<u>The University of Edinburgh</u>

**Meeting of the Senatus Researcher Experience Committee
to be held on 7 December 2017 at 9.30 am
in the Cuillin Room, Charles Stewart House**

A G E N D A

1.	**Minutes of the meeting held on 26 September 2017**	Enclosed
2.	**Matters Arising**	
	2.1 eBusiness: Postgraduate Research Experience Survey 2018	
	2.2 LERU Doctoral Summer School 2018	REC 17/18 2 A
3.	**Convener's Communications**	
	3.1 Enlightenment Scholarships	
	3.2 Update on Distance/Online PhDs	

For Discussion

4.	**Excellence in Doctoral Research & Career Development:**	
	4.1 Progress Reports May - December 2017	REC 17/18 2 B
	4.2 Work Stream 2: Update on recommendations from the report into 'Postgraduate Research Student Wellbeing Strategies' June 2017 (Hepburn Report)	REC 17/18 2 C
	4.3 Work Stream 3: Recording PGR students' personal and professional development	REC 17/18 2 D
5.	**Postgraduate Research Experience Survey (PRES) 2017**	
	5.1 College Responses:	
	5.1.1 Arts Humanities & Social Sciences	REC 17/18 2 E - Closed
	5.1.2 Medicine & Veterinary Medicine	REC 17/18 2 F - Closed
	5.1.3 Science & Engineering	REC 17/18 2 G - Closed
	5.2 Benchmark report	REC 17/18 2 H - Closed
6.	**Postgraduate Research Student Representation**	REC 17/18 2 I
7.	**PhD with Integrated Study**	REC 17/18 2 J
8.	**Update on Student Administration and Support strand of the Service Excellence Programme**	REC 17/18 2 K
9.	**Senate Committee Planning**	REC 17/18 2 L

For information and formal business

10.	**Research Policy Group report**
11.	**Any other business**
	11.1 Conferences and events

Theresa Sheppard, Academic Services, 30 November 2017

Date of next meeting: 16 January 2018, Board Room, Evolution House, ECA

REC 17/18 2 A

<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee

7 December 2017

LERU Doctoral Summer School 2018

Executive Summary

The next League of European Research Universities (LERU) Doctoral Summer School will be held on 9-13 July 2018 at KU Leuven. The theme is "The Global Society - The importance of interdisciplinary collaboration to tackle societal challenges". A programme and costs will be available early in 2018. All member insitutions are guaranteed one place at the summer school with additional places allocated by LERU and the host institution. In previous years, Academic Services has coordinated the recruitment of candidates with selection by a panel formed of the REC Convener and College Dean committee representatives. A similar approach is proposed for 2018.

How does this align with the University / Committee's strategic plans and priorities?
Aligns with the University's Strategic Plan Objective of Leadership in Research.

Action requested
REC is invited to consider for approval the proposed approach to recruitment for the summer school.

How will any action agreed be implemented and communicated?
Academic Services will communicate with key stakeholders on LERU summer school activity.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
    Resources are expected to be met from within Academic Services' core business.

2. **Risk assessment**
    The paper suggests an approach and there are no risks associated with the paper.

3. **Equality and Diversity**
    As the paper does not propose any policy development r change an equality impact assessment is not required.

4. **Freedom of information**
    The paper is **open**

Originator of the paper
Susan Hunter, Academic Services
5 October 2017

REC 17/18 2 B

<u>The University of Edinburgh</u>

Senatus Researcher Experience Committee

7 December 2017

Excellence in Doctoral Education and Career Development: Progress Reports May - December 2017

Executive Summary

This paper gives an overview of the progress made from May 2017 to December 2017 for all areas of the Excellence Programme. Detailed updates are then given for work stream 1 (supervisor training and support) and work stream 2 (mentoring). These include progress to date and proposed next steps. The committee is requested (as the Programme Board) to discuss progress and approve proposed next steps where appropriate. Separate papers have been tabled for work stream 2 (wellbeing) and for work stream 3 (personal and professional development record). Further information on the Programme is available here: http://www.ed.ac.uk/academic-services/projects/excellence-in-doctoral-education

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University Strategic Objective of Leadership in Research. It also aligns with the Committee priority of discussing options for taking forward the postgraduate research enhancement work.

Action requested

The committee is requested to comment on, discuss progress to date and, where appropriate, approve proposed next steps for the Programme.

How will any action agreed be implemented and communicated?

The paper includes indicative timelines for proposed next steps. Actions will then be communicated by the Academic and Programme lead to all appropriate stakeholders.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   It has been agreed that the work included in this Programme can be supported at present by existing staffing resource in the Institute for Academic Development (IAD) and Academic Services. If the work identifies further resource implications, early discussions will be undertaken with relevant units.
2. **Risk assessment**
   No major risks identified
3. **Equality and Diversity**
   Equality Impact Assessments will be undertaken as necessary
4. **Freedom of information**
   The paper is open

Key words

Doctoral education, supervision, mentoring

Originator of the paper

Dr Fiona Philippi, Head of Doctoral Education, Institute for Academic Development (IAD) (Programme lead)

Excellence in Doctoral Education and Career Development Programme: Progress Report December 2017

Overview

In February 2017, REC approved the commencement of a comprehensive Programme of work to investigate, map and enhance the PGR student experience across the University. This Programme comprises three interrelated work streams.

1. supervisor training and support
2. mentorship and wellbeing
3. personal and professional development record

Details of these and the background to the Programme can be found here: http://www.ed.ac.uk/files/atoms/files/papera-excellenceprogramme.pdf

Progress Reports from May 2017 can be found here: https://www.ed.ac.uk/academic-services/projects/excellence-in-doctoral-education/progress

Summary Table of Progress made in all areas of the Programme May – December 2017

Area of work	Summary of Progress May 2017- December 2017	Further information
Communication and Consultation	Progress made in both areas	Further details in this paper
Work Stream 1: Supervisor Training and Support	PGR supervisor network set up, enhanced programme of support for supervisors being piloted 2017/18. Enhanced communication. Initial steps taken on more efficient recording of attendance at supervisor briefings.	Further details in this paper
Work Stream 2: Mentorship and Wellbeing	Progress made in both areas Report on 'Postgraduate Research Student Wellbeing Strategies' completed and considered by the Mental Health Strategy Group.	Further update in this paper on mentoring Separate paper on actions stemming from the report on 'Postgraduate Research Student Wellbeing Strategies'
Work Stream 3: Personal and Professional Development Record	Task group concluded and final report submitted to REC (December 2017)	Separate paper

REC is requested to discuss, comment on and, where appropriate, approve:

➢ The general progress made by the Programme and future plans for communication and consultation
➢ The proposed next steps for work stream 1
➢ The proposed next steps for work stream 2 (mentoring)

Communication and Consultation

Communication
The Programme webpages can be found here: http://edin.ac/2pFy7zo These will be updated as the work progresses.
This report will be shared with College Committees and the progress slides will be highlighted in the PGR supervisor and PhD student newsletters in early 2018.

Consultation
In August/ September 2017 two discussion groups were held with PGR students. The report from these can be found at the end of this document (Appendix One). The outcomes have been used to inform the work of work streams 2 and 3.

In June 2017, a launch event was held for a new PGR Supervisors network. This was attended by 35 people and the outcomes from the discussions have been used to as the basis for an enhanced programme of events and support for supervisors over 2017/18.

The task group for work stream 3 (Personal and Professional Development Record) has consulted widely over the January to October period). This included student/ staff consultation. Further details can be found in the task group report.

Future
In January 2018, IAD will host a Doctoral Training and Support Forum for anyone involved in doctoral training and support (academic and administrative staff). This will give an overview of the Excellence programme and will focus on sharing practice and discussion in three areas (mentoring and wellbeing, supervision and tutoring and demonstrating).

Further discussion groups to be held with PGR students in late spring 2018 to raise awareness and focus on specific areas of progress.

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REC is asked to comment on the general progress made to date and future plans

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Work stream one update: Supervisor training and support

In May 2017, REC approved a set of next steps for this work stream. This table gives an overview of progress for each of these steps and proposes further actions for the period December 2017 onwards.

Agreed in May 2017	Progress	Next steps
Revision of IAD webpages for doctoral supervisors to begin to create a 'hub' of dedicated resources and support. This may involve a Learn resource for supervisors. ON TRACK	IAD webpages revised and there are now dedicated PGR supervisor pages / email address. First IAD PGR Supervisor newsletter sent out in October and will be sent out three times per year (Oct/Jan/June). https://www.ed.ac.uk/institute-academic-development/research-roles/supervisors	Resources and tools to be added to webpages throughout the January to May 2018 period.
Identify further training and support needs through consultation with the PGR supervisor network/ results from CROS and PIRLS 2017 to draw up a programme of activity for 2017/18 ON TRACK	Programme of pilot activity for PGR supervisors throughout 2017/18. Includes spotlight on…. Events (co-supervision/ mental health and wellbeing support for PGRs, supervising international PGR students), informal discussion groups and practical approaches workshops.	Programme to be evaluated in summer 2018.
Strengthen the central support for compulsory supervisor briefings through sharing of resources and accessible checklist ON TRACK	Meeting held with Deans in August 2017 to discuss enhancements to supervisor briefings	Continue to build on resources – including example responses for case studies.
Further explore and scope development of an online training resource for research supervision using the Karolinska Institute model as a starting point. REVISED TIMELINE AND ACTION FOR REC	Initial scoping suggests that this should be explored and potentially developed as part of a wider approach which includes a framework for supervisor continuing professional development. This would include an online training resource.	It is proposed that this work is coordinated through a short life task group – CPD framework for PGR supervisors. If REC agrees to this, an outline of the task group, including aims, and composition to be presented to REC in January 2018.
Consult with Colleges (through committees) about the 5 year rule for renewing supervisor training REVISED	This will form part of the wider review of the Code of Practice	This will form part of the wider review of the Code of Practice
Explore and scope options for recording compulsory supervisory briefings online	Explored but as yet no satisfactory solution identified	Continue to explore options and report to REC in May 2018

ONGOING		
Work with EUSA to identify three supervisors from the Teaching Award shortlists for institutional entry into the Times Higher Outstanding Supervisor of the Year Award COMPLETED	Decided to submit one entry only (winner of the Students' Association award).	Work with Students' Association to embed this as usual practice from 2018
Continue to benchmark and map examples of good practice both externally and internally and include in this a review of relevant research literature ON TRACK	Ongoing	Ongoing. To be included in workshops on supervision and in online resources.

REC is asked to consider and approve the proposed next steps for Work Stream 1

Work stream two update: Mentorship and Wellbeing

The work for this work stream has been divided into two areas, mentorship and wellbeing. In May 2017, REC approved a set of next steps for the mentoring work stream. This table shows an overview of progress for each of these steps and proposes further actions for the period December 2017 onwards.

A separate paper has been tabled for this meeting which outlines progress and actions stemming from the report commissioned by IAD into, 'Postgraduate Research Student Wellbeing Strategies'.

Agreed in May 2017	**Progress**	**Next Steps**
Explore possibility of developing a centrally hosted webpage which communicates the benefits of mentoring, schemes and resources available to PGR students. This would link to available schemes in their School/ subject area. ON TRACK	To be considered alongside a proposed wellbeing section on the IAD PGR webpages as part of the actions from the report into wellbeing.	Progress to be reported to REC in May 2018
Develop, in consultation with support services and relevant Schools/ subject areas, clear and formal guidance for anyone acting as a mentor for a PGR student in a pastoral capacity. ON TRACK	Background work on mapping thesis committee structures etc. undertaken in academic year 2017/18 (see May progress reports).Mentoring also discussed with student discussion groups.	To be further discussed at the Doctoral Training and Support forum in January and guidance developed in consultation with Schools/ Colleges Jan- Aug 2018.

Work in partnership with the Students' Association to build a clear case for supporting the further extension of peer mentoring to postgraduate research students. ON TRACK	Proposal for a six month joint (IAD/ Students' Association) post to expand this work has been submitted to USG for consideration.	Await outcome of proposal to determine further actions.
Develop central resources for evaluation of mentoring schemes which can be made available to staff involved in mentoring schemes. ON TRACK	Forms part of the joint IAD/ Students' Association proposal detailed above.	Await outcome of proposal to determine further actions.
Continue dialogue with Development and Alumni and the Careers Service regarding the new student alumni platform, to assist with establishing the requirements for PGRs. ON TRACK	Dialogue continues.	Any updates will be communicated to REC in due course.

REC is asked to discuss and approve the proposed next steps for work stream 2 (mentoring)

Work stream three update: Personal and Professional Development Record

A separate paper has been tabled for this meeting which reports on the activities and recommendations of the task group for this work stream.

Appendix One: Student Discussion Groups – report

Doctoral Student Experience focus groups held in August and September 2017 as part of the Excellence in Doctoral Education and Career Development Programme of work.

Description

This is how the groups were advertised:

Doctoral Student Experience Discussion Groups

The University has recently embarked on a comprehensive Programme of work looking into the student experience for postgraduate researchers at the University. http://edin.ac/2pFy7zo This aims to map current experience and provision, to identify and share good practice and to identify gaps and suggested enhancements. It focuses on three areas: supervisor training and support, mentorship and wellbeing and personal and professional development record.

As current doctoral students (at any stage) you are invited to take part in these discussions, and help shape proposals and future work on the doctoral student experience. All information shared in these groups will be fully anonymised in any reports.

Coffee and tea will be provided.

Participation

Two groups were held, one in the central are and one at Kings Buildings. A total of 13 students attended. These were a mix of disciplines (all three Colleges represented) and all stages (from one month to 4th year).

Observations and outcomes

Reported positives of experience at Edinburgh

- Quite good office facilities
- Support staff from graduate office were very knowledgeable about different aspects throughout the programme
- Freedom/space to follow ideas/project in new directions
- The school office has been ready to help with any issues I've had
- My lab colleagues have been very warm and welcoming Supervisors (2)
- Independence and flexibility
- Access to teaching experience and to teaching accreditation (EdTA)
- Central support services
- Study space at some Schools
- Support in some Schools (eg. Economics) through discussion groups and research grants
- Having two supervisors
- Online database. Library
- IAD

Reported negatives of experience at Edinburgh

- Not clear: role of advisor vs supervisor
- My supervisor left at the end of 3rd year – it took so long for the school to sort things
- Lack of non-project related development (or push for it within the department/team)

- Very dark office with no windows
- Not family friendly (at times)
- Variation in experience from student to student
- Courses and activities sometimes are not targeted to relevant audiences
- No recognition of 'small' successes at school level or even supervisory level
- Supervisor support : PhD students feel bottom of the pile (especially this time of year (beginning of academic year))
- Supervisors (2)
- Changes in administrative procedure through the time here
- Teaching workload too much
- Local support services
- Lack of funding
- Difficulty meeting other PG students
- Study space in some Schools (hot-desking only)

Understanding of mentoring / need for support outside supervision (demand and type)

A mentor is:

- Someone that has been through a similar experience to what I have been through or will be going through.
- Someone who offers help, support, guidance (career advice). For me, my supervisor filled this role.
- No idea.
- Someone to give pastoral/professional support.
- A mythological figure that is hard to find but it is possible to find different figures that could combine to make one.
- Someone who guides you/ like a mother bird with baby birds/ a father figure/ someone who doesn't tell you the answers but lets you work it out for yourself/ someone without judgement- connection to you or sphere around you/definition often comes from employment or form experience as UG with 'families' eg. at St Andrews
- Postdocs are one possibility of people who could be mentors but they need training
- Support
- Pastoral support and career support
- A number of supportive figures, rather than one individual
- Thesis committees are supposed to provide this function but departmental politics can create 'us vs them' situations

Support outside supervision:

- For me, I haven't really required anything, but I have had friends who have needed counselling, or would like a mentor in addition to their supervisors. I think who your supervisors are and how regularly you meet them makes a big difference.
- Counselling services are essential
- Information regarding University structure, how things work, who to go to.
- Perhaps a peer-mentor who directs one's enquiries to suitable units of School/University
- More information regarding data collection, safety.

- A mentor
- Positive feedback, looking after well-being
- Ethic of care – what are the values that drive individuals/the institution?
- Professional figures that are not only specialised in your field but also specialised in PhD support.
- Support for sitting at a desk all day – should be like an employee
- Support with finding accommodation
- Informal mentorship – a relationship with another student who is further on in their PhD
- Career coach
- More contact with peers within the same School – Postgraduate social space/ networking spaces and opportunities would be welcome

Challenges of maintaining effective work/life balance

- Thesis publications, finding funding, hunting for jobs, teaching all within 3 years.
- The work is never 'done' – you can always improve it, it's hard to declare a project 'finalised'.
- Family, children, relationship
- Hard to get out of the 'PhD bubble' – interacting with the same people, small social group all of the time.
- Feeling guilty for taking time off, not working.
- The entire system of academic employment – constant perception of needing to 'be productive'.
- Family commitments – things happen in evenings etc.
- Imposter syndrome – pressure put on yourself to achieve to work harder and harder all hours. Uncertainty about annual leave and entitlement. Lack of community – access to peer support network / lack of knowledge or understanding about where to go for help.
- Competitive nature of the PhD and the availability of postdoctoral opportunities
- Leap from Taught MSc to PhD is significant
- Funding is a major issue – extremely difficult to source with very little support
- Lack of mentorship – students seek their own mentors through networking opportunities at
- conferences and courses
- Lack of positive feedback

Support for personal and professional development at the University

- Variable
- There is a great deal of support out there but not very well signposted or easy to find
- The level of support varies depending on School and supervisors
- There is very little and what is available is difficult to find
- There are a lot of opportunities but they are not made available

Understanding of a doctoral transcript

- Validation on paper from the University would be appreciated
- It would be good for career development
- It would be good for job applications and funding opportunities
- It is a good idea/would be good to have
- It would be a good way to display a student's initiative and passion towards their research

- Not sure how this would work
- I need a certificate
- It would be super important to show that students have initiative and passion towards their research and help equip students with different skills

Tools and approaches to recording personal and professional development (what do you currently use/ what would you like to use?)

Currently use: Annual Review forms, CV, LinkedIn, keep a personal record of achievements

Comments about other ways of recording (such as an online system):

- Don't want to do anything which takes up more time
- Annual review is a good time to do this
- Don't want supervisors to have to do more paperwork and so have less time to supervise
- Not very useful as it would require more time in order to complete the record and there is no obvious incentive

Conclusions

The comments in the groups aligned with the free text comments in PRES 2015 on space, supervision and general experience and highlighted variation in student experience across the institution.

Work stream Two: Mentoring and Wellbeing

General support for peer mentoring, although variation in understanding of what a mentor is and how the relationship can function.

Link made between positive wellbeing and mentoring

Emphasis on the negative effect of isolation and the positive impact of engagement with others and opportunities to interact

Work stream Three: Personal and Professional Development Record

Students use a range of different ways to record their personal and professional development

The annual review forms and discussion were highlighted as a place to record personal and professional development

There was support for a validated transcript or record from the University, especially for students who are thinking of applying for positions overseas

There was a push back against anything which will mean more administration for supervisors as this would take away time from 'actual' supervision

The University of Edinburgh

Senatus Researcher Experience Committee

7 December 2017

Update on recommendations from the report into 'Postgraduate Research Student Wellbeing Strategies' June 2017 (Hepburn Report)

Executive Summary
This paper sets out the responses/ proposed actions to the recommendations identified by the June 2017 'Postgraduate Research Student Wellbeing Strategies' report commissioned by IAD into PGR wellbeing as part of work stream 2 (mentoring and wellbeing) of the Excellence in Doctoral Education and Career Development Programme. The report sets out a series of recommendations for the University, the REC and the Excellence programme. The Mental Health Strategy Group (MHSG) has considered the University–wide recommendations and now requests that REC considers and approves the proposed actions for each of the **REC and Excellence Programme recommendations**.

How does this align with the University / Committee's strategic plans and priorities?
The paper aligns with the University Strategic Objective of Leadership in Research and the University Student Mental Health Strategy. It also aligns with the Committee priority of discussing options for taking forward the postgraduate research enhancement work.

Action requested
The committee is requested to consider and, where appropriate, approve proposed actions for REC and the Excellence Programme.

How will any action agreed be implemented and communicated?
The paper includes indicative timelines for proposed next steps. Actions will then be communicated by the Academic and Programme lead to all appropriate stakeholders.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   It has been agreed that the work included in the Excellence Programme can be supported at present by existing staffing resource in the Institute for Academic Development (IAD) and Academic Services. If the work identifies further resource implications, early discussions will be undertaken with relevant units.
2. **Risk assessment**
   No major risks identified
3. **Equality and Diversity**
   Equality Impact Assessments will be undertaken as necessary
4. **Freedom of information**
   The paper is open

Key words
Doctoral education, mentoring, mental health strategy, wellbeing

Originator of the paper

Dr Fiona Philippi, Head of Doctoral Education, Institute for Academic Development (IAD)
(Excellence Programme lead)

Briefing for the Senate Researcher Experience Committee (REC) on the Hepburn Report, 'Postgraduate Research Student Wellbeing Strategies' June 2017

Context

From April to June 2017, Dr Eve Hepburn was employed on a part-time basis by the Institute for Academic Development (IAD) to carry out explorative work into PGR mental health and wellbeing support. A key output of this is a comprehensive report into 'Postgraduate Research Student Wellbeing Strategies'. This fulfilled one of the objectives of the Excellence in Doctoral Education and Career Development programme, Work stream 2: Mentorship and Wellbeing[1]. The report sets out findings of an analysis of international and UK institutional best practice in supporting the wellbeing needs of PGRs. It also maps current practice at the University of Edinburgh. Forty-five recommendations were identified and these divided into three areas (University-wide, for REC, and for the Excellence Programme). The completion of the report coincided with various wider University initiatives on wellbeing and mental health support for students. One of these was the appointment of the University's first Director of Student Wellbeing. This followed the launch of the Student Mental Health Strategy in April 2017[2]. The Strategy is now being implemented via the Student Mental Health Strategy Group (MHSG). This Group has considered the recommendations set out in the Hepburn report and responses are detailed below. MHSG now requests that REC considers and approves the proposed actions for each of the **REC and Excellence Programme recommendations**.

Recommendations for the University of Edinburgh

Recommendation	Response from MHSG / Director of Student Wellbeing (unless otherwise indicated)
1. Create distinct mental health strategies for undergraduate and postgraduate students, given that their experience of, and triggers for, mental distress are very different	Discussed at Student MH Strategy Group (20.09.17), agreed that separate strategy not needed, PGR could form the focus of a sub-group/ working group. The work-stream that IAD is leading on this area will generate important information regarding PGR students.
2. Appoint a PGR Wellbeing Officer within the new University Wellbeing Team. This appointment would ensure that the different wellbeing needs (and stress triggers) of PGRs are fully considered during the implementation of the Student Mental Health Strategy	This can be looked at as an option as we move forward and consider new ways of working to support students at the University within the framework of Service Excellence.
3. Create clear, cohesive and joined-up webpages on Student Wellbeing and Mental Health. At present, there is a substantial amount of online material	Considerable work has gone into improving and updating the information on the University's web-pages on student wellbeing and mental health. Again, this could form part of the work-

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[1] See https://www.ed.ac.uk/academic-services/projects/excellence-in-doctoral-education for further information

[2] See https://www.ed.ac.uk/staff/supporting-students/student-mental-health/student-mental-health-strategy for more information

and support around the issue of student wellbeing on the university webpages. However, much of this information is dispersed across multiple departments and multiple webpages, which makes it very difficult to find. Furthermore, much of the information is text-based only, which may be challenging for students with mental health conditions who have problems with concentration. There should be a 'one-stop-shop' page on Student Wellbeing, which clearly signposts information and services, and which contains visually appealing, clear and colourful webpages	plan when student support becomes part of the Service Excellence Programme- a co-ordinated and comprehensive approach is required, given the devolved nature of the University.
4. Create a cohort of professionally trained coaches/mentors. This follows the example of a number of other universities, who have created student wellbeing coaches (at the central or local level – or both), who can support students on a longer-term basis, both before and after their short-term counselling sessions ends. This would potentially remove pressure on the Counselling Service, support students while they are waiting for their first counselling appointment, and give students a more comprehensive and longer-term care package. Student wellbeing coaches could operate at local level (i.e. School student support officers) and at central level (i.e. expanding the Mental Health Mentor system currently offered through the Student Disability Office). Ideally, both options should be considered, with the Student Coaching Service run through the Disability/Counselling Office, where training and guidance is provided to locally School-based student coaches. Some SSOs are already playing this role, however, it is likely that not all SSOs are engaged to the same extent. Professional training will level the playing field and offer SSOs career development opportunities	To be integrated into the SEP work on student support- analysis required of what good practice already exists across the University- this then needs to be mainstreamed. SEP is an opportunity to make this system-wide.
5. Explore alternative formats for counselling and support, to give	SCS continuously measuring outcomes and looking for ways of improving and modernising

students more choices for accessing support (in an individual or group setting). For instance, UWE Bristol runs a model where students may receive a 90-minute solution-focused alternative to further support from the Wellbeing Service, known as a 'therapeutic consultation'. This is followed up with an email detailing helpful resources. "The model has resulted in reduced waiting lists and better outcomes for students. This approach is positive as it recognises the need to encourage students to manage their own wellbeing and mental health."[3]	service delivery, and considering best practice models from other universities, both in the UK and abroad. Individual and group interventions currently offered by SCS.
6. Create clear guidance on Reasonable Adjustments for students with mental health needs, as well as guidance for their supervisors. For instance, under the Americans with Disabilities Act (ADA), a student with a diagnosis of depression might be permitted to move through a postgraduate programme at a slower pace.[4] This should not only apply those students who have a disability under the Equality Act, i.e. chronic depression, but also other mental health conditions diagnosed by their GPs, i.e. anxiety disorder. Clear support should be given to students returning from medical leave. The Equality Challenge Unit found that 54% of students with mental health difficulties had not received adjustments; but of those who had received adjustments, 78% said that it had a 'positive or very positive effect on their studies and other experience at university'[5]	SDS considering how to improve their systems and practice- this recommendation will be taken into consideration as part of this piece of work.
7. Ensure that every course guide and programme handbook in every College – at both undergraduate and postgraduate level – contains a paragraph on student wellbeing, to raise awareness of the need for self-	Response from Director of Academic Services: I think this recommendation should involve the Senate Curriculum and Student Progression Committee. CSPC is responsible for the policy on Course and Programme Handbooks, so would need to consider any suggestions for

[3] Brown (2016), op cit, p36.

[4] http://www.apa.org/gradpsych/2012/01/heal.aspx

[5] Equality Challenge Unit (2014) *Understanding adjustments: supporting staff and students who are experiencing mental health difficulties*. London, p7 and p12.

care, as well as signposting the support services available to students.	adding further prescribed content. In fact the Policy already requires Handbooks to include signposts to the University webpages on Health and Well-being, so could be argued to already substantively address this issue. However, we would be happy to have another look at this element of the Policy.
8. Develop additional resources for students who might be more vulnerable to mental health issues, and offering more tailored resources to them, i.e. distinguishing by gender (whereby men and women experience mental health issues very differently), students from disadvantaged backgrounds, LGBT+ students and international students	Student Systems currently analysing data, their analysis can inform what action needs to be taken here.
9. Develop more frequent campus-wide campaigns that seek to de-stigmatise mental health, to openly discuss different aspects of mental health, such as Exam Stress and Suicide. Link up different campaigns – i.e. sexual violence has a strong mental health component	Work currently being undertaken in partnership with CAM to plan for how we can communicate most effectively with students and staff to promote positive mental health. Close links have been made with EUSA around comms relating to sexual violence, and this gives us a strong platform for future comms campaigns.
10. Reach out to prospective students about mental health and wellbeing, by providing an overview of the University's Mental Health and Wellbeing services in the University Prospectus, and in the Prospective Students webpages. According to the Equality Challenge Unit, a page on mental health support in the prospectus "serves two purposes really, it lets prospective students know what support is available as well as reassuring them that having mental health difficulties is not something that will hinder their application".[6] Text should seek to manage expectations, i.e. by pointing out that university life is exciting *but also* challenging, that it is normal to feel stressed and overwhelmed at times, and that if students experience problems, the University is there to support them	There is information on the University's Wellbeing Services within the current prospectus. Director of Student Wellbeing DoSW) happy to contribute to/ lead on any review of the information contained currently within the prospectus if this is felt to be required.

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[6] Equality Challenge Unit (2014), op cit, p28.

11. Explore partnerships with locally based mental health charities and social enterprises, to develop tailored resources for University of Edinburgh students	Improving links and relationships at both strategic and operational levels with 3rd sector, community groups and NHS services is vital to ensuring we have the most effective pathways to support students- DoSW has joined two groups which will facilitate this- one with the NHS, IJB and other HE institutions, and the other with NHS, IJB and local partner organisations from 3rd sector and community sector.
12. Develop a Staff Mental Health Strategy, to complement the Student Strategy. Staff and student mental health (especially at the postgraduate level) are often highly inter-related, whereby postgraduate students tend to mirror the academic lifestyle. There is a need to create a positive, inclusive culture within academia where mental health issues are not seen as a 'weakness' or an obstacle to success and achievement, where the culture of over-work is challenged, and where a healthy life-work balance is valued	Recommendation to be directed to HR for response.
13. Develop a rigorous evaluation system to ensure that the objectives of the Student Mental Health Strategy are, upon implementation, having the desired outcomes. Evaluation should be tied to an annual Student Wellbeing Survey to track progress	Work has been started to develop a set of metrics to measure the effectiveness and impact of the Student Mental Health Strategy.
14. Develop resources for students on Using Social Media Without Harming your Mental Health (to tackle growing problems of social media addiction, perfectionism and cyber-bullying)	Plan is to work in partnership with EUSA, including their peer support initiatives, and perhaps Residence Life, to explore what would be most effective and to implement this.
15. Support the creation of Peer Mentoring and Support schemes at both UG and PG level, to enable trained student volunteers to act as a first point of support and 'human signposts' for wellbeing and mental health support services across the University	Work to be undertaken with EUSA to develop peer support systems.
16. Encourage staff to talk more openly about vulnerability and failure, as well as success and achievement, i.e. develop 'Meet the Mentors' sessions	Some models of good practice here- project within MVM where a small grant has been awarded for project to be set up to support staff to talk more openly about perceived

where academic staff can interact informally with PGRs and discuss their own academic and emotional challenges	vulnerabilities and to integrate learning into their teaching.
17. There appears to be a gap in the provision of guidance for staff on Student Wellbeing and Mental Health. The University might consider creating a 'Guide for All Staff on How to Support the Wellbeing and Mental Health of Your Students', based on the University of California model.[7] This Guide would go beyond the 'Helping Distressed Students' booklet, by providing advice on how to *proactively* support the good mental health and wellbeing of students, how to deal with *crisis situations* where students have acute mental health needs, and by generally providing *more information for staff* on common student mental health issues (distinguishing between UG and PG students), how to spot them, support them and who to contact – especially if the staff member believes that the student needs to be withdrawn or their studies interrupted. All staff who regularly interact with students should have access to information on support services, the boundaries of their duty of care, how to promote positive mental health, and how to recognise symptoms of poor mental health	This is a potentially valuable piece of work, and would fit neatly into the work that SEP could do on student support, mental health and wellbeing.
18. In partnership with the Student Counselling Service, explore the development of additional online resources to support student wellbeing and mental health, such as online courses, mood and wellbeing online self-assessments, online CBT programmes, online forums. Online learning resources and communities have been shown to support students who would not otherwise use face-to-face services to disclose their mental health problems. In addition to increasing disclosure, online	This is already being done- e.g. Big White Wall, Charlie Waller on-line training materials.

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[7] http://sja.ucdavis.edu/files/PSMH-guide.pdf

communities can act as a gateway for further support	
19. Create a Student Wellbeing Ambassador Programme, where students can train to support other students (and themselves) in dealing with emotional challenges. Explore whether these volunteering contributions could be recognised through the Edinburgh Award	Links to recommendation 15- needs to be explored further with EUSA, and analysis of whether programmes such as this operate at other HEIs- what would be the costs and benefits?

Recommendations for Senate Researcher Experience Committee (REC)

Recommendation	Proposed Action
1. Create a Doctoral Academy, to sit alongside the other Academies at the University, to provide a central support network for postgraduate students. A Doctoral Academy would support the development, wellbeing and community of doctoral researchers, and to provide a one-stop-shop for all the information they need on university support services. The Doctoral Academy may be a 'virtual' space, and would be tied to the proposed PG Centre	Recommendation to be directed to the AP Researcher Development.
2. Create a Wellbeing Week specifically tailored for PGR students, which is separate to, but complements, the University-wide Wellbeing Week	To be discussed with the Director of Student Wellbeing and Mental Health Strategy Group via vice-convenor. Outcomes to be reported back to REC in May 2018.
3. Amend the 'Code of Practice for Supervisors and Research Students' to include a section on 'Wellbeing Resources' (this could be added as section 4.8 in the booklet). This section of the Code of Practice could acknowledge the fact that postgraduate research is challenging and can be stressful, and list resources and services for students to manage their wellbeing	To be considered by Academic Services as part of the 2017/18 review of the Code of Practice.
4. Explore and scope the possibility of teaching academic confidence and resilience to students as part of their degree programmes. This could be	To be discussed with IAD Tutoring and Demonstrating team via REC Vice-Convenor and response reported to REC in May 2018.

done through the University's support for teacher training (such as the Edinburgh Teaching Award scheme), where staff could teach academic confidence and resilience, such as giving students the confidence to put forward arguments and raise their hands in class, developing a toolkit for boosting self-esteem in the classroom, teaching students how to give presentations and work together effectively. Such training could be undertaken by PhD tutors, who are often at the frontline of the undergraduate teaching experience by leading tutorial groups	
5. Ensure that every School within the University has a dedicated study space *and* social space for postgraduate researchers to work, congregate and build a community. Space is a hugely important issue for PGR students (according to a UCL survey). For instance, not having an allocated study space (and allocated desks) can cause stress amongst PGR (in competing for a hotdesk) and feelings of not being valued. Not having a social space enhances feelings of isolation and reduces the ability of PGR students to create a sense of community.	To be taken to Space Enhancement and Management Group via REC representative.
6. Ensure that every School is organising social and community-building events for their PGR community, in order to reduce isolation and increase social interaction (especially between postgrads and staff), such as coffee mornings, social events, Facebook groups	IAD to develop facilitation guide for Schools to run wellbeing activities for PGRs. To be discussed at the IAD Doctoral Training and Support Forum in January 2018.
7. Explore the possibility of developing volunteering opportunities for PGR students, which could be recognised by the university via the Edinburgh Award. Volunteering is "known to increase perceptions of how worthwhile students rate their lives, as well as rooting them more in their local communities" (which is especially important for international students).	To be discussed with Student's Association via REC Vice-Convenor. Response to be reported to REC in May 2018.

8. In addition to the development of the Postgraduate Centre at the Old Kirk, consideration should also be given to developing Postgraduate Centres in the other campuses of the university, i.e. Little France, Easterbush, King's Buildings, so services remain local	To be taken to discussions on Old Kirk development by REC Representative.
9. Create a Fund for student-led PGR Resilience and Wellbeing projects and initiatives	IAD to promote this to Schools as a possible use for IAD devolved funding. REC Vice-Convenor to consult with IAD funding team to see whether this can be added as a possible use of the IAD Action Fund.
10. In partnership with the Students' Association, provide general guidance and support for the creation of new PGR peer support and learning initiatives. Facilitate best-practice sharing across schools and colleges, and create communities of practice. This may be achieved via the proposed virtual Doctoral Academy and through the new Postgraduate Centre	See recommendation 10 for the Excellence Programme
11. Develop and disseminate a Guide for Staff on Supporting the Mental Health of Postgraduate Students, using the University of California document as a template. This would provide training for supervisors, other academics in the department, and administrative staff on recognising PGR mental ill-health, the main triggers of stress, different ways of supporting students, who to contact, and how to signpost services to students	To be discussed with the Director of Student Wellbeing and Mental Health Strategy Group via REC Vice-Convenor. Response to be reported to REC in May 2018. Links with recommendation 14 for the Excellence Programme.
12. Scope the development of an online training course for PhD students on 'How to Survive the PhD', using the University of Warwick 'Postgrad Realities' model as a starting point	IAD to consider options. Some of this is already covered in the IAD online induction course, 'Prepare for Doctoral Success'.

Recommendations for the Excellence in Doctoral Education and Career Development Programme

Recommendation	Proposed Action
1. Add a 'Postgraduate Resilience & Wellbeing' (PG RAW) section to the IAD website, listing all the resources the IAD offer in this area (i.e. workshops, events). This will help draw attention to the theme of Resilience & Wellbeing (thereby raising awareness among PGR students to think about their own self-care needs). It will also serve to collate all the activities IAD run in this area, and help signpost PGR students to other links and resources.	IAD to review webpages for PGR students to ensure support for resilience and wellbeing is made visible and resources/links are collated. TIMEFRAME: by start of academic year 2018/19
2. Develop additional IAD events and resources to support PGR resilience and wellbeing, following consultation with postgraduate students via discussion groups (i.e. on managing the supervisory relationship, dealing with perfectionism, PGR workshops on mindfulness and access to alternative therapies, such as storytelling and shiatsu).	IAD to review webpages and provision to ensure that support for PGR resilience and wellbeing is made explicit and communicated effectively. TIMEFRAME: by start of academic year 2018/19
3. Organise Wellbeing Days and 'Creative Breaks for PGRs' throughout the year, i.e. wellbeing walking groups around Arthur's Seat, regular pet therapy sessions/visits to Gorgie Farm	IAD to develop a facilitation guide for Schools on running wellbeing activities for PGRs. Wellbeing to be a focus of the 2018 IAD Doctoral Training and Support Forum (for all staff involved in doctoral training and support across the institution). TIMEFRAME: Forum to be held in January 2018. Facilitation Guide to be published and distributed by start of academic year 2018/19
4. Explore offering some of PGR wellbeing online resources in different languages for international students (whereby 51% of PGRs at the University are international students)	IAD to explore feasibility and report back to REC in May 2018
5. Cluster workshops, PGR events and community-building activities during key points of PGR stress during the academic year (i.e. start of year, before board reviews and vivas, pre-Christmas break, mid-summer when isolation is potentially high)	IAD to review annually. IAD to discuss at School meetings in April / May. TIMEFRAME: ongoing

6.	Offer Supervisor Training Workshops on Mental Health (potentially in partnership with the Student Disability Service, which runs similar events for (UG) personal tutors) which specifically focuses on common mental health issues that emerge among PGR students	IAD to offer a Spotlight on…… mental health and wellbeing support for PGRs event for supervisors in February 2018/. This is in partnership with the Student Disability Service, Student Counselling Service, the Chaplaincy and the Student's Association. This will be evaluated and if successful will become part of the annual provision for PGR supervisors. TIMEFRAME: Event in February 2018, report on outcomes to REC in May as part of the update on Work stream one: supervision of the Excellence Programme.
7.	Stress the importance of maintaining good mental health in PGR Inductions, openly discuss realistic expectations of doing a PhD, and inform new PGR students of support services	This is already woven through IAD provision in PGR inductions, in-year welcome events, online induction course, managing your PhD workshops etc. To discuss more generally at the Doctoral Training and Support Forum in January 2018. TIMEFRAME: ongoing
8.	Include a substantive Resilience and Wellbeing (RAW) component to Supervisor Briefings, so all new supervisors have a chance to learn about, and discuss, PGR wellbeing needs	This is part of the case study discussions at supervisor briefings. To be considered via work stream one – in particular, in relation to the development of an online training course for supervisors. TIMEFRAME: report to REC in May as part of update on Work stream One: supervision.
9.	Facilitate the creation of a PhD student-run blog at the University of Edinburgh through the IAD website that creates a safe online space for postgraduate students to write about and share their experience of mental health difficulties and the challenges of doing a PhD. This could complement the iad4phd.wordpress.com blog which focuses on IAD events and news	IAD to explore options for this, building on the University of Glasgow initiative. TIMEFRAME: to report outcomes to REC in May 2018
10.	Continue to offer support (in partnership with the Edinburgh University Students' Association) for the creation of bottom-up PGR peer support in individual Schools and create clear guidance on best practice in PGR mentoring	This is being taken forward via a joint IAD/ Student's Association proposal for a fixed term post to develop peer mentoring for PGR students. TIMEFRAME: progress to be reported to REC in May 2018
11.	Under the new PG Resilience & Wellbeing (PG RAW) website, add links to free online self-help resources that support PGR wellbeing and positive	See response for recommendation 1.

mental health (i.e. external blogs, online courses, wellbeing apps such as those listed in the comparative tables above). Explore offering some of these resources in different languages for international students	
12. In partnership with the Student Counselling Service, develop workbooks and e-resources on well-being and mental health that are specifically tailored for PG students	To be discussed with the Director of Student Wellbeing. TIMEFRAME: early 2018, outcomes to be reported to REC in May 2018
13. Develop a 'Self-Care Plan for PhDs' document to disseminate at PGR inductions (or online via the website), which offers a space for reflection, goal-setting and journaling. This could be a personal document, or could be shared with supervisors to track goals, concerns and needs	To be linked with work stemming from the taskgroup report on work stream Three: Personal and Professional Development Plan. TIMEFRAME: over academic year 2017/18
14. Disseminate a 'PGR Wellbeing Toolkit for Research Students' and a 'PGR Wellbeing Toolkit for Supervisors' (based on the ESCalate/University of Brighton template)	IAD to consider along with recommendations 1, 8 and 11. TIMEFRAME: report progress to REC in May 2018

The University of Edinburgh

Senatus Researcher Experience Committee

7 December 2017

Personal and Professional Development Record Task Group:
Recording PGR students' personal and professional development

Executive Summary

This paper sets out the case for a personal and professional development record for post-graduate students. The task group assessed the current provision of equivalent documents within the sector, and mapped this against the desire for such a document amongst employers and students. Consideration was given to: the purpose of the document (summative or formative); the scope (including verification) of the information included; the administrative burden (on students, supervisors and administrative staff); and, appropriate platforms for hosting the document (with a view to future-proofing). The group **recommended adoption of an achievement record for post-graduate research students, to be called a Post-Graduate Research Higher Education Achievement Record (PGR HEAR)** for consistency with similar documents for undergraduate (UG HEAR) and Post-Graduate Taught (PGT HEAR) students. This document will be mainly summative but, by integration within the Thesis Committee/ Annual Review process, will provide a stimulus for formative planning. It is essential that the information included in the PGR HEAR can be verified by the University of Edinburgh, that recording the information does not overburden administrators, and that an appropriate, future-proofed platform is used to host the information.

How does this align with the University / Committee's strategic plans and priorities?

This paper falls under the University's Excellence in Doctoral Education and Career Development Programme and aligns with the Strategic Objective of Leadership in Research. It also aligns with the Committee priority of discussing options for taking forward the postgraduate research enhancement work.

Action requested

For discussion of recommendations and to agree a plan proposed next steps. It is recommended that the REC set up a working group to take forward implementation of the PG HEAR.

How will any action agreed be implemented and communicated?

The paper contains proposals for adopting and implementing introduction of a Personal and Professional Development Record for Post Graduate students (PGR HEAR). The implementation of the proposed actions will be considered as part of the planned PGR lifecycle workstream within the Student Administration and Support strand of Service Excellence.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The implementation of the proposed PGR HEAR will have significant systems development implications, as well as potential ongoing resource implications both

Student Systems and Administration and for Schools. The project lead will encourage Service Excellence to consider these resource implications when evaluating options for implementation.

2. **Risk assessment**
   No major risks identified.

3. **Equality and Diversity**
   Equality impact assessments will be undertaken as necessary.
4. **Freedom of information**
   *The paper is **open***

Key words

PGR HEAR, students, employers, quality assurance, IT Platform.

Originator of the paper

Dr Patrick Hadoke, Director of PGS/ ECR Experience (CMVM)

Excellence in Doctoral Education and Career Development Programme
PERSONAL AND PROFESSIONAL DEVELOPMENT RECORD TASK GROUP
Recording PGR students' personal and professional development.

Introduction & Background

This Task Group was established to address one of the three work streams proposed in the Excellence in Doctoral Research and Career Development Programme (REC Paper 16/17 3A). Its remit was to investigate the potential for introducing a Personal and Professional Record for Post-Graduate Students, similar to the Higher Education Achievement Record (HEAR) currently in place for Undergraduate and Post-graduate Taught students. It was agreed that a report would be provided for discussion at the meeting of REC in November 2017. Since this meeting was cancelled the paper was completed for the REC in December 2017.

Recommendations

The task group recommended that a Personal and Professional Record for Post-Graduate Research Students should be introduced and should be called a Post-graduate Research Higher Education Achievement Award (PG HEAR).

A list of "Essential" and "Desirable" information to be included in the PGR HEAR was produced (Appendix 1),

Table One: Summary of Recommendations made by the Task Group

	Recommendation	Responsibility	Next Steps
1	Enable the title of the PhD to be printed on the degree certificate.	IS/ Academic Services?	This should be fairly straight-forward.
2	The university of Edinburgh should develop a PGR HEAR which is summative but linked to formative elements (Annual Review/Thesis Committee paperwork) and validated by the institution.	Task Group Convenor/ Head of Doctoral Education IAD / Head of Academic Services	Conclusions of the task group to be shared with Service Excellence. Updates to be shared with REC.
3	Strong consideration should be given to the use of existing platforms	Task Group Convenor/ Head of Doctoral Education IAD / Head of Academic Services	Conclusions of the task group to be shared with Service Excellence. Updates to be shared with REC.
4	Processes should be developed to ensure that all PhD students are completing a record of training and skills development and discussing this at annual review. The format for this could vary, with guidance to be written for schools.	Colleges and IAD	Guidance available for start of academic year 2018/19
5	Opportunities should be identified to incorporate reflection on the recording of training and skills development, and an awareness of the importance of the PGR HEAR (if developed).	IAD/ Careers Service/ Schools and Colleges	Ongoing

Task Group Members

Patrick Hadoke   (Convenor)
Pippa Ward   (Administrator)
Fiona Philippi   (Head of Doctoral Education, IAD)
Gavin McCabe   (Employability Consultant)
Tom Ward   (Director of Academic Services)
Emily Gribbin   (Head of Student Administration, School of Health in Social Science)
Konstantin Kamenev   (Chair of Extreme Conditions Engineering, School of Engineering)
Gabriela Hajduk   (PG Student Representative)
Katherine Geoghehan   (PG Student Representative)

Principles and Objectives

The Task Group defined a set of Principles and Objectives to underpin its work.

Principles

For a PGR HEAR to be beneficial it must:
- *Principle 1.*   Provide a useful resource to help the student with Provide a useful resource to help the student with their career development (academic or non-academic).
- *Principle 2.*   Produce clear, concise, user friendly, down-loadable paperwork (certificate/ transcripts). This document should be comprehensible to outside readers, including employers, without extra information needed to allow interpretation.
- *Principle 3.*   Provide a meaningful level of quality assurance. It is necessary to set a high benchmark: Registration for a course is not sufficient to assure either attendance or meaningful learning.
- *Principle 4.*   Provide an opportunity for formative development. The PGR HEAR will be a purely summative document but will include supplementary guidance indicating how the student may use it, ideally in combination with Thesis Committee/ Annual Review reports, for formative development.
- *Principle 5.*   Provide an overview of the student's activities during the period of their studies. This can include curricular and co-curricular activities provided they can be verified.
- *Principle 6.*   Be future-proofed to avoid obsolescence.
- *Principle 7.*   Not require excessive IS support or admin time (by the student, supervisor or the support team). For example, using automatic downloading of information into the transcript.
- *Principle 8.*   If possible, use a reporting format (e.g. PURE) that will remain constant for those remaining in higher education.

Objectives
In order to address the principles outlined, the task group should:
- *Objective 1.*   Identify student needs/ requirements/ demands for a transcript
- *Objective 2.* – Clarify the intended use of the transcript.

- *Objective 3.* – Determine the appropriate content of the transcript and suggest sign-off procedures for quality assurance.
- *Objective 4.* – Identify current best practice in the sector.
- *Objective 5.* Determine requirements from employers.
- *Objective 6.* Consult with IT support for best use of platforms.
- *Objective 7.* Consult with Administrative teams on best approach to information management.
- *Objective 8.* Produce a report for consideration by REC in December 2017.

Methodology & Stakeholder Groups

The Task Group assessed current best practice in the sector. Information was obtained from a number of stakeholder groups (below) and examples of PG achievement certificate/ reports were compared and evaluated. Feedback on student requirements for a PGR HEAR (**Appendix 2**) was obtained from focus groups (arranged and co-ordinated by FP) and from PG students on the Task Group.

Within the Task Group, discussions also covered employer requirement/ appetite for a PGR HEAR, issues of quality assurance for the content of such a report, and integration with the Edinburgh Award.

The Task Group obtained feedback from:

(1) Higher education institutions in the UK, Europe & New Zealand
(2) PGR Students (PhD; MRes)
(3) Funding bodies and Doctoral Training Centres
(4) Administrative teams (including Principal Investigators and the careers service)
(5) Information Services
(6) Employers

Current Provision at Edinburgh

Undergraduate HEAR at the University of Edinburgh. The Undergraduate HEAR at Edinburgh was introduced in response to a recommendation made by a Universities UK committee (The Burgess group) in 2007. This group proposed that the development of a HEAR would assist in modernisation of the traditional degree classification system.

The Edinburgh HEAR provides a single, comprehensive record of achievements, whilst a matriculated student at the University of Edinburgh, for all UG (except MBChB) and PGT students. It is complementary to the degree certificate and a final electronic or paper copy of the HEAR can be provided after a degree has been awarded.

Current Provision at Other Institutions

A benchmarking exercise revealed a very mixed picture and interpretation was hampered as many of the institutions misunderstood the question and reported on UG HEAR provision. A far smaller number than those indicated in the following statistics were providing, or considering, a PGR HEAR. Of 27 HE Institutions that provided feedback 12 (44%) had a HEAR

(or equivalent), whilst 15 (56%) did not. Of the latter, 5 (18%) were introducing or actively considering one, whilst 7 (26%) had no plans to introduce one. A small number of institutions issue EDS (which European students find useful) and/ or have their own system for producing limited reports. The major reasons given for not producing a HEAR were that (i) students/ employers did not want them, (ii) there are limitations to HEAR and institutional verification. Of the HEIs that did have a HEAR, or equivalent, there was a mixture in provision between paper and electronic transcripts and varied feedback on the usefulness of these. A number emphasised the heavy administrative burden caused by these reports. Several indicated no plans to extend HEAR provision to postgraduate students.

Sample PG HEARs (from the University of Edinburgh, from Universities in the rest of the UK, and from the University of Aarhus) were assessed (**Appendix 3**). These provided a useful benchmark but the Task Group felt that neither provided a template that could be followed for use at the University of Edinburgh; it was felt that the examples from Swansea and St Andrews were rather cumbersome and contained a considerable volume of unnecessary text. Current practice for providing a PGR HEAR/ transcript was also surveyed in the COIMBRA group (**Appendix 4**). The Task Group also obtained information on the provision of a transcript by the University of Auckland (New Zealand). Since only a small proportion of institutions are issuing a PGR HEAR / transcript at all, and those that do are taking different approaches, there is no 'industry standard' to follow

It was clear from these evaluations that the PG HEAR, or equivalent, had two key purposes:

(1) To provide an accurate, holistic and complete record of the student's achievements during their study period (focussing on the researcher, rather than the thesis alone, as being the product of the degree process); and,

(2) To promote and support self-managed continued professional development by the student.

PGR PPDR by Funding bodies, UoE CDTs/ DTCs, and other areas of the University that currently provide some form of transcript or record. Feedback from Funding Bodies, CDTs and DCTs within the University of Edinburgh was obtained to better understand expectations around personal and professional development training for PGR students and how this is recorded by Centres in Edinburgh (**Appendix 5**). Key findings were that there was an expectation that both careers and transferable skills training should be provided and most schools require their students to undertake a Training Needs Analysis. There were identifiable differences in the amount and type of training and the way in which this was recognised (e.g. Centre-specific training credits). There was a common feeling from the DTC contacts that it would be complex to capture the many different types of training offered in a meaningful way using a standard template.

Requirement for a PGR HEAR

Nature of the PGR HEAR. The format of the PGR HEAR was considered, with a choice between provision of either a Certificate or a Transcript. These discussions also considered the role of the PGR HEAR – whether as a *summative* record of achievement whilst a student at the

University or as a *formative* document to promote self-evaluation and continued professional development by the student.

In considering the attitude of employers (feedback from GM) it was suggested that they did not consider a summative transcript particularly beneficial, except to allow verification of factual information. It was considered that a more formative document would be much more desirable. Staff on the task group with experience in interviewing post-doctoral applicants reported that transcripts provided by candidates were usually long and contained information that was difficult to interpret in the UK context. PGR Student feedback indicated that a summative transcript would be useful as an aide memoire but that this would be limited if it provided only a partial record. Therefore, the Task Group recommends that a PGR HEAR should be a summative document that can serve as a resource for the student to utilise for job applications. However, it was also felt that a document of this type would intrinsically contain a formative component, particularly if it was used in combination with other career development processes (Thesis Committees/ Annual Review), as it would emphasise the importance of continued professional development.

Content of the PGR HEAR. A list of *essential* and *desired* information (**Appendix 1**) for inclusion in the PGR HEAR was generated by the Task Group. It was felt essential that the information included needed to be verifiable by the University. Verification of some content (e.g. work performed for the Edinburgh Award or IAD courses attended) should be relatively straightforward. In contrast, other information (meetings attended, presentations given) may need verification by the student's supervisor; perhaps as a component of the Thesis Committee reports (this would fit well with the formative role of the PGR HEAR). However, the Task Group considered that verification by supervisors may also present practical problems and may add an unwanted additional burden on supervisors.

Administrative implications of offering a PGR HEAR

Introduction of a PGR HEAR that includes more information than is currently held on University systems would have considerable implications for School administrative teams. Information entered directly by Schools, or by students and then validated by Schools, would require significant administrative resources. It is difficult to estimate the scale of these implications. This may be compounded by the potentially significant implications for some Schools in getting 'credit-bearing' courses into EUCLID (if they are not already there) and for Student Administration in administrating the PGR HEAR, for example inputting data on student co-curriculum activities (eg EUSA society role-holders).

IT Support/ Provision

Members of the Task Group noted that the PGR experience was being considered for Phase 2 of the Service Excellence Programme (SEP), but that a degree of prioritisation was still required. The work of the group was likely to feed into SEP discussions in due course. The group, therefore, aimed to develop a set of requirements and recommendations based on consultation with relevant stakeholders. It would be essential to ensure that anything the group consulted on was deliverable.

For a PGR HEAR to be successful it is necessary for it to:

(1) Not require extensive extra work by the student and/ or supervisor,
(2) Not require excessive additional work for administrative staff,
(3) Be future proofed (i.e. be guarded against platform obsolescence),
(4) Ideally, link with systems used for reporting/ evaluation by academic staff.

Consideration should be given to the use of existing platforms (e.g. PURE) used for generation of UG HEARs or for post-doctoral reporting/ data management.

Objectives addressed with Summaries

- Objective 1 – Identify Student needs/ requirements/ demands for a transcript.
- **It is clear that the direction of travel in the sector is for the development of a PGR HEAR. Current demand is mixed but expectations are increasing as HEARs are provided for UG and PGT students.**
- Objective 2 – Clarify the intended use of the transcript.
- **It has been agreed that the transcript will be essentially summative but, by linking it to thesis committee/ Annual Review processes, it will provide a focus for formative development during the course of PGR study. Thesis committee/ Annual Review reports will provide more detailed information that will contextualise much of the information included in the PGR HEAR.**
- Objective 3 – Determine the appropriate content of the transcript and suggest sign-off procedures for quality assurance.
- **A range of essential and desirable information sets were considered for inclusion in the PGR HEAR (Appendix 1). Information included in the document must be verified by the University. In addition to the transcript, it is recommended that changes are made using current systems to enable the title of the PhD to be printed on the Degree Certificate (this should be feasible since information is entered into EUCLID after the thesis is submitted for examination). Direct confirmation of attendance/ contribution from meeting organisers (e.g. IAD) would be beneficial.**
- **Data Verification appears fairly straight-forward for data entered into EUCLID, and for confirming attendance at IAD-run courses and activities completed as part of the Edinburgh Award. Ensuring verification for additional activities is more challenging**
- Objective 4 – Identify current best practice in the sector.
- **There is no current best practice model. Evaluation of transcripts used by other Universities suggests a number of approaches; it is not felt that there is a perfect model that the University of Edinburgh should adopt.**
- **The most desirable form of output would be a downloadable, electronic document that can be printed to produce a clear, aesthetically-pleasing document. It is not desirable for the University to produce printed transcripts – other Institutions that have done this report piles of uncollected reports at the end of the academic year.**
- Objective 5 – Determine requirements from employers.
- **The general feedback is that employers do not want detailed transcripts from applicants.**
- Objective 6 - Consult with IT support for best use of platforms.
- **The platform used to produce the PGR HEAR should ideally use current technology to ensure ease of use, minimal administrator time, suitable down-loadable**

transcripts, and future-proofing. It would be logical to align with existing platforms (EUCLID, PURE) to aid future-proofing and transferability. Identification of the optimal systems and business process solutions for the platform would need to be determined as part of the Service Excellence programme.

- <u>Objective 7</u> - Consult with Administrative teams on best approach to information management.
- **Production of PGR transcripts is currently seen as administratively demanding. Ideally a process would be devised in which the necessary information is recorded and validated automatically.**
- <u>Objective 8</u> - Produce a report for consideration by REC in December.

Overall Recommendation

It is recommended that the University of Edinburgh proceeds with the development of a PGR HEAR. This is required to ensure that the University continues to provide sector-leading support for development of PGR students.

The PGR HEAR should cover the time that the student is matriculated at the University of Edinburgh and should only include information that can be verified by the University.

The PGR HEAR should be a summative document but should be linked to current formative processes (Thesis Committees/ Annual Review) that produce more detailed progress reports.

It will be necessary to identify a suitable platform that is future proofed and minimises the work required by the student, supervisors and administrative teams to maintain the HEAR.

In the short-term it is recommended that the project (PhD/ MSc) title is included on a student's degree certificate.

Appendix 1: Information to be included in the PGR HEAR

Data	Need	Availability	Additional comments
Student name	Essential	Possible to verify	
Date of birth	Essential	Possible to verify	
Name of Degree awarded	Essential	Possible to verify	
Thesis title	Essential	Possible to verify	
Period of Study	Essential	Possible to verify	Periods of interruption of studies should also be included
Mode of study (eg on-campus or ODL)	Desirable		Possible to verify?
Mode of study (PT / FT)	Essential	Possible to verify	Including moves between FT and PT.
Location of study / time spent studying outside Edinburgh	Essential	Possible to verify	Imagine some of this information is already available, but some not?
Work placements / professional practice undertaken as part of programme	Essential	Unaware what is already recorded	
Scholarships awarded	Desirable	Possible to verify	
Summary of research thesis	Desirable	Availability of this info?	
Subject area of study	Desirable	Complex to verify?	But could be superseded by details of supervisory team, assuming this includes the host school(s)
Programme requirements	Desirable	Complex to verify?	
Supervisory team	Essential	Possible to verify	Including dates and changes to team.
Assessors	Desirable	Possible to verify	Who were the examiners
Language of instruction (English)	Unimportant	Complex to verify	Will vary by supervisory team and by location of study?
Credit-bearing courses passes (with Grade and mark where relevant)	Essential	Possible to verify?	
Training undertaken – centrally delivered (eg IAD, ISG)	Essential / Desirable	Complex to verify	Clarity whether student whether 'passed' or simply attended

Training undertaken – locally delivered (eg Schools)	Desirable	Complex to verify	Could be part of records within Annual Review on personal development?
Publications	Essential / Desirable		Published or accepted but not yet published? By the notification of award or by graduation?
Prizes and awards	Essential	Possible to verify	Same as in HEAR for taught students
Additional information about activities during studies – include other defined co-curricula activities (eg Edinburgh Award, office-holders for EUSA activities)	Essential	Possible to verify	Use same agreed list as for the HEAR for taught students
Employment undertaken at the University during the course of studies (eg Tutor, Demonstrator, Intern etc)	Desirable / Unimportant (for this record)	Complex to verify	Possibly desirable, but superseded by personal / professional development notes for Annual Reviews. Also, restricting to employment within UoE only will give a very partial reminder for students.
Outreach Activities	Desirable	Complex to verify	E.g. Science Festival; Work Experience, Fund raising, etc.
Positions of Responsibility	Desirable	Possible to verify?	E.g. Supervising UG project students, memberships of committees (eg Post Doc groups).
Professional Memberships	Desirable	Complex to verify	

Appendix 2: PGR Focus Groups Feedback

Responses from focus groups with PhD students

In August and September 2017 two focus groups were organised by IAD with PhD students to discuss their experiences and suggestions for enhancement, with specific focus on the three work streams of the Excellence in Doctoral Education and Career Development Programme. This included discussion around personal and professional development records. A total of thirteen students attended the groups which were held in the central area and at King's Buildings. These students represented a mix of disciplines (all three Colleges represented) and stages (from a month in to 4th year).

The main conclusions on personal and professional development records were as follows:

- Students currently use a range of different ways to record their personal and professional development throughout the PhD (various forms/ Linkedin/ CVs etc.).
- The annual review forms and discussion were highlighted as a place to record and discuss personal and professional development but there is inconsistency in whether this is done.
- There was some support for a validated and official final transcript or record from the University, especially from students who are thinking of applying for positions overseas.
- There was a clear resistance to anything which would mean a greater administrative burden for supervisors as this was felt this takes away time from 'actual' supervision.

Appendix 3: Best Practice Examples

Example of Academic Statement Letter for PhD Student Health

Date

'To whom it may concern'

STUDENT XXXX

University of Edinburgh Student number: sxxxxxxx

Award: PhD

I confirm that the above named was a student at the University of Edinburgh.

XXXXXX was a full time PhD student with Clinical Psychology at the School of Health in Social Science, College of Arts, Humanities and Social Sciences. The PhD programme started on 1st September 2011 and XXXXX graduated from this programme of study in November 2016.

In addition to being awarded the PhD, XXXXXX also achieved credits in the following courses:

CLPS11033 Evidence Based Psychological Interventions	SCQF Level 11	20 credits (10 ECTS credits)	Total Hours: 200 Mark: X
CLPS11044 Critical Psychology and Child Mental Health	SCQF Level 11	20 credits (10 ECTS credits)	Total Hours: 200 Mark: X
CLPS11032 Cognitive Behavioural Therapy for Children and Young People: Theory and Practice	SCQF Level 11	20 credits (10 ECTS credits)	Total Hours: 200 Mark: X

XXXX also audited (class only) the following courses:

CLPS11037 Applied Developmental Psychopathology

PGSP11110 Analysing Qualitative Data

PGSP11208 Research Design

CLPS11031 Interpersonal Psychotherapy Adolescent

Please note that this is not an official transcript. Please do not hesitate to contact me if you require any further information.

Yours faithfully

Head of Student Administration

School of Health in Social Science

THE PHD DEGREE – LIST OF ACTIVITIES

[**Click here** - Enter your name]

Born on [Click here - Enter date (dd.mm.yyyy.)**]**
DISSERTATION TITLE
[**Click here** - Enter the dissertation title**]**
[**Click here** - Enter subtitle if any]

SUPERVISORS

[**Click here** - Enter name**]**	[**Click here** - Enter position**]**	[**Click here** - Enter department/university**]**
[**Click here** - Enter name**]**	[**Click here** - Enter position**]**	[**Click here** - Enter department/university**]**
[**Click here** - Enter name**]**	[**Click here** - Enter position**]**	[**Click here** - Enter department/university**]**
[**Click here** - Enter name**]**	[**Click here** - Enter position**]**	[**Click here** - Enter department/university**]**

PHD COURSES

Introduction to PhD supervision for PhD students at Arts

Introduction to University Teaching for PhD Students

Course no. 3

Course no. 4

Etc.

CONFERENCES

YYYY

XXX

Etc.

RESEARCH STAY(S) DOMESTIC AND ABROAD

YYYY

XXX

Etc.

STAY(S) AT COOPERATING RESEARCH INSTITUTIONS

YYYY

XXX

Etc.

TEACHING

YYYY

XXX

Etc.

DISSEMINATION *(such as publications)*

YYYY

XXX

Etc.

OTHER ACTIVITIES *(such as departmental work)*

HIGHER EDUCATION ACHIEVEMENT REPORT [RESEARCH]
(Diploma Supplement)

CONTEXTUAL INFORMATION

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES.

The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

Swansea University's Diploma Supplement carries the title Higher Education Achievement Report (Diploma Supplement), conforming to both UK practices and those of the bodies listed above. It is produced in a digital format. Only HEARs accessed via gradintel.com can be considered valid and verified.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1	Family name	Example
1.2	Given name(s)	Another
1.3	Date of birth (day/month/year)	03/10/1985
1.4	Student identification number or code	882298
	HESA identification number	1511808822989

HUSID (HESA Unique Student Identifier) is the unique national identifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1	Name of qualification and (if applicable) title conferred	Not yet awarded
2.2	Main field(s) of study for the qualification	Biology
2.3	Name and status of awarding institution	Swansea University (Established in 1920 it is a publicly funded, state recognised university, governed by Royal Charter). The power to award degrees is regulated by law in the UK.
2.4	Name and status of institution (if different from 2.3) administering studies (in original language)	As awarding institution
2.5	Language(s) of instruction/examination	English

Swansea University
Prifysgol Abertawe

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1	**Level of qualification**	Doctorate Degree mainly by Research - FHEQ 8
3.2	**Official length of programme**	3 years
3.3	**Access requirement(s)**	A candidate for a Doctorate degree must hold an initial degree of a UK university or another university approved by Senate and normally hold, or be studying for, a Master's degree of a UK university or another university approved by Senate.

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study

Enrolment History and Mode of Study by Academic Year

15/16	Full-time	Satisfactory. Pass Probation
16/17	Full-time	

4.2 Programme requirements
The degree of Doctor of Philosophy is awarded to candidates who:

- Have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- Have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- Have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which would merit national or international refereed publication;
- Are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- Can communicate with their peers, the larger scholarly community and with society in general about the areas of expertise;
- Can be expected to be able to promote within academic and professional contexts, intellectual, technological, social or cultural advancements.

4.3 Programme details, and the individual grades/marks/credits obtained

Programme start date   01/10/2015

Programme end date   30/09/2019

Research Study 16/17

Year	Module Code	Title	Attempt	Mark	Grade	Credits	ECTS Credits
16/17	BIOM25B	Science Skills and Research Methods	0			0	0.0
		TOTAL YEAR 16/17 CREDITS				0	0.0

4.3.1 Status of research candidate:

Postgraduate research student

4.3.2 Thesis title:

Pathways of Introduction and Spread of Invasive Alien Species (AIS) in freshwater ecosystems.

4.3.3 Summary of research thesis:

Pathways of Introduction and Spread of Invasive Alien Species (AIS) in freshwater ecosystems.

$$f(\chi) = a_0 \sum_{n=1}^{a} \left(a_n \cos\frac{n\pi\chi}{L} b_n \sin\frac{n\pi\chi}{L} c \right)$$

4.3.4 Supervisory team:

Academic Supervisor 1 - Professor C Garcia De Leaniz
Academic Supervisor 2 - Dr EL Shepard
Academic Supervisor 2 - Professor S Consuegra del Olmo

4.4 Nature of the programme

Doctoral, mainly by research.

4.5 Grading scheme and, if available, grade distribution guidance

Students are awarded a mark for each module on their performance in the various assessment exercises. The following scales were used by the academic members of staff when determining marks:

0-39%	Failure
40-49%	Marginal
50-59%	Pass
60-69%	Pass at Merit level
70-100%	Pass at Distinction level

Pass mark for credit 50% (core modules must be passed at 50%).

Upon completion of the taught element of the course, the student proceeds on to the research element, consisting of the production of a research thesis. The thesis is graded as a Pass or Fail only. Students who have successfully completed both elements will have satisfied the requirements of the degree.

4.6 Overall classification of the qualification (in original language)

Qualification is not classified

5. RESEARCH ACHIEVEMENT PROFILE

5.1 Publications:

Other A.N., Student E. (2016) Pathways of Introduction and Spread of Invasive Alien Species (AIS) in freshwater ecosystems.

Another publication

5.2 Conference presentations:

Poster short talk, Aquatic Macroecology/ British Ecological Society, 30/09/2016, London

Another presentation

5.3 Supplementary experiences (for example -Industry/Mobility/fieldwork/lab work/Summer schools):

Three months in Brazil.

5.4 Research grants and awards:

Not applicable

6. PERSONAL AND PROFESSIONAL DEVELOPMENT

6.1 Professional Development & Training; Candidate's Achievements

This section contains evidence of how candidates have acquired and demonstrated knowledge, skills and personal competencies. All claims have been verified by the University.

6.1.1 Training and skills

Training events: Research Induction

Training events: Training 2

Training events: Training 3

6.1.2 Teaching experiences

BIO252 Ecological Data Analysis 33 hours

BIO228 Parasitology 2 hours

Swansea University

6.1.3 Other qualifications

Teaching Skills for Post-Graduates

Including: General Teaching Skills, Lab Demonstration and Fieldwork

6.1.4 Other awards and prizes

The student completed the Silver level Swansea Employability Award, which comprises a self assessment exercise and an employability experience.

Swansea University
Prifysgol Abertawe

6.2 Further information sources

Swansea University Academic Guide can be found at Academic Guide Swansea University Undergraduate Prospectus; Swansea University Prostgraduate Prospectus; Swansea University Website

7. CERTIFICATION OF THE HEAR (DIPLOMA SUPPLEMENT)

7.1	Date	Not yet certified
7.2	Signature	

Adrian Novis

7.3	Capacity	Director of Academic Services
7.4	Official stamp or seal	

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland[1], higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government. Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate

a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/qualifications-can-cross-boundaries.aspx

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.
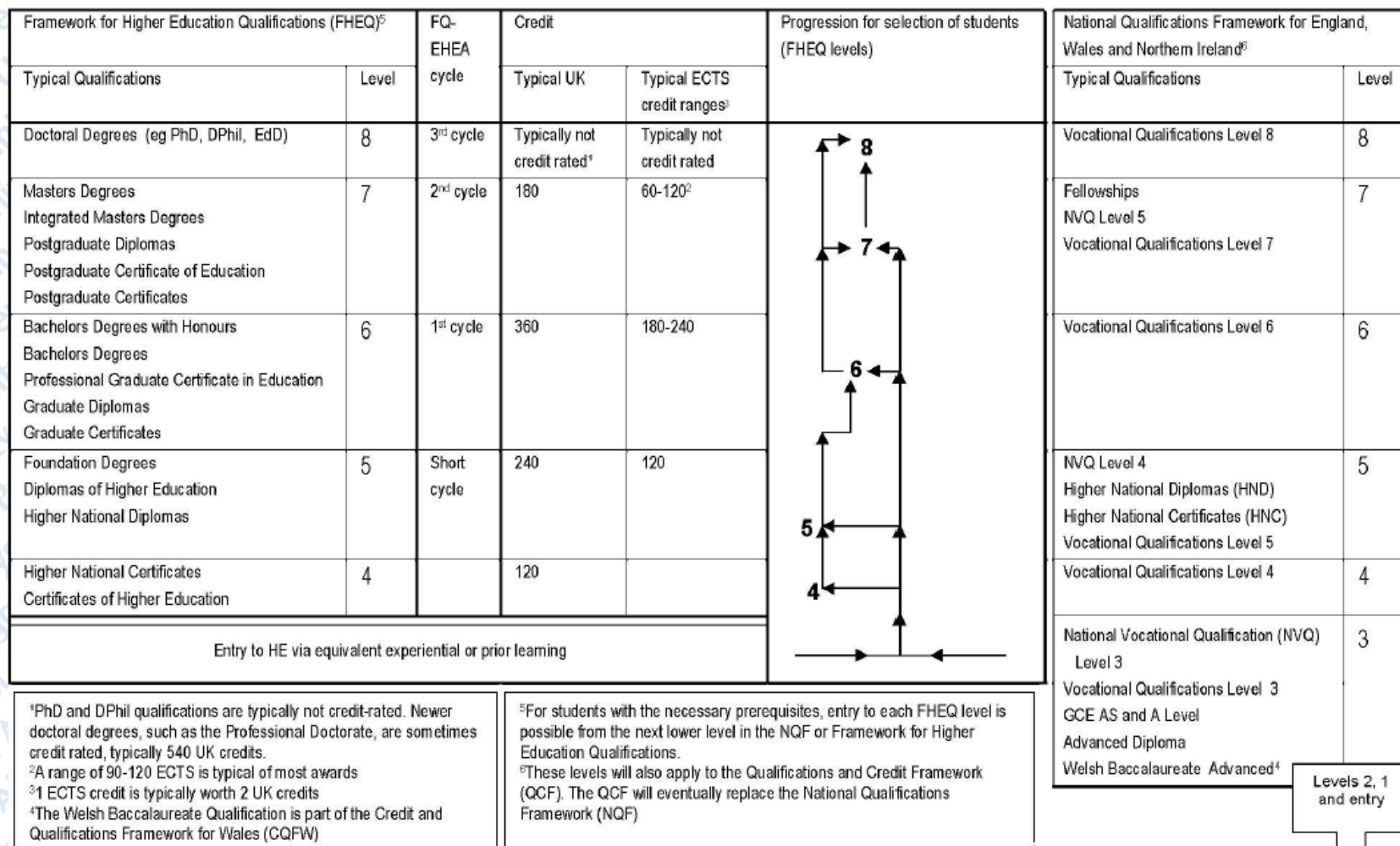
Credit System

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admissions

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

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[1] The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC)

Diagram of higher education qualification levels in England, Wales and Northern Ireland

Framework for Higher Education Qualifications (FHEQ)[5]		FQ-EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland[6]	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges[3]		Typical Qualifications	Level
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3rd cycle	Typically not credit rated[1]	Typically not credit rated		Vocational Qualifications Level 8	8
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2nd cycle	180	60-120[2]		Fellowships NVQ Level 5 Vocational Qualifications Level 7	7
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1st cycle	360	180-240		Vocational Qualifications Level 6	6
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5
Higher National Certificates Certificates of Higher Education	4		120			Vocational Qualifications Level 4	4
Entry to HE via equivalent experiential or prior learning						National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced[4]	3

Levels 2, 1 and entry

[1]PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.
[2]A range of 90-120 ECTS is typical of most awards
[3]1 ECTS credit is typically worth 2 UK credits
[4]The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

[5]For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.
[6]These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

HIGHER EDUCATION ACHIEVEMENT REPORT (HEAR)
incorporating the Diploma Supplement
for Research Postgraduates

CONTEXTUAL INFORMATION

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement adapted for the needs of research students. The purpose of the Supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications. It should be free from any value judgements, equivalence statements or suggestions about recognition. The distinctive features of a UK doctorate are outlined in a Qualification Characteristics Statement published by the Quality Assurance Agency for Higher Education (QAA): http://www.qaa.ac.uk/en/Publications/Documents/Doctoral-Degree-Characteristics-15.pdf.

1. HOLDER OF THE QUALIFICATION

1.1 Family name	Smith	Information held on SITS
1.2 Given name(s)	Adam	Information held on SITS
1.3 Date of birth	22/03/1988	Information held on SITS
1.4 Student identification number	110100001	Information held on SITS
1.5 HESA identification number	0311805670401	Information held on SITS

2. QUALIFICATION ACHIEVED

2.1 Qualification achieved	Doctor of Philosophy (PhD)	Information held on SITS
2.2 Main field(s) of study	Chemistry	Information held on SITS
2.3 Name and status of awarding institution.	University of St Andrews	Information held on SITS
2.4 Institution administering studies	As awarding institution	Information held on SITS
2.5 Language(s) of instruction/examination	English	Information held on SITS

3. QUALIFICATION LEVEL

3.1 Level of qualification	Doctorate Degree mainly by Research – SCQF 12
3.2 Official length of programme	4 years (amend as required) Information held on SITS
3.3 Access requirement(s)	http://www.st-andrews.ac.uk/prospectus

4. QUALIFICATION: MODE OF STUDY, PROGRAMME REQUIREMENTS AND RESULTS GAINED

4.1 Mode of study
To be entered as appropriate: Full time, part-time.   Information held on SITS

4.2 Programme requirements
Recommendation of working group: this section should contain subject-specific requirements and learning outcomes i.e. replicate the format used for UG HEAR which links to web descriptions. The content for this section should be written and approved by each Academic School/department.

4.3 Programme details, and the individual grades/marks/credits obtained

Programme start date	Enter Date e.g. 27/09/2011	Information held on SITS
Status of Research Candidate:	Postgraduate Research Student	
Programme end date	Enter Date	Information held on SITS

Enrolment History and Mode of Study by Academic Year

11/12	Full time	Research undertaken at University of St Andrews
12/13	Full time	Research undertaken at University of St Andrews

13/14	Full time	Research undertaken at University of St Andrews
14/15	Full time	Write up period
Submission Date		Enter Date e.g. 31/08/2015

This programme was based on solely on research work and did not incorporate a formal taught element.
Note: a full enrolment history for each student is stored on SITS. The history will include periods of fieldwork and extension periods.

4.3.1 Thesis Title
Enter title   Information held on SITS

4.3.2 Supervisory Team
Primary Supervisor: Information held on SITS
Secondary Supervisor:
External Supervisor:

4.3.3 Summary of research thesis
Recommendation of working group: this section should contain the thesis abstract, which is stored in the Digital Repository, Research @StAndrews. Each PhD candidate has a unique URL on the Repository, which could be stored in a user-defined field in SITS, and published as a hyperlink on the HEAR. Alternatively, the full abstract could be published.

4.4 Overall classification of the qualification (in original language)
Pass – degree awarded on xxxx   Information held on SITS

5. RESEARCH ACHIEVEMENT PROFILE

Recommendation of working group: this section should include a generic institutional-level statement highlighting the achievement of obtaining a PhD degree from the University of St Andrews. Two to three sentences to capture the research achievement.

5.1 Publications *Recommendation of working group:* publications in peer-reviewed journals should be captured. PG students were consulted and also support this recommendation. Use PURE profiles - timing to be confirmed.
If 'None to Report' consider removing the sub-heading from the HEAR or state 'None to Report at time of graduation'.

5.2 Scholarships, Research grants and awards *Recommendation of working group*: link to FUND to capture if the PhD was funded by a Research Council, other external sponsor, or by a University Scholarship e.g. St Leonards College Scholarship.

6. PERSONAL AND PROFESSIONAL DEVELOPMENT

6.1 Professional Development & Training

6.1.1 Training and Skills: *Recommendation of working group:* include information on modules that have been taken either for credit or audit. The Group also recommend capturing courses that are currently stored on MMS e.g. courses designed by School of Chemistry. Module codes for these MMS courses can be created and the information can be copied to SITS to enable extraction to the HEAR. The Registry Curriculum Officer is exploring options.

6.1.2 Placements (Industrial and Overseas) *Recommendation of working group:* include information on approved Study Abroad and Work Placements

6.1.3 Teaching Experience or qualifications. *Recommendation of working group:* teaching activity is not currently stored electronically. An interim solution might be to ask schools to provide a statement outlining the type/extent of teaching that is usually undertaken by PGRs in their subject. In addition, it could be noted that research postgraduates complete mandatory training before engaging in teaching activities.

6.1.4 Other achievements (Prizes and Awards) *Recommendation of working group:* include information of achievements from approved list of prizes and awards (academic and extra-curricular achievements e.g. sabbatical posts such as the PG Convenor).

6.2 Further information sources
Recommendation of working group: Include reference to University of St Andrews website and Postgraduate Prospectus.
University of St Andrews: http://www.st-andrews.ac.uk/
Postgraduate Prospectus: http://www.st-andrews.ac.uk/study/pg/prospectus/research/

7. CERTIFICATION

7.1 Date	1 October 2016	**7.2 Signature**	*enter signature*
7.3 Capacity	Academic Registrar	**7.4 Official stamp or seal**	-

It was reported that a presentation at the CDE-EUA in Delft (2016) recommended adopting a consistent approach to the delivery of an e-Diploma Supplement for Doctoral candidates. This presentation citted examples from Swansea University and King's College (http://www.eua.be/activities-services/events/event/2016/01/20/default-calendar/9th-eua-cde-workshop).

Members were asked whether their institution provided doctoral graduates with a transcript or equivalent and if so what this contained. A summary of responses is given below:

Institution	Doctoral transcript Y/N	If yes, what does it contain	Other comments
University of Salamanca, Spain	Yes	All activities for the student (including participation in 3MT)	It is an official document done through an online app which the supervisor has to review annually.
Trinity College Dublin, Ireland	No	N/A	Currently seeking to embed functionality within existing systems to all transcripts to be produced.
Alexandru Ioan Cuza University, Iași, Romania	No	N/A	Currently in development, based on good practice across Europe.
University of Granada, Spain	Yes	To follow	
Heidelberg University, Germany	No	N/A	May consider this in the future
University of Würzburg, Germany	Yes	A few listed items are obligatory components on the path to a degree at the Graduate School: - Weekly research group meeting and journal clubs - Bi-weekly seminars of the respective doctoral program or institute - Annual retreat - Active participation in at least three international conferences - Good Scientific Practice	A "Diploma Supplement" is handed out together with the doctoral diploma. The goal is to provide a concise overview all the diverse activities of a doctoral researcher besides doing research. This supplement is actually very popular among the graduates, not least because it spares a lot of paper in applications and it is also a self-awareness building document regarding the competencies of a graduate. The downside: It is A LOT OF WORK on the side of the administration, as no two supplements are even similar and you have to gather a lot of information/confirmations from many parties involved to assemble it properly. I would estimate at least one two hrs work per supplement

		- 2 transferable skills workshops per year - Publication of at least one peer reviewed international paper. Any other activity can be documented, reaching from all kinds of workshops and courses taken voluntarily to research stays abroad, to teaching activities to activities of public outreach of science and many more.	
University of Padua, Italy	No	N/A	Every PhD student has to define his/her activities during the 3 years (didactic (soft skills and disciplinary), teaching, conferences, publications) in a style sheet that is uploaded together with the Doctoral thesis for the evaluation of the Final Exam Committee
Vilnius University, Lithuania	No	N/A	Keep a record of all activities undertaken by the student in a separate document but this does not accompany the official diploma.
NUI, Galway, Ireland	Yes, since the introduction of the structured PhD	The transcript lists the 30 ECTS of structured training successfully completed by the PhD graduate.	Some administrative burden
Université Paul-Valéry Montpellier3, France	In development	Courses undertaken, publications etc.	

Appendix 5: Overview of Funders' Expectations

Research Council / Body	Expectation (if stated)	Examples at Edinburgh
Research Councils UK (RCUK)	Arts & Humanities Research Council (AHRC) Biotechnology & Biological Sciences Research Council (BBSRC) Engineering & Physical Sciences Research Council (EPSRC) Economic & Social Research Council (ESRC) Medical Research Council (MRC) Natural Environment Research Council (NERC) Science and Technology Facilities Council (STFC) **Statement of Expectations of Postgraduate Training** http://www.rcuk.ac.uk/documents/skills/statementofexpectation-pdf/ **Expectations of the Training Environment** "Funders….expect the provision of transferable skills to form a fundamental part of doctoral training" "Research Organisations should use the Researcher Development Statement to underpin their professional development programmes for students". The Training Grant includes a Research Training Support Grant (RTSG). **RCUK Training Grant Guide** http://www.rcuk.ac.uk/documents/publications/traininggrantguidance-pdf/ Careers and transferable skills training RCUK Training Grant Condition 3 Must maintain availability of a broad range of career planning, training and development opportunities. Researcher Development All research students should receive appropriate training in research-related and personal skills. Use of the Researcher Development Statement (RDS – Vitae) as basis for the knowledge, behaviours and attributes of effective and highly skill researchers.	N/A

| Economic and Social Research Council (ESRC) | ESRC: Postgraduate Training and Development Guidelines (ESRC Postgraduate Training Strategy 2017-2023 http://www.esrc.ac.uk/skills-and-careers/studentships/postgraduate-strategy/postgraduate-training-strategy-2017-23/)

http://www.esrc.ac.uk/files/skills-and-careers/studentships/postgraduate-training-and-development-guidelines-2015/

DTPs expected to demonstrate how the required training is provided during the accreditation process. Monitoring is through 'a start-up meeting, annual reports (September), a survey of ESRC-funded students and a site visit'.

Expectation that a 'rigorous training needs analysis (TNA)' is undertaken by all ESRC funded students to 'ensure a progressive training agenda'. There must be an auditable, robust and consistent approach to TNA for all students, and TNA must be reviewed on an annual basis. The ESRC will undertake a sample check of these annually.

Training should cover 'research skills, research methods (including principles of research design and data collection, analysis and management) and broader capabilities'. Training and skill development should be seen as an integral component of research.

General Research and Transferable Skills Training
Use of Researcher Development Statement (RDS).
General Research
Bibliographic and computing skills
Teaching and other work experience
Language Skills
Ethical and Legal issues
Research Impact
Exploitation of research and Intellectual Property Rights
Open Access

Transferable Skills
Communication and Networking
Leadership, Research Management and Relationship management
Personal and Career Development | Scottish Graduate School of Social Science (SGSSS) (Lead University, The University of Edinburgh, lead School Social and Political Science). http://www.socsciscotland.ac.uk/about_sgsss

SGSSS training provision includes;
Advanced Training opportunities, Summer School, Internships and Experience-based Training, Data resources and training, Methods Resources.

Students required to complete a training needs analysis (annual review).

Each University involved with the SGSSS provides its own form of training needs analysis but which must be based on the Researcher Development Framework.

The SGSSS makes an annual request to participating institutions for a review of any training gaps that have been identified by the TNAs that are unable to be met internally. The identified gaps then become the training priorities for the SGSSS to be met through Advanced Training Workshops (summer school).

The SGSSS do not provide a transcript. |

	National Training provision (e.g. Vitae) First employment destinations / Submission rate monitoring	
Arts and Humanities Research Council (AHRC)	AHRC Research Training Framework for Doctoral Students http://www.ahrc.ac.uk/documents/projects-programmes-and-initiatives/ahrc-research-training-framework-for-doctoral-students/ Use of Research Development Statement / Framework as basis for key areas in which students are expected to develop skills. Needs-based approach to the assessment of the development students should undertake, to recognise the diverse range of skills students bring to doctoral study. AHRC not prescriptive about types of development opportunities offered to students but offers examples of research skills that are relevant to doctoral students and careers within and outside academia. "AHRC considers training to be an ongoing process which takes place throughout a student's studies and is adapted as new needs arise. The student's needs should be monitored and assessed at regular intervals." First employment destinations / Submission rate monitoring	Scottish Graduate School for Arts and Humanities (SGSAH) http://www.sgsah.ac.uk/dtp/ (Lead University, University of Glasgow) Training Needs Analysis matched to an annual Skills Development Plan (Annual Progress Review) Doctoral Researchers required to submit a training log to their review panel, recording attendance at skills development workshops and courses. The log will allow for the identification of training needs and provision for the year ahead. Doctoral researchers should complete at least two weeks of skills development training per year. http://www.sgsah.ac.uk/heistaff/academics/policies&guidance/benchmarks/ Identification of absences or weaknesses in students' skills sets should play a key role in helping them strengthen and understand their skills and develop achievable aspirations and goals. This annual review also asks students to reflect on their engagement with SGSAH training. Students only formally record attendance at compulsory events. The SGSAH maintain records of student development fund (individual training) activities. The SGSAH do not provide transcripts (students do not request them)

Biotechnology and Biological Sciences Research Council (BBSRC)	BBSRC expect Doctoral Training Partnerships to provide training in Core Bioscience Skills, Transferable Skills and New Ways of Working. DTPs are then asked to report on how they deliver this in relation to what they committed in their application for funding. They ask DTPs to report annually on uptake numbers for training events, and what training events were run, using a Key Survey document.	BBSRC EASTBIO Doctoral Training Partnership (lead School of Biological Sciences, University of Edinburgh; other students at UoE are registered across CMVM and in Chemistry; there are also external partners). Students collect EASTBIO credits in the first 18 months of the programme, and to attend some additional compulsory events in years 2-4. Students update a Google Doc Training each year; recording both EASTBIO and non-EASTBIO training. EASTBIO check against attendance lists to confirm what students have attended.
Natural Environment Research Council (NERC)	NERC expect Doctoral Training Partnerships to provide training in varied professional and technical skills and personal development training. DTPs are then asked to report on how they deliver this in relation to what they committed in their application for funding. They ask DTPs to send in Excel Training Logs along with their Annual DTP Review each year.	NERC E3 Doctoral Training Partnership (lead School of Geosciences, University of Edinburgh; other students at UoE are registered in Biological Sciences; there are also external partners). http://e3dtp.geos.ed.ac.uk/training.html The programme is structured into four components based around a postgraduate credit system. Training is focused in Years 1-3 and optional opportunities for professional development are available in Year 4. All students will obtain a minimum of 180 E^3 DTP training credits (c.45 days). These credits are acquired through a mixture of compulsory and optional training activities. E3 ask students to collect E3 credits over the whole 3.5 year studentship duration. To record training E3 ask students to fill in an Excel Training Log and keep that updated each year; this records training and other development (e.g. publications, placements prizes etc).
Medical Research Council (MRC)	Statement of Expectations for Postgraduate Training http://www.rcuk.ac.uk/documents/skills/statementofexpectation-pdf/	**Precision Medicine Doctoral Training Programme (DTP)** PhD with Integrated Study funded by The University of Edinburgh and the University of Glasgow. Hosted by the University of Edinburgh in collaboration with the University of Glasgow and the Karolinska Institute.

	Research Organisations should have mechanisms in place to assess and monitor individual student needs and put in place appropriate development opportunities. The provision of training should be kept as flexible as possible allowing customisation to suit the individual needs of students. The provision of transferable skills must form a fundamental part of doctoral training and the Researcher Development Statement should be used to underpin the professional development programmes for students. Student should receive training in experimental design and statistics appropriate to their disciplines.	During the first three years of the 4 year programme students must complete 120 credits of courses taking at least one course from Quantitative Skills, Data and Life Sciences. The research project is worth 600 credits (programme total 720 credits). In addition there are Research Element Requirements in each year which include a 10 week report, annual reviews (thesis committee), poster presentation, and oral presentation. A training needs analysis form is completed at the start of the programme which focuses on research competency in the areas noted above. Additional training needs including opportunities for professional development and transferrable skills training are reviewed through the programme.
Engineering and Physical Sciences Research Council (EPSRC)	EPSRC asks their CDTs (Centres for Doctoral Training) to provide technical and transferrable skills training, with a focus on application to real world problems.	The University leads or are partners on numerous EPSRC CDTs; one example is the CDT in Integrative Sensing and Measurement (CDT-ISM); a CDT run between Edinburgh and Glasgow, with students at Edinburgh registered on a programme code in Engineering but supervised by supervisors from various Schools. PhD with Integrated Study (EPSRC Centre for Doctoral Training in Integrative Sensing and Measurement (CDT-ISM). Year 1 of the Programme is spent completing taught modules at Glasgow and then Edinburgh, followed by a mini-project. In years 2-4, they are required to do various compulsory courses. To record training, students complete an annual review form and training needs analysis, both are Word Documents. Joint EPSRC and MRC Centre for Doctoral Training in Optical Medical Imaging (CDT) (University of Edinburgh and University of Strathclyde) 4 year PhD with Integrated Study

		180 credits of taught courses across the 4 years of the programme. Includes a 3 month Industrial placement, and other entrepreneurial activities. Maxwell Institute Graduate School in Analysis and its Applications (MIGSAA) (Centre for Doctoral Training) http://www.maxwell.ac.uk/MIGSAA Three to four year programme which includes 90 credits of training activities such as attendance at seminars, working groups, generic skills events, summer schools and crash courses as well as research training. The credits are validated by the supervisor or the Cohort / Training Director. The CDT provides students with a transcript of these training activity credits as part of normal business.
Wellcome Trust	Wellcome Trust tracks students' career intentions and development https://wellcome.ac.uk/funding/managing-grant/wellcome-trust-basic-science-career-tracker Basic Science Career Tracker (BSCT)	**Wellcome Trust 4 year PhD programme in Tissue Repair** http://www.ed.ac.uk/medicine-vet-medicine/edinburgh-medical-school/tissue-repair-phd Compulsory core laboratory training (3 days) during first week of studies, and animal licence training modules Compulsory Discussion Group in first year (21 weekly 2 hour group sessions led by PIs) Participation on research centre's PhD training programme (including compulsory poster and oral presentations) *Currently in the process of developing a form which students will be asked to complete to capture additional transferrable skills training and career development activities.* **Wellcome Trust 4 year PhD programme Hosts, Pathogens and Global Health (School of Biological Sciences; SCE)**

		http://www.eid.ed.ac.uk/wt-hpgh
		Three compulsory taught courses (each 50 SCQF credits), compulsory Scientific Methodology course (10 SCQF credits) plus submitted research proposal (20 credits) (MSc by Research) Transferable skills not compulsory but include project management and how to write a research paper **Wellcome Trust 4 year PhD programme Translational Neuroscience (Deanery of Biomedical Sciences; MVM)** http://www.edinburghneuroscience.ed.ac.uk/node/870 Five compulsory taught courses (only open to students on this programme) Grant Application (10 credits) Key Methodologies x3 (15 credits, 15 credits and 40 credits) Research Training (100 credits) **Wellcome Trust 4 year PhD programme in Cell Biology** Three compulsory mini-projects. Weekly lecture course – 'taught course' on Method and Logic **Wellcome Trust Clinical PhD Programme (ECAT)** http://www.ed.ac.uk/medicine-vet-medicine/research-support-development-commercialisation/edinburgh-clinical-academic-track/wellcome-trust-training-fellowships Two or three mini-projects Lab techniques training

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The University of Edinburgh

Senate Researcher Experience Committee

7 December 2017

Postgraduate Research Student Representation

Executive Summary

This paper gives an overview of current student representation opportunities available for Postgraduate Research students, an outline of current challenges to providing effective student representation for PGR students, and some initial recommendations for the University and the Students' Association to undertake in order to improve the provision and effectiveness of PGR student representation.

How does this align with the University / Committee's strategic plans and priorities?

The paper is relevant to the University's strategic objective of 'Leadership in Learning'.

Action requested

The Committee is asked to discuss the paper, in particular the suggestions for improvement, and to suggest any additional actions that may improve the effectiveness and provision of PGR student representation.

How will any action agreed be implemented and communicated?

Implementation will be led by the Students' Association, and appropriate University colleagues will be contacted to work collaboratively on actions where both parties have responsibilities.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

    Any proposals would be implemented by current staff and so there would be few resource implications. Some of the proposed suggestions may involve some increased additional admin support but this is likely to only be required in initial implementation.

2. **Risk assessment**

    N/A

3. **Equality and Diversity**

    This paper does not require an Equality Impact Assessment.

4. Freedom of information

The paper is open.

Originator of the paper

Fabio Battaglia, Edinburgh University Students' Association Postgraduate Research Representative
Megan Brown, Academic Engagement Coordinator, Edinburgh University Students' Association

1) Current Provision for PGR Representation:

There is currently some form of PGR Representation offered at all levels of the University, but there is significant variation between Schools in how this is organised and managed. Current provision includes:

a) PGR Class Reps
   1) All Schools should have PGR Class Reps (who are sometimes referred to as Year Reps or Programme Reps), with best practice a model of 2-3 student reps per year of the PhD (e.g. 2 student reps for 1st year PhD students in the School, 2 for 2nd year, etc.)
   2) The Students' Association offers bespoke online Rep Training for PGR students
   3) Some Schools have established PGR Rep systems, with dedicated Student Staff Liaison Committees specifically for PGR issues
   4) Some Schools have specific Tutor Reps to represent the views of PGR students who are tutors and/or demonstrators
   5) However, there are many Schools where the Students' Association has not been made aware of any PGR Representation activity. It is unclear whether this is because there is activity going on but it is not formalised through the Students' Association, or because there is simply no PGR Representation currently taking place at this level in these Schools.
b) Postgraduate School Reps
   1) Each School elects one UG and one PG School Representative. The PG role is elected in the By-Election in October and can be undertaken by either a PGT or PGR student.
   2) Historically, these roles have been more popular with PGT students. Although the remit of these roles is to represent *all* PG students in a School, it can be challenging for a PGT student to represent a PGR student due to lack of experience of a research degree.
   3) The number of PGR School Reps has been steadily increasing although 2017/18 experienced a slight dip. This increase is in part due to measures put in place by the Students' Association to make it clearer that PGR students are eligible to stand for these positions.
c) College Committee Student Members
   1) The Students' Association allocates students to sit on a number of College Committees, including College Postgraduate Studies Committees. Where possible a balance of PGT and PGR students is sought but not always possible to achieve.
   2) In committees such as Quality Assurance, where both UG and PG student interests are relevant, the Association attempts to appoint students from both cohorts to these committees. As above, PG spaces are frequently taken up by PGT students rather than PGR.
d) University Level Representation
   1) In 2017/18, the Students' Association created two new University-level positions – a PGT and a PGR Representative. These positions are elected in

October each year. The PGR Representatives sits on REC to ensure effective student representation is in place at this level, and regularly consults with PG School Reps to gain an overview of PG issues across Schools.

2) Challenges to Effective Student Representation

a) Inconsistency in approaches by Schools, as detailed above, which make it challenging for central management of a PGR Representation system.
b) Where representative Postgraduate positions exist, a tendency for these to be taken up by PGT students
c) The tension a PGR student may feel between being both staff and student, which can lead to:
   a. Decreased engagement with all areas of the Students' Association for those who identify less with the 'student' side of their experience
   b. A fear of 'rocking the boat' by raising issues which affect them
d) Low engagement from the wider student body in elections of Postgraduate Student Representatives
e) Low awareness about current PGR Rep provision from many students and staff, and lack of certainty about how to most effectively implement PGR Representation systems in Schools where there is currently little or no provision.
f) A need to distinguish between issues which should be supported by the Students' Association and those which should be supported by UCU.
g) It is challenging for PGR Reps to communicate with their constituents as they are not traditionally part of lectures or seminars in the same way as UG or PGT students.

3) Recommendations for Improvements to PGR Representation

a) In initial Class Rep communications, the Students' Association will make clear the expectation that Schools should be electing PGR Reps and should be sending these details on to the Students' Association at the same time as their UG and PGT Reps.
   1) The University should also communicate this expectation to Schools before the Class Rep recruitment begins in Semester 1.
   2) Additional support and guidance will be offered by the Students' Association to those Schools who have historically not elected PGR Reps.
b) As part of the development of a wider Postgraduate Strategy, the Students' Association will audit current PGR Student Representation provision and highlight gaps in Schools. This will provide a better understanding of the present system and identify where improvements can be made.
   1) The implementation of a wider strategy also acknowledges the need to take a more holistic view of PGR student experience, of which student representation is one part.
   2) The University could support the Students' Association's audit of this provision by encouraging Schools to engage with this information gathering exercise.
c) By-Election turnout is historically low. The Students' Association has therefore renamed this election the Postgraduate Elections for 2018/19 to more accurately reflect its purpose. The hope is that this will increase postgrad engagement with our

representation structures and ensure that as many PGT and PGR students as possible are having their voices heard.

      1) It would be beneficial if the University could promote the Postgraduate Elections as widely as possible, at both a School and a University-wide level, alongside the Students' Association's own marketing of the Elections. This joined-up approach should raise the profile of these Elections and in turn increase voter turnout and awareness of PGR Representation opportunities.

d) It is challenging for existing PGR Reps to communicate with their constituents due to the lack of shared in-person classes. The University and the Students' Association should work together, particularly in light of imminent changes to data protection regulations, to ensure that PGR Reps have an effective way to communicate with their cohorts.

e) The University should find accessible ways to share PRES results with current Postgraduate Research Reps and the wider student body, to facilitate a transparent system of student feedback. By explaining to current PGR students where changes will be made, this closes the feedback loop and creates greater trust in the value of giving student feedback.

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The University of Edinburgh

Senatus Researcher Experience Committee

7 December 2017

PhD with Integrated Study

Executive Summary

The paper summarises current models of PhD with Integrated Study programmes, identifies issues associated with these types of programmes and proposes some additional investigation.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University's Strategic Plan objectives of Leadership in Research and Leadership in Learning.

Action requested

The Committee is invited to consider the paper and next steps proposed.

How will any action agreed be implemented and communicated?

No action is associated with the paper which is provided to stimulate discussion.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Additional research proposed under next steps is expected to be met from existing resources within Academic Services.

2. **Risk assessment**
   As the paper is intended to stimulate discussion a risk assessment is not included.

3. **Equality and Diversity**
   As paper does not propose any policy changes or developments an equality impact assessment is not required.

4. **Freedom of information**
   The paper is **open**.

Originator of the paper
Susan Hunter, Dr Adam Bunni, Academic Services
22 November 2017

PhD with Integrated Study

1. Background

In 2015/16, the PhD with Integrated study was introduced to the Postgraduate Degree Regulations, based on a proposal to Curriculum and Student Progression Committee (CSPC) from the College of Science and Engineering in January 2014. This was to facilitate the requirements of Centres for Doctoral Training (CDT) programmes. The Researcher Experience Committee (REC) and CSPC approved the introduction of four year PhD programmes but did not set any specific requirements for the structure of these programmes.

2. Review of current provision

The University now offers around ten PhD with Integrated Study programmes, and feedback from one College suggests that a significant increase in the number of programmes is possible. Since it appears likely that these programmes will become an increasingly significant part of the University's PGR portfolio, it would be timely to review the models in operation. This would allow us to:

- Ensure that relevant regulations provide an appropriate supportive framework for these programmes;
- Stimulate discussion regarding how best to offer these programmes and ensure the best possible experience for students;
- Provide additional guidance to Schools regarding operation of these programmes.

Appendix 1 provides a brief outline of current programme structures.

3. Current models

Our research shows that current provision at the University of Edinburgh of four year PhDs with integrated study includes two basic models:

- Training courses (which may or may not be formally assessed for credit) during the first year with years 2-4 dedicated to the PhD research project. (Model 1)
- Training courses (which may or may not be formally assessed for credit) run concurrently with PhD research project throughout the four years of the programme, or for the first two or three years. (Model 2)

At least one programme has a 3.5 year study period (note that this period of study is not formally recognised by the University – under the postgraduate regulations, full-time PhDs have a prescribed period of either 3 or 4 years). Research projects may be conducted at a partner institution, or with an industry sponsor. Training and/or taught elements may be provided by Centre for Doctoral Training (CDT) partners.

3.1 Example of model 1

CRITICAT PhD: all students enrol from the start at a single institution, then spend 6 months at St Andrews for the taught course. This has no formal assessment and their progress is continually evaluated by the management committee over this time.

Students then move to their home institution for their MAXI project (6 months, April start) which allows them to explore their topic of interest. In August, they provide a short report of their progress so far and are questioned orally by the CDT manager and the Institutional director.

Students are assessed according to the standard PhD programme in the School. Note that they will have spent an extra 6 months on their PhD research compared to PhD students on the standard programme.

(i)   Y1 report and oral examination
(ii)   Y2 thesis plan and abstract
(iii)   Y3 progress report and thesis hand-in deadline

3.2 Example of model 2

The Precision Medicine (PhD with Integrated Study) has a degree programme table which describes a model of concurrent taught courses for 120 credits during the first three years of the programme.

The majority of PhD with Integrated Study programmes are running in CDTs. However University regulations do not stipulate that this is the only route for provision and programmes may not always be hosted by CDTs.

4.   Issues

- These new models were created in the absence of clear guidance on what is required for a PhD with Integrated Study. New programmes have tended to rely on a model adopted by a programme already in operation to inform their structure.
- Feedback from Schools suggests that, in some cases, programmes have been introduced without clarity (or formal approval from Boards of Studies and Colleges) regarding how all aspects of curriculum structure, assessment and progression will operate, and that there can also be a lack of clarity regarding how assessment regulations (for example, regarding Boards of Examiners) apply to taught elements within these programmes. In addition, formal Degree Programme Tables are not always in place to cover any required taught elements.
- REC is in the process of developing proposals for a Postgraduate Research Higher Education Achievement Record. Without clarity regarding the taught elements of these programmes (and how they are awarded and recorded in EUCLID), it would be less likely that they can be included in a HEAR.
- The development of new programmes based on existing models without any formal framework may lead to divergent offerings. Although we are likely to want to be flexible in our approach to these programmes, we need to ensure that all programmes are compatible with what the University wants from a PhD with Integrated Study.
- Schools may appreciate a clear understanding, for students and staff, on what is mandatory, credit bearing, assessment of credit and progression requirements for programmes which have a prescribed period of more than three years.
- Students need a clear statement of what is required for progression on their programme, particularly where there are additional elements and not just producing a

thesis. Clarity on models for PhD with Integrated Study would also help Schools in setting up future programmes.

- Formal assessment of credit bearing elements would allow recognition of work done for students leaving early, either through an exit award or credit that could be transferred to another institution. This would also allow recognition of achievement on a personal and professional development record, such as being considered by work stream 3 of the Excellence in Doctoral Education programme.

5. Next Steps

It is proposed that Academic Services carry out further investigation to gain feedback from Schools and Colleges of their experience of PhD with Integrated Study, including student feedback where possible. This would facilitate further discussion on learning from success, identify challenges, and whether any amendments to regulation are needed.

A report will be prepared for a future REC meeting. The Senate Curriculum and Student Progression Committee's approval would be required if REC proposed any formal changes to curriculum frameworks or assessment regulations.

Does the Committee agree with the proposed approach?

Susan Hunter

Dr Adam Bunni

22 November 2017

Current PhD with integrated study programmes

Four year PhD programme codes obtained from Student Systems. Programme Handbook and structure information obtained from School/Graduate School/Centre for Doctoral Training (CDT) where available.

Programme	Structure	Credits
Chemistry (Critical Resource Catalysis)	CDT 4 Years. Year 1 - six month training period: 4months taught (credit) and 2 months mini-project (at St Andrews). PhD research carried out of 3.5 years. Year 2-4 PhD project in home institution includes advanced workshops every three months for full cohort. External work placement opportunity	
Chemistry (Optical Medical Imaging)	CDT 4 Year PhD - the integrated study portion to constantly inform and educate our students throughout their time with us and so the training modules that form the integrated study portion run concurrent with the research over four years.	Y1 40 credits, Y2 40 credits, Y3 85 credits, Y4 15 credits.
Edinburgh Neuroscience (Translational Neuroscience)	4 Year PhD (Wellcome Trust) Taught component is weighted towards year one, but training elements continue throughout years two and three, alongside the PhD research project.	
Engineering (Integrative Sensing and Measurement)	1 year research focused training followed by 36 month PhD project	
Engineering (Soft Matter)	CDT: 4 year PhD. industry and central facilities to deliver a comprehensive training programme and a wide choice of research projects from across the full range of science. It will provide industrially integrated post-graduate training in research,	

	enterprise and innovation for future industrial leaders in Soft Matter and Functional Interfaces (SOFI).	
Engineering (Offshore Renewable Energy)	Research Engineers spend the first two terms attending an intensive programme of 12 taught courses delivered at the University of Edinburgh. Following the initial period in Edinburgh, they join a sponsoring company to work as a researcher for the rest of the programme.	
Engineering (Sensor and Imaging Systems)	Two semesters of research-focused training, first semester is based in Glasgow and the second in Edinburgh. This is followed by a 40-month research project, based in a sponsoring company, and business and management courses offered by Heriot-Watt University's Edinburgh Business School.	
Molecular, Genetic and Population Health Sciences (Precision Medicine)	Two variants of this programme based on the student's prior experience include: i) A 3.5-year PhD for students who already have a Masters degree in a relevant subject (such students will be given 90 Recognition of Prior Learning (RPL) credits at time of entry and study duration shortened to 3.5yrs). This model integrates research (600 credit project) with additional taught courses equivalent to 30 credits. ii) A 4-year PhD for students entering the programme with a BSc (Hons). This model integrates research (600 credit project) with assessed taught postgraduate training (120 credits). This programme also has a Degree Programme Table in the Degree	120 credits in 4 year programme 30 credits in 3.5 year programme Degree Programme Table

	Regulations and Programmes of Study.	
Maths (Mathematical Analysis and its Applications)	CDT 4 Years 90 taught credits in Y1 and further 90 taught credits over Y2-4). Progression requires completion of all MIGSAA training/credit as described in programme handbook. As opposed to a standard PhD, MIGSAA students are admitted to the programme (rather than with a specific supervisor), and take PhD training courses and projects over their first year, which help shape their perspective, leading to a match with a supervisor in the second half of Year 1. The research project directed by the supervisor is still the centrepiece of the PhD, but this is augmented by an on-going training programme in Years 2-4 of the student's studies.	90 taught credits in Y1 and further 90 taught credits over Y2-4
Physics (Condensed Matter Physics)	At least 160 taught CM-CDT credits expected to be completed by end of year 2. Plus at least 35 skills training credits required over course of 4 year programme. (St Andrews) Annual progress assessment at host institution following their rules with input from CM-CDT on taught courses, skills, outreach and teaching credit attainment. PhD should be completed and submitted within 4 years (including writing up).	195 credits over 4 year programme (160 taught credits by end of Y2 + 35 skills training credits over 4 years)

The University of Edinburgh

Senatus Researcher Experience Committee

7 December 2017

Service Excellence, Student Administration & Support Update

Executive Summary
This paper provides a brief update of the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme, as part of a commitment to ensure that the Senate Committees are appraised of progress across each of these projects.

How does this align with the University / Committee's strategic plans and priorities?
The Service Excellence Programme has been identified as a strategic priority.

Action requested
To note (no requested action at this stage).

How will any action agreed be implemented and communicated?
Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures. Future SA&S project proposals will be routed through Researcher Experience Committee, Learning & Teaching Committee, Quality Assurance Committee or Curriculum & Student Progression Committee as necessary.

Resource / Risk / Compliance
1. **Resource implications (including staffing)**
   N/A at this stage.

2. **Risk assessment**
   SA&S aren't identifying risks for consideration at this stage.

3. **Equality and Diversity**
   N/A at this stage.

4. **Freedom of information**
   Open

Key words
Service Excellence Programme / Student Administration & Support

Originator of the paper
Neil McGillivray
Student Administration & Support Programme Lead
4th November 2017

NOV 2017: UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)

The Student Administration & Support Programme's proposed programme of work (emerging from previous CSA and OBC phases) has been endorsed by the Service Excellence Board and the team are now working on a number of projects.

The Programme's vision encompasses a vision for professional services staff, academic staff, students and the University
- For students – from pre-arrival to graduation: Smooth. Seamless. Easy to navigate. "My way"
- For professional services staff: Fewer, better systems so less manual processing and fewer work arounds. Less duplicated effort. Better data. Clarity over who is responsible for what.
- For academic staff: Better admin support for you / your students. Less admin for you.
- For all staff and students: Clear, easy to understand policies
- For the University: Better Value for Money

The projects that are currently underway are the following:
- Special Circumstances, Extension and Concessions - to create a workflow system, application form, and data repository, as well as defining roles and responsibilities.
- Exam Timetabling - to provide students with personalised timetables of all of their centrally scheduled exams, published via their Office 365 calendars.
- Redesign of Working & Study Away Processes and Systems - a major project that includes the development of an online application form that is integrated into the Student Record. (Placements of all types are also within scope.)
- Student Centred Portal Pilot - to demonstrate the functional and technical requirements in order (ultimately) to deliver a single, personalised, point of access for all the information a student needs during their programme of study with us. Vision and consultation
- Comprehensive Timetabling Analysis - to define what we would need to do to in order to deliver a comprehensive and personalised timetable to all students. Vision and student consultation
- Policy and Regulation Review - through a process of analytically reviewing the impact of current policies, to develop a set of principles for the development, implementation and review of policies and regulations, and to review business processes, roles and responsibilities.
- Tier 4 / Student Immigration Service - to reduce any risk associated with the University's Tier 4 Sponsor Licence through the strengthening of best practice in all areas of compliance, supported by a single Student Immigration Service unit.
- Timetabling Service - to develop a consistent cross institution approach to course scheduling and curriculum planning, delivered through reviewed business processes, roles and responsibilities.
- Student Finance - to develop a consistent cross institution approach to all aspects of student funding and finance (UG, PGT and PGR), reviewing business processes, roles and responsibilities, supported by the introduction of a single Student Finance unit.
- SA&S Target Operating Model - in common with other Service Excellence Programmes we will be undertaking some initial analysis and discussion on the current operating model in this area and looking to develop a Target Operating Model that represents a desired future state.

The SA&S Board will next meet on 20th November. It is anticipated that this Board will be asked to consider detailed process proposals from the following Project Teams:

- Special Circumstances, Extension and Concessions
- Working & Study Away
- Comprehensive Timetabling Analysis

Projects planned for the future (over the next 2-3 years) include work in the following areas:

- Creating systems, tools and processes to support the PGR lifecycle (including recording Annual Reviews and HEAR data)
- A major project to provide a single, golden-copy, data source for all Programme and course information, to clarify associated business processes for creation and update, and to provide tools by which the golden-copy data is used to publish key Programme and course information.
- Delivery of a transparent online matriculation process that guides a student through the steps they must complete (including a fee payment stage) in order to be fully matriculated.
- Create systems and tools to support the business processes involved in running Exam Boards.
- Redesign, simplify and standardise the processes for internal reporting through the creation of a single data warehouse and creating a user-centred interface to support day-to-day reporting requirements in Colleges and Schools.
- Completion of earlier work to support the Graduation process by introducing e-ticketing for Graduation (and eliminating inefficient manual processing).
- Various other investigations are planned, including into Online Course Selection, Course Assessment and Feedback tools, and the possibility of a digital document management system to support exam processes from setting questions to marking scripts.

Finally, it is likely that the work currently planned will result in further projects related to the new student interface and the ambition to deliver a comprehensive timetable to students.

The SA&S have developed a wiki, intended to provide detail on upcoming workshops and emerging project outputs. This will be maintained throughout the coming months, and into the next phase of the programme as detailed proposals are developed for future projects:
https://www.wiki.ed.ac.uk/pages/viewpage.action?pageId=346121562

The University of Edinburgh

Senatus Researcher Experience Committee

7 December 2017

Senate Committee Planning

Executive Summary
The paper invites the Committee to input into the planning round.

How does this align with the University / Committee's strategic plans and priorities?
Aligns with the University's strategic objective of Leadership in Learning.

Action requested
The Committee is invited to identify:

• Any changes that it has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;

• Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University; and

• Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

How will any action agreed be implemented and communicated?
Section 2 explains the arrangements.

Resource / Risk / Compliance
   1. **Resource implications (including staffing)**
      Yes. The paper will assist the University to use its resources strategically. If the Senate Committees identify any major developments with implications for the University Secretary's Group (USG), or other support groups, the Senior Vice-Principal will invite the relevant support group to consider including a bid for this in their planning round submissions.

   2. **Risk assessment**
      No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

   3. **Equality and Diversity**

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

4. **Freedom of information**
   For inclusion in open business

Tom Ward, Director of Academic Services, 20 October 2017

Senate Committee Planning

1   Introduction

The Senate Committees' input into the planning round has three stages:

- At their meetings in September 2017 the Senate Committees had an initial discussion regarding student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round. This informed the Senior Vice-Principal's input into Governance and Strategic Planning's initial guidance to Schools / Colleges / support groups regarding priorities for the planning round. In practice, the Committees made more suggestions than was possible to include in the planning guidance – and the Senior Vice-Principal prioritised those that were more strategic and had more significant resources implications. See attached Annex.

- For this meeting - the Committees are invited to have a fuller discussion of issues that should be taken account of in the planning round.

- In Semester Two, the Committees will undertake a broader discussion of their priorities for the coming session – and will submit their plans to the 30 May 2018 Senate meeting for approval.

2   For discussion

The Committee is invited to identify:

- Any changes that it has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;

- Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University; and

- Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.

In addition, the Committee is invited to identify any additional strategic priorities for student experience, learning and teaching with significant resource implications that Schools / Colleges and support groups should take account of in their plans, other than those already discussed at the Committee's meeting in September and considered for inclusion in the initial guidance (see Annex).

Annex: Senior Vice-Principal's initial thematic input into 2017-18 planning round guidance

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;

- Enhancing the academic and pastoral support we give to students;

- Developing new and innovative approaches to online learning that can provide an excellent student experience to large numbers of students;

- Enhancing the development of employability skills through the curriculum;

- Developing high quality learning and teaching spaces for taught and research students.