





- 22.3 The prescribed time for CRS had been adjusted for relevant students (2016/17 cohort) to reflect the additional time agreed for CRS due to the pandemic. Generally, 65% of students were submitting within time. For the 2016/17 cohort, submission in time was 68% when the adjustment to CRS was applied. Without the adjustment, 42% of the 2016/17 cohort had submitted within time.
- 22.4 The Chair noted that the slight increase for the 2016/17 cohort compared to previous years was welcome but the target for in-time submissions was 75%. Funders were increasingly expecting students to submit within the funded period, and it would therefore be useful to review the current model of 3 years of full-time study plus 1 year of CRS. It was noted that most funders were only concerned with submission rates for students that they were funding but that some considered submission for the cognate discipline area.
- 22.5 The Office for Students (OfS) had indicated in a recent consultation on student outcomes that it would be setting minimum completion thresholds for PGR students against which institutions would be measured. However, it was unclear from the consultation how the OfS was intending to measure completion and this point had been fed back in UCL's response to the consultation.
- 22.6 The data showed that non-EU students generally took longer to submit than other students, which might reflect the time taken to settle in and possible language challenges. It was noted that UCL provided training and skills development for academic communication but that supervisors also had a crucial role to play in supporting students, for example reviewing drafts of theses. It was agreed that it would be useful for Faculties to identify challenges

made was up by 5% and acceptances were also higher, which might be reflective of more efficient processing in central Admissions.

- 23.3 It was agreed that it would be useful to include details of student intake each year in the data tables to see how offer acceptances converted to students enrolling. This could be produced for the autumn meeting of RDC although some challenges with the data were noted, such as not all programmes using UCL's main application system. It was noted that all offers came from a single source so the offer numbers were accurate.

Action: Head of Student Data and Head of Access and Admissions to include intake data in the next applications and admissions report to RDC.

- 23.4 It would be useful for the Admissions Transformation Programme to consider challenges with PGR applications and admissions data in due course. It was noted that PGR students could currently start on any day of the year, which also created issues, and moving to one possible start date a month would be easier to manage although end dates during closure periods would need to be avoided. The Student Records Manager (Research) noted that she would be able to advise on this issue. It would be desirable for departments to reduce the number of possible start dates further to support cohort building and the provision of training, although monthly start dates would need to be maintained.

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short video. It would be useful to include guidance on the time periods that examiners may agree for amendments and the circumstances in which these would apply.

Action: Doctoral School in collaboration with Arena to develop concise guidance for external examiners possibly in video format

24.3 Approved – the paper at RDC 3-05 (21-22).

25 Deputy Departmental Graduate Tutor Role

25.1 Received - the paper at RDC 3-06 (21-22) presented by Dr Jo Barnes, which set out proposed criteria for appointment and core and additional responsibilities of the Deputy Departmental Graduate Tutor role. It was noted that the role existed in a number of departments but the purpose and responsibilities of it were not currently documented within the Academic Manual.

25.2 The following comments on the role description were made:

- i. The responsibilities identified were ultimately those of the Head of Department who could delegate them, and the role description should make this clear.
- ii. Adjustments to the wording would be helpful to clarify the relationship between the Departmental Graduate Tutor (DGT) and the Deputy role. For example, amending 'To exercise...' to 'To assist the DGT in exercising...'.  
t ( [ B L /Grade 8. This should be included as a T5.6 Ther)-6 (e)10.6augh( )0.5 G and [(i)2.6 (t)-6.6 ]TJr
- iii. The references to 'Research Department/Unit/Group' should be amended to 'Research Department/Division/Institute'.
- iv. The proposed appointment criteria specified that staff should be a minimum of

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noted that some Faculties had made certain roles permanent substantive posts so it was not possible to be prescriptive about time limits.

- vii. The role description should specify that the Head of Department is responsible for appointing a member of staff to the role in consultation with the Faculty Graduate Tutor. Externality to the department in the appointment process would help to ensure consistency and appropriateness of appointments.

25.3 Approved – the paper at RDC 3-06 (21-22) subject to the above points being

implementation of the policy. However, some concerns were noted that this would not be available to all students and would depend on the source of their funding as not all external funders supported paid sick leave.

- 27.6 It was suggested that paid carers leave should also be included. The implications of this would need to be explored separately although RDC was supportive in principle. It was noted that UKRI was in the process of considering its policy on compassionate and caring leave and UCL could provide views on this as part of the response to a current UKRI consultation.
- 27.7 Approved – to recommend that paid sick leave for funded doctoral students must be underwritten from a central fund. Advice would be sought from the Pro-Provost (Equity and Inclusion) on next steps.

Part III: Other Business for Approval or Information

28 Anonymised Suspension of Regulations Report (since November 2021) October

28.1 Received - the paper at RDC 3-09 (21-22).

29 New and Amended Programmes and Qualifications Approved by RDC Chair's Action

29.1 Received - the paper at RDC 3-10 (21-22).

30 Unconfirmed minutes of the Academic Partnerships Review Group for Joint and Double Research Degrees

30.1 Approved – the paper at RDC 3-11 (21-22).

31 Guidance on Self -Plagiarism

31.1 Received - the paper at RDC 3-12 (21-22) which proposed updates to the guidance in the Academic Manual on self-plagiarism and a draft Declaration Form for students to declare where parts of their thesis had already been published. The intention was to clarify how self-plagiarism rules apply to PGR students.

31.2 Student representatives expressed their support for students to be able to include published work in their thesis noting that this already happened in some departments and for fairness, this should be possible for all students.

31.3 The FGT for Life Sciences suggested that it would be useful to develop guidance about when students should be expected to focus on their thesis rather than on work for publication.

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Action: Head of Doctoral School and FGT for Life Sciences to discuss possible guidance on the above separately

- 31.4 Approved - the paper at RDC 3-12 (21-22) for publication in the Academic Manual 2022/23. It was agreed that the guidance should be circulated now as the Academic Manual would not be published until August 2022.
- 32 Summary of Recommendations Concerning PGR Students and/or the Doctoral School as Identified in IQR Reports in 2020- 21
- 32.1 Received - the paper at RDC 3-13 (21-22).
- 33 Report on Research Degree Administration and Examination Statistics 2020- 21
- 33.1 Received - the paper at RDC 3-14 (21-22).
- 34 Any other business
- 34.1 The Chair noted that a special meeting of RDC had been scheduled for 17 May 2022 to discuss regulation changes for the next academic year, which would be focused on updates and tidying up. It was not intended to propose substantive changes at this point as these would require time for detailed consideration.
- 34.2 RDC was informed that UKRI was currently consulting on a new deal for PGR students and the Chair would be inviting colleagues to provide input to UCL's response. The student representatives were asked to encourage students to contribute to the response.

Alison Edridge

Acting Secretary to RDC

Interim Head of Academic Policy and Quality Assurance

Academic Services

13 April 2022