a year prior to Academic Board and additionally in July. It is the responsibility of the supervisor to ensure that examiners are approved. It is strongly recommended that nominations are submitted to the meeting occurring no later than four months before submission of the thesis.

4.1.2 Supervisors must complete a standard form nominating examiners. Students should not be asked to identify or contact prospective examiners. The nomination form must be submitted to the secretary of the Research Degrees Committee before the Committee meets. A draft abstract of the thesis must be attached to the form (this is solely for assessing the suitability of the examiners and need not be the final document). Short (2-page) CVs should also be submitted to the Committee for each proposed examiner.

For information regarding nominating examiners please see the Guidelines for Nomination of Research Degree Examiners on the Graduate School site on RVC Learn.

4.1.3 It is the student's responsibility to decide when to submit

When preparing a thesis for submission, students should follow the submission process guidance on the Graduate School site on RVC Learn or ask for guidance from the Graduate School.

On submitting the thesis, a student will be required to insert the following signed Declaration into their bound thesis:

I certify that:

1. The thesis being submitted for examination is my own account of my own research;
2. My research has been conducted ethically;
3. The data and results presented are the genuine data and results actually obtained by me during the conduct of the research;
4. Where I have drawn on the work, ideas and results of others this has been appropriately acknowledged in the thesis;
5. Where any collaboration has taken place with other

The length of an RVC DProf thesis should be no more than 30,000 words (excluding title, figures, tables, appendices and references). Theses which are largely social science based

5 Quality Assurance

5.1 Criteria for awards

Standards of awards are assured in part by having clearly articulated criteria which conform to the Framework for Higher Education Qualifications on Postgraduate Research Degrees. A single set of recommendations by examiners with clear guidance about circumstances in which they should be used and the criteria for awards are set out in the Research Degree Examination Regulations which can be found on the Graduate School site on RVC Learn.

5.2 Departments

Departments have the primary responsibility for the delivery of research degree programmes.

5.3 The Graduate School

The Graduate School has a role in ensuring the quality and consistency of research degree programmes in accordance with the QAA Code of Practice part B: Assuring and Enhancing Academic Quality, Chapter B11: Research degrees and bringing to the attention of the Research Degrees Committee, the Teaching Quality Committee and Academic Board any matter of concern requiring action.

6 Student Liaison, Feedback, Complaints and Appeals

6.1 Student liaison and representation

6.1.1 Students with concerns about resources should in the first instance raise their concerns with their supervisor and their Head of Department.

6.1.2 The Research Degrees Committee, which meets four times during the academic year, has postgraduate student representatives as committee members.

6.1.3 The Students' Union Postgraduate Officer/s offers support and representation for postgraduate students. Officers sit on major RVC committees.

6.2 Feedback and evaluation

The College takes part in the Postgraduate Research Experience Survey (PRES), which is designed and run by the Higher Education Academy for postgraduate research students, with reference to their experience of supervision, the research environment and their development as a researcher. The PRES will normally run annually and the findings are reported to the Research Degrees Committee and the Student Survey Results Working Group (a sub-group of the Teaching Quality Committee). The RVC also takes part in the Student Barometer Survey, run by I-graduate.

6.3 Complaints and Appeals

Both the Complaints and Appeals procedures can be found under ['Further Student Policies and Procedures'](#).

Approved by Academic Board September 2020.

Modifications approved by Academic Board May

Postgraduate Research Student Appraisal Good Practice Guidelines

The College is committed to a system of annual appraisal of all students registered for higher degrees (MPhil, PhD and DProf). This applies to all full-time ~~1st~~ ^{6th} ~~Appendix~~ research students. This good practice document should be read in conjunction with the RVC's Code of Practice for Postgraduate Research Degrees.

The objectives of appraisal are:

To evaluate student progress so that the College can be assured of the quality of research degree programmes and can ~~ige c8ua816251 0 419.52 595.32 ren8(o)-20w1 39.744W*~~

		will consist of a 2 page progress report, a 20-30min presentation and associated oral with 2 assessors to discuss the project	Appraisal as in year 2
Year 5*		Light touch Appraisal	
Year 6*		Performance at excellent / good	year 4 appraisal: #weak / v poor
Year 7*		Appraisal as in year 4	Appraisal as in year 2

#A "satisfactory" performance at appraisal could result in a requirement for a 5,000-word report a short report and presentation + oral at the next full appraisal.

+iCASE students are required to submit a placement plan and objectives (normally) at the year 1 appraisal. A reflective practice document written by th

necessary. In years 2, 4 and 6 (if relevant), the appraisal process will be as described above for full-time students.

Practical Arrangements and Responsibilities

Supervisors

Supervisors are responsible for identifying assessors.

Supervisors are responsible for organising with the student and the assessors a suitable time, date and place for the appraisal to take place.

Supervisors are responsible for clearly indicating to the student the scope and length of the appraisal report/presentation and the necessary preparation time. They should give appropriate guidance on format/style/content before and during preparation.

Supervisors should ensure that both they and the student have completed their reports in PgR Manager before the meeting. The reports will be available to the assessors in PgR Manager.

Students

The student is responsible for producing their report/presentation in a timely fashion and ensuring there is sufficient time for supervisors to comment and for revisions to be made before the report is submitted in PgR Manager.

Assessors

The assessors should be carefully chosen for their experience of examining or appraising postgraduate research students. It would be expected that both would have postgraduate research degrees. At least one of the assessors should have the detailed knowledge and/or skills to appraise the student on the topic of their project. It is important that at least one assessor is experienced in the RVC appraisal process. New academic staff should be encouraged to take part in appraisals alongside an experienced RVC individual. Where an assessor from outside the College is used they should be paired with an assessor from the RVC. The two assessors should be prepared to act as an additional source of guidance to the student if required. They should therefore be identified early in the research programme by the supervisors. Students should not be asked to identify or contact possible assessors; this is

attendance at the College seminars, giving talks, attending and participating in meetings, research with integrity issues and skills development.

At the appraisal the assessors must give adequate time (usually towards the end) for the student to talk freely about their supervision in the absence of the supervisor. It is normal to ask the supervisor to leave the room for the duration of this discussion and be invited to return when it is over. It is important that the student feels comfortable to do so. Assessors should also provide supervisors with an opportunity to discuss their student's progress without the student being present.

The assessors should discuss their conclusions with the supervisor and with the student at the end of the meeting. Where they are proposing a further appraisal in less than a year, or where they have reservations about progress, they must explain their reasons and indicate clearly what their expectations are. A summary should be submitted via PgR Manager as part of the appraisal documentation.

Both assessors should complete and submit their forms in PgR Manager in a timely manner. These are then passed on to the Graduate School.

The Graduate School

The Head of Postgraduate Administration and/or Head of the Graduate School will review the reports and the student will be notified of the outcome via PgR Manager.

A record of the reports will be available in PgR Manager.

1. Policy on supervision of PhD students by post-doctoral scientists

2a. Guidance for Principal Investigators/Line Managers regarding student research project supervision by post-doctoral scientists or graduate research assistants

Post-doctoral scientists (and graduate research assistants) contribute to supervision of undergraduate and postgraduate (taught and research) students who are undertaking project work in their research group. Therefore, it is appropriate that they should be provided with some guidance on the nature of their role. This document provides guidance on the nature of their role. This document provides guidance on the nature of their role. This document provides guidance on the nature of their role.

Additional points are:

The academic is responsible for ensuring that there is a programme of work in place (which the project student might have developed/been involved in helping to develop);

The academic is responsible for ensuring the student has the necessary resources to carry out the agreed programme of work;

A post-doctoral scientist or graduate research assistant can contribute to supervision by showing a student how to carry out a particular technique(s), help them with troubleshooting problems as and when they arise and assist by collecting (and if appropriate) analysing samples/data

2b. Guidance for PhD supervisors/Line Managers regarding student research project supervision by PhD students

PhD students contribute to supervision of undergraduate and postgraduate students who are undertaking project work in their research group. Therefore, it is appropriate that they should be provided with some guidance on the nature and extent of their commitments.

The following guidelines apply:

Where an academic member of staff has asked a PhD student to help them with supervising an undergraduate or Masters' student research project, the academic must be involved in overseeing the project.

Normally a PhD student should not be asked to help supervise more than one research project student at any given time with a maximum of two per academic year permitted.

PhD students must attend the training in teaching provided for them by the College. Ideally they should do so before starting to supervise any project students but if this is not possible, it should be at the next available opportunity.

Additional points are:

The academic is responsible for ensuring that there is a programme of work in place (which the project student might have developed/been involved in helping to develop);

The academic is responsible for ensuring the student has the necessary resources to carry out the agreed programme of work;

A PhD student can contribute to supervision by showing a student how to carry out a particular technique(s), help them with troubleshooting problems as and when they arise and assist by collecting (and if appropriate) analysing samples/data for them, as long as it doesn't interfere with their own work;

A PhD student should be able to provide a student with advice on how to present (some or all of) the methods and results sections in their written report or oral presentation on their work. In addition, they may be able to help with them with interpreting results and to see what conclusions can be drawn from them.

, the academic is responsible for reading and commenting on one or more drafts² of the written project report or slides for an oral presentation on the project. PhD students should not

Dignity at Work and Study Policy

Frequently Asked Questions (FAQs)

The Code of Practice for Postgraduate Research Degrees sets out the roles and responsibilities of supervisors and their research students. The Code is updated annually and both supervisors and students will have been sent a copy of the most recent version at the beginning of the academic year.

Students

Who are the Postgraduate student advisors this year and how do I contact them?

Name

Email

Dr Siobhan Abeyesinghe

sabeyesinghe@rvc.ac.uk

Siobhan is part of the Livestock Production & Health research group at the RVC and is based in the Pathobiology and Population Sciences (PPS) department at the Hawkshead Campus.

Dr Dagmar Berner

dberner@rvc.ac.uk

Dagmar is a lecturer in Equine Diagnostic Imaging and is based in

PhD students

When is induction for research students and what topics will be covered?

All those starting their studies for a MRes, MPhil or PhD degree are expected to attend an induction. For those enrolling at the start of the academic year, this is normally a 1.5 day programme on (or the first working day after) Oct 1st and Oct 2nd. Day 1 is held at Camden; students are enrolled and hear about studying for a research degree, the research environment, research ethics and intellectual property. They are also shown how to use RVC facilities such as the Library and RVC Learn. Lunch is provided so that they have an opportunity to meet one another and a campus tour and social event is arranged by the Postgraduate Officer(s).

The second day at Hawkshead consists of talks by a panel of research degree students comprised of 4 current students from different years. Each gives a brief introduction to their background, research project and the challenges and rewards of the last 12 months. There are also talks about research skills training, Learning and Study Skills for research students and teaching others. The Postgraduate Officer(s) arrange a campus tour and a lunchtime social event.

PG research students who will be undertaking laboratory-based studies are also required to attend a (campus-specific) induction in health and safety and good research practice. A senior member of technical staff at Hawkshead or Camden will notify them of the time and date of the session to be held on the campus that is their primary base. They will also need to undertake area-specific induction(s) which are carried out by the responsible technician.

Administration. They will also receive an online introduction to Library, IT and E-Media. Supervisors should ensure that their students also get the appropriate health and safety/good research practice inductions.

My PhD student is in their first year and has said it would be helpful to have a mentor. Is there a mentoring system? Year 1 students who are interested in having a mentor should contact the Graduate School. A mentor programme has been set up with the help of PhD students in years 2-4 of full-time study and post-doctoral researchers.

What is the RDF and how can I help my student to identify their skills training needs?

Many of you will know that the Researcher Development Framework (RDF) was launched in 2010. The RDF is

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The UK Research Councils and other funders expect HEIs to use the Researcher Development Statement (RDS) derived from the RDF to inform the development of all its researchers, from postgraduate research student to Professor.

Does my PhD student have to present at the Postgraduate Research Day?

Yes, they have to present a graphical abstract in year 1 (unless there is a good reason why it is not possible for them to do so and approval has been given by the Head of the Graduate School). Note that in addition to the graphical abstract, they have to submit an impact statement (as part of the Impact Competition). In their second year they have to submit a poster and an abstract. In their final year of study they have to give a short talk summarising their project, its findings and resulting impact/practical application(s), along with a presentation abstract.

What is the minimum attendance requirement at College seminars for my PhD student?

All postgraduate research students are expected to attend at least 50% of the postgraduate research seminars, a minimum of 6 of the Co

My full-time PhD students' assessors said they did very well at their first annual appraisal. Does my student have to write a 5K word report for the year 2 appraisal?

No, not normally. The student should write a short report and give a PowerPoint presentation which summarises what they have achieved since the last appraisal to their assessors. The presentation will be followed by a discussion about their work and future plans. Completion of all appraisal forms on PgR Manager remains a part of the appraisal process. The format of the next year's appraisal will be noted by the assessors.

your student is in the final year of a 4 year funded studentship and you think there is any likelihood, however small, that they will not be ready to submit within 4 years, you must discuss this with the Head of the Graduate School/Head/s of Postgraduate Student Administration as early as possible.

I would like to extend the period of funding for my PhD student by a few months but I don't have the funds to pay their stipend and fees. What do I do?

See guidance above about requesting extensions. Speak to your Head of Department to explore potential opportunities for funding the extension, although bear in mind that these may not be available. Any requests for extension should be made through PgR Manager.

Covid-19 – My PhDs student's research has been impacted by Covid-19 and they may need to seek an extension. What should I do?

The student should discuss contingency plans with you to enable them to continue to work productively on their research project or thesis without having to consider the need for a potential interruption. This may include changing the phasing of work to bring forward some activities and to delay others. It may also be possible to revise objectives or add complementary ones that can be achieved whilst working remotely and will add value to the body of work to be included in the thesis. However, if, despite the student's best efforts, productivity is impeded it is imperative that any delays are well documented and the impact on progress clearly outlined. Consider whether switching to part-time study (0.5FTE or 0.8FTE) is a possibility, in particular where the student has additional responsibilities due to the current situation. If an interruption to the student's studies is still the

preferred option, this should be discussed and agreed with the funding body, including whether they agree to a no-cost extension (any period of interruption will automatically result in a commensurate extension to the end of the studentship). Unfortunately the College is not currently in a position to fund students during a period of interruption and so stipend payments will be halted when a student chooses to interrupt. Our normal policies on pay during interruptions for maternity or sickness leave will continue to apply. The normal processes in applying for extensions to College funded 3 year studentships also continue to apply.

The 3 years funding for my PhD student has come to an end but they haven't yet submitted their thesis. What happens? Their registration will be transferred from full- or part-time to writing-up status and an annual fee of £670 will be charged. This is not collected until 6 months after the date on which the students' registration is transferred and will not be charged if they submit their thesis within this 6-month period, pro-rata for part-time students. Supervisors should remind submit students that a fee of £670 will be charged if they do not submit their thesis within this 6-month period. Their status changes to writing-up. submit ch68sxpe-46Tc-3(d)7(e)-688(3)

My student was funded on a 3-year studentship and hasn't submitted their PhD by the end of the writing up year/had a 4-year studentship and hasn't submitted their PhD by the end of the studentship. What happens? You should nod 6251.h8esis251.h8eG-2(l)in onrg

My PhD student has told me that they are pregnant. What is the College's policy on maternity/paternity leave and associated pay?

The maternity/paternity and adoption leave policy can be found on [Learn](#).

How should I help my PhD students to prepare for their viva?

It is recommended that you hold one or more practice vivas with your student. Once they have gained sufficient confidence, you may wish to consider inviting others from your group to a final practice viva and have them ask your student some questions. All students in their final year are expected to present a short summary of their thesis studies, highlighting the key findings and their impact at Postgraduate Research Day. Prepar

MRes Students

Where do I find a copy of the MRes Course requirements?

On the Intranet; look for the Assessment & Award regulations under the Students and Teaching drop-down menu.

Which training workshops does my MRes student have to attend?

Research student induction; Statistics course; Project management; Time management; Effective presentation skills; Writing workshop 1 and 2, Research with Impact and the online Research Integrity training.

My MRes student has some personal or financial issues. Is there someone that they can talk to/go to for advice?

Yes. The Advice Centre at the RVC is there to offer advice, information and advocacy to all students. More information can be found in the MRes Student handbook or at <http://www.rvc.ac.uk/study/support-for-students>

When does my MRes student have to hand in their project?
At the end of the 11th month of study, which for full-time students will be 1st September of the academic year in which they were enrolled (or the first Monday after 1st September when this falls on a weekend). The oral exam should be held by the end of September. Dates will be adjusted appropriately for part-time students.