PhD with Integrated Study Guidance

Purpose of Guidance

The guidance supports the Postgraduate Degree Regulations, Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees with additional information on how to approach the academic framework for new Centre for Doctoral Training (CDT) provision and new PhD with Integrated Study Programmes. It includes consideration of how taught elements are assessed and how they relate to student progression monitoring.

Scope: Guidance is not Mandatory

For academic and professional staff involved in setting up PhD with Integrated Study programmes and CDT provision including compulsory taught or research training elements.

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Document control

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Section responsible for guidance maintenance & review	Academic Services				
Related policies, procedures, guidelines & regulations	Postgraduate Degree Regulations: www.drps.ed.ac.uk/ Taught Assessment Regulations: https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf Postgraduate Assessment Regulations for Research Degrees: https://www.ed.ac.uk/files/atoms/files/pgr_assessmentregulations.pdf				
UK Quality Code	UK Quality Code: Assessment and Research Degrees				
Guidance superseded by this guidance	n/a				
Alternative format	If you require this document in an alternative format please email Academic.Services@ed.ac.uk				
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Introduction

1. The Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees provide an appropriate assessment framework for PhD with Integrated Study programmes. These regulations also offer flexibility for developing different degree programme structures. This document provides guidance regarding the application of relevant academic regulations and policies in developing and operating PhD with Integrated Study programmes. Making use of the School Teaching Organisation will be helpful in setting up taught courses.

Guidance for compulsory taught or research training elements

2. Degree Programme Tables and compulsory course assessment
    - Programmes should have a Degree Programme Table setting out all compulsory taught and research skills courses
    - All compulsory taught and research skills courses should be defined in terms of Scottish Credit and Qualifications Framework (SCQF) credit levels and volumes. Student-led individual created courses (SLICCs) may be used to capture flexible types of learning for credit.
    - Credit-bearing courses should be assessed and credit awarded by a Board of Examiners under the Taught Assessment Regulations. This also provides students with the right of appeal.
    - Credit-bearing courses should be recorded in the student record (EUCLID).
    - It may be possible to use existing Boards of Examiners (for example, for existing postgraduate taught programmes) or programmes may wish to set up a specific Board of Examiners to examine credit-bearing taught courses.

3. Taught course creation
    - Programmes may use existing taught courses (for example, from Postgraduate Taught programmes) or set up bespoke courses (new courses are subject to normal approval processes by Boards of Studies).
    - SLICCs may be useful as a framework for awarding SCQF credit based on a variety or combination of skills training work, which would not otherwise carry credit.
    - Course entries can be created to record SCQF credit obtained for courses delivered in partner institutions in EUCLID.

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Staff can find further guidance on setting up courses at:
https://www.ed.ac.uk/student-systems/support-guidance/admin-support-staff/programme-course-maintenance/course-creation-approval-maintenance

Progression

4. The annual progression review should include progress with compulsory taught and research skills elements. Schools should clearly state progression requirements, for example in the Programme Handbook or Degree Programme Table.

Redeeming failure

5. If taught and research skills elements are required for progression, students must have the opportunity to redeem failure in these elements. This is important to ensure that students can progress and obtain the core skills needed. Programme information should explain how arrangements for redeeming failure will operate. These may include:

   - The award of credit on aggregate, where a student achieves passes in a defined volume of other courses and achieves an overall passing average in all taught and research skills courses.
   - Offering a defined number of resits/resubmission attempts.
   - Offering alternative courses to make up missing credits.

Exit awards

6. The Postgraduate Degree Regulations allow for the award of general postgraduate certificate or diploma with appropriate credit. That is:

   - at least 60 credits with a minimum at SCQF level 11 for a certificate
   - at least 120 with a minimum of 90 at level 11 for a diploma

   (includes use of credit on aggregate).

7. The regulations do not provide a general Masters award; therefore, it is useful to have a named Masters where possible. This avoids situations where students have to leave with a Diploma even if they have enough credit for a Masters award. Schools should clearly state arrangements for exit awards, for example in the Programme Handbook.

Non-compulsory taught and research skills courses

8. In addition to any compulsory taught and research skills courses, integrated PhD programmes can offer students the opportunity to take a wider range of non-compulsory research and professional skills development activities. If these are SCQF credit-bearing they would be subject to the University's Taught Assessment

Regulations and to the same points about redeeming failure and recording in EUCLID.

9. All the above applies irrespective of whether the taught and research skills courses are delivered by Edinburgh or a partner institution. However, in some circumstances, the partner institution's assessment regulations may apply (where agreed by the partner institutions).

Additional guidance on submission and supervision

Submission period

10. Research Councils treat this in different ways and some apply penalties for late submission. University regulations treat PhD with Integrated Study programmes as four years and provide for a further 12 month submission period; however, some partner institutions have different regulations. The University expects students to have finished close to the end of the fourth year.

Supervision

11. Schools should be aware of potential challenges with supervision where the first year or semester is dedicated to taught elements. Students may not have a Principal Supervisor in the traditional sense for the first part of their programme as they have yet to settle on a specific project, so the supervision they receive is more akin to that of a programme director. Schools may need to ensure that appropriate academic support is available for the taught year or semester.

Credit weighting

12. It is expected that PhD with Integrated Study programmes will contain 180 credits of non-thesis credit. The Postgraduate Degree Regulations define the standard PhD programme as at least 540 credits, which equates to recognition of three years of study. The PhD with Integrated Study programme is defined as 720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits, 150 should be at SCQF Level 11 or above.

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