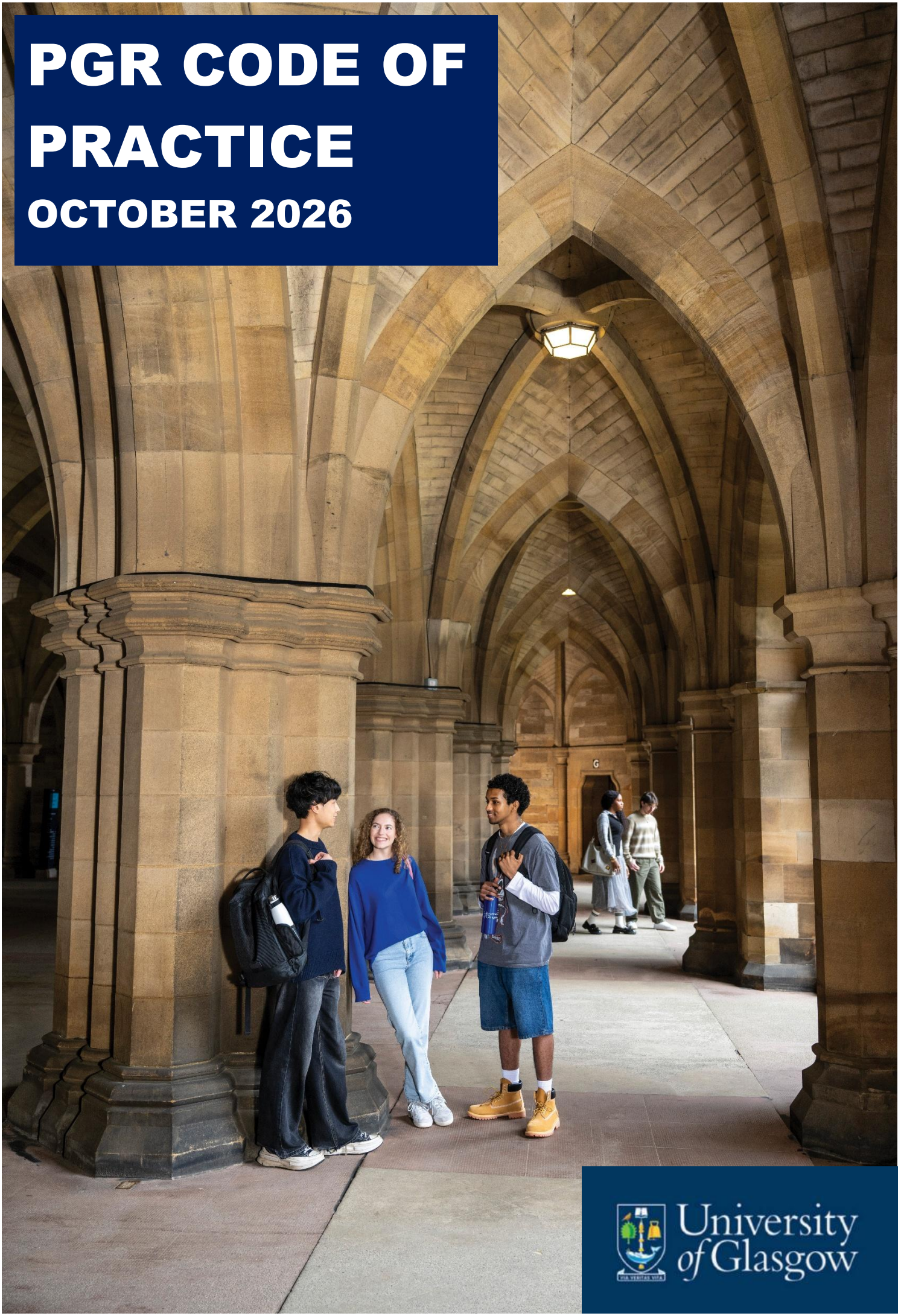
# PGR CODE OF PRACTICE

## OCTOBER 2026



University of Glasgow

# GLOSSARY OF TERMS

***Documentary appendices:*** Information submitted with your thesis, but which does not form part of your thesis. An example might be a rare or obscure text necessary for an examiner to effectively understand your work.

***Extension:*** Following the completion of the student's research period, an extension refers to any amendment to the deadline for a student's submission. Extensions require prior approval by the Graduate School Board or designate, will only be granted in exceptional circumstances, and may include periods of suspended study.

***Graduate School:*** Within a College, the Graduate School's function is to implement strategy, policy, and practice in relation to postgraduate students. It is led by the Dean of Graduate Studies.

***Graduate School Board:*** Within a College, the Graduate School Board is accountable to the College Management Group for policy, procedures, and practice in relation to the Graduate School.

***Intellectual property:***
Intellectual property (IP) refers to original work (e.g., the results of a program of research) which can be treated as an asset or physical property. Intellectual property rights fall principally into five main areas: patents, trade secrets, copyright, trademark, design rights, but other forms of IP exist. Patents and trade secrets form the cornerstones of the modern knowledge economy. All forms of IP are covered by university policy.

***Primary Supervisor:*** A member of the academic staff of the University with an appropriate level of qualification and experience (see Section 5) who is appointed to supervise a postgraduate research student. As part of the supervisory team, the primary supervisor will have primary responsibility for supervision of the student. Even in cases where supervision is shared equally, one supervisor should be designated as the primary supervisor, and this should be made clear to the student.

***Research Degree / Higher Degree by Research:*** Any higher degree offered by the University of Glasgow involving a substantial research period and production of a thesis for examination.

***Research Period:*** The research period is the period in which the student is registered for their research degree as a full or part time student and during which they are actively conducting their research. Each research degree programme has its minimum and maximum durations set out within the University Regulations, Code of Practice or programme handbook. A student is expected to submit their thesis within this period. Please see Section 10 for indicative minimum and maximum programme durations.

***Secondary Supervisor:*** A member of the academic staff of the University appointed to supervise a postgraduate research student but who does not have primary responsibility for the student. As part of the supervisory team, the secondary supervisor may provide independent advice and support, bring subject expertise to the team, provide support if the primary supervisor is absent for a period and may in some cases provide pastoral support. Secondary supervisors may also be referred to as joint supervisors or co-supervisors. Postdoctoral researchers may also be added as additional secondary supervisors.

***Student Contract:*** The Student Contract is a legally binding agreement between you and the University of Glasgow. You will be required to "sign up" to it online each year as part of your academic registration. The Student Contract sets out your rights and obligations as well as the University's rights and obligations.

***Suspension:*** An interruption of study. Suspensions should be rare and must be approved in advance by the relevant Graduate School Board or designate. Periods of suspension are considered when calculating a student's funding end date and submission date.

***Thesis Pending:*** A period of registration on a 'thesis pending' status may be granted on application following the research period if this is approved by the relevant Graduate School or designate and the student requires additional time to complete the writing of their thesis. This period, along with the research period, may not normally exceed the maximum period of study for the programme.

***University Regulations:*** The *University Regulations* is the annual publication of academic regulations and covers degree regulations, fees, student codes and assessment. These were formally known as the *University Calendar.* Often referred to herein as *Regulations* to distinguish from programme level or other regulations.

***Viva Voce:*** Oral examination by which doctoral degrees are assessed. This is often simply referred as a 'viva' or herein as the examination. Students defend their thesis in front of a Committee of Examiners to determine the outcome of their study.

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# 1. INTRODUCTION

1.1. Research students make a vital contribution to any research-led institution's research culture and international reputation.

1.2. The University of Glasgow aims to provide the highest quality of provision and support for its postgraduate research students at all stages in their career.

1.3. This Code of Practice (the Code) sets out the University's expectations for institution-wide standards relating to all its postgraduate research provision and outlines the responsibilities of all parties involved in this provision, including students and their supervisors. It should be read in conjunction with other relevant University policies, including:

1.3.1. The University of Glasgow's published *University Regulations* for research degrees
1.3.2. The University of Glasgow's research policies, including the Code of Good Practice in Research and Good Management of Research Data Policy
1.3.3. The University of Glasgow's Policy for Intellectual Property and Rewarding Participation in Commercialisation
1.3.4. The University Strategy and Research Strategy
1.3.5. The Student Contract
1.3.6. The Code of Student Conduct
1.3.7. The Code of Expected Behaviour

Students are urged to make themselves aware of these and other relevant policies on the Academic Policy and Standards Office website, the University's research policies web page, the University Policy and Strategy web pages (https://www.gla.ac.uk/myglasgow/staff/policy/), and their Graduate School and/or School web pages.

1.4. The Code aligns with the UK Quality Code for Higher Education produced by the Quality Assurance Agency for the assurance of academic quality and standards in higher education.

1.5. Students have a responsibility to make themselves aware of current and ongoing policy changes arising from funders at regional, national, and international level which affect the conduct of research and/or the commercialisation, dissemination or publication of research results or findings. These might include, but are not limited to:

1.5.1. The Concordat to Support the Career Development of Researchers
1.5.2. The Concordat to Support Research Integrity
1.5.3. Concordat on Open Research Data
1.5.4. Policies and guidance available on the UKRI Good Research Resource Hub

**Local supplements to the Code**

1.6. This code is designed as an overall framework. The University's academic Schools are organised into Colleges, which each have a Graduate School for postgraduate research and, in some cases, postgraduate taught study. Colleges have responsibility for the admission, supervision, training, progression, and examination of postgraduate research students. Students should consult their College postgraduate information documentation or handbooks for details of local arrangements.

**Research degrees to which this Code applies**

1.7. This Code is applicable to all University of Glasgow research degrees, details of which can be found within the *University Regulations*.

***1.8. All students must confirm that they have read and understood this Code at the point of registering at the University for a postgraduate research degree.***

***1.9. University staff shall use this Code (supplemented by any local codes or arrangements) as a reference when supervising, undertaking, reviewing, and enhancing their management and support of postgraduate research.***

## 2. ADMISSIONS

2.1. The postgraduate research (PGR) student population at the University of Glasgow makes an important contribution to the realisation of the University's Strategy, which sets out the University's aim to be a world-class, world changing university. The University seeks to create an environment in which inspiring researchers create world-changing impact.

2.2. Whether and how well these targets are met is dependent on the staff dealing with postgraduate research admissions in the University's Colleges and Schools.

2.3. The entities and individuals identified in this Code support the broad processes related to admissions as processes related to individual programmes or funding streams may vary. Graduate Schools have overall responsibility to ensure that the institutional standards relating to PGR admissions are maintained and that staff involved in making an academic decision on qualification for entry are aware of both the institutional and discipline specific entry requirements governing admission of postgraduate research students.

**Factors influencing a decision on admission**

***Candidate entry qualifications***

2.4. Students are assessed for their suitability for postgraduate research study based on the evaluation of academic qualifications, referees' reports, 'English as a Foreign Language' qualifications, interviews, or other evidence or mechanisms as are appropriate to the subject of study and/or the candidate concerned. Any requirement to participate in interviews or other assessment procedures will be communicated in good time to the candidates (or if part of the standard assessment, will be identified as part of the entry requirement).

2.5. Postgraduate research entry requirements are published on the University website. These may vary by programme, subject area, funding stream or individual project.

2.6. The University expects that all postgraduate research applicants shall normally possess one or more of the following:

2.6.1. First or Second-Class Honours Degree or equivalent qualification (2:1 in the case of UKRI supported students).
2.6.2. Master's qualification or equivalent.
2.6.3. Evidence of prior learning, if the destination Graduate School is willing to consider accreditation of prior learning (APL) or accreditation of prior experiential learning (APEL).

2.7. Candidates whose first language is not English must show evidence of the appropriate competence in English. Requirements are stipulated by the Graduate School via their publications and websites.

2.8. Students may apply to full or part time study and may switch between full and part time during their programmes according to relevant regulations and funder guidelines.

***Documentation***

2.9. A PGR application is only complete and can only progress to offer stage if it includes the following:

2.9.1. Normally 2 references - at least one academic and at least one from the most recent employer or institution
2.9.2. degree transcripts (with an English translation if appropriate); and
2.9.3. proof of English language proficiency (if English is not the applicant's first language or language of instruction).

Where the equivalence or quality of the awarding body for international candidates' qualifications is not known, staff shall refer to the Admissions Team for further information and advice.

2.10. Potential supervisors and academic staff involved in admissions decisions can consider applications while incomplete but cannot progress these to the offer stage.

2.11. Applicants may also be required to submit a research proposal depending on the programme that they are applying to. Full details of entry requirements for individual programmes are found on the University's webpages under 'Research Opportunities A-Z'.

2.12. Where students are applying for particular funding streams or through the University for external funding, there may be additional requirements or stages that are not detailed in this Code.

***Academic supervision capacity***

2.13. Staff responsible for admission decisions for each programme or within each Graduate School or School will be clearly identified within each unit. Recommendations for admission will only be made after consultation with potential supervisors, taking into account supervisory load, and with the agreement of the Head of School or their delegate, who sets the maximum numbers of students a supervisor can support at one time within a particular discipline, and approves any recommendation to admit.

2.14. The detailed requirements for a programme of work frequently cannot be specified in advance but, in making a recommendation to admit, the person responsible within the College Graduate School shall consider whether, based on information available or reasonable expectation:

2.14.1. the proposed programme of work is appropriate for the intended degree;
2.14.2. the proposed programme of work could be completed within the timescale to be designated for it;
2.14.3. the appropriate necessary resources (e.g., library, computing, laboratory facilities, technical assistance) will be available;
2.14.4. appropriate supervision can be provided and effectively maintained throughout the research period, especially during any periods of study leave for the primary supervisor, planned periods of study away from Glasgow.

2.15. Where a student's research is interdisciplinary and therefore requires their supervisory team to come from more than one College or School within the University, one School must be designated as having the primary responsibility for supervision of the student and one College must have primary responsibility for administration of the Degree.

***Academic Profile***

2.16. All applications for postgraduate research must be considered for admission regardless of funding, purely based on academic profile and evidence provided of aptitude for undertaking a research degree. This ensures that the admissions process is fair, transparent, and inclusive. For these reasons, all admissions decisions must involve at least two members of University staff.

***The admissions process***

2.17. There are multiple points of entry to the University for initial enquiries and applications from potential postgraduate research students. In many cases applicants will seek contact with an academic member of staff in whose research the applicant has an interest, while others may contact Graduate Schools, University Services or designated contacts related to funding streams.

2.18. Where academic members of staff receiving the enquiry do not think that they are the appropriate point of contact for the enquiry they shall refer the enquiry to the Graduate School (for academic and scholarships matters) or the Admissions team in External Relations (for technical issues and non-academic matters).

2.19. Academic staff shall bear in mind that where a potential student's research interests do not fit well with their expertise, the student might well be better supervised by another colleague, and they should be redirected appropriately to look for another potential supervisor or to make enquiries with the appropriate School.

2.20. Assessing a students' fee status (UK or International) is part of the admissions process. In order to do this the admissions team will review evidence of a student's nationality, place of ordinary residence and immigration status.

2.21. Staff have an obligation to ensure that, as far as possible, students are provided with support and

guidance to choose a programme that is right for them.

2.22. Only online applications will be accepted for admission to the University.

2.23. The Admissions Team is responsible for ensuring that applicants are made aware of what to expect from the University postgraduate research admissions process, for providing advice on completing the application process and/or required documentation and directing prospective students to information about coming to the University as a student.

***Applying for Funding***

2.24. Students may be fully funded, part-funded, or entirely self-funded. Admissions decisions are not related to funding decisions although where funding is internal, the processes may be closely linked. There are a wide variety of internal and external funding opportunities to which students may apply. These are highly competitive and individually have detailed selection processes and eligibility criteria.

2.25. Some funding schemes and their selection processes are owned or administered by the University and the University will, after the award of funding, have a responsibility to administer that funding and ensure adherence to relevant terms, conditions and/or policies. Some funding schemes are entirely external to the University and the student would have a direct relationship with and receive funding directly from a funder or sponsor.

2.26. Students should start early to look for funding and many funding streams open applications for funding 10-12 months prior to expected entry to the University. Schools and Graduate Schools advertise funding opportunities. Research and Innovation Services advertise several cross-College funding opportunities, and the University maintains a searchable 'scholarships database'.

2.27. Many funding streams run parallel selection processes to the university admissions process, often with the support of potential supervisors. While a student offered funding through one of these highly selective processes is likely to be accepted onto a programme of study within the University, students must still make a full formal application to the University.

***Offer letter***

2.28. Successful applicants may be sent a:

2.28.1. ***Conditional offer:*** Where the offer is dependent on certain criteria being met. These conditions will be clearly stated in the offer letter and may include:

2.28.1.1. that the anticipated degree results are achieved;
2.28.1.2. that the required English proficiency is achieved (where applicable).

2.28.2. ***Unconditional Offer:*** will only be issued if all requirements have been met.

2.29. The offer letter from the University will contain:

2.29.1. clear notification of the status of the offer: conditional or unconditional and any academic or other conditions attached to the offer;
2.29.2. name of the research programme for which the offer is being made and a brief description of the research proposal;
2.29.3. the JACS code relevant to the intended research study;
2.29.4. indication of whether the programme requires ATAS clearance or not;
2.29.5. the start date and anticipated duration of the programme;
2.29.6. expected tuition fees, including any additional compulsory costs or extra charges;
2.29.7. the date of registration. If not known at the time the offer letter is issued, the College or Graduate School will communicate this information to the student as soon as possible;
2.29.8. any requirements the University places on the student, for example attendance/participation/engagement, progress reports, contact with supervisors;
2.29.9. names of the primary supervisor and secondary supervisor (Note: these may not always be known at this stage, but will be communicated to the student before registration);
2.29.10. references to the *University's Regulations* and policies;
2.29.11. details of any funding if the University administers the funding to the student;

2.29.12. any opportunities to undertake teaching or demonstrating duties;
2.29.13. practical information concerning accommodation, financial and travel information;
2.29.14. information on any University and College or Graduate School Welcome, Orientation or Induction programmes or sessions.

2.30. The Graduate School, together with the designated supervisor and the Admissions Department, is responsible for maintaining contact with applicants during the period between initial application and registration at the University.

***International Students***

2.31. Students coming to the UK to study from outside the UK and Ireland will need to apply for a visa and/or provide appropriate confirmation of their immigration status as it relates to tuition fees. Up to date information about relevant fee status, how this relates to an individual's immigration status and information on applying for visas is available from the International Student Support and Visas team. Students will be advised if they are required to apply for the Academic Technology Approval Scheme (ATAS).

***Induction***

2.32. Induction for new research students is provided by Graduate Schools, Schools, University Services and/or relevant subject groups and may take different forms and consist of multiple informational and social events, online resources, webinars, etc. All new research students are required to participate in induction(s) and ensure that they have the information that they need to begin their studies at the University.

**Admissions Roles and responsibilities at a glance**

2.33. The Admissions Department

2.33.1. Efficiently co-ordinates responses and decisions to applications and enquiries.
2.33.2. Ensures prompt response in accordance with the University's expected response times to enquiries and applications.
2.33.3. Ensures a fair and transparent approach is adopted re international academic equivalencies.
2.33.4. Notifies and reminds applicants of missing documentation or further information required for an admission decision.
2.33.5. Issues offer letter or decline letter as appropriate including all the necessary information for an offer.
2.33.6. If requested, provides feedback to applicants on reasons for non-admission.
2.33.7. Maintains contact with applicants during the waiting period.
2.33.8. Issues CAS letters and informs students on attendance monitoring requirements.
2.33.9. Ensures that procedures are clear, well publicised to relevant staff and well maintained.
2.33.10. Working with the International Student Support Team, provides advice on visa and immigration considerations for international students.

2.34. The College Graduate School

2.34.1. Ensures that information on websites is up to date, in plain English, and clearly accessible.
2.34.2. Ensures robust and up to date procedures for the efficient co-ordination of admissions processes under their responsibility and which are communicated to all relevant staff.
2.34.3. Ensures all staff involved in making an academic decision on qualification for entry are aware of both institutional and discipline-specific entry requirements.
2.34.4. Co-ordinates academic response to enquiries/applications (especially where one or more Schools or Colleges are involved).
2.34.5. Designates administrative and supervisory lead College/School for interdisciplinary research candidates prior to making an offer.
2.34.6. Provides advice to applicants on sources of funding, information about studying and living and Glasgow, registration procedures, visa considerations, etc.

2.35. The student

2.35.1. Makes an application to the University using the online application system.
2.35.2. Makes contact with academic members of staff as appropriate to discuss research interests.
2.35.3. Provides all documentation necessary for a complete application.
2.35.4. Contacts the Admissions Department for administrative aspects of the application process.
2.35.5. Obtains all necessary ATAS, visa, and immigration clearances for entry to the UK for study purposes.
2.35.6. Fulfils any outstanding conditions of offer (e.g., language proficiency).
2.35.7. Arranges own travel, accommodation and living arrangements in Glasgow.
2.35.8. Responds promptly to offer letters.

2.36. The supervisor

2.36.1. Ensures that all applications/enquiries received directly are notified to the Admissions Department
2.36.2. Considers all applications/enquiries on their academic merits regardless of funding.
2.36.3. Confirms acceptance or otherwise to supervise an applicant.
2.36.4. Contacts potential applicant where appropriate to clarify the proposed programme of research.
2.36.5. Maintains contact with an applicant where an offer of admission has been made or during the waiting period.

2.37. The Head of School or designate

2.37.1. Sets the maximum numbers of students a supervisor can support at one time by discipline.
2.37.2. Manages School supervisory workloads.
2.37.3. Signs off decision to admit recommended by two members of staff.

## 3. REGISTRATION

3.1. All students who have accepted a place at the University and agreed a start date for their studies must register at the University for every year they are actively participating and arrange the payment of fees.

3.2. Registration is conducted via the online student records system, MyCampus. The Graduate Schools will provide students with information about completing registration and any requirements to attend in person. In order to register, the student must provide all the documentation required. Further information is available from the Registry web page.

3.3. Before registration, the student should keep the Graduate School informed of any changes of address during the admissions process so that they receive relevant information in a timely fashion. Thereafter it is the student's responsibility to update this on MyCampus (see next Section).

3.4. Students must register at the beginning of every year of study, including periods when the student is studying/working away from the University. Registration is dependent on satisfactory progress, approved by the student's host Graduate School.

## 4. STUDENT RECORDS MANAGEMENT

**Information about Students**

4.1. The University is required to keep up to date and accurate records of all postgraduate research students. When accepting a place at the University a student agrees to share their information with the University, its staff and relevant third parties.

4.2. Students should familiarise themselves with the University's Student Privacy Notice that details how, why, and on what basis the University processes personal information as well as what students' rights

and responsibilities are in relation to this.

4.3. Reasons for maintaining student records include:

4.3.1. facilitating contact with registered students from time to time with relevant information and to fulfil academic and administrative requirements;
4.3.2. ensuring scholarship payments are made promptly and in line with any change of status;
4.3.3. fulfilling commitments to funding bodies, sponsors, and regulatory authorities to provide up to date and accurate information on postgraduate research activity, completion rates, funding information, etc; and
4.3.4. compiling management information so that the University can monitor its performance.

4.4. Graduate Schools are responsible for updating the information held by the University for each student. To facilitate this, students should ensure their personal information is kept up to date with the Graduate School Office and on the University's student records facility (MyCampus) once registered at the University.

4.5. Schools or Graduate Schools may make University contact information for PGR students available on their websites. Students, however, may request that this information is not publicised by contacting their Graduate School Office. Students may also request at any time that information, once publicised, be removed from these websites. This information is made available to foster contact and community among PGR students as well as assist students in beginning to build a professional profile online.

**Data Protection**

4.6. The University will only use students' personal data in accordance with its duties under the General Data Protection Regulation. The *University Regulations* and the Student Privacy Notice contain information about how student data are used.

**Disability**

4.7. Students are strongly encouraged to inform the relevant Graduate School or Disability Coordinator of any disability that may be significant to the individual or to their research degree so that appropriate support may be put in place if this is required.

4.8. Graduate Schools will ensure that applicants with disclosed disabilities are provided with details about the Disability Service ahead of registration so that students can register with the Service to assess the need for any adjustments in support of their study.

4.9. Consultation should be carried out with the student prior to commencing their studies at the University to put in place reasonable adjustments (including anticipatory reasonable adjustments) where required covering the breadth of a student's research and training, including but not limited to the research environment, within their School, Graduate School or College, during field work and while on placement.

4.10. Funders may have specific requirements regarding reasonable adjustments. School, Graduate School or College have a responsibility to make themselves aware of the current and ongoing changes to the terms and conditions of the funding as non-compliance may result in financial implications to the University.

**Ethnicity**

4.11. The University collects data on the ethnic backgrounds of its student body. This is done for monitoring purposes so that the University can ensure that it fulfils its legal duty to promote equality on campus.

4.12. Students may seek further information regarding equality monitoring from the University's Equality and Diversity Unit.

## 5. SUPERVISION

5.1. All postgraduate students are responsible for the planning, development, progression, and completion of their degree. Key to success in a research degree, however, is the advice and guidance, both

generic and research specific, that a student receives from the University's academic staff. All research students are therefore assigned a supervisory team to oversee their research.

**The supervisory team**

5.2. The Graduate School is responsible for ensuring that there is a supervisory team in place for each student, consisting of at least a primary and a secondary supervisor. Considerations for selecting supervisors may include:

5.2.1. Primary supervisors are normally required to have an equivalent or higher level of qualification than the qualification being undertaken by the supervised student.

5.2.1.1. Supervision by individuals without the required level of qualification is subject to ratification by the Graduate school Board.

5.2.2. Supervisors will normally be a member of the academic staff of the University. Academic Career Tracks are defined in Promotion guidance provided by People and Organisational Development.

5.2.2.1. Other categories of staff. E.g. technical, and professionsl staff may act as secondary supervisors in appropriate circumstances where their professional expertise is relevant, subject to the ratification of the Graduate School Board or delegated authority.

5.2.2.2. Postdoctoral researchers may be appointed as additional secondary supervisors. This should be formally recorded as for any other supervisory role. Training, workload allocation, matters of funding or employment contracts related to postdoctoral staff and support or mentorship for staff new to supervisory roles, should all be taken into account in making these appointments. These factors should not disallow postdoctoral researchers to supervise students; rather they are factors to manage so that staff and students are supported in their development.

5.2.3. Other individuals, such as Honorary or Affiliate members of staff, may act as secondary supervisors subject to a clear rational for appointment being ratified by the Graduate School Board or delegated authority.

5.2.3.1. A specific policy has been adopted in the College of Medical, Veterinary and Life Sciences that permits NHS Clinical Staff with honorary staff positions as Honorary Clinical Senior Lecturers and Associate Honorary Clinical Professors to be allowed to apply to act as primary supervisors for PGRs where this is appropriate and agreed under this process.

5.2.4. Where the nominated primary supervisor is a probationary lecturer or a member of staff supervising a student for the first time, the secondary supervisor shall normally be an experienced member of the academic staff of the University and will have joint responsibilities.

5.2.5. At least one member of the supervisory team will be currently engaged in research in the relevant discipline(s).

5.2.6. At least one member of the supervisory team will have a sustained track record of publications.

5.2.7. Supervisory and other workloads: Workloads are set and agreed at either School, Graduate School, or College level as appropriate, with consideration given to the maximum number of students it is appropriate for staff to supervise in particular disciplines.

5.3. Students must be made aware of the responsibilities of each supervisor within the team so that they know who to approach for appropriate advice.

5.4. Students must also be informed of the responsibilities of the Graduate School and School hosting them, so that they know whom to approach for appropriate advice.

5.5. Where a student's research is interdisciplinary and therefore requires their supervisory team to come from more than one School within the University, one School must be designated as having the primary responsibility for supervision of the student and one College must have primary responsibility for administration of the Degree.

**Responsibilities of the supervisory team**

5.6. The roles and responsibilities of the members of the supervisory team may vary across the Graduate Schools; however, each Graduate School will ensure that supervisory teams assume the following responsibilities and that these are made clear to the student and to the members of the supervisory team:

5.6.1. acquiring and maintaining the necessary supervisory expertise, including periodic participation in supervisor development sessions as required;
5.6.2. giving guidance about the nature of research and the standard expected, the planning of the research programme, appropriate literature and sources, participation in taught classes and seminar programmes, requisite techniques (including arranging for instruction where necessary) and the ethos of research;
5.6.3. adhering to the University's Code of Expected Behaviour
5.6.4. being available to the student if they need advice;
5.6.5. requesting written work as appropriate, and returning such work with constructive criticism and in reasonable time;
5.6.6. giving advice on the necessary completion dates of successive stages of the work so that the whole may be submitted within the scheduled time;
5.6.7. ensuring that the student is made aware of any inadequacy of progress or of standards of work below that generally expected as soon as the issue arises;
5.6.8. ensuring a written record of all meetings where concerns with the nature of supervision, or the student's progress or behaviour are discussed is kept and ensuring that both the student and supervisor agree this record;
5.6.9. participating in the annual progress review process;
5.6.10. helping the student to interact with others working in the field of research, for example, encouraging the student to participate in relevant conferences, supporting them in seeking funding for such events; and, where appropriate, to submit conference papers and articles to refereed journals;
5.6.11. ensuring that the student undertakes appropriate subject-specific and generic training, by making training opportunities known to the student, and by giving advice on how to devise a Personal Development Plan (Note: this advice may be given by the Graduate School rather than the supervisory team – students should check local arrangements with their Graduate School);
5.6.12. supporting the student in their training, including ensuring adequate time is set aside for training and for the incorporation of new skills and knowledge into their work;
5.6.13. where students' first language is not English, advising on the availability of advanced language training, and supporting the student in their language training;
5.6.14. ensuring that the student is aware of the University's Regulations and policies on research degrees; research misconduct including plagiarism; research data management; complaints; appeals; discipline; relevant College ethics policies; health and safety regulations; the University's research policies; IP and Commercialisation policy; research student handbook; sources of funding and other relevant information for a research degree programme;
5.6.15. arranging appropriate opportunities for the student to practise communication skills, for example seminar presentations;
5.6.16. ensuring that the student is aware of institutional-level sources of advice, including careers guidance, counselling and wellbeing support, health and safety legislation and equal opportunities policy;
5.6.17. providing pastoral support and/or referring the student to other sources of such support, including student advisers (or equivalent), Graduate School staff and others within the student's academic community;
5.6.18. ensuring undocumented absences are reported in accordance with the University's Student Absence Policy and/or to the Graduate Schools in order to comply with any attendance monitoring for students on Tier 4 visas (as required locally).

**Supervisor Training**

5.7. Development for PhD supervisors (all current members of supervision teams, plus aspiring supervisors) is provided through development workshops, webinars and courses, online training packages, peer communities and mentoring, and through engagement with Graduate School boards and committees.

5.8. 'The Fundamentals of PGR Supervision', an online training course covering institutional policy and

processes and guidance on supervision is mandatory for all supervisors. It is aligned with the UK Council for Graduate Education (UKCGE) Good Supervisory Practice Framework and is a requirement of the QAA. New supervisors (including Honorary and Affiliate staff) must complete this course before beginning to supervise students, with a refresher course required every 5 years (4 years if supervising through the Scottish Graduate School of Social Sciences).

5.9. Supervisors must also complete the mandatory Research Integrity online training course (with a refresher every 3 years). In addition to the online training course, there will be at least one optional session on Research Integrity offered each year as part of the supervisor workshop series.

5.10. Staff participation in required training is monitored. College Graduate Schools are entitled to prevent allocation of new PhD students to any supervisor who is not up-to-date with completion of mandatory supervisor training.

5.11. Complementary to mandatory training, a suite of optional continued professional development aligned with the UK Council for Graduate Education (UKCGE) Good Supervisory Practice Framework is available. It comprises workshops, a community of practice, and support to secure UKCGE Research Supervisor recognition is available through the Research Culture and Researcher Development team to support staff to develop further. Additional supervisor training is provided by College Graduate Schools to cover local issues, policy and processes.

**Changes to the supervisory team**

5.12. Supervisory teams are set up on the premise that they will remain the same throughout a student's research programme. Sometimes, however, it is necessary for a supervisor to change, for example, if a member of the team is on extended leave or leaves the University.

5.13. If a supervisor is no longer able to supervise a student, they and/or the Head of School shall inform the Graduate School as soon as possible. Any changes in role or remit of the supervisory team shall be discussed with the student in advance of the change taking place or at the earliest opportunity.

5.14. The Graduate School is responsible for ensuring supervisory continuity to the student. Any replacement supervisors appointed shall, as far as is possible, be able to provide the same level and quality of support as the previous supervisor. In the case of students where supervision spans more than one College, it will be the lead College Graduate School that has responsibility for overseeing the continuity of supervision.

5.15. While every reasonable effort will be made to ensure the continuity and appropriateness of supervisory support, there may be rare occasions where it is not possible to replicate the expertise or special skills of a particular supervisor who is no longer able to supervise a student. In such cases, the Graduate School will offer alternatives to the student. Students should recognise that the best course of action may in some cases be to work with a supervisor less expert in a specialised field, consider adaptations to their project that reflect changed supervision and/or working with an agreed supervisor from another institution.

5.16. Probationary staff or those with limited supervisory experience will not normally be appointed as replacement supervisors in cases where there have been difficulties with supervision or student progress.

## 6. TRAINING AND DEVELOPMENT

6.1. The University shall support students to develop the skills they require to become effective researchers and to enhance their employability and assist their career progress after completion of their degree. These skills will be developed throughout the research period.

6.2. The University aims to support all postgraduate research students in developing a broad set of skills during their research degree studies to enhance their personal, professional and career development. Vitae, working with the research councils and higher education sector, have provided a Researcher Development Statement and Framework which details the types of skills which postgraduate researchers are expected to develop during their research degree. This provides a useful point of reference when reflecting on both specific and generic training and development needs and can be found on the Vitae website. Training and development opportunities organised through Graduate

Schools are categorised according to the domains in the RDF to allow students to reflect on and consider their training needs within this framework.

6.3. The University provides the Inkpath digital platform for postgraduate research students to manage and track their training and development. Students can find and book training offered by the University, and recording other development activities undertaken. Training and development are not recognised as extra curricular activities on student HEAR transcripts.

6.4. Graduate Schools shall support students to develop the skills they require to become effective researchers and to enhance their employability and assist their career progress after completion of their degree. These skills will be developed throughout the research period.

**Training Needs Analysis and Personal Development Planning**

6.5. Graduate Schools are responsible for promoting training needs assessment or analysis (TNA) and personal development planning (PDP) and ensuring that all research students have the opportunity to review their ongoing skills development and training needs in conjunction with their supervisors. Heads of Schools or the equivalent are responsible for promoting these processes to supervisors and students.

6.6. TNA forms part of PDP and aims to enable the student to:

6.6.1. recognise and reflect on the skills they have already developed;
6.6.2. identify skills they would like to develop and enhance; and
6.6.3. plan training and development activity which will benefit them during their research period and for their future career.

6.7. The following considerations apply to PDP:

6.7.1. each student's training and development needs will be unique to them and shall be explored with their supervisor(s) regularly during their programme of research;
6.7.2. it is suggested that students refer to the Researcher Development Statement and Framework (see 6.1) to support their reflection on skills development;
6.7.3. students shall review the plan regularly with advice from their supervisors, and update it as necessary so that it remains relevant for the duration of the research period; and
6.7.4. students will report on training and development undertaken as well as plans for training and development in the following year as part of their annual progress review. Graduate Schools provide a structured format for this reporting as part of the process.

**Training Provision**

6.8. Postgraduate research student development takes various forms including, but not limited to workshops, long-form courses, self-study, public engagement, enterprise related activity, additional accredited qualifications, mentoring, serving on committees, graduate tutoring or demonstrating, internships etc.

6.9. It is recommended that a period equivalent to 10 days per year should be dedicated to undertaking training and development. Actual amounts may vary year to year according to individual student needs but undertaking development activity adding up to 30 days across a 3-year programme (pro-rated) should normally be seen as a minimum requirement for students.

6.10. It is the responsibility of the Graduate School and to decide what training is mandatory for all students in the College, such as courses related to health and safety, data protection, data management or Research Integrity training. It is the responsibility of Schools to decide and advise on what additional courses are required for each student, depending on their research topic and funder requirements.

6.11. Training and development for postgraduate research students is available from many sources:

6.11.1. A wide suite of non-discipline specific personal and professional development opportunities, support for improving writing skills, career skills, and cross-University development events are provided through the Research Culture and Researcher Development team within the Research Services Directorate.
6.11.2. Each College Graduate School has a programme of development opportunities suited to the

disciplinary needs of the students they host.

6.11.3. Disciplinary Schools offer specialist technical training and development related to the specific needs of research undertaken in their school.

6.11.4. The University's Careers Service offers guidance and workshops to support postgraduate research students in their career development.

6.11.5. The University Academic and Digital Development team provides training for students who take on teaching or demonstrating roles.

6.11.6. The University Information Services teams provide training and support for all aspects of data management and open research, as well as upskilling on use of University-endorsed IT packages.

6.11.7. External sources of training and development opportunities may also be relevant to some students. If a student identifies an external training opportunity which they consider is relevant to them, they shall obtain the support of their supervisor(s). Where the training is for a transferable (or generic) skill, funding may be available through the Graduate School subject to budgetary limitations.

6.12. The providers of training are required to review their provision regularly in the light of feedback, to ensure that it meets the needs of students and is of satisfactory quality. Annual quality assurance oversight of training and development for postgraduate research students is held by the PGR Executive Committee.

6.13. Students can find out about bookable training events within the University through Inkpath. They can find out about other development opportunities through email newsletters, webpages and SharePoints, and other promotional channels used by different specialist teams. PGR convenors and directors play a part in ensuring staff and supervisors are aware of development opportunities available, both within and without the University.

**Graduate Teaching Opportunities**

6.14. Research students who are trained as and who work in Graduate Teaching Assistant (GTA) roles benefit from more than just teaching experience. While experience in learning, teaching and assessment is an important professional skill for many students who may want to work in academic settings in a variety of roles, it is also of value in developing a broader range of communications skills that are beneficial to in future employment. A separate Code of Practice for GTAs has been agreed by the University.

6.15. Part-time teaching assistantships or tutoring/demonstration positions are not compulsory and are subject to availability. These opportunities are generally advertised locally at School level.

6.16. In all cases, Senate requires students employed in these roles to undergo the specific training offered by the Learning Enhancement and Academic Development Service (see 6.9.4). Students are also required to participate in School-level training and undertake anything required by Human Resources as part of their employment contract.

6.17. Students shall also discuss with their supervisor(s) and their line management for their GTA work the maximum amount of time they can dedicate to these duties. International students should refer to the terms of their visas to understand any limits on the number of hours they are able to work. The International Student Support Team can provide further advice. Students shall also ensure they comply with any terms and conditions of funding when undertaking teaching duties.

6.18. Postgraduate research students who are hired by the University to undertake GTA activities are formally employed by the University in this latter capacity, with rights and responsibilities as set out in their contracts of employment. This relationship with the University is separate from their status as PGRs for which they have signed the student contract. However, PGRs should be mindful of the impact of their employment on their studies and seek support, both as research students and as employees, to balance this appropriately.

6.19. Students shall receive ongoing mentoring from appropriately experienced academic staff to support their teaching role, since this is primarily a developmental opportunity for the student.

6.20. The supervisor/School and Graduate School, as appropriate, shall review the teaching duties of a postgraduate student if there are concerns about their progress.

# 7. STUDENT WELLBEING

7.1. The University takes its duty of care for postgraduate researchers very seriously. This includes a desire to make sure that:

7.1.1. students look after their own wellbeing and are encouraged and enabled to do so;
7.1.2. students are supported to develop skills and tools to support their own wellbeing;
7.1.3. students are able to seek appropriate assistance where required;
7.1.4. staff responsible for supporting the student experience should be duly sympathetic and informed of where students might seek assistance.

7.2. The University has policies, services, and mechanisms in place to support students with their physical and mental wellbeing, accessible through the 'MyGlasgow Students' webpages.

7.3. The University is committed to safeguarding the safety and mental health and wellbeing of research students undertaking research fieldwork. Our definition of research fieldwork includes any type of data collection which involves travel or data collection outside of the UofG campuses (including archival visits, students returning to home country / previous workplace to collect data). The University's policies on Safeguarding in Research outline the roles and responsibilities of the student, supervisor, school, and University at all stages of this research process, seek to ensure that students are fully aware of risks on campus and in the fieldwork process, have an appropriate risk assessment in place, and are able to access the training and support that they require.

7.4. Health and safety risk assessments should be undertaken where appropriate to ensure compliance with all health and safety obligations. An individual risk assessment must be conducted for a Student who has informed that they are (i) pregnant (ii) breastfeeding or (iii) have given birth in the last 6 months.

7.5. Positive relationships between students and supervisors are key to a high-quality student experience. While supervision is often seen as mainly intellectual guidance, supervisors have a responsibility to be supportive of students and inform themselves about relevant support mechanisms or services that they might engage with or direct students to.

7.6. It is important to note where a student does not have a diagnosis or has disclosed a disability, but staff are concerned that the student is struggling or failing to engage, staff should take steps to determine whether a reasonable adjustment is required. The duty to make reasonable adjustments is anticipatory. If staff are unsure or need advice, they should contact the Disability Service in first instance.

7.7. Students sometimes do not wish their supervisors to know that they are struggling with anything that impacts their studies. However, where a supervisor is informed of any ongoing illness or other circumstances that affect a student's performance, they are better able to support students and make sure that any mitigating circumstances are accounted for appropriately.

7.8. If students would feel more comfortable speaking to someone other than their supervisor, they are advised to approach PG Conveners or Directors in their Schools, their Advisor of Study where this role exists, or staff in their Graduate Schools. There may also be other staff or colleagues that students feel comfortable speaking to, and students are encouraged to reach out for support.

7.9. There are several Services within the University through which students may seek assistance and support, including:

7.9.1. Counselling and Psychological Services;
7.9.2. Complaints team;
7.9.3. Disability Services;
7.9.4. Equality and Diversity Unit;
7.9.5. Interfaith Chaplaincy;
7.9.6. International Student Support;
7.9.7. Sport;
7.9.8. SRC Advice Centre;
7.9.9. Student Services Enquiry Team.

7.10. University's Counselling & Wellbeing provides a range of support to help students manage their mental health and build strategies that will help them successfully complete their degree. Students are also

encouraged to speak to their local Student Success Manager (SSM) for guidance.

7.11. Graduate Schools and Research & Innovation Services also provide a range of training opportunities, short courses, events, and activities for students to support their wellbeing.

The Equality Advisory Support Service (EASS) is an independent advice service external to the University of Glasgow which students are encouraged to familiarise themselves with. Further information and a link to their website can be found in Section 19, Sources of Further Information.

## 8. ABSENCE POLICY

8.1. Students are expected to be engaged with their studies throughout their programme. Where absence due to illness or other personal circumstances limits or prevents this engagement, students should report this to the University. The University has a duty of care to support students appropriately throughout their studies and may only exercise this duty effectively where students have made the University aware of their current circumstances.

8.2. All absences should be recorded on MyCampus. Students must complete a MyCampus absence report for any absence and especially for those absences which they would like the University to take into account, e.g., where meetings, seminars, workshops or training courses might be missed or where they may wish to evidence any circumstances of relevance to their progress, such as the cumulative effect of non-consecutive days of absence. Absences are reported through the Student Centre in MyCampus via 'My Absences'.

8.2.1. Students with a disability related absence and who are registered with and have their support coordinated by the Disability Service are strongly encouraged to record their absence and inform their Graduate School to allow the university to provide appropriate advice and support.

8.2.2. Students who hold Tier 4 visas should be mindful of any attendance monitoring points and seek advice from the International Student Support Team or the Tier 4 Compliance team if they have any queries relating to attendance.

8.2.3. All potentially significant absences should be reported as soon as is practically possible by completing part 1 of the MyCampus absence report. Part 2 of the MyCampus absence report should be completed on return to university. The normal submission deadline for the completed absence report is 7 days after return to the University.

8.2.4. Completion of an absence report does not necessarily justify an absence. It is the responsibility of the student to give a clear explanation or documentation of the reasons for absence. Students should refer to the Student Absence Policy for UG and PGT students for a list of suitable types of documentary evidence that may be uploaded with an absence report, or which may be required to apply for a suspension of study.

8.2.5. Absence reports and associated documents will be retained in line with agreed University policy.

8.3. It should be noted that recording an absence on MyCampus does not activate any other processes or automatically adjust programme end dates.

8.4. In addition to reporting absence via 'My Absences' in MyCampus, students should also contact their supervisor/s to inform them and keep them updated, especially where meetings might be missed or there is an expectation that work will be submitted. This also includes any short periods of illness, particularly if these are frequent, so that any potential impact on progress can be identified and appropriate support provided to the student. Supervisors should notify the Graduate School immediately in order to initiate the relevant process.

8.4.1 Students who do not wish to speak to their supervisors directly may contact the PG Convener/Director within their School or the College Graduate School team to discuss any absence-related issues or support requirements.

8.5. Students having difficulties are strongly encouraged to let their Supervisor, Graduate School office, and/or PG Convener/Director know even if they do not anticipate needing time off as students may be able to be directed to specific resources or support, and/or if the challenges persist or reoccur. If a student does take time off then this will also allow the University to arrange appropriate support and/or reasonable adjustments when the student returns to study.

8.6. Absences are distinguished into 3 types based on their length and the process to request and report them:

8.6.1. Short-term Absences: less than 5 working days:
Such absences should always be recorded via 'My Absences' in MyCampus, for the purpose of clarity and a record of the occurrences of absences. Students normally self-certify for such absences.

8.6.2. Significant Absence: Absence of 5 or more working days or of any duration where it prevents a student from attending any assessment or fulfilling any requirements of their programme, e.g., attending annual progress review, planned supervision meetings, attendance at skills training courses. Such absences should always be recorded via 'My Absences' in MyCampus. Students can also upload documents that justify the absence, such as medical certificates, etc. Students should inform their Supervisor, College Graduate School office or PGR Convener so the relevant process is advised, and appropriate support is provided to the student.

8.6.3. A request for a suspension of study for an authorised period of 4 or more weeks:
Students must contact their Supervisor, College Graduate School office or PGR Convener/Director to report and seek approval via the advised process in advance of a period of suspended study. If a suspension is approved, the end date of the course of research study is normally extended as per the authorised period of absence. In addition to above, students are also encouraged to record the absence via 'My Absences' in MyCampus.

8.7. Student absence record comprises "My Absences" and approved Suspension of Studies in MyCampus. Students are advised to accurately record their absence/s to avoid any discrimination and to allow the university to support the student appropriately in cases such as academic progression, absence reviews, extensions etc. Students can contact their Graduate School for any queries in relation to their absence record.

8.8. Students in receipt of funding should make themselves aware of and adhere to the funder's terms and conditions in relation to any types of leaves and the impact on payments and funding end date.

8.9. Broadly there are four categories of leave as below:

8.9.1. Annual leave
8.9.2. Family leave
8.9.3. Medical leave
8.9.4. Additional leave

**Annual leave**

8.10. Postgraduate Research Students are entitled to take a maximum of eight weeks annual leave, including public holidays. Please see local School or College guidance to confirm annual leave procedures. It should be noted that taking annual leave does not change a student's programme end date.

8.11. Annual leave may be taken in accordance with the student's funder or employer's regulations and in line with any visa requirements or restrictions with which the student must comply:

8.11.1. Funder, visa or employer terms and conditions overrule University Policy regarding periods of leave. By accepting a studentship/employment/visa, the student is agreeing to these specific terms and conditions if they differ from University policy.

8.11.2. Students wishing to request annual leave must always refer to their funder/employer/visa terms and conditions in the first instance and contact their Graduate School if further clarification is required.

8.11.3. Students subject to visa restrictions must inform the Graduate School or their School of the dates of absence once a period of annual leave is agreed with their supervisor.

8.12. Annual leave does not change the programme end date. Students should be aware that they may experience workload requirements which make taking annual leave impractical at certain times. Students should discuss their leave requirements with their supervisor.

8.13. Should the situation arise where a period of annual leave cannot be agreed with between the student

and supervisor, the student should contact the Postgraduate Convener or Director in their School. Should the situation remain unresolved the issue should be brought to the attention of the Graduate School office and the Dean of Graduate Studies.

8.14. Should a supervisor believe the student is taking annual leave well in excess of the maximum entitlement, this should be brought to the attention of the Graduate School office or the School Postgraduate Administrator or can be addressed during the annual progress review.

**Family Leave**

8.15. Family Leave includes:

- 8.15.1. Maternity leave
- 8.15.2. Adoption leave
- 8.15.3. Paternity and Parental leave (for partners following the birth/ adoption of a child)
- 8.15.4. Neonatal care leave
- 8.15.5. Unpaid Parental leave

8.16. Any student wishing to take a period of family leave must contact their College Graduate School office as soon as possible to discuss leave options and make arrangements / apply for the period of leave. Supervisory teams should also be consulted so that the period of leave has minimal impact on the student's work and that their return to work is handled sensitively.

8.17. Employer, Visa or Funder terms and conditions normally overrule University Policy in terms of leave allowances and available funding. By accepting a studentship or Visa, the student is agreeing to the specific terms and conditions of the funder, employer or UKVI which may differ from the entitlements in this section.

8.18. ***Maternity and Adoption leave:*** The following points apply to both maternity and adoption leaves.

- 8.18.1. Any student who has given birth must not return to University within two weeks of giving birth for health and safety reasons.
- 8.18.2. Students requiring a Visa to study in the UK must check the terms of their Visa closely and comply with any restrictions or requirements. Students should consult with the International Student Support Team and/or UKVI. If clarification is needed on the terms of the Visa, this should be sought immediately from the UKVI.
- 8.18.3. Students may take a maximum of 52 weeks of maternity/adoption leave. If you are funded, please consult your funding terms and conditions for more information. University scholarship holders are treated in line with UKRI guidance, e.g. the first 26 weeks at full pay, 13 weeks at the rate of statutory maternity pay and 13 weeks unpaid.
- 8.18.4. The submission deadline of the student will be adjusted in line with the amount of any maternity or adoption leave taken. If the student is in receipt of funding (e.g. UKRI studentship, University or College scholarships), the funding end date will also be adjusted in line with the funder's terms and conditions. Not all funders provide financial support to cover maternity/adoption leave, or multiple periods of maternity/adoption leave so do check your terms and conditions carefully.
- 8.18.5. If no funding exists for parental leave within the funder or employer terms and conditions, or the student is self-funded, the student will receive no funding from the University during the period of parental leave. Students should contact their Graduate School and the SRC Advice Centre to enquire if other funds are available to them (e.g. hardship funds).
- 8.18.6. Should a student withdraw from their studies after a period of paid parental leave, any stipend paid during that period would normally be recovered by the University. If a student returns for three months or less, payments may be recovered on a sliding scale.

8.19. ***Paternity and Parental Leave:*** Partners are entitled to up to 10 days paid Ordinary Paternity Leave on full stipend if they are currently in receipt of a stipend and their funder permits this. Ordinary Parental Leave cannot normally start before the birth or adoption and must end within 56 days of the birth or adoption. A student's final submission date will be adjusted to account for this period of leave, effectively extending their funding for the same period. Any further leave may be taken as unpaid parental leave as a suspension of studies.

8.20. ***Unpaid Parental Leave:*** Partners may also take an extended period of unpaid parental leave, up to a maximum of 50 weeks, taking into account any periods of 'ordinary parental leave', with their studentship extended accordingly. This will be recorded as a suspension of studies. Unpaid parental

leave must be completed within 12 months of the birth of the child. This leave may be taken in up to three blocks of leave or all at once.

8.21. ***Neonatal Care Leave:*** In recognising the emotional difficulties which arise from premature births and situations where a newborn is immediately hospitalised after birth the Neonatal Care Leave policy aims to support students with babies requiring neonatal care. A Student is eligible if: (1) the birth of the child is within the period of study or a planned period of Maternity Leave and the child is receiving neonatal care in a hospital and (2) they are either (i) the mother/birth parent of the child or (ii) a father/non birth parent or partner of the mother/birth parent. One week of Neonatal Care Leave should be provided for each week or part-week in which the child is in neonatal care, up to a maximum of 12 weeks. This is additional to Maternity or Paternity Leave. The duration of the programme may be extended to account for periods taken as Neonatal Leave.

8.22. Students who are in receipt of scholarship funding to support their studies should be mindful of any terms and conditions of their funding and how a period of absence might affect stipendiary or other payments.

**Medical Leave**

8.23. Medical Leave should be used for any circumstances by which a Student is deemed unfit to study. It may also be used to attend medical appointments where flexible study is not possible. Examples of leave that can be supported under Medical Leave are:

8.23.1. Sick leave (including both physical and mental health)
8.23.2. Pregnancy-related illness
8.23.3. Antenatal appointments
8.23.4. Fertility treatment – a Student experiencing fertility issues and has been medically advised that they require leave, including (but not limited to) undergoing fertility treatment
8.23.5. Disability-related illness (including chronic illness)
8.23.6. Disability-related appointments (including for chronic illness) e.g. diagnosis, therapy or treatment
8.23.7. Gender reassignment – a Student undertaking gender reassignment and has been medically advised that they require leave.

8.24. Where students receive funding from external sources for stipendiary payments, they may be entitled to continue to receive these during periods of absence subject to the terms and conditions of the source of the funding.

8.25. Many funders, including many university funded scholarships (e.g., a College Scholarship, Lord Kelvin/ Adam Smith Scholarship, etc.), allow for up to 28-week period of paid medical leave in a rolling 12-month period for which stipend payments may continue or when the suspension of study is applicable will be guided by individual funders' policies. For periods of suspension in excess of 28 weeks, stipend payments will be suspended. Suspensions of study are not normally granted retrospectively.

8.26. Students have an obligation to make themselves aware of and ensure that they adhere to the funder's terms and conditions.

8.27. Students should seek advice from their Graduate School and/or the Student Services Enquiry Team who may be able to direct them to hardship or emergency funding, where this is available and additional support is required.

8.28. Students receiving stipends from UK Research and Innovation (UKRI) doctoral training funding who are within their funded period can, with a medical certificate or other appropriate evidence, suspend study for up to 28 weeks in a in a rolling 12-month period and may continue to receive stipend payments. For periods of suspension due to medical reasons in excess of 28 weeks, stipend payments will be suspended. Suspensions of study are not normally granted retrospectively. The total cumulative amount of medical leave must not exceed 52 weeks across the whole studentship.

*NB: The increase from 13 to 28-week period of sickness absence takes effect from 1st October 2025. This will not include any leaves of absences taken before 30th September 2025. The availability of additional period of leave will not be dealt with retrospectively.*

**Additional Leave and short-term flexibility**

8.29. The University understands that there may be occasions when short-term time off or a period of more flexible working is needed to deal with unexpected life events or when circumstances make it difficult to continue working. Additional leave may be provided to cover specific instances where a student may be required to be absent from study that are not covered by other types of leave. ‘There could be times when it is not possible to provide documentary evidence about a situation. Examples of where this may apply could be as a result of bereavement, family emergency, domestic abuse, sexual assault, hate crime, public duty etc. This leave could also be taken if a student is unable to study due a delay in putting reasonable adjustments in place. This is by no means an exhaustive list.

8.30. The University prioritises student retention and wellbeing and recognises that students may need to suspend their studies, change their status to part-time, or require an extension to their duration of studies due to reasons other than sickness absence (such as family emergency, bereavement, to undertake a PGR internship, short-term employment, extended jury service, etc.). Students may also wish to take absence which would not extend their programme end date. Students must contact their College Graduate School office in first instance to seek advice on how to submit a request for approval. Please note that retrospective requests are not normally considered. Students should also refer to ‘suspending study’ in section 10, and ‘extensions to submissions deadline’ in section 11 for guidance.

8.31. Students should note that periods of suspension or extension are not granted retrospectively, e.g., on return to study, except where this was unavoidable.

8.32. A Student must not be expected to study during the period of absences and the Graduate School should take reasonable steps to ensure leave is used for its intended purposes.

8.33. The University is generally not able to provide funding to students to cover periods of absence. Students should consult with their supervisors, Graduate School office and relevant student services to determine if any funding or additional support is available in individual circumstances. Students should also contact their Graduate School to clarify whether or not the period of absence would change their programme and/or funding end date.

8.34. Students funded directly through research grants should contact their supervisor and/or their Principal Investigator to confirm whether any funding to cover periods of absence is available within the grant.

8.35. A phased return to study may be offered to PGRs on a case-by-case basis. The University acknowledges that offering a phased return is important and PGRs may need reasonable adjustments if they are unable to fully engage in their research after a period of leave. The Graduate School should maintain a written record of the agreement and the amount of time that a student will study during a period of phased return and review the arrangement periodically (normally, every four weeks).

8.36. International students have an obligation to make themselves aware of and ensure that they adhere to the UK Visas and Immigration (UKVI) policies and rules applying to their visa status. If a School or College approves a suspension of studies for more than 60 days for an international student, the University is required to withdraw sponsorship of their Visa. If the student is in the UK, they will need to leave the UK and apply for a new visa when they are ready to return to resume their studies. This also applies to suspensions of study requested for maternity leave. Please refer to UKVI website and contact University of Glasgow’s International Student Support team for advice.

8.37. Should a series of absences across the length of the programme total more than 4 months, these should be referred to the Graduate School for approval and to assess whether the student can complete their degree within the period of their student visa. The Graduate School can consult with the Student Immigration Hub for advice.

8.38. International students who are funded must also refer to the funder’s terms and conditions and guidance.

# 9. STUDENT MOBILITY AND DISTANCE LEARNING STUDY

**Distance Learning Doctoral Study**

9.1. Fundamental to the conception of distance learning doctoral study at the University is that while all students are subject to University Regulations and policies no matter their location, of equal importance is that students benefit from an excellent student experience and access to a world class research environment which supports them to achieve their goals no matter their location.

9.2. The experience of a student located away from Glasgow will not be identical to that of a student located on campus, but it should be comparable and of sufficiently high quality as would be expected of a University of Glasgow degree programme.

9.3. For the purposes of this Code, 'distance learning' will be used as a shorthand descriptor for students who are studying away from Glasgow for all or part of their degree programme. However, defining what makes a distance learning doctoral student is challenging due to the inherent flexibility of doctoral study. There is a spectrum of activity which may be considered here, including:

9.3.1. Students on standard doctoral programmes undertaking research away from the University campus, whether in the UK or overseas. Students may be limited in their attendance on campus for a variety of reasons, including being physically resident more than a reasonable travel distance from the University.

9.3.2. Students may be registered on programmes that are themselves categorised as or designed to be distance learning. A programme designed to be distance learning will generally take a more structured approach to delivery and/or the provision of support than a 'traditional' campus-based PhD. Students may, for example, be organised into cohort groups or use defined methods of communication, such as Moodle. Normal programme approval processes apply to distance learning programmes in addition to the ability to demonstrate that the guidance in this section is adhered to.

9.3.3. Joint/Dual/Double/Split-Site PhD programmes will generally entail periods of time spent at each institution that is party to the programme. Formal partnerships such as those required for joint/dual/double/split-site PhD arrangements will be subject to detailed legal agreements that govern these relationships and thorough consideration of the student experience and support needs should be given when developing these. These programmes generally involve a number of students across a set period of time. More information on these types of programmes can be found on the website of the Academic Policy and Governance office and later in this section.

9.4. Students working outside of the UK or collaborating with international colleagues and partners at any point in their programmes will need to be aware of the trusted research agenda and consider if export controls might be relevant to their research or the dissemination of their research. This must be considered at the outset of the research, collaboration, or partnership.

9.4.1. Export control refers to a set of legal restrictions on the transfer of certain goods, equipment, materials, information, software, and technology from the UK to a destination outside the UK with the aim of protecting national security.

9.4.2. Students must consider the topic of the research, their location while outside of the UK, any institution where they may work, any tools or software used during this period, and how they communicate about their research across national boundaries.

9.4.3. The University has a policy and guidance for trusted research and export control compliance available on the University website and more information is provided in the Code of Good Practice in Research.

9.5. Where there is a formal agreement between institutions or between the University and an external organisation relating to doctoral programmes with an element of distance learning study, it is expected that the principles set out in in this section will be fully evident in this agreement and any programme documentation. Normal processes for approval of collaborative arrangements and partnerships and the negotiation of legal agreements will apply. Advice should be sought from the University's Academic Collaborations team in the Academic Policy and Governance office.

9.6. Students may undertake a range of mobility opportunities during their research degree programmes. These are likely to be of varying durations and include periods of research at other institutions, fieldwork, placements, or internships, studying within a formalised partnership with another institution

or organisation, opportunities for travel to participate in training or conferences, visits to research sites to work with colleagues and/or access equipment or other resources.

9.6.1. It would normally be appropriate to consider students working away from campus in the majority of these circumstances under the responsibilities in this section although all of these may not apply in all cases, e.g., responsibilities relating to admissions.

9.6.2. Other policies or agreements may apply in addition to the guidance in this section such as the policy on Research Furth of Glasgow (see paragraphs 8.42 to 8.46) or policies related to health and safety or fieldwork. Other policies or partnership agreements may also in part supersede this section.

9.6.3. Students may work with a partner organisation and be based there for significant periods of time, although in some cases this might be intermittent. Similarly, responsibilities detailed in this section will apply to them.

9.7. Students studying at a distance should be able to benefit from University services and student support functions as would campus-based students. There may be challenges in delivering services to students based at a distance and there may be some services that are not easily delivered to students who are not physically on campus (i.e., where face to face meetings is the norm) or which are delivered in alternative forms. Supervisors should raise any issues with Graduate School or School administration if there are issues with support or services or student needs are unmet.

**Admission to distance learning study**

9.8. The availability of a distance learning route for a programme, where this is specifically available, should be made clear in any recruitment materials. Students may choose to study on a distance learning basis on a traditional doctoral programme where this is permitted, and this may not be advertised as such. Students should contact the relevant Graduate School with any queries and should be clear about their intention to study at a distance.

9.9. Application and admissions processes should reflect any additional requirements for distance learning study, applicable fees and what is or is not included in the fees and required periods of attendance on campus or participation in key events in order to ensure that students are making an informed decision about their programme of study.

9.10. As there are jurisdictions in which degrees achieved entirely via distance learning are not recognised, students should ensure that this is not an issue for them in choosing this mode of study.

9.11. During the admissions process, students should be offered guidance on the suitability of their research environment for undertaking the necessary work and/or the availability of resources, such as Library access, that may be required.

9.12. Students should be required to provide evidence or a statement during the admissions process detailing their suitability to pursue doctoral studies on a distance learning basis, including confirming that they are able to access any required IT or communication resources. Assessments of suitability may vary in different disciplines.

9.13. The offer letter provided to the student should include any specific details of the distance learning nature of their programme. Detailed information should be available to students about the operation of the programme, any additional requirements for the programme and how to access any additional support provided to them.

9.14. Students should ensure that they are aware of and are able to meet any attendance or participation requirements, e.g., for induction, annual progress reviews or final examinations when accepting a place on a distance learning programme. These should be clearly set out in offer letters and/or programme documentation and these may be mandatory.

9.15. Students should make themselves aware of any required online work, participation, or course requirements, e.g., via a virtual learning environment. These should be clearly set out in offer letters and/or programme documentation.

9.16. Where a student is reliant on another higher education institution or other external entity or organisation for aspects of their research or environment, written confirmation of the agreed support should be obtained by the Graduate School prior to individual students' commencement of their

programme where this is not encompassed by another formal, legal agreement.

9.17. Students in receipt of funding to pursue doctoral study should ensure that their funder does not require them to be physically present or within what might be regarded a reasonable travel at the University at which they are funded to study.

9.18. Where a student on a traditional doctoral programme intends to relocate and participate on a distance learning basis, this should be discussed with their supervisor and the Graduate School in order to ensure that appropriate support is in place.

**Student responsibilities for doctoral study by distance learning**

9.19. While the ability to study at a distance may provide a great deal of flexibility in terms of how students approach their studies, staff and students should be aware that studying at a distance to the University will likely provide additional challenges as well. This flexibility does not come without the same requirements for commitment to one's studies that are inherent in more traditional forms of study.

9.20. Where students are registered on a research programme that is not specifically distance learning, tuition fees should remain the same across the programme. Differences between home / international fees as well as between full / part time fees will apply, where appropriate. Programmes designed to be distance learning programmes may set a non-standard fee taking into account the requirements of the programme and any additional factors related to its delivery or duration.

9.21. Students studying at a distance who are registered on programmes not specifically designated as distance learning are subject to the same programme regulations, requirements, and deadlines as any other student on their programme. Where there is the potential for this to cause difficulty, students or supervisors should raise any issues at the earliest opportunity with relevant administration or support services.

9.22. Students registered on programmes specifically identified or designed to be distance learning are subject to the regulations, requirements and deadlines specified for their programme and which supplement College and University Regulations and policies.

9.23. Aspects of the student-supervisor relationship may prove more challenging where contact is rarely face to face. Students should ensure that they discuss their expectations and agree methods and patterns of communication with their supervisor at the start of their programme. This is particularly important where students and supervisors are separated by time zones. Students are also advised to agree records of supervisory meetings and agree actions with their supervisors and to maintain these records throughout their programme.

9.24. Students supported by a local supervisor who is not a University of Glasgow staff member should be clear about what role they will play in supporting their studies. The primary supervisor will be the University of Glasgow supervisor in all cases except where there is a formal legal agreement between institutions where this is specified. Where students receive any advice about which they are unsure or which requires clarification of University processes or Regulations, students, they should clarify this with their primary supervisor or their Graduate School.

9.25. Students travelling to the UK should ensure they are aware of current requirements for entry into the UK and leave sufficient time to complete any paperwork or processing. The University will provide relevant supporting documentation on request but cannot guarantee the issuance of visas. Students may be granted an exemption for a required visit only in exceptional circumstances. The International Office provides detailed information about different types of visas, including Short Term Study Visas, on their web pages.

9.26. Students studying at a distance will still have to meet any training requirements set for their programmes, including personal and professional development training. Graduate Schools should be able to provide information about meeting these requirements and/or recommend how requirements might exceptionally be met in individual circumstances. Some University or College provision will be available online, but students should also be prepared to seek out their own opportunities for development, with the advice and support of their supervisors.

9.27. Students studying at a distance will need to consider and to discuss with their supervisors any implications for their work under the trusted research agenda to ensure that their research or their collaborations do not constitute an export under export control legislation or other applicable legislation.

**Supervisor responsibilities for distance learning study**

9.28. Supervising a student who is studying at a distance is likely to require the input of additional time or different approaches than with students for whom face to face meetings are the norm. Supervisors should be mindful of these additional commitments when agreeing to supervise students at a distance.

9.29. Supervisors should raise any issues with School administration or their Graduate Schools if issues relating to student support or service delivery are persistent or student needs are unmet.

9.30. Supervisors should reach a clear understanding with students of how communications will be handled and what their expectations should be with regard to how long it may take to reply to emails or provide feedback. This is particularly important where supervisors and students are separated by time zones.

9.31. Students and supervisors should agree and retain notes of their meetings and agree actions as with any other supervisory relationship.

9.32. Supervisors may also be required to work with colleagues at other institutions who provide support or supervision locally to a student. These colleagues may have less or little experience of supervision or lack knowledge of University policies and processes. Staff should provide reasonable assistance, but any issues should be raised with Graduate School or School administration so that issues or training needs are identified and addressed.

9.33. A supportive research community and the development of professional networks are an important aspect of academic life for students without regard to whether they are campus-based or study via distance learning. Supervisors should be supportive and mindful of this need and facilitate this where possible.

**Graduate School and/or School responsibilities for distance learning study**

9.34. Decisions regarding the development and approval of distance learning programmes, including the appropriateness of current regulations, and monitoring and evaluation processes, should be made at the appropriate level, and recorded in a similar fashion to that of any other programme. In most cases, normal programme approval processes will apply.

9.35. While responsibility ultimately lies with the University for the student experience as well as the safety and wellbeing of students, Graduate Schools in each College are accountable for the overall student experience and ensuring adherence to relevant policies and processes. Operational responsibilities may be devolved to Schools.

9.36. Staff and students should be able to easily access information about relevant regulations, policies and/or processes related to distance learning study to perform their duties or succeed in their studies.

9.37. Graduate Schools and/or Schools should have appropriate policies and processes in place to be able to monitor and report on their distance learning provision as part of relevant quality processes, such as Graduate School Reviews or through the Deans of Graduate Studies Committee.

9.38. Graduate Schools and/or Schools may implement policy related to distance learning doctoral study in ways that suit their local processes and disciplinary cultures and may specify the detail of individual programmes in relevant programme documentation. These materials should be easily accessible to staff and students. Graduate Schools may also agree more detailed policies that sit under this policy that are relevant to distance learning doctoral programmes in their Colleges.

9.39. Graduate Schools and/or Schools will need to consider the suitability of the following when planning distance learning programmes, making offers to students who will study on a distance basis or allowing students to move to distance learning study:

9.39.1. the appropriateness of the environment in which the students will work,
9.39.2. whether the student will have a relationship with another HEI or organisation and/or have local supervisory support,

9.39.2.1. where students have local supervision, the skill level of the proposed supervisors should be considered along with any training needs for external or local supervisors,

9.39.2.2. where students are based at or affiliated with an external partner, how the student will be supported by the partner and the terms of the relationship with the student and the University,

9.39.3. the environment, facilities, and resources available to students locally or through online or other means,

9.39.4. the ability of the supervisory team and the student to work together along with the particular support needs of the student, taking into account relevant details such as the workload of the supervisor and the location of the student and how they will maintain contact,

9.39.5. the ability of the student's learning or training needs to be satisfied locally, online or by the University,

9.39.6. if there are any requirements to be physically present at the University for Annual Progress Reviews, training, induction, or final examination or how these processes will take place securely for students who are not physically present.

9.40. Mechanisms for ensuring that appropriate due diligence has been completed should be clearly identified by Graduate Schools and embedded in programme approval process or application processes for students.

9.41. Mechanisms to ensure that distance learning programmes are monitored and evaluated should be put in place along with mechanisms to ensure that the experience of distance learning students is of the high quality expected.

9.42. Students should be clearly advised about the members of their supervisory team as well as their individual roles and responsibilities in the supervision process. Students should also have clearly identified administrative and other contacts to assist them with navigating university systems and processes as well as in planning their visits to campus.

9.43. Graduate Schools and/or Schools, as appropriate, need to ensure that relevant information, support, or training is available to students as well as to staff who will work with or support distance learning students.

**Short periods of research at external organisations (normally less than 12 months)**

9.44. There may be situations where a student would like to carry out research at an external organisation for a short period of time during their research. Such organisations must be approved by the appropriate Graduate School Board, according to the University's policy for "Research Furth of Glasgow". This is normally agreed for periods of less than 12 months.

9.45. The distinction between 'Research Furth of Glasgow' and a 'Split-Site PhD' (see next section) is related to the formality of the relationship between the institutions and the support and training required for the student as well as the duration of a student's period away from Glasgow. Graduate Schools will consider what level of partnership with external institutions is required, taking into account the aims and requirements of their students' research and their duty of care for their students.

9.46. Any student subject to Visa restrictions must consult with the Graduate School in advance of embarking on Research Furth of Glasgow, to ensure compliance with UKVI regulations.

9.47. Whilst at an external organisation for the purposes of research, students are required to adhere to the relevant regulations of that body. The extent to which the external organisation's regulations apply to the research student shall be clearly established with the University of Glasgow.

9.48. University of Glasgow supervisors shall identify a designated contact person at the external organisation, whether a resident supervisor, or other responsible member of staff, prior to the student departing on placement and ensure that the student is aware of the designated contact person.

**Extended periods of research at external organisations (normally more than 12 months)**

9.49. There may be situations where a student will undertake research at an external organisation for an extended period of time and under a formal arrangement between the University of Glasgow and a partner institution. An 'extended period' would normally be considered to be a continuous or discontinuous period of more than 12 months during a student's degree programme.

9.50. The extended nature of the arrangement with a student (or students) and a partner institution may be considered a 'split-site' PhD or may be a component of a joint/dual/double PhD programme and should be subject to a formal legal agreement between the University and any partner institution. Where such arrangements are put in place, consideration should be given as to whether a University-wide or College-level arrangement is more appropriate, and the appropriate consultation undertaken. Graduate Schools should work with the Academic Collaborations team in the Academic Policy and Governance office to set up formal partnerships.

9.51. Any student intending to register on a split-site PhD programme or who will participate in a joint/dual/double PhD programme who is subject to UK Visa restrictions must consult with the Graduate School in advance of commencing their programme to ensure compliance with relevant government regulations.

9.52. Whilst at an external organisation for the purposes of research, students are required to adhere to the relevant regulations of that body. However, any award made by the University of Glasgow will be subject to the relevant policies, Regulations and Codes of Practice of the University of Glasgow. Any deviations or exceptions to this will be explicitly detailed in the agreement governing the arrangement and should be subject to appropriate scrutiny by relevant College and University Committees.

9.53. Standards for induction, supervisory support, progress monitoring and training should be carefully observed in setting out any agreement under which students will spend extended periods away from Glasgow. While students will have at minimum a primary supervisor at Glasgow, students should have supervisory support at both institutions and supervisors should work together as a supervisory team.

9.54. At the outset of an individual student's programme, specific agreement should be made as to the periods of residence at Glasgow or elsewhere.

9.55. Students should be made aware of relevant contact points, both administrative and supervisory, at both institutions. Supervisors are responsible for ensuring that students have been provided with this information.

**Registration Status**

9.56. Where students undertake research at an external organisation of any duration and their registration status changes, for example if the student suspends their study, the University, through the Graduate School, reserves the right to inform the external organisation of this change. Students shall be made aware of this and consider any implications this might have for their research ahead of any change in registration status.

## 10. RESEARCH PROGRESS

**The student's responsibilities**

10.1. In order to work towards their research degree qualification, the student is responsible for their programme of research, collecting data and developing and completing their thesis. The supervisory team is there to provide guidance, but not leadership, in the development of the student's thesis.

10.2. The student is responsible for developing and agreeing a detailed, realistic, and time-bound research plan, which may evolve with time in conjunction with their supervisory team. This plan is crucial to the success of a research degree. It shall contain specific milestones such as:

10.2.1. initial literature review completion;
10.2.2. data collection or research completion;
10.2.3. setting out of the 'solution' or framing of the argument; and
10.2.4. written thesis completion and submission.

10.3. The student shall also agree with the supervisory team:

10.3.1. the frequency and timing of supervision meetings;
10.3.2. the level and nature of supervision required;
10.3.3. the resources required - what is essential, what is available, what can reasonably be expected;

10.3.4. the format and structure of the thesis, referring to University and College guidance (see section 10 below); and
10.3.5. the time commitments of the student and the supervisory team.

10.4. The student shall ensure that they understand their obligations and rights in relation to:

10.4.1. ethics policies and issues governing their research programme (refer to the University's policies, including those on good research practice, student conduct, and College Ethics policies and processes);
10.4.2. intellectual property rights;
10.4.3. University and School health and safety requirements; and
10.4.4. any funder terms and conditions;
10.4.5. research integrity and good research practice;
10.4.6. UK Visas and Immigration policies and regulations if applicable.

10.5. It is the student's responsibility to maintain momentum and progress towards completion of the agreed work plan. This will include:

10.5.1. presenting written material regularly as required in sufficient time to allow for reading comments and discussion at each stage in the plan;
10.5.2. maintaining regular contact with the supervisory team and/or relevant Graduate School member of staff, including notification of periods of absence for reasons such as illness (providing medical certificates where necessary). Please see the University's Student Absence policy for further information;
10.5.3. ensuring that they understand supervisory guidance and takes the initiative to resolve any lack of clarity or misunderstanding;
10.5.4. maintaining a record of meetings and guidance provided by supervisors and agreeing these formally with supervisor(s) in the event that any misunderstandings arise;
10.5.5. providing annually, and on request, a progress report including estimated date of submission; and
10.5.6. deciding when to submit the thesis, considering advice from the supervisory team and College and University guidelines and requirements.

**Progress Reporting**

10.6. Annual Progress Review is a formal mechanism with a clear process for ensuring that students are given ample opportunity to demonstrate their capacity to progress and complete their degrees, the viability of their projects, and/or their ability to improve clearly identified areas of weakness.

10.7. The Head of School or equivalent is responsible for monitoring the welfare and progress of all postgraduate research students in the School, in consultation with the supervisory team, for taking appropriate action where issues arise or where progress appears to be unsatisfactory. This may include a review of supervisory arrangements, if necessary, and/or signposting to additional support or resources to support the student's academic progress or personal well-being.

10.8. The All postgraduate research students must contribute to a formal progress review which takes place at least once a year. This review is intended to be constructive and supportive, providing feedback to students as well as opportunities and suggestions for improvement. However, it remains a formal review process and students should be aware that there are consequences for poor performance, such as being subject to re-review after completion of remedial work or a recommendation that a student should not progress to the next year of study.

10.9. All postgraduate research students must contribute to a formal progress review process and formal review meeting which takes place at least once a year. The process, the detail of which may vary between Colleges, is outlined below:

10.9.1. Ahead of the formal review meeting, the student must complete a progress review report which outlines progress made to date and objectives for the coming year,
10.9.2. The student must also submit a piece of work, the requirements for which will vary by discipline and year of study. Details of the requirements are available from the relevant Graduate School.
10.9.3. The supervisory team completes their part of the progress review submission providing assessment of the student's progress and recommendations as to the student's ongoing

registration.

10.9.4. Submissions for Annual Progress Reviews are completed in an online system and submitted by the student once all pre-review sections are completed.

10.9.5. The Graduate School has responsibility for the review meeting and ongoing maintenance of student registrations but may delegate the review process to Schools.

10.9.6. The Graduate School/ School should arrange reasonable adjustments for the student if required.

10.9.7. In addition to the student, who will present their work, the progress review meeting will normally be led by a Panel Convener with the participation of at least one member of academic staff who is not involved in the day-to-day supervision of the student.

10.9.8. Practice varies between disciplines as to whether a student's supervisor would normally be present at progress review meetings. The views of individual students should be considered as to whether a supervisor is present or not and students should always have an opportunity to speak candidly without the presence of supervisors during the process.

**Concerns with progress**

10.10. Annual Progress Review Panels may recommend that students undertake additional work prior to being permitted to enrol for the next academic year. This may require an additional review meeting and/or submission of additional work.

10.10.1. Students should normally have a period of up to 3 months, at the recommendation of the Annual Progress Review Panel, to complete additional work or meet any conditions imposed. The time period allocated for additional or remedial work should reflect the effort required and take into account the annual cycle of registration and enrolment.

10.10.2. Students should remain registered and benefit from the support of their supervisors during this period when they are undertaking additional or remedial work.

10.10.3. The Panel will normally reconvene in order to consider whether the additional work meets the required standard or that conditions have been met and make a recommendation for continued registration.

10.10.4. Where a student has received an outcome of failure/revise and resubmit at their first attempt at Annual Progress Review in more than one year during their doctoral programme, the Panel should forward any recommendation for continued registration to the Dean of Graduate Studies for additional sign off.

10.11. Annual Progress Review Panels may recommend that the student should not be permitted re-admission to a subsequent year of research study if they believe that a student's progress is unsatisfactory. They shall consult with the student and the supervisory team before submitting this recommendation.

10.11.1. Where, after consultation, the Annual Progress Review Panel's view is unchanged on recommendation not to re-admit, the Graduate School will submit full details of the circumstances, signed off by the Head of School or equivalent, to the relevant Dean of Graduate Studies, Graduate School Board, or designated Committee, who will make the final decision on re-admission.

10.11.2. In situations where the Annual Progress Review Panel and the Head of School or equivalent disagree on whether the student's progress is satisfactory, no recommendation or decision shall be made regarding re-admission without prior consultation with the supervisory team. The Dean of Graduate Studies or Graduate School Board is responsible for making a final decision on readmission.

10.12. If at any time the supervisory team is of the opinion that the student is unlikely to achieve the degree for which he/she is registered, the student and the School PGR Conveners/Directors shall be notified without delay.

10.12.1. Supervisors may raise concerns with School PGR Conveners/Directors outside of the formal Annual Progress Review process and this may be taken forward into discussions with the Dean of Graduate Studies, Graduate School Board, Higher Degrees Committee, or other bodies as appropriate.

10.12.2. Supervisors should discuss emerging issues with students, and students should always be consulted when issues are escalated to ensure that they are able to articulate their views and any challenges that are hindering their performance.

10.12.3. Where a problem is referred for resolution beyond the supervisory team, signed and dated copies of all written records relating to the issues and their resolution shall be forwarded to

the Graduate School Office.

10.13. The University has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling appeals and complaints. An appeal is defined as a request for a review of a decision by an academic body charged with making judgements concerning student progression, assessment, or awards. The Code of Procedure for Appeals by Students against Academic Decisions may be obtained from the Clerk of Senate on request or viewed on the Academic Policy and Governance web pages or in the 'University Fees and General Information' section of the online University Regulations.

**Resolving problems**

10.14. If a student feels that their work is not proceeding satisfactorily for reasons out with their control, they shall discuss their problems with a member of their supervisory team in the first instance.

10.15. If the problem cannot be resolved at that level, they shall consult the Postgraduate Convener or Director, Head of School, Adviser of Studies or equivalent.

10.16. If the issue remains unresolved, students can also consult the Dean of Graduate Studies in their College.

10.17. Where a problem is referred for resolution beyond the supervisory team, signed and dated copies of all written records relating to the issues and their resolution shall be forwarded to the Graduate School Office.

10.18. The student can also consult the SRC Advice Centre or make a complaint to the University, triggering an objective process. The University Complaints Handling Procedure allows staff and students to report issues not relating to academic decisions. Students are encouraged to use this process to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected.

10.19. Where issues have arisen where a supervisor has left the supervisory team and the student has not agreed to proffered alternatives, the concerns and issues related to the matter shall be documented in an agreed written record as with progress concerns. The Dean of Graduate Studies or Graduate School Board will consider the matter and may recommend in rare cases that in the absence of suitable supervision a student be withdrawn from their programme. Every reasonable effort will be made to avoid this outcome.

**Suspending study**

10.20. The research leading up to a research degree should be undertaken in one period of continuous study, commencing, and completing on the dates agreed at initial admission to postgraduate research study. There are however exceptional circumstances under which a student may legitimately require an interruption to study or a suspension of their studies during the research period. For example, a student may apply to suspend their studies if they are suffering from ill-health, experiencing a family emergency, or taking maternity/maternity support/shared parental/adoption leave.

10.21. If a student wishes to suspend study, they must consult their supervisory team, and if approved, they shall seek the permission of the relevant Graduate School Board via the Dean of Graduate Studies or designate. Applications for suspension are dealt with on a case-by-case basis and are subject to satisfactory progress thus far.

10.22. The student must demonstrate that they have the approval for suspending study from any relevant sponsors/funders. Most funders will not approve retrospective requests for suspensions. Students must inform their supervisors and the relevant Graduate School Office of any requests for a suspension as soon as is practicable. Students should be aware that relevant funder guidelines and visa restrictions will take primacy over University Regulations.

10.23. International students (from countries outside the European Economic Area) are not normally eligible for suspensions due to visa restrictions. In the event that an international student's visa allows them to suspend study, the student must return to their home country for the full period of suspension. The student should also be aware of any possible impact of the duration their suspension on their visa.

10.24. The Dean of Graduate Studies or designate shall inform the relevant administration if a suspension is

approved, who in turn will ensure that the student's fee and any paid maintenance grant (if applicable) is also suspended accordingly. The end date of a student's research period will be amended according to any period of suspension granted.

10.25. Graduate Schools should confirm details of the agreed period of suspension, including agreed start and end dates, in writing to the student. If an application for suspension is denied by the University, supervisors shall inform the student of the reason(s) and advise accordingly.

10.26. A single period of suspension cannot extend beyond 12 months. Beyond this original 12-month period, a second period of suspension (also only up to 12 months) will only be considered in exceptional circumstances. Students must provide appropriate documentation to support any such requests.

10.27. Students whose registrations are suspended for a period in excess of 2 years (whether approved or not) will automatically be withdrawn from the Programme of Study and will be contacted informing them of this. They will also be informed of the process for re-admission.

10.28. Students should refer to section 8 "Absence Policy" for Maternity, Maternity Support, Paternity and Adoption and Neonatal Care leave if this is relevant to their request for a period of suspension. Students should be aware that relevant funder guidelines and visa restrictions will take primacy over University Policy and Regulations.

10.29. During a period of suspension, the student shall maintain regular contact with their supervisor(s) and the Graduate School, providing updated information (e.g., medical certificates) on their status and intended return date. The student and the Graduate School may agree what constitutes 'regular contact'. However, it would be expected that students would not remain out of contact for more than 60 days at a time unless otherwise agreed.

10.30. Students should confirm their date of return in writing to the Graduate School and to their supervisors. The supervisory team will be asked to confirm that the student has re-engaged with their studies. If students have been on a suspension on medical grounds, they may be asked to provide evidence of their fitness to return. Students will be required to undertake any informal or formal assessments or reviews of progress that are appropriate, or which were missed during their absence upon their return, details of which should be confirmed in writing by the Graduate School.

10.31. It is also expected that students would not pass the end date of their agreed period of suspension without contacting the Graduate School. Students should notify the Graduate School as soon as practicable, before the end of the agreed period of suspension, if they wish to request an additional period of suspension.

10.32. Extensions to submission deadlines without a period of suspended study are not considered during a student's research period. If a student wishes to amend their submission deadline during their thesis pending period, there are separate procedures for this outlined in the following section.

## 11. PREPARING THE THESIS

**Thesis structure and guidance**

11.1. The thesis is the formally assessed component of a research degree. Its purpose is to situate the student's work in its discipline, articulate the original contribution of the work, and contain an exposition of the students' independent research process, analysis, and results. This enables expert examiners in the field to assess the contribution to knowledge made by the researcher as required for the award of a degree.

11.2. A fundamental principle governing research degrees is that a thesis shall be the student's own work. Where there have been contributions to the work from others which are included in order to present the work in a cohesive manner, students must be clear about their contributions in their thesis. The contributions of students must be sufficiently substantive to be considered on their own merits for the award of a research degree.

11.3. The form and content of the thesis may vary, for example where creative outputs are included. This is described in more detail below. The student and their supervisory team must:

11.3.1. establish a clear understanding of the intended format, and this understanding must accord with any University, College, and School guidelines (of which the student shall be made aware).
11.3.2. establish a clear understanding of the supervisors' responsibilities in relation to the student's written submissions and the nature of guidance or comment the supervisor will offer.

11.4. Graduate Schools will provide guidance/training on formatting, structuring, and writing a thesis.

11.4.1. All students are recommended to familiarise themselves with the expectations placed upon them regarding thesis completion and undertake relevant training.
11.4.2. Graduate Schools will also provide or promote available guidance on the administrative process for submission and examination including information on thesis development, timescales and procedures for submission and examination protocols.
11.4.3. Additional formatting guidance can be found via Enlighten: Theses, the University's online repository.

**Thesis Formats**

11.5. There are different types of theses which may be submitted. However, it is crucial to note that the format of the thesis has no bearing on the requirements for originality, criticality, and the student's contribution to knowledge in the discipline, or requirements for minimum or maximum word counts as stated in the University Regulations, except by formal agreement.

11.6. Not all possible thesis types are approved under the University Regulations, so it is important that students discuss the format of their thesis with their supervisor at an early stage in their research to determine what is permitted and what are the norms of their discipline. Students should be careful to work within broadly accepted disciplinary norms to ensure that examiners are able to interpret the work and its contribution to knowledge.

11.7. There is a requirement that the thesis, no matter its format, is a cohesive piece of work that is clear about the originality and contribution to knowledge of the work. Theses are most commonly submitted in one of the following formats:

11.7.1. ***Monograph style theses*** are single authored, comprehensive, and cohesive narratives, embodying the results of the student's research. This type of thesis remains the norm in many disciplines. It is generally presented as a series of chapters, moving through broadly, but not limited to, literature, methodology, analysis, discussion, and conclusion.
11.7.2. ***Journal format theses*** comprise articles, publications, or publication-style chapters, although not necessary already submitted for publication or published, which are submitted as chapters and linked together with a narrative to form a cohesive whole. See next section for more detailed information about submitting in this format.

11.7.2.1. This type of thesis should not be confused with the specific type of PhD known as a 'PhD by publication' where the publications represent an individual's independent record of publications rather than publications developed during a period of supervised study.

11.7.3. ***Portfolio theses*** comprise related or themed elements which may correspond to separate projects, or to creative practices or creative outputs, but which together embody the results of the student's research. This type of thesis requires a narrative that links the elements into a cohesive whole and may be more common in certain types of professional doctorates.
11.7.4. ***Creative Practice or practice-based theses*** have written and practical or creative components which together embody the results of the student's research. The creative elements need to be incorporated into the thesis in some tangible way even where the creative practice itself has an element of intangibleness, i.e. a persistent record which can sit alongside the narrative. This type of thesis requires a narrative that links the elements into a cohesive whole and are most common in the Art and Humanities.

**Journal Format Theses**

11.8. Students in any College may be permitted to submit a thesis in a 'journal format' subject to adherence to College and/or School guidance on the use of this format for their discipline and the advice of their

supervisor. It may not be appropriate to submit a thesis in this format in all disciplines and students and supervisors should take care to explore whether this is an appropriate route for each individual at an early stage.

11.9. Students should be aware that while publishing in a peer reviewed journal may be an indicator of the quality of the work for specific journals, this is no guarantee of success in an examination context.

11.10. As noted above, the format of the thesis has no bearing on the requirements for originality, criticality, and the student's contribution to knowledge in the discipline or requirements for minimum or maximum word counts. Therefore, where students submit a thesis containing work that has been previously published or is in the process of being published, they must address the following within their thesis.

- 11.10.1. justification for considering the body of work presented as a coherent whole and/or for the contribution of particular pieces of work to this whole;
- 11.10.2. an explicit statement as to what their contribution has been where others have been involved in the work or where there are named co-authors. Students are expected to have made the primary contribution to any work presented within a thesis;
- 11.10.3. an elaboration, if needed, to address any gaps in a published piece, e.g., to be clear about research design or methods used or present supplementary data;
- 11.10.4. confirmation that permission has been obtained from a publisher where this is required, e.g., to ensure that the copyright of the publisher has not been violated;
- 11.10.5. provision of clear formatting to ensure that examiners are able to follow the structure and content of the thesis despite the existence of chapters that may be formatted according to a published version.

11.11. Graduate Schools will provide guidance on minimum or maximum number of articles or publications that may be incorporated and/or any requirements that these be in a particular stage of submission or publication to for a journal format thesis.

- 11.11.1. Research underpinning the publications must normally have been undertaken during supervised study and academically registered at the University.
- 11.11.2. Disciplinary norms and the overall cohesion and contribution of the work must be taken into consideration when agreeing the final thesis format.

**Academic Integrity**

11.12. Students must ensure that all work submitted for examination is entirely their own and are required to submit a 'Declaration of Originality' to this effect when submitting their thesis.

11.13. Students must follow University guidance on self-plagiarism, authorship, and good research practice as well as ensure there are no copyright issues if re-using their own previously published material within the thesis.

11.14. Students should make themselves aware of the Code of Student Conduct and the Plagiarism and Academic Integrity Code. While PGRs must adhere to the norms of research integrity within their work as researchers, they must also adhere to rules on academic integrity which govern assessment in the University.

**Proofreading**

11.15. Proof-reading one's own work is an important writing skill, and students are therefore encouraged to do this. However, there may be times that students would consider engaging the services of a proof-reader. While the use of a proof-reader is broadly permitted, students and supervisors should be clear about what a proof-reader can and cannot do. Students have sole responsibility for the work they submit and therefore should review very carefully any changes suggested by a proof-reader.

11.16. Proof-readers may assist with the identification of typographical, spelling and punctuation errors; formatting and layout errors such as page numbering or line spacing; and/or grammatical and syntactical errors.

11.17. Proof-readers may not add, edit, re-write, rearrange, or restructure content; alter the content or meaning of the work; undertake fact-checking or data checking or correction; undertake translation of any work into English that is presented as the researchers' own work; and/or edit content so as to comply with word limits.

**Generative AI**

11.18. It is recognised that students might use generative AI in a variety of ways in their work (such as proofreading, literature searching, brainstorming, writing or improving code, transcription, translation, or as part of their research methods). Students should consider:

- 11.18.1. developing an understanding of both the power and the possibility of generative AI and its potential for both transformation and disruption;
- 11.18.2. what the use of generative AI might help them to achieve, such as through novel uses, computational power, or supporting students with English as an additional language or with different accessibility needs.
- 11.18.3. what skills development is gained through engagement with generative AI, such as ways to test ideas or automate tasks;
- 11.18.4. what development is missed where use of these tools creates shortcuts, such as the ability to develop arguments and a unique authorial voice in writing;
- 11.18.5. the ethical implications of the use of generative AI, such as environmental sustainability or biased datasets;
- 11.18.6. the possible impacts on research and/or academic integrity, such as where data privacy or intellectual property rights could be compromised or unintentional plagiarism be committed;
- 11.18.7. the drawbacks and limitations of these tools, such as results that are inaccurate or when used inappropriately or without appropriate oversight.

11.19. The University provides specific ‘Generative AI Guidance for Researchers’ and a ‘Generative AI for PGR Students: Checklist’ which provides more detail and support for PGRs. This guidance provides more detail on the challenges, limitations, and possible pitfalls of using generative AI as well as more detail on aspects such as referencing any use or finding support. There is also broader guidance available aimed at all students from the Student Learning Development Service.

11.20. The rules for academic and research integrity apply to all submitted work. It doesn’t matter if the work is created by an AI or by another human being or through some other means, it must be the student’s own intellectual output that is put forward for assessment.

- 11.20.1. It is expected that any use of generative AI in your research or thesis is clearly and transparently acknowledged or referenced as you would any source.
- 11.20.2. A Statement of Originality accompanies every thesis and should contain, if appropriate, a declaration and summary of any use of generative AI tools. This statement is intended to be a short, high level, summary. If more detail is required, students should embed details of generative AI use in their thesis, e.g. as part of the narrative, as a separate reflection, or in appendices. This will vary by use and by discipline.
- 11.20.3. While students remain responsible for what they put forward as their own intellectual output, casual, assistive, non-substantive uses of generative AI do not require detailed accounting where it may be more appropriate to simply state, for example, ‘X application was used to review grammar and spelling’ or ‘Y application was used to provide summaries of journal articles in the early stages of the literature review’.
- 11.20.4. When using generative AI for improving writing and undertaking proofreading, the guidance above on proofreading should be broadly applied to ensure that the contribution of these tools is to improve format and grammar rather than the substance of the work.
- 11.20.5. Translation by generative AI can be used where this is assistive and informational, e.g. to access literatures or sources in different languages or to enhance understanding when working across languages, but outputs of generative AI should not be presented as a substantive part of any work being assessed or used without attribution.
  - 11.20.5.1. Students should take care to not input material under copyright into tools inappropriately.
  - 11.20.5.2. Students should be aware that generative AI uses probability and prediction to generate text rather than producing faithful translations.
  - 11.20.5.3. Any output should always be reviewed for accuracy no matter how it is used.
- 11.20.6. Transcription tools are increasingly common, often embedded in existing tools and applications, as well as something that many generative AI tools can do.
  - 11.20.6.1. Students should only use university-approved platforms or services, e.g. Copilot.
  - 11.20.6.2. Students should be aware that generative AI uses probability and prediction to

generate text rather than producing faithful transcriptions.

11.20.6.3. Care should be taken to ensure that privacy and confidentiality is maintained; that informed consent is obtained from participants; and that all outputs are reviewed for accuracy.

11.21. Students are reminded that privacy, confidentiality, ethics, data protection, and intellectual property rights can become more complicated when using generative AI, whether putting material in or taking it out. Care must be taken to understand the terms and conditions of use of any tool to ensure that inputs are secure and outputs do not represent misuse of the intellectual property of others.

11.22. Students should only use university-approved platforms or services, e.g. Copilot, as they have been assessed as having sufficient security controls for internal use as well as follow the guidance provided by IT Services rather than using open platforms and tools which may be more likely to incorporate any input into its training or background data.

11.22.1. Use of University-approved platforms provide a measure of security to ensure that inputs to generative AI tools are not shared beyond the University.

11.22.2. This does not mean that any data can be entered into a University-approved platform and students are nonetheless reminded to take great care in protecting personal, confidential, or sensitive data no matter the perceived licensing protections.

11.23. Ultimately, students are fully responsible for their own work and must critically evaluate all sources and contributions to their work.

**Word Counts**

11.24. Students should make themselves aware of the University Regulations that apply to their specific programme which detail the minimum and maximum numbers of words for the thesis.

11.24.1. In the Colleges of Arts and Humanities and of Social Sciences, a PhD thesis should be a minimum of 70,000 and a maximum of 100,000 words including references, bibliography, and appendices.

11.24.2. In the Colleges of Medical, Veterinary and Life Sciences and of Science and Engineering, the thesis for a PhD has no minimum and should be a maximum of 80,000 words, excluding references, bibliography, and appendices.

11.24.3. University Regulations will specify the word limits for other research degrees.

**Time permitted for submission**

11.25. Each research degree has its own prescribed time limit for completion set out in the degree regulations within the University Regulations.

11.25.1. In accordance with these time limits and any funder terms and conditions, it is the student's responsibility to decide on and plan for a final submission date, taking advice from the supervisory team and University guidelines and requirements.

11.25.2. A student's research plan shall project a submission date and this date shall be reviewed and amended at each annual review and reporting stage.

11.25.3. Expected submission dates are recorded in MyCampus. These dates take into account the expected length of the programme, any periods of suspension or extension, and any agreed periods on thesis pending status.

11.26. University of Glasgow (indicative) study period durations (in months) for Research Degrees. These minimum and maximum periods represent boundaries and provide some flexibility in the design of research study. Care should be taken to communicate and understand expectations for individual programmes and individual student journeys, including any impacts from external source such as visa or funder regulations.

| | Full-time | | Part-time | |
|---|---|---|---|---|
| **Degree** | **Minimum** | **Maximum** | **Minimum** | **Maximum** |
| **PhD** | 36 | 48 | 60 | 96 |
| **EngD** | 48 | 60 | N/a | N/a |
| **EdD** | N/a | N/a | 48 | 72 |
| **DClin Dent** | 36 | 48 | 60 | 72 |
| **DClin Psy** | 36 | 48 | 60 | 72 |
| **DDS** | 24 | 48 | 48 | 72 |
| **DFA** | 36 | 48 | 60 | 72 |
| **MD** | 24 | 48 | 48 | 72 |
| **MFA** | 24 | 36 | 48 | 60 |
| **MLitt (R)** | 24 | 36 | 36 | 48 |
| **MRes (R)** | 12 | 24 | 24 | 36 |
| **MMus (R)** | 12 | 24 | 24 | 36 |
| **MSc (R)** | 12 | 24 | 24 | 36 |
| **MSci (R)** | 12 | 24 | 24 | 36 |
| **MPhil (R)** | 12 | 24 | 24 | 36 |
| **LLM (R)** | 12 | 24 | 24 | 36 |

11.27. Students should also refer to College handbooks for information or confirmation of the minimum and maximum allowable periods for completion of their specific degree programme. Clinical fellows registered for part-time PhD degrees may also, in some limited arrangements detailed in Graduate School programme handbooks, be able to submit their theses earlier than the indicative minimum period for their degree. These arrangements are agreed by the Clerk of Senate and may be delegated for individual approval to Higher Degrees Committees (or equivalent).

11.28. Students on part time programmes may normally be required to register beyond the minimum period, where appropriate to their progress and their level of participation. While part time study is normally at minimum 50% of full time, individual progress and participation may vary.

11.29. It is generally expected that a student will complete and submit their thesis by or close to the research period end date.

11.30. Students should be aware that some external funders require submission of the thesis by the end of the research period, also known as the 'funded period' or have other specific requirements about deadlines for submission. Students in receipt of funding for their studies shall refer to, and take account of, relevant funder/sponsor requirements when planning a submission date. 'On time' submission may therefore in practice be different for different groups of students on the same programme where funder regulations apply.

11.31. However, by exception, degree submission time-limits may allow the student to set a submission date beyond the end of the research period. If a student requires time additional to the research period for completion of the thesis, they will be registered at the University with a 'thesis pending' status. Transfer to 'thesis pending' status is generally dependent on submission of a specific and time-bound plan for completion and must be agreed with the supervisory team and approved by the Graduate School Board, other designated committee or other agreed process, such as Annual Progress Review.

11.32. Most funders have specific requirements about deadlines for submission. Funded students shall refer to, and take account of, relevant funder/sponsor requirements when planning a submission date.

11.33. At least three months ahead of their planned submission date, the student must complete an 'Intention to submit' form. The purpose of this form is to notify the Graduate School of the need to set up a Committee of Examiners. This form is signed by the primary supervisor and submitted to the Graduate School. The supervisor's signature is a confirmation that the thesis consists of the student's own work and complies with the regulations governing the degree and is not a comment on the quality of the student's work.

**Thesis Pending Status**

11.34. During the final year of prescribed study and near to the end of the minimum period of study, the student's progress will be reviewed in line with College practice. In cases where it is deemed unlikely

that the student will submit the thesis by the end of the minimum period of research study, the student will either continue registration as a full-time or part-time student or may apply to the College Graduate School Board, other designated committee or other agreed process, such as Annual Progress Review for “Thesis Pending” status.

11.35. An application for Thesis Pending status will include:

11.35.1. The student’s thesis completion plan
11.35.2. Certification of the student’s application by the primary supervisor to confirm that the research project work has been completed, that the student no longer requires significant resources, and that in their view the completion plan is achievable.

11.36. If significant further research project work is required, the student may be required to continue registration as a full-time or part-time student and pay fees accordingly.

11.37. During the thesis pending period students will have continued access to University resources, including limited support from the supervisory team.

11.38. The period for which a student may be registered with Thesis Pending status will normally only extend to the end of the maximum period of study for the degree. During this period, the student’s progress and status will be reviewed regularly to ensure sufficient progress is being made towards completion.

11.39. In exceptional circumstances, and only with approval from the Graduate School Board or designated committee, the period for which a student may be registered with Thesis Pending status may be extended beyond the maximum period of study.

11.40. If a student allows registration to lapse before submission of the thesis for examination and the student subsequently wishes to submit, they will need to re-register and may be required a pay a late submission fee.

**Extensions to submission deadline**

11.41. Research degrees will normally be completed according to the time limits set out in the table in point 10.11. Students should understand that their programme or individual project may be tailored in some way (e.g. through funder regulations), and they should make sure that they understand their own deadlines for submission.

11.42. Where the student has registered for a combination of full-time and part-time study, or where the Graduate School has approved suspension of study for a period of time, the maximum period of study permitted shall be equivalent to the duration for full and part-time study plus the approved period of suspension, adjusted proportionately.

11.43. If a student and their supervisor(s) perceive that the original submission date may not be achievable, they may, normally no later than 3 months prior to the planned submission date, apply for an extension to the deadline.

11.43.1. An extension to a student’s submission deadline may be granted subject to approval by the relevant Graduate School Board or other relevant Committee and in compliance with any funder terms and conditions.
11.43.2. This may include a period of suspended study for reasons such as those noted in 9.22. Suspensions and extensions have the same practical effect of extending a student’s submission date during the final stages of the thesis. However, a suspension generally refers to a period where the student needs time away from their studies, e.g. a break due to illness, and an extension refers to an additional period in which the student continues to work on their thesis.

11.44. Failure to request an extension in a timely fashion could result in a charge of a late submission fee if the thesis is not submitted according to the agreed deadline. Students are encouraged to apply for any extensions or periods of leave that will affect their submission dates in good time. Retrospective requests will not normally be granted.

11.45. The Graduate School Board or other designated committee shall review all extension applications and if deemed reasonable, it may grant the student an extension. Extensions are not normally granted for a period in excess of 12 months. Only in exceptional circumstances will a second period of suspension or

extension of 12 months be considered. Students must provide appropriate documentation to support any such requests. Students whose registrations are suspended for a period in excess of 2 years (whether approved or not) will automatically be withdrawn from the Programme of Study and will be contacted informing them of this. They will also be informed of the process for re-admission.

11.46. *Graduate School review process and criteria:* Applications for extension will be considered on a case-by-case basis. Eligible reasons for granting an extension include:

11.46.1. Ill health (accompanied by medical certification);
11.46.2. Death of a person with whom a close relationship can be demonstrated (e.g., immediate family member; spouse);
11.46.3. Delay to data gathering/analysis due to lack of operable equipment;
11.46.4. Dramatic change in circumstances (e.g., homelessness).

11.47. An extension cannot normally be granted on the grounds of employment.

11.48. The application should be written and submitted by the student and include:

11.48.1. an account of the reasons for the application;
11.48.2. a plan and timetable for the revised submission;
11.48.3. sufficient evidence to support the application (medical certificates, evidence of relationship); and
11.48.4. a letter of support from the primary supervisor.

11.49. The Graduate School shall inform the student in writing of the outcome of the application for extension with the reasons for the outcome and specifying revised submission dates if applicable.

**Late Submission**

11.50. Students should pay careful attention to their agreed submission dates as submission beyond the agreed deadline results in a charge of a late submission fee. This fee is detailed on the University's fees web pages along with tuition fees and other charges.

## 12. SUBMISSION AND FINAL EXAMINATION

**Notification of an Intention to Submit a Thesis for Examination**

12.1. The Graduate School requires approximately three months to set up a Committee of Examiners to examine a thesis submitted for a research degree. This is notified to the Graduate School by the completion and submission of the 'Intention to Submit' form no later than three months before the expected completion date. All forms related to examination processes can be found on the PGR Information and Communication SharePoint site as well as on Graduate School web pages or Moodle sites, as appropriate to each College. Students are asked to indicate in the "Intention to Submit" form if they have a disability and require reasonable adjustment for their viva voce.

12.2. This form is signed by the primary supervisor and submitted to the Graduate School. The supervisor's signature is a confirmation that the thesis consists of the student's own work and complies with the regulations governing the degree and is not a comment on the quality of the student's work. Candidates are asked to confirm, when signing and submitting this form that they have adhered to the University's Code of Good Practice in Research.

12.3. The supervisor should also use this form to submit a report on any circumstances which arose in the course of the research which in their opinion should be made known to the Convener of the Committee of Examiners or if the thesis is being submitted against their advice.

**Appointment of Examiners**

12.4. The completed form is sent by the Graduate School to the Head of School or designate with a request to complete an 'Appointment of Examiners' form. It is expected that nominations for the Convener and for internal and external Examiners will be made in consultation with the candidate's supervisors but not with the candidate. The appointment form should be completed and returned to the Graduate

School for confirmation by the Higher Degrees Committee.

12.5. Once fully approved, the Graduate School will then send a copy of the Intention to Submit form to the appointed Convener of the Committee of Examiners. It is important that the Convener checks whether the supervisor has indicated at this stage any specific concerns or special circumstances which relate to the thesis.

12.6. The appointed Convener of the Committee of Examiners has responsibility for arranging the viva voce, normally within three months of the submission of the thesis.

**Submission**

12.7. The examination version of the thesis should be submitted securely via electronic means to the Graduate School according to instructions provided. The thesis must conform to University Library specifications published by the Library as part of 'Enlighten: Theses'. Graduate Schools will publish this information on their web pages and/or in handbook materials.

12.8. Candidates are required to complete and sign the Statement of Originality and include a copy of this with the thesis submitted to the Graduate School.

12.9. When a thesis has been submitted for formal examination, it may not subsequently be withdrawn either on the recommendation of the Examiners or at the request of the candidate. The full process of examination including the viva voce should be completed.

**Examination Processes**

12.10. All forms related to examination processes can be found on the PGR Information and Communication SharePoint site as well as on Graduate School web pages or Moodle sites, as appropriate to each College.

12.11. Research Degrees are examined by an oral examination known as a 'viva voce' where a committee of at least two Examiners, normally one internal and one external examiner, discuss the research with the candidate and pose questions about the work.

12.11.1. Examinations are convened by an experienced member of academic staff to ensure the integrity of the examination and the student's wellbeing during the process.
12.11.2. Affiliate or honorary staff may act as 'additional' examiners but cannot fulfil formal roles as internal or external examiners.
12.11.3. Further details of the examination process are available from each College's Graduate School.
12.11.4. Candidates should also refer to The Scottish Credit and Qualifications Framework which details the characteristics of achievement at SCQF Level 12 (Doctoral Degree).

**Reasonable Adjustments for Viva Voce Examinations**

12.12. As for written examinations, some students may require adjustments to common processes and procedures which will support their success at an oral examination. The Disability Service will assess these requirements and agree the appropriate support or reasonable adjustment to procedures required for students to participate in the viva voce examination. Graduate Schools or Schools (as appropriate) need to be aware of any specific needs or reasonable adjustments that a student might require to successfully complete their viva and ensure that these are fully implemented.

12.13. Reasonable adjustments required will be unique to each individual and the student should be encouraged to participate in discussions with (as appropriate) their supervisors, Graduate School or School, Disability Service, or other parties to agree appropriate strategies and reasonable adjustments for their viva at an early stage in the planning. Graduate Schools will maintain a record of agreed reasonable adjustments.

12.14. Examinations should be arranged in accessible physical or virtual spaces and have clear written guidance and instruction provided to candidates, the Convener, and examiners by the Graduate School well in advance of the examination. Consideration should be given to what information or access to the venue or relevant technologies might be provided to the student in advance to allow them to prepare in an appropriate way. The typical duration of the examination may need to be

extended to allow for more frequent or extended breaks where this is relevant.

12.15. Conveners of examinations should be well briefed by the Graduate School and sensitive to the needs of the student and, as appropriate, adjust procedures, allow for breaks, allow the student to stand or move around, accommodate assistive technology, or communicate in ways that are most supportive of the student. Convener should also inform the examination committee about the adjustments required in advance of the examination. Conveners and examiners should also be aware that the stress of the examination process may exacerbate certain conditions.

**Composition of the Examination Committee**

12.16. The identification of a Convener of the Committee of Examiners and the Internal and External Examiners is the responsibility of the Head of School or designate in consultation with the supervisor. Committee Conveners for viva voce examinations should have previous experience of examining research degrees, be qualified to at least doctoral level and have completed any training required by their College Graduate School prior to undertaking their role as Convener.

12.17. It is standard practice for the supervisors or the Head of School to make an informal approach to the nominees to establish if the work is in their field of interest and if they would be prepared to examine the thesis. No copy of the thesis or part thereof, unless it is in the public domain, may be sent in advance to any Examiners prior to the submitted copy being sent with formal documentation by the Graduate School.

12.18. It is not appropriate for the candidate either to be involved in the identification of the Examiners or to be informed of the names of those under consideration. The identity of Examiners should not be revealed to the candidate until the thesis has been submitted. This policy is intended to ensure that the thesis is not biased by the views of the appointed Examiners. However, once the names of the Examiners have been provided to the candidate, the candidate has the right to raise any concerns about the appointment of any member of the Committee regarding conflict of interests. Such concerns must be raised within two weeks of the release of names to the candidate. The membership of the Committee of Examiners will then be reviewed and if deemed appropriate, amended.

12.19. If the candidate subsequently lodges an appeal against the outcome of the examination in cases where the Committee membership has not been amended, pre-registered concerns will be taken into consideration during the appeal.

12.20. Two External Examiners may be recommended to the Dean of Graduate Studies where there is an absence of suitably qualified Internal Examiners, or the impartiality of suitably qualified Internal Examiners is in doubt. This may occur in a small discipline area or where the candidate holds an appointment in the School which is regarded as one which might compromise the impartiality of an Internal Examiner.

12.21. Normally an External Examiner will be someone who has not held an academic appointment in the University of Glasgow for the previous five years. However, there may be occasions where the preferred nominee has held an appointment at this University more recently. In such cases the Dean of Graduate Studies and, where they feel it is necessary, the Clerk of Senate should be consulted.

12.22. External Examiners should normally hold the qualification for which the candidate is being examined or should have experience of examining at doctoral level in a Higher Education institution. In some cases, it may be appropriate to appoint a second Internal Examiner. A member of the Honorary staff of the University may be appointed as an Internal Examiner but normally only as a second Internal Examiner.

12.23. Care should be taken to ensure that where an individual from another institution has worked in collaboration either with the supervisor of the candidate or with the research group in which the candidate was working, the individual's nomination as an External Examiner of that candidate is appropriate. Where there is a perceived conflict of interest arising out of collaboration or of a personal relationship, this must be taken into consideration when nominating any member of the Committee of Examiners. The Dean of Graduate Studies should be consulted in these cases to ensure that the appointment of the examiner is appropriate.

12.24. Where a problem has arisen with the examination, it may be appropriate for a third examiner to be appointed. In most cases this will be a second External Examiner. This examiner has the right to request a second viva voce.

12.25. Questions concerning the process of appointing Examiners should be referred to the Clerk of the Higher Degrees Committee or equivalent committee in the relevant College Graduate School.

12.26. If an examiner must be replaced for any reason, the new nomination must be sent to the appropriate administrator responsible for research degrees with an explanation of the need for a replacement and a full, if expedited, appointment process should be followed in appointing the replacement.

12.27. The instructions to Examiners should include the requirement to provide a viva voce even in circumstances where the outcome appears inevitable. The benefits of a viva voce to a successful candidate are considered to be self-evident. With regard to a candidate whose thesis is judged to be below the required standard, the formal position is that the oral examination provides the candidate with an opportunity to defend their work. In addition, it provides a candidate in this position with an opportunity to receive verbal guidance on the aspects of the thesis which the Examiners found to require correction, revision or which the Examiners found to be unacceptable.

**Role of the Convener**

12.28. It is the responsibility of the Convener to make the arrangements for the examination and to ensure that this is normally held no later than three months after the submission of the thesis. The date should be convenient for the candidate, the Internal Examiner as well as the External Examiner and at least one of the supervisors who might be required to answer questions concerning the project. The Graduate School or School, as appropriate, should be informed of the date of the examination.

12.29. Convener should also inform the examination committee in advance of the examination about any reasonable adjustments required for the student.

12.30. The Convener is responsible for ensuring that the examination is conducted in a fair manner, and in view of this it is expected that they will be present for the duration of the examination. The Convener does not have examiner responsibilities and does not participate in the detailed examination of the candidate, but it is appropriate for the Convener to ask the candidate questions of a general nature.

12.31. The Convener is responsible for ensuring that the examination is of a reasonable duration. Where it is longer than two hours, it is recommended that the candidate be offered a short intermission.

12.32. Where difficulties arise, the Convener shall decide whether an adjournment is required. Where agreement has not been reached between the Examiners, the Convener should be aware that normally the view of the External Examiner shall prevail. Exceptionally, the Convener may refer to the Clerk of Senate if the External Examiner's view is in question and this may lead to a recommendation to the Higher Degrees Committee for the appointment of a third examiner who will normally be an External Examiner.

12.33. The Convener may inform the candidate verbally of the outcome of the examination, normally by inviting the candidate to return to the examination room once the Committee of Examiners has conferred. A key role for the Convener is to ensure that any required corrections or a request for resubmission are clearly communicated to the student along with the relevant timescales.

12.34. The Convener will arrange for the Committee report stating the recommendation of the Examiners to be signed at the conclusion of the examination. After the examination, the Convener will co-ordinate the completion of a joint report detailing the requirements for revision or resubmission which the Convener will provide to the candidate.

**Remote Participation in Examinations**

12.35. Graduate Schools may approve the conduct of viva voce examinations online or via videoconferencing or in a hybrid format with participants in more than one location. Examination arrangements should be communicated in writing to all parties as per normal practice, providing as much notice as possible. Candidates should raise any concerns about their examination arrangements at the earliest possible time with the Convener of their Examination Committee in the first instance.

12.36. Any parties participating remotely need to be in a secure and quiet location in order to ensure the examination is not disrupted. Where the candidate is participating remotely, efforts should be made to

ensure that the candidate's identity has been confirmed, that the examination has been conducted securely and fairly and that the student's wellbeing is taken into account.

12.37. Where there are issues with the technology used for communications in the examination, it may be necessary to take a break during the examination or to reschedule it entirely. Committee Conveners will have the responsibility for assessing the situation and making a determination as to how to proceed. Where a party is participating remotely, all parties participating in an examination should allow time for testing equipment and connections and ensuring that the technology is working properly. Committee Conveners should be provided with phone numbers for remote participants in order to ensure that they can be contacted if there are technical issues.

12.38. Except in the cases of technical failures which have caused undue disruption or delay, the use of videoconferencing technology shall not be admissible as a cause for an academic appeal against an examination decision. All parties should be forthcoming at the time of the examination if they feel that there have been any issues in the secure and fair conduct of the examination.

**Pre-Viva Reports**

12.39. Examiners are asked to submit a report to the Graduate School no later than eight weeks following receipt of the thesis but no later than one week prior to the date of the examination. The Graduate School will copy the reports to the Committee Convener.

12.40. In providing a report to the Committee of Examiners, Examiners are asked to consider the following about the thesis:

12.40.1. Does the candidate show adequate knowledge in the field of study?
12.40.2. Does the candidate demonstrate independent critical ability?
12.40.3. Does the thesis make a distinct contribution to knowledge?
12.40.4. Is the candidate competent in the appropriate methods of recording research?
12.40.5. Does the candidate demonstrate ability in writing style and presentation?

12.41. Examiners are also advised to note that the University has a Code of Good Practice in Research. They should highlight any issues in the pre-viva report they perceive in reading the thesis related to the conduct of the research that may violate this Code.

**Role of the Supervisor**

12.42. *University Regulations* state that the supervisor or supervisors shall not normally be present at the examination of the candidate. However, it is expected that the supervisor shall be available to answer any questions**.** Either the candidate or the Convener of the Committee of Examiners may request the attendance of the primary supervisor at the examination.

12.43. It is also advisable to invite the supervisor to join the Committee of Examiners when the Examiners are discussing with the candidate the requirements for correction, revision, or resubmission.

12.44. If the candidate makes a request in writing to the Convener for the supervisor to be present at the examination, this should normally be permitted. The request should be made no later than one week before the date of the examination.

**Examination Outcomes**

12.45. After the examination, the Convener is responsible for co-ordinating the preparation of the joint statement of requirements for revision or recommendations for resubmission. The statement should be produced without undue delay and provided to the candidate and the Graduate School with the signed joint report of the Committee of Examiners. One examiner may prepare this report but both Examiners must approve it before it is provided to the candidate. The report should include a requirement for the candidate to clearly identify all amendments on the resubmitted/revised thesis. This report forms the formal outcome of the examination which will subsequently be reported to the relevant College Committee.

12.46. The outcome of the examination will be one of the following options, that:

12.46.1. the degree be awarded unconditionally with ***no corrections***;.

12.46.2. the degree be awarded subject to certain ***minor corrections*** of detail or of presentation specified by the Examiners.

12.46.2.1. These shall not involve changes of substance to the thesis.
12.46.2.2. The corrections shall be carried out normally within one month of receipt of the specifications to the satisfaction of the Internal Examiner.
12.46.2.3. Exceptionally, up to 3 months for corrections may be agreed by the examiners.

12.46.3. the degree be awarded subject to certain changes of substance in a specific element or elements of the thesis specified by the Examiners.

12.46.3.1. These shall not involve a revision of the whole thesis or of a considerable proportion of it but may be considered major corrections.
12.46.3.2. This may include a requirement to carry out a further period of research in order to strengthen the thesis.
12.46.3.3. The revisions shall be carried out within a timescale determined by the Examiners and shall be confirmed by both the Internal and the External Examiners.
12.46.3.4. This time period is normally at least 3 months and exceptionally up to 6 months.

12.46.4. the thesis as a whole is unacceptable. The candidate is invited to ***revise and resubmit*** the thesis taking account of the comments of the Examiners.

12.46.4.1. The resubmitted thesis will be examined on one occasion only.
12.46.4.2. It will be resubmitted within a timescale to be determined by the Examiners but normally no later than 12 months after the date of the joint report notifying the candidate of the requirements for revision.
12.46.4.3. A resubmission fee will be charged to cover the examining costs.

12.46.5. the thesis as a whole is unacceptable for the award of a doctoral degree. The candidate is invited to revise and ***resubmit the thesis for a master's degree***.

12.46.5.1. It will be resubmitted within a timescale to be determined by the Examiners but normally no later than 12 months after the date of the joint report notifying the candidate of the requirements for revision.

12.46.6. no degree be awarded.

12.47. *Revision* describes an outcome where the thesis is deemed acceptable subject to agreed changes (e.g., minor, or major corrections) and would normally, upon completion, lead to the award of the degree.

12.47.1. As per paragraphs 10.77.2 or 10.77.3, students making revisions or corrections to their thesis will be given an appropriate deadline, agreed by examiners, to undertake this work based on the nature of the corrections.
12.47.2. Candidates may apply through their Graduate School for an extension to this deadline but normally must make this request at least two weeks in advance of the agreed deadline, along with an explanation of their circumstance and required additional time.
12.47.3. Normally, an extension would be granted only once, with only exceptional circumstances considered in order to agree an additional period of extension.
12.47.4. Candidates should not normally expect to be granted an extension for a period that more than doubles the original period granted for corrections, e.g. if 6 months for corrections is granted, candidates should not expect to receive an extension beyond an additional 6 months.
12.47.5. Candidates should be aware that the availability of their examination panel members may change, especially where an extension has been granted. This may cause delays to the approval of the corrections if alternative arrangements need to be put in place to confirm these.
12.47.6. Where the internal examiner is unavailable to confirm the award of the degree, the Graduate School may seek to approve the corrections through one of the following mechanisms, in order of preference:

12.47.6.1. the external examiner;

12.47.6.2. the panel Convenor and the Dean of Graduate Studies may agree approval, taking advice from the School PGR Convenor as needed to ensure appropriate disciplinary review of the thesis;
12.47.6.3. an alternative examiner may be appointed to provide approval.

12.47.7. Occasionally, an external examiner becomes unavailable to confirm the award of the degree on a long term or permanent basis. Where this happens:

12.47.7.1. the panel Convenor and the Dean of Graduate Studies may agree approval, taking advice from the School PGR Convenor as needed to ensure appropriate disciplinary review of the thesis;
12.47.7.2. an alternative external examiner may be appointed to provide approval.

12.47.8. Normally, candidates may have only one attempt at making the requested revisions. Where the panel feels that some additional revisions are needed but are minor, they may recommend to an additional short period of time to undertake these. This period should not exceed the duration of the original period of corrections. The Dean of Graduate Studies should be consulted in order to approve this outcome.
12.47.9. In rare circumstances, the panel may agree that the corrections are unacceptable and recommend that the degree is not awarded. The Dean of Graduate Studies should be consulted in order to approve this outcome.

12.48. *Resubmission* describes an outcome where the thesis is deemed unacceptable but may be rewritten, resubmitted and re-examined. A resubmission does not necessarily lead to the award of the degree. See also, paragraphs 10.88 -10.91.

12.49. An individual report is not normally required from the Convener except in the following circumstances:

12.49.1. the appointment of a third Examiner is required;
12.49.2. the Committee of Examiners recommend the appointment of a new committee for the oral examination of the Resubmission;
12.49.3. the Committee of Examiners wish to waive the requirement for a second oral examination after Resubmission.

12.50. It is important to ensure that where a revision or resubmission is the recommended outcome, in addition to information provided at the examination, the candidate is also provided with a joint written statement from the Examiners specifying the aspects of the thesis which have been found to be below the required standard or which require additions or amendments.

12.51. Graduate Schools should set deadlines with Examiners for return of comments or approval for resubmissions/corrections to ensure that these are handled in a timely manner.

12.52. Candidates should be kept informed of changes to the process or approval and any delays in granting approval.

**Resubmission**

12.53. If the outcome of the first assessment is a resubmission, as described in the previous section, there are two distinct options available:

12.53.1. the Examiners may recommend that the thesis is revised and resubmitted for the degree for which the thesis was originally submitted; or
12.53.2. the Examiners may recommend that the thesis is revised and submitted for a master's degree.

12.54. Normally only one resubmission for the doctoral award would be permitted. So, in considering a resubmission for a doctoral award, the Committee of Examiners may recommend that:

12.54.1. the degree be awarded unconditionally; or
12.54.2. the degree be awarded subject to certain specified revisions which would be carried out to the satisfaction of either the internal, or both Examiners; and
12.54.3. the thesis be revised and resubmitted for a master's degree; or

12.54.4. no degree be awarded.

12.55. The Examiners may not award a master's degree on the basis of the original submission or on the basis of a thesis that has been resubmitted for a doctoral degree. The thesis would need to be redrafted as a master's thesis and submitted for examination as a dissertation for a master's degree. In the case of a thesis which was originally submitted for a doctoral degree and then resubmitted for a master's degree, the Committee of Examiners may exceptionally allow one further resubmission for a master's degree.

12.56. Whenever a resubmission is recommended, the Convener must ensure that an appropriate time limit for completion of the work is established

12.56.1. Students may benefit from some supervisory support during the period of redrafting their thesis. This should be agreed by all parties at the outset to manage expectations for support.
12.56.2. Candidates may apply through their Graduate School for an extension to the deadline for resubmission but normally must make this request at one month in advance of the agreed deadline, along with an explanation of their circumstance and required additional time. This will enable timely communication with the examination panel.
12.56.3. Normally, an extension would be granted only once, with only exceptional circumstances considered in order to agree an additional period of extension.
12.56.4. As for candidates prior to the original submission, extensions are not normally granted in excess of 12 months and only exceptionally would an extension be granted that more than doubled the period agree for re-submission.
12.56.5. Where candidates are asked to make corrections to a re-submitted thesis, the guidance in 10.78 should be followed.

**Examining a Resubmission**

12.57. Normally in the case of a resubmission, the same members of the Committee of Examiners are reappointed but in some circumstances this will not be appropriate. It may be that a member of the original Committee is no longer available or has expressed the wish to be excused from examining the resubmission. It is the responsibility of the Convener of the Higher Degrees Committee or equivalent committee to ensure that academic standards are not compromised by the appointment of a new member or members of the Committee of Examiners. Where a new member or members are appointed, they shall be provided by the Graduate School office with the reports of the original Committee on the first submission.

12.58. Any exceptions to the right to a second or subsequent examination will principally relate to personal or practical difficulties facing the candidate The University would not normally expect to award a doctoral degree without a second viva voce in the case of a resubmission.

12.59. Where a thesis has been resubmitted, and where the first Committee of Examiners found the viva voce to be satisfactory, the Examiners may recommend to the Dean of Graduate Studies that, exceptionally, the requirement for a viva voce after resubmission is waived but they are not bound to do so.

12.60. Examiners should exercise caution in recommending that the viva voce be waived in circumstances where the resubmission is deemed to have failed as this action deprives the candidate of the right to defend the thesis. This may lead to an appeal on the grounds that the decision was reached without the candidate having the opportunity to defend the thesis. It must be noted that whatever the reasons for seeking a waiver, the permission of the candidate must be obtained. It is recommended that the Dean of Graduate Studies consults the Clerk of Senate where there is any concern regarding the rights of the candidate.

**Final Submission**

12.61. When all corrections have been approved and the thesis has been accepted for the award of the degree, one hard bound copy must be submitted to the Graduate School and an electronic copy provided to the University Library. *Where agreed by the Graduate School and the Library, hard bound* submission *may be waived in favour of solely electronic submission.* A letter of award will not be issued until a copy of the final version has been received. Any bound copy should normally conform to the British Standard Institution's Recommendations for the presentation of theses (BS4821:1990)

which is available for consultation through the Library. The electronic copy should conform to the specifications published by the Library through Enlighten:Theses.

## 13. INTELLECTUAL PROPERTY

13.1. Intellectual property ('IP') rights grant creators or owners of a work certain controls over its use. Some rights require registration (e.g., patents), while others accrue automatically upon the work's creation (e.g., copyright). Students should familiarise themselves with university policies regarding IP (e.g., the university's Policy for Intellectual Property and Rewarding Participation in Commercialisation) and data management and the role(s) that funders or other partners, including the University itself, might have.

13.2. By law, students who are not employed by the University will own the rights to any IP they create during their study or research at the University. However, there are cases in which students will normally be required to assign their IP rights to the University or to a third party. Where these cases are likely to occur, supervisors and students should discuss this at the start of the student's research project or at the earliest possible opportunity to be clear about any expectations or obligations. These cases normally fall into the following categories:

13.2.1. where a student is being sponsored by a third party which requires that the student assign their IP rights to the University or to the sponsoring body as part of the terms and conditions of the funding;

13.2.2. where a student is working in an area where the University already has valuable IP and/or where arrangements are in place with other parties in relation to the results of collaborative or funded research, students will normally be required to assign their IP rights to the University;

13.2.3. where students create commercially valuable IP jointly with university employees, they will normally be required to assign their IP rights to the University.

Refusal to assign IP rights to the University in cases where this is required might mean that an individual could be prevented from working on certain projects in order to protect the University's interest in IP related to those projects.

13.3. Any student who chooses to assign their IP to the University will be granted the same rights as any employee inventor as set out in the University's Intellectual Property and Commercialisation Policy. If the student is also an employee of the University, any IP created in the course of such employment will be governed by the terms of such employment.

13.4. Regardless of ownership of the IP, in order to ensure compliance with its and its funders data management policies, the University requires access to all data generated using University resources and will retain the original data when a student leaves the University.

## 14. RESEARCH DATA MANAGEMENT

14.1. Research data are quantitative information or qualitative statements collected by researchers in the course of their work by experimentation, observation, interview, or other methods. Data may be raw or primary (e.g., direct from measurement or collection) or derived from primary data for subsequent analysis or interpretation (e.g., cleaned up or as an extract from a larger data set).

14.2. The University expects researchers to ensure that data of long-term value (for example, data that underpin a publication or thesis, or that will form the basis of a future funding application) will be securely held for a period of ten years after the completion of a research project, or for longer if specified by the research funder or sponsor. Regardless of whether they complete their studies, students must still ensure the appropriate and secure deposit of data collected in the course of their research when the project ends, or they leave the institution.

14.3. Regardless of the ownership of any IP, the University requires continued access to data of long-term value which has been generated using University resources if the member of staff or student leaves the University.

14.4. Supervisors and students must familiarise themselves with the University's 'Good Management of

Research Data Policy' and the 'Code of Good Practice in Research'. Support, guidance, and training are available from the Research Data Management Team within the University Library.

14.5. Students will be asked to prepare a data management plan and undertake relevant training at an early point in their research programme.

14.6. Students who are funded by external parties must familiarise themselves with their funders' requirements for managing and depositing their data according to these guidelines.

## 15. PUBLICATIONS ARISING FROM RESEARCH

15.1. The rights and responsibilities of supervisors in relation to publication of a student's research vary across Graduate Schools and by discipline. In some cases, the student's research is an individual, stand-alone piece of work, while in others it is part of broader research activity involving teams of researchers, where publication may have wider implications. Students and supervisors shall familiarise themselves with any relevant disciplinary conventions as well as Graduate School arrangements and guidance when considering publication.

15.2. Supervisors and students must familiarise themselves with relevant University policies, including the Code of Good Practice in Research, policies on open access and research data management, and the Research Misconduct Policy as they apply to all research undertaken by staff and students.

15.3. Supervisors and students must make themselves aware of any requirements for depositing publications in the University's publication management system 'Enlighten' and seek guidance from staff in the University Library for clarification of their responsibilities.

15.4. Where a sponsor or other external body has some rights to the Intellectual Property resulting from research, students and supervisors shall refer to any restrictions placed on publishing as set out in the terms of the contract between the sponsor, the student, and the supervisor.

15.5. Where students wish to include their own previously published material in their thesis or feel that elements of their thesis may in the future be submitted as part of a publication, they must make themselves aware of any copyright issues that may arise. 'Enlighten: Theses', the University's online thesis repository, provides some guidance. Students are also encouraged to review the policies of publishers with regard to any publications related to their thesis.

15.6. Where appropriate, the contributions of both student and primary supervisor must be recognised.

15.7. Supervisors and the University have right of access to the results and other materials obtained by the student in the course of the work supervised.

15.8. Neither the student nor the supervisors shall publish the results of any research carried out by the student without ensuring mutual agreement to publish, irrespective of who generated the Intellectual Property. Neither party will unreasonably decline permission to publish, or delay publication. Any publication delay caused by the student, or the supervisors can be referred to the Dean of Graduate Studies or Graduate School Board for adjudication.

15.9. The student shall keep the supervisor informed of their contact details following graduation from the University, in order that they can be contacted in the event that the supervisor wishes to seek any appropriate agreement on publication from the student's research.

15.10. The supervisor shall keep the student informed of their contact details if they leave the University, in order that they can be contacted in the event that the student wishes to seek any appropriate agreement on publication from the student's research.

15.11. Where appropriate, the student and the supervisors shall agree on the names appearing as authors of any publication arising wholly or partly from the research. A persistent author identifier generated using ORCID is recommended for all the authors on the publication.

15.12. The primary supervisor has a duty to ensure that, where a student's work is worthy of publication, the student is encouraged and given an appropriate level of assistance to enable the work to be submitted for publication without unreasonable delay.

15.13. Any cases of dispute shall be referred to the Dean of Graduate Studies in the first instance who will consult with the Named Person as per the University's Code of Good Practice in Research and the Research Misconduct Policy, as appropriate.

## 16. RESEARCH INTEGRITY

16.1. Research excellence at the University is underpinned by research integrity and the University is committed to providing an environment that ensures our research is conducted to the highest quality standards.

16.2. Students are advised to familiarize themselves with the Code of Good Practice in Research and to undertake training offered by the University to support the development of their understanding of research integrity. The online PGR research integrity training course is mandatory for students to complete in their first year.

16.3. Research and Innovation Services maintains a website with links to numerous resources and policies to support the understanding of research integrity and the broad various areas of research conduct about which an understanding of improved research integrity might be useful.

16.4. Students are advised to familiarise themselves with the University's Code of Policy and Procedures for Investigating Allegations of Misconduct. If students would like to discuss matters relating to research integrity or misconduct, they are may to speak to any of the following:

16.4.1. their supervisor;
16.4.2. the Good Research Practice Adviser for their School or the Good Research Practice Champion for their College;
16.4.3. the university's Research Integrity Adviser (Misconduct) via research-integrity@glasgow.ac.uk

16.5. Informal enquiries are encouraged, and students should be aware that asking questions about research integrity or possible misconduct does not immediately launch a formal investigation. Initial queries may often be resolved locally, which is a key aspect of the role of Advisers and Champion. The process has many steps and the intention is to correct any inaccuracies in work produced and improve research practice, not necessarily to be punitive to individuals. Investigations are only opened after attempts at informal resolutions have failed and never without good cause.

16.6. Recognising that it can be challenging to raise a concern about research misconduct, the university has an anonymous reporting form. Our email box research-integrity@glasgow.ac.uk is also confidential and we offer an initial discussion of an issue in complete confidence.

## 17. FEEDBACK AND REVIEW OF EXPERIENCE

17.1. The University values feedback from the postgraduate research community about the support and services it provides.

17.2. Graduate Schools and Heads of Schools or their equivalents are responsible for ensuring unbiased, confidential feedback mechanisms exist and informing students about local arrangements. Students are required to take the initiative to familiarise themselves with these mechanisms and provide constructive feedback.

17.3. Appropriate College and University-wide committees are required to include postgraduate research representation. Details about representation can be found on relevant Graduate School websites. Students should make themselves aware of these opportunities by talking to Graduate School staff.

17.4. The University regularly evaluates its provision and feedback is sought by various means. The University previously participated in the national Postgraduate Research Experience Survey (PRES) however it was replaced in June 2021 with the University's own PGR Experience Survey, which is run annually and is designed to encourage more detailed responses and provide clearer insights into students' experiences. A PGR Exit Survey and a One-Year On Survey are also conducted, gathering feedback from students at the point of completion and one year after

graduating.

17.5. Graduate Schools, in collaboration with the Research Services Directorate, are responsible for conducting regular reviews of the quality of the postgraduate research experience within the College through the internal Graduate School Review process. This review process and any action arising from review shall take account of any relevant feedback from postgraduate research students.

17.6. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a Complaints Procedure which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Information about making a complaint can be found on the University's website.

## 18. ROLES AND RESPONSIBILITIES AT A GLANCE

**The Student**

18.1. Registration and records management

- 18.1.1. Before registration, inform Graduate School of any change of address or other details.
- 18.1.2. Register with the University annually.
- 18.1.3. Collect relevant documentation necessary to register, e.g., offer of admission, funding award letters.
- 18.1.4. Ensure contact/personal information in MyCampus is up-to-date and accurate.
- 18.1.5. Take time to read and understand the Student Contract and Student Privacy Notice provided by the University.

18.2. Wellbeing

- 18.2.1. Students are urged to look after their own wellbeing, maintain a healthy work life balance and/or seek out support or assistance from the University where needed.
- 18.2.2. Students are strongly encouraged to inform the relevant Graduate School or Disability Coordinator of any disability that may be significant to the individual or to their research degree so that appropriate support may be put in place if this is required.
- 18.2.3. Familiarise themselves with University's policy on Reasonable Adjustments and Supportive Arrangements
- 18.2.4. Ensure that absences are recorded, or periods of suspended study are applied for, according to agreed guidelines.

18.3. Supervision and research progress

- 18.3.1. With supervisors, develop and agree a detailed, realistic, time-bound, research plan for the research degree, including significant milestones and maintain progress towards its achievement.
- 18.3.2. Maintain regular contact with primary supervisor as agreed.
- 18.3.3. Maintain an awareness of the expected submission date for the thesis, notifying the supervisor and the Graduate Schools of any issues related to progress towards submission.

18.4. International Collaboration / Distance Learning Study (where applicable)

- 18.4.1. Students should ensure that they discuss expectations and methods of communication with any supervisor(s).
- 18.4.2. Clarify any advice given by external supervisors to ensure it does not contradict *University Regulations* or policies.
- 18.4.3. Be aware of any visa or other restrictions when travelling for study / research purposes.
- 18.4.4. Ensure that training requirements are met, seeking support where needed.
- 18.4.5. Ensure that they are aware of any trusted research, export control or other requirements, seeking advice as needed.

18.5. Follow University policies regarding absences and periods of suspension, providing evidence as required, and maintaining contact with the primary supervisor and the Graduate School.

18.5.1. Familiarise themselves with this Code of Practice and University and local, regional, national, and international policies governing research, as applicable.
18.5.2. Present written material regularly as required to supervisors.
18.5.3. Record formal minutes or notes of meetings with supervisor(s) and agree these as an accurate record of the discussions.
18.5.4. Take initiative in clarifying and resolving any misunderstandings in communication with supervisors.
18.5.5. Review progress with supervisory team, raising progress issues as appropriate.
18.5.6. Participate fully in the annual progress review processes.
18.5.7. Take responsibility for seeking resolution to unsatisfactory progress.
18.5.8. Be aware of any responsibilities and procedures for undertaking research at external organisations, as appropriate.
18.5.9. Adhere to any funder terms and conditions.

18.6. Training and development

18.6.1. Conduct training needs analysis and draw up a personal development plan with supervisors.
18.6.2. Undertake appropriate training as agreed with supervisors, including any mandatory training.
18.6.3. Review/update personal development plans regularly to ensure continuing relevance.
18.6.4. Undertake approximately two weeks per year training and development activity.

18.7. Submission and examination

18.7.1. Ensure familiarity with University, Graduate School and funder terms and conditions regarding submission, examination, extensions, etc.
18.7.2. Seek advice from the supervisory team on standards specific to the individual thesis.
18.7.3. Set an anticipated submission date in accordance with university and funder requirements.
18.7.4. Take the decision to submit following advice from the supervisory team and complete any 'intention to submit' processes prescribed by the Graduate School.
18.7.5. Notify the Graduate School if they require any reasonable adjustments to participate in the viva voce examination.
18.7.6. Notify the Graduate School within two weeks of receiving a list of the Exam Committee members if a conflict of interest exists with an examiner.

18.8. Research Data Management

18.8.1. Ensure familiarity with the University's and any funder's data management policies.
18.8.2. Undertake Data Management training and create a data management plan.
18.8.3. Securely store and appropriately deposit research data generated during research.

18.9. Publications arising from research

18.9.1. Ensure familiarity with Graduate School policies regarding the supervisor's rights and responsibilities when considering publication.
18.9.2. Provide up-to-date contact details to the supervisor if subsequent publication is likely following graduation.
18.9.3. Refer to the Dean of Graduate Studies or relevant Graduate School Board concerning any disagreements or delay relating to publication.
18.9.4. Ensure familiarity with policies regarding data retention or open access to research.

18.10. Feedback and review

18.10.1. Provide feedback as appropriate to enable the University to review and enhance its provision for postgraduate research students.

**The Supervisor(s)**

18.11. Student Wellbeing

18.11.1. Staff are urged to inform themselves of resources or support mechanisms available within the University to support students who may need assistance with health or wellbeing matters.
18.11.2. Staff should be familiar with the University's policy on Reasonable Adjustments and Supportive Arrangements.

18.11.3. Staff are encouraged to be duly sympathetic to students experiencing health challenges and to promote a healthy work life balance to students.

18.12. Supervision and research progress

18.12.1. Where appropriate or relevant, discuss the ownership or assignation of IP rights with students at an early stage in their programme.
18.12.2. Review and provide guidance in the development of the student's research plan in terms of practicality, timescales, and content.
18.12.3. Agree the appropriate level of support for the student within reasonable limits and be available for scheduled meetings.
18.12.4. Be clear in the provision of guidance and instruction.
18.12.5. Provide timely and constructive feedback on written work, analysis, and progress.
18.12.6. Ensure that the student is aware of their submission date and provide support for planning an achievable path to on time submission.
18.12.7. Provide information on sources of research expertise, institutional administration, policy information, etc.
18.12.8. Ensure the student understands their obligations in terms of good research practice, ethics, and intellectual property.
18.12.9. Maintain and develop supervisory skills through continuous professional development and any training required by Graduate Schools.
18.12.10. Participate in the annual progress review processes with the student and prepare and agree a progress report, which provides robust and supportive feedback.
18.12.11. Refer serious concerns about progress to the Dean of Graduate Studies or relevant Graduate School Board, providing necessary evidence.
18.12.12. Keep a written record of all meetings where concerns with the student's progress or behaviour are discussed and ensure the student agrees this record.
18.12.13. Provide effective pastoral care for the student including referral to other sources of support including student advisers, Graduate School staff and others.
18.12.14. Establish a designated contact at any host institution a student attends on placement and ensure the student is aware of the contact.

18.13. International Collaboration / Distance Learning Students (where applicable)

18.13.1. Be prepared for additional time commitments or communication challenges possible when working with a student where face to face meetings are rare.
18.13.2. Support students to resolve issues related to their distance learning or off campus status through clear communication with relevant administration or support services.
18.13.3. Raise any issues related to international collaboration, distance learning study, external supervision, or external partners with relevant administration in a timely fashion.
18.13.4. Ensure that students meet any training requirements.
18.13.5. Be supportive of students in building their research communities and support networks.
18.13.6. Ensure that students are advised to review material and seek support about trusted research or export control compliance to ensure that they adhere to relevant legislation.

18.14. Training and development

18.14.1. Provide advice and guidance on training needs analysis and develop a personal development plan, particularly in relation to research specific skills.
18.14.2. Provide relevant advice about training and career development opportunities
18.14.3. Encourage the student to participate in appropriate training for around 2 weeks each year.
18.14.4. Monitor the student's training and development commitments to ensure these do not jeopardise progress and completion of the degree.

18.15. Submission and examination

18.15.1. Provide advice on realistic timescales for submission and examination.
18.15.2. Ensure that the student is aware of their submission date and provide support for planning an achievable path to on-time submission.
18.15.3. Be familiar with University, Graduate School and funder terms and conditions regarding submission, examination, extensions, etc. and ensure these are met.
18.15.4. Be familiar with, and promptly follow, procedures for announcing the intention to submit, examination, etc.
18.15.5. Discuss with the student if they require any reasonable adjustments for their viva voce.

18.15.6. Be prepared to participate in the oral examination if the student and/or Convener of the Examination Committee requests.

18.16. Research Data Management

18.16.1. Ensure familiarity with the University's and funders' data management policies.
18.16.2. Encourage and support students to create a data management plan and undertake any relevant training.
18.16.3. Ensure students are aware of requirements to securely store and appropriately deposit research data generated during the course of their research.

18.17. Publications arising from research

18.17.1. Ensure familiarity with supervisor rights and responsibilities in relation to publication of the student's research.
18.17.2. Ensure students are familiar with policies regarding data management and retention and open access to research.
18.17.3. Maintain contact with the student following graduation for publication purposes.
18.17.4. Refer to the Dean of Graduate Studies or relevant Graduate School Board concerning any disagreements or delay relating to publication.

**The Graduate School**

18.18. Registration and records management

18.18.1. Ensure the student has received all relevant documentation to allow them to register.
18.18.2. Provide the student with information about registration procedures.
18.18.3. Provide students who disclose a disability with information about the University Student Disability Service and University's policy on Reasonable Adjustments and Supportive Arrangements.
18.18.4. Be familiar with funder terms and conditions regarding reasonable adjustments.
18.18.5. Update the student's record with all relevant details relating to the student's supervision, progress, registered degree, and other relevant management information.

18.19. Wellbeing

18.19.1. Graduate Schools should communicate with staff and students about resources and support available regarding health and wellbeing and embed information about health and wellbeing in relevant training or resources.
18.19.2. Graduate School should be familiar with the University's policy on Reasonable Adjustments and Supportive Arrangements.
18.19.3. Manage effective processes for absence recording and management or suspending study.

18.20. Supervision and research progress

18.20.1. Ensure that supervisors regularly update their skills through training and development.
18.20.2. Ensure student placements are organised according to the 'Research Furth of Glasgow' or other relevant policies.
18.20.3. Inform external organisations where a student is undertaking research if there is a change in their registration status where appropriate.
18.20.4. Review postgraduate students' progress reports.
18.20.5. Provide advice and guidance to students and supervisors where serious concerns arise about progress.
18.20.6. Keep a record of annual progress reports.
18.20.7. Retain appropriate records of any progress files referred to the Graduate School.

18.21. International Collaboration / Distance Learning Study (where applicable)

18.21.1. Subject proposed distance learning programmes or options to relevant programme approval processes.
18.21.2. Document any due diligence through programme approval or other approval processes to demonstrate that the quality of the student experience has been thoroughly considered.
18.21.3. Ensure that all information relevant to distance learning study options are published on webpages, recruitment materials and programme handbooks as appropriate

18.21.4. Ensure that relevant monitoring, evaluation, and reporting processes are in place to support distance learning programmes or options.
18.21.5. Direct students to relevant guidance on trusted research or export control as needed.

18.22. Training and development

18.22.1. Promote and offer the opportunity to all postgraduate research students to undertake training needs analysis and personal development planning.
18.22.2. Provide advice and information about these processes to students and staff.
18.22.3. Provide a broad range of training opportunities with specific learning outcomes to postgraduate students.
18.22.4. Offer training places to students from other Graduate Schools where appropriate.
18.22.5. Provide any required training or support to any staff who will work with distance learning students.

18.23. Submission and examination

18.23.1. Ensure relevant training and guidance on thesis writing and formatting is available.
18.23.2. Ensure procedures for submission, examination and recommendation are clear, well publicised, and accessible.
18.23.3. Ensure all forms related to the examination process are dated, signed, and retained.
18.23.4. Maintain a record of any concerns notified to the Graduate School ahead of the examination.
18.23.5. Support any processes and communications related to reasonable adjustments for viva conditions or processes in coordination with the respective School and Disability Service and maintain records of this activity.
18.23.6. Be familiar with funder terms and conditions regarding submission, examination, extensions, etc.

18.24. Publications arising from research

18.24.1. Facilitate the resolution of any disagreements or delays relating to publication.

18.25. Feedback and review

18.25.1. Ensure the existence and promotion of confidential feedback mechanisms for postgraduate research students.
18.25.2. Act and report on issues arising from feedback received.
18.25.3. Monitor and review the quality of the postgraduate research provision regularly.

**Head of School or designate**

18.26. Supervision and research progress

18.26.1. Monitor the progress of students through receipt of reports from the supervisory team.
18.26.2. Take appropriate action where progress appears to be unsatisfactory, including reviewing supervisory arrangements where necessary.
18.26.3. Report annually to the Graduate School Board on the progress of all students.
18.26.4. In consultation with the primary supervisor recommend whether the student should be re-admitted for the following session.
18.26.5. Ensure the Graduate School is notified of supervisor absences of longer than one month and the arrangements made to cover this.

18.27. International Collaboration / Distance Learning Study (where applicable)

18.27.1. Ensure that all information relevant to distance learning study options are published on webpages, recruitment materials and programme handbooks as appropriate.
18.27.2. Ensure that relevant monitoring, evaluation, and reporting processes are in place to support distance learning programmes or options.
18.27.3. Ensure that students are advised to review material and seek support about trusted research or export control compliance to ensure that they adhere to relevant legislation.

18.28. Training and development

18.28.1. Promote the training and career development opportunities available through the Graduate

School and other parts of the University.

18.28.2. Promote training needs analysis and personal development planning.

18.28.3. Ensure promotion of training opportunities to staff and students.

18.29. Submission and examination

18.29.1. Nominate the examination panel including the Convener to the relevant Graduate School Board following advice from the supervisory team.

**Convener of the Committee of Examiners**

18.30. Submission and examination

18.30.1. Fix an examination date and time.

18.30.2. Inform the student of the date / time of the examination and the names of the examiners.

18.30.3. Ensure that the student's supervisor participates in the examination if requested to do so by the student or examiners.

18.30.4. Ensure that the oral examination is conducted in a fair manner and that any agreed reasonable adjustments or support the student requires are implemented or are in place.

18.30.5. Ensure that the examination has a reasonable duration.

18.30.6. Assist the examiners to reach a consensus.

18.30.7. Co-ordinate completion of a joint report detailing the requirements for revision or resubmission.

18.30.8. Provide the student with a list of revisions/corrections required by the examiners.

**Researcher developers**

18.31. Review and update provision regularly based on feedback from tutors and participants.

18.32. Ensure opportunities are advertised widely through induction, publications, and websites.

# 19. SOURCES OF FURTHER INFORMATION

An online version of this Code of Practice can be found on the PGR Policy, Strategy & Support webpages: https://www.gla.ac.uk/research/ourresearchenvironment/prs/ and include links to additional policies, regulations, and information.

Students should refer to the Code of Student Conduct: https://www.gla.ac.uk/myglasgow/studentconduct/

Students should make themselves aware of relevant institutional policies on the Academic Policy and Governance website, the University's research policies web page and their Graduate School and/or School web pages.

Students are advised to refer to the Generative AI for PGR Students - Checklist to assist with their research and writing up their thesis.

Externally, students may also wish to consult UK Research and Innovation or individual Research Councils for further information on funder policies UKRI – UK Research and Innovation, the UK Quality Code for Higher Education: http://www.qaa.ac.uk/quality-code and Advice and Guidance for Research Degrees (https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/research-degrees).

Students can find University policy on Reasonable Adjustments and Supportive Arrangements on the Academic Policy and Governance website.

Students are advised to make themselves aware of the Equality Advisory Support Service (EASS) (https://www.equalityadvisoryservice.com)

Students should also make themselves aware of the Bribery Act 2010

Staff supporting Disabled Students are advised to refer to the staff resource: https://www.gla.ac.uk/myglasgow/disability/staffresources/staffsupportingdisabledstudents/

Stay up to date with PGR news and access all PGR-specific information and resources through our dedicated PGR Information & Communication Hub on SharePoint: https://gla.sharepoint.com/sites/pgr

**Acknowledgements**

This Code is reviewed and updated annually by the Postgraduate Research Operations Committee and the Postgraduate Research Executive Committee with the support of the Research Planning and Strategy Committee and Research and Innovation Services.

If you have comments on this Code of Practice, or wish to suggest an amendment for future revisions, please feel free to contact us: rsio-pgr@glasgow.ac.uk

| Version number | Reason for change | Date |
|---|---|---|
| 1.1 | Released first document 2024/25 | 7 October 2024 |
| 1.2 | Minor formatting changes | 12 February 2025 |
| 2.1 | Revised version: Updates made in section 9 within Progress Reporting, Concerns with Progress and Resolving problems | 19 March 2025 |
| 3.1 | Revised version: to align with UKRI Training Grant revised Terms & Conditions 2025/26 and incorporate changes approved by PGR Executive Committee. Updates made in the following sections:<br>• Disability section within Student Records Management<br>• Training and Development<br>• Student Wellbeing<br>• Absence Policy – now a separate section<br>• Research Progress<br>• Submission and Final Examination<br>• Roles and Responsibilities at a Glance<br>• Sources of further information | 7 October 2025 |
| 3.2 | Research Integrity Advisers and Champions are now called Good Research Practice Advisers and Champions. They are part of the Good Research Practice Network. Section 15 “Research Integrity” has been updated to reflect this change. | 13 November 2025 |
| 3.3 | Revision inserted in Section 5. Supervision, clause 5.2.4.1 relating to a policy adopted within MVLS permitting NHS Clinical Staff with honorary staff positions to apply as primary supervisors where appropriate and agreed under this process. | 26 November 2025 |
| 4.1 | 2026-27 PGR Code of Practice released with the following changes:<br>• Section 1 has been updated to include The Code of Student Conduct and The Code of Expected Behaviour in the list of other relevant university policies<br>• The Code of Expected Behaviour is also included in section 5 within the “ Responsibilities of the supervisory team”<br>• Section 5 has been updated to further specify the criteria for the supervisory role and to clarify the definition of ‘academic staff’ and add clarity about other staff groups who can supervise.<br>• Revisions have been made to Section 5 and 6 to remove outdated text and add current information about training and development for supervisors and students.<br>• Section 8 has been updated to clarify the total length of absences for international students/ student visa holders. This is to allow the University to meet the specific section of the UKVI Sponsor Guidance.<br>• Sub-section “Annual leave” within section 8 has been updated to reiterate that taking annual leave does not the change a student’s programme end date.<br>• Sub-section “Additional leave” within section 8 has been elaborated to include short-term flexibility and signpost to the relevant guidance.<br>• The title of section 11 has been updated to “Preparing the Thesis” and is revised to provide detailed guidance about thesis structure, formats and generative AI.<br>• A new section 12 has been added which covers Submission and Final Examination.<br>• A link to the resource for Staff supporting Disabled Students is included in the Sources of Further Information. | 05 October 2026 |