Senate Handbook

Managing Research Students

This Handbook (version 4.3) applies fully to all research students, with the following exceptions:

- **A Data Management Plan must be completed for students registering after 1st October 2016 but should also be applied to other students if deemed appropriate, based on their registration length/project stage.**
- **The review process applies to all students, notwithstanding that;**
  - Students in SWEE and SATM who registered for their award prior to March 2018 may request to use the previous review system as detailed in version 3.2 of this Handbook through an application to the DoR.
  - Students in SoM who registered for their degree before July 2017 will continue to use the previous review system as detailed in version 3.2 of this Handbook. The new process does not apply to the DBA.
  - Students in CDS who registered for their degree before June 2018 will continue to use the previous review system as detailed in version 3.2 of this Handbook.

Senate's Research Committee reserves the right to apply an earlier version of the Handbook (in place during the student's registration period) to individual students after due consideration of any negative impact the implementation of the new Handbook might cause.

This Handbook supplements Regulations governed by Senate.

It includes policies, advice and/or guidance that all staff are expected to follow in the proper conduct of University business.

Contents

<u>Changes to this document since version 4.2.1(April 2024)</u>

- Change of reference from School to Faculty (throughout)
- Addition of statement on staff responsibilities (Introduction)
- Addition of statement defining working days (Introduction)
- Addition of statement on health and safety (2)
- Revised wording on changes to supervision team (2)
- Revised wording added on working hours (4)
- Clarification of process for sign off of review outcomes (5.3)
- Guidance added around self-certification for sickness (6.6)
- Guidance added on thesis word counts (12.1)
- Clarification added that students will fail their award if they do not submit corrections (13.4)
- Guidance added around self-certification for sickness (9.6)
- Note added that persons holding RTS cannot act as sponsors or nominees for other recognised teachers (16.2)
- Addition of Mutual Expectations Framework (Appendix B)
- Revised guidance on additional work for students (Appendix P)
- Revised guidance on PhD by Portfolio route (Appendix Q)

1 Introduction

This Handbook is designed to support supervisors of research students and other staff in their interactions, their day-to-day management, their programmes of supervised research, and their learning support and assessment. A separate Handbook is published for students, the Research Students' Handbook.

The purpose of this Handbook is to outline to staff the general expectations and procedures that they are required to adhere to in the management of research students and their ongoing development. These procedures have been approved by Senate's Research Committee and the Pro-Vice-Chancellor (Research and Innovation) on behalf of Senate and reflect both University Laws and national guidance and expectations set by the Quality Assurance Agency. As part of its role in ensuring robust course management, Senate expects all staff to follow the Handbook in all respects.

This Handbook applies to a range of awards arising from programmes of supervised research. These include:

- Master by Research MSc by Res
- Master of Philosophy MPhil
- Doctor of Business Administration DBA
- Doctor of Engineering EngD
- Doctor of Philosophy PhD

Students undertaking taught modules as part of their research degree are managed, for those taught modules, under the Senate Handbook: Assessment Rules (Taught Courses).

Appendix A outlines the general standards and definitions of a successful programme of supervised research leading to the award of the above degrees.

The MSc by Research and MPhil awards are sometimes designated as lower exit awards for students initially registered for a doctoral award. This "transfer" may either be the result of changing circumstances for the student, or the result of a lower level of academic achievement. In both cases, however, students who qualify for the Masters award must meet the characteristics and general standards of that level of degree, as outlined in Appendix A.

All programmes of supervised research associated with any of the degrees above are sponsored by a Faculty and approved by it on behalf of Senate. Where supervision is provided by more than one Faculty, one Faculty takes the lead in managing the student and the programme of supervised research. In addition, the programmes of supervised research associated with DBA and EngD awards may include structured elements of taught provision: the curricula of such elements are approved by the relevant Director of Research and conforms to any principles outlined by Senate or its Research Committee.

An alternative PhD route is offered to students working in industry who have obtained a significant body of research data which could be used towards a PhD. Appendix Q sets out the processes to be followed for such a route.

The University also offers a Doctor of Science (DSc) and a PhD through the submission of a portfolio of published works. Readers are asked to review University Regulations 71 and 72 (available on the Intranet) respectively for the conditions for the submission and assessment of work for these routes: this Handbook does not apply to persons wishing to submit an application for these awards.

Throughout this Handbook timescales are referred to as measured in working days. Working days do not include any weekend days or days where the University is closed (public bank holidays or published University closure days).

This Handbook assigns responsibilities for various processes and decisions to particular postholders in the University. Where required for the operation of the University, specific responsibilities may be given to other members of the University by agreement between the relevant University Officers, such arrangements to be recorded by the Secretary to Senate until such time as the Handbook is updated.

PART A MANAGEMENT OF RESEARCH STUDENTS

2 Academic Support for Students

Once approved by the Faculty, the day-to-day management of a research student and their programme of supervised research is the responsibility of a “supervisory team” appointed by the Head of Faculty (or by somebody on their behalf). (Where more than one Faculty contribute to a programme of supervised research, one of the Faculties is identified to take the lead in appointing appropriate staff, normally the Faculty which the Primary Supervisor is a member of).

The academic roles that are in place to support the student in their self-directed learning include:
(a) a **Supervisory Team** (including two or more academic supervisors, one of whom is appointed as the Primary Supervisor[1]); and
(b) a **Progress Review Team**; and
(c) **a Pastoral Advisor**.

The members of each Team, and their roles, are outlined in this Section. Together, these people are responsible for ensuring that the student is appropriately supported in their research and is making adequate academic progress, reporting at need to the relevant Director of Research if any concerns are identified.

For all of these roles, the Head of Faculty may assign these responsibilities and duties between different people and/or assign additional responsibilities and duties to the roles as they deem appropriate for the proper management of the programme of supervised research, and takes account of changes of personnel over time.

2.1 The Supervisory Team

The Supervisory Team includes:

(a) a Primary Supervisor;
(b) one or more Associate Supervisors[2];
(c) where appropriate, a Helper and/or an Industrial Adviser and/or an External Mentor.

2.1.1 Primary and Associate Supervisors

Senate outlines criteria for the appointment of Supervisors and their responsibilities.[3] The primary responsibilities for a Supervisor include:

(a) maintaining the quality of the academic supervision for the student and their research;
(b) ensuring that the research facilities and supervision are appropriate for the conduct of any research by the student;
(c) producing any formal review documentation in line with University procedures and timelines;

[1] May be referred to as Lead Supervisor.
[2] May be referred to as Co-supervisor.
[3] See the Handbook on Positions of Responsibility in Learning, Teaching and Assessment.

(d) ensuring that the student is progressing through their research programme, within University and Faculty-level regulations and policies, review and assessment arrangements, and expectations of appropriate levels of student learning support, information and guidance (normally all articulated in a Faculty-level Research Student Handbook);
(e) attending relevant Faculty committees as required;
(f) ensuring that good communications with all parties are maintained (any concerns should be raised with the relevant Director of Research); and
(g) reporting to the relevant Director of Research, or Senate's Research Committee as required.

In addition, supervisors are also responsible for their students' health and safety and research activities, and should be aware of the University's health and safety policy, procedures and general health and safety arrangements. Good health and safety standards are achieved through an effective health and safety induction delivered by supervisors, where students will be informed of and made aware of the fundamental health & safety requirements at the beginning of their study, and supplemented as appropriate during their studies.

Directors of Research (under delegated authority from the Head of Faculty always appoint at least two Supervisors, one of whom will be designated as the Primary Supervisor, and assume ultimate responsibility for the duties of Supervisors as outlined above. In all cases, the role(s) of the Associate Supervisor(s) are clearly outlined to the student: these may include:

a) being a Supervisor of equal experience, but with complementary or alternative research knowledge or expertise (a "co-supervisor"); and/or
b) bringing an area of research expertise to the Supervision Team required for the successful day-to-day supervision of the student and completion of the project (a "secondary supervisor"); and/or
c) supporting the Primary Supervisor, including where they are working in a similar area but are either relatively inexperienced and/or would benefit from being a member of the Supervision Team (a "supporting supervisor").

All Supervisors are either members of academic staff or Recognised Teachers (see section 2.1.3). It is generally expected that all Supervisors will hold an academic qualification at or above the level of the students they are supervising, and a requirement that at least one Supervisor (usually the primary supervisor) meets this condition. (Exceptions may include, but not be limited to, appointed Supervisors who have substantial research experience in business or industry, but do not have a formal academic qualification.) The Primary Supervisor **must** be a member of academic staff in the same Faculty to which the Research student is registered. Associate Supervisor(s) may be appointed from a different Faculty to the lead Faculty by mutual agreement between the two Faculties, or alternatively the Associate Supervisor may be external to the University in the event that the University does not have the capacity of expertise to provide faculty to this role (see section 2.1.2). The Primary Supervisor should be usually based at the same site as the student, however where this is not the case at least one Associate Supervisor should be based at the same site as the student.

In all cases, one of the appointed Supervisors should have managed at least one research student at the appropriate degree level through to satisfactory completion. At least one of the appointed Supervisors must have prior experience of Cranfield procedures for the management of research students. All Supervisors (whether internal or external) are expected to attend internal training on supervising research students, including attending refresher courses every four years.

Wherever possible, all Supervisor appointments are confirmed prior to the registration of the research student or, in all circumstances, within one month of the date of registration. At least one Supervisor must be confirmed at the point of an offer being made to an applicant. On appointment, the "FTE load" of the research student shall be clearly outlined, and may include equal workload allocations between Supervisors. A clear statement of the roles of all Supervisors should be provided to the student upon registration (and again if and when supervisory appointments change during or after the registration period).[4]

Appendix B outlines a statement agreed by Senate on the general roles and responsibilities of both Supervisors and students: this should be provided to all research students by their primary Supervisor at registration.

Any changes to the Supervision Team are authorised by the relevant Director of Research: it should be noted that the University cannot guarantee that the members of a Supervision Team will remain the same through the full registration period of a research student: it may be necessary to change the Supervision Team as a result of staff personal circumstances (including retirement, resignation or promotion), changes in the focus of the research project and/or real or perceived conflicts between members of the Supervision Team and/or with the research student. Wherever possible, all changes should be discussed in advance with the research student.

Students who have issues with a member of their supervision team should, in the first instance speak to their SAS lead. Voluntary changes to a supervision team are not the norm, and will only be considered by the relevant Director of Research with good reason.

There may be reasons where a primary supervisor is absent from the University for a significant period of time and unable to supervise a student – where this is the case the University may seek a timely replacement supervisor if appropriate. Where there are periods of time where an associate supervisor is unable to supervise a student the primary supervisor will be expected to support the student sufficiently (either themselves or by facilitating other expertise as required).

Where a student is without a primary supervisor for a period of time (either temporarily or where a replacement is being sought), students should be supported by others in the School, which may include other supervisor(s), Thematic Doctoral Leads or Directors/Deputy Directors of Research. Students are advised that should they have any concerns regarding this that they should contact the SAS Research Lead in their School.

2.1.2 Supervision Cap

Research student supervision is a core academic responsibility, requiring expertise in both teaching and research. Cranfield aims to provide all of its students with high quality research supervision by assigning each research student two academic supervisors, with sufficient expertise in the research subject the student will be studying.

It is important that our research students receive sufficient supervision time to enable them to complete their studies satisfactorily and on time and in order to receive a high quality of training as well as a good student experience.

Mindful of the high and varied workloads of supervisors and research students' student experience, from January 2020 the University introduced a supervision cap, which is based on the number of students that any academic can supervise as a Primary and/or Associate. Individuals who have a high teaching load or who are heavily research active may not be able to provide the same level of support, and therefore, will not be able to supervise as many research students. This must also be considered when allocating the supervision team.

[4] Throughout the rest of this Handbook, the term "Supervisor" will normally apply to the primary Supervisor.

Student Supervision Cap Guide

1. An individual member of staff should not normally be supervising any more than 12 students (full or part-time) at any one time, of which they may supervise a maximum of 8 students in the role of Primary Supervisor.

2. If an individual is already supervising more than 12 students, they should not take on any new students until the number has been reduced either through transferring students to another supervisor or students completing their studies. Exceptional cases may be reviewed by the relevant Director of Research and should be reported to the Research and Innovation Office.

3. The relevant Director of Research will approve the number of students an individual may supervise as part of the student's supervision team based on the environment the academic is working in. If the supervisor is the Director of Research, the PVC Research and Innovation will approve the number.

4. Associate Supervisors can be appointed from other Themes and Faculties at Cranfield to help implement the guidance.

2.1.3 External supervisors

External Supervisors may be used where additional expertise is required from outside the University in order to support a student's research. **Primary supervisor must be members of academic staff of the Faculty in which the research student is based.** Associate Supervisors may be external to the University.

Additionally, external supervision may also be used when a student's Primary or Associate Supervisor has left the University but has mutually agreed with the research student, supervisory team and relevant Director of Research that they will remain a supervisor. Where the Primary Supervisor leaves the University they will move to take to role of Associate Supervisor, with the existing Associate Supervisor usually becoming the Primary Supervisor, if they are able and willing to take on this role. If the Associate Supervisor is unable to take the Primary Supervisor role then usually another internal member of faculty will take on this role.

All external supervisors must obtain Recognised Teacher Status, and must agree to supervise the research student for the duration of their programme. All external supervisors are expected to agree to supervise the research student for the duration of their programme.

It is generally expected that all supervisors, whether internal or external, must be qualified to the level of the award being studied for. Exceptions to this might be allowed where one supervisor has significant relevant experience in industry. However one supervisor must be qualified to the level being studied for.

As with internal supervisors, all external supervisors must attend the University's training on supervising research students, including refresher courses. Exceptions may be made for those external supervisors who have undertaken training at their home institution, if this training can be demonstrated to be equivalent to the Cranfield supervisor training. External supervisors must adhere to the processes and practices of Cranfield University as described in this and other relevant Handbooks.

Where an external Associate Supervisor is used the Primary Supervisor must have managed at least one research student at the appropriate degree level through to satisfactory completion and have had prior experience of Cranfield's procedures for the management of research students

External supervisors must adhere to the processes and practices of the University as described in this and other relevant Handbooks.

The relevant Director of Research (or representative) will be responsible for overseeing the use of external supervisors and ensuring that external supervisors provide appropriate support to the student. The Director of Research may be asked to report on the use of external supervisors as appropriate.

2.1.4 Technicians

Where appropriate a technician may be part of the formal supervisory team. Similar to external supervisors, technicians taking on these roles will have substantial research experience in business or industry but may not have a formal academic qualification.

In line with internal and external supervisors, technicians taking on a supervision role must obtain Recognised Teacher Status and must attend the University training on supervising research students, including refresher courses.

2.1.5 Other members of a Supervision Team

In addition to the appointment of the formal posts outlined above, the relevant Director of Research (under delegated authority of the Pro-Vice-Chancellor (School)) may allocate additional members of the University, or external advisers to provide advice, guidance and support to individual research students: these may include temporary or permanent research staff and other research students. It should, however, be made very clear to both staff allocated to the student in this way, and to the research student, that these people are not formally Supervisors and therefore do not have the regulatory responsibilities of a Supervisor appointment (and therefore do not require Recognised Teacher Status). Commonly, these may be:

i) Technical support

Technicians who are allocated to the research student to provide information and assist with understanding of background knowledge and techniques, train in the application and use of equipment, instrumentation and other facilities in the research environment.

Technicians are not directly allocated to a research student but will deliver and augment some aspects of the Supervisors responsibilities, such as providing day to day oversight of research facilities, monitoring of health, safety and quality standards of operation and ensuring compliance with University procedures and standards.

Technicians who are not directly allocated to a research student but deliver health and safety inductions, provide information and assist with understanding of background knowledge and techniques, train in the application and use of equipment, instrumentation and other facilities in the research environment.

ii) Helper

These may be research or professional staff, or more advanced research students, who are allocated to the research student to aid in their understanding and application of specific knowledge or techniques, or the use of equipment or other facilities in the research environment.

iii) Industrial Adviser

These include circumstances where the research student undertakes studies off-campus and particularly in an industrial laboratory or research facility. It is common for the host company to allocate a member of staff to oversee the activities on-site: they may also contribute specialist knowledge or skills development related to the project.

iv) Mentor

For any research student, it is considered advantageous to appoint an external person to provide a broader context to the project and to the progression of the student. Tasks and duties may be quite wide-ranging and include: information, advice and guidance on networking in the external setting, obtaining research data or resources, or access to facilities, sites, equipment or personnel.

2.2 The Progress Review Team

The Progress Review Team includes:

(a) a Progress Panel Chair;
(b) one or more Reviewers.

The members of the Progress Review Team are appointed, under delegated authority by the relevant Director of Research. The Supervisor will nominate the members of the Review Team and the SAS Research Lead will assign the Chair from a pre-agreed list. The Progress Review Panel Chair and the Reviewer/s should be independent of the student's day-to-day management. The Chair and one or more Reviewers may be appointed from a different Faculty to the lead Faculty by mutual agreement between the two Faculties.

It is generally expected that at least one of the members of the Progress Review Team will have previous experience in cognate areas of research to the project of the research student, and at least one of the Reviewers must have sufficient knowledge and experience to provide a sufficient contribution to an academic debate about the content of the student's progress.
In addition, the Progress Review Chair must be sufficiently experienced in the management of research students, demonstrated by the successful and completed supervision of at least one Cranfield student at the equivalent level (i.e. Masters or Doctoral), or, at the discretion of the relevant Director of Research and with the approval of the PVC Research and Innovation, other equivalent experience, for example obtained at another institution.

The Progress Review Team should normally be appointed within three months of the student's registration date. Any changes to the Progress Review Team are authorised by the relevant Director of Research: it should be noted that the University cannot guarantee that the members of a Progress Review Team will remain the same through the full registration period of a research student: it may be necessary to change the Progress Review Team as a result of staff personal circumstances (including retirement, resignation or promotion), changes in the focus of the research project and/or real or perceived conflicts between members of the Progress Review Team and/or with the research student. Wherever possible, all changes should be discussed in advance with the research student.

The responsibilities of a Progress Review Team include:

(a) meeting with the student at regular defined intervals to review academic progress through their research programme;
(b) recommending to the Academic Registrar whether or not the student should remain registered on their intended degree, and advising on whether the scheduled registration period remains appropriate;
(c) producing any formal review documentation in line with University procedures and timelines;
(d) attending relevant Faculty and University committees as required;
(e) reporting to the relevant Director of Research and the Academic Registrar as required.

(f) advising the student (and the University) /supervisor via the progress review form of any areas for reflection and/or specific or general training needs identified through the gradings related to academic progress.

In addition, the responsibilities of the Progress Review Panel Chair include:

(a) being up-to-date with current Senate Regulations and relevant Senate Handbooks;
(b) attending any relevant staff training events;
(c) ensuring any confidential matters raised in a progress review meeting (as prompted by the review form) are followed up and resolved with appropriate staff members.
(d) ensuring the meeting is run properly and recorded appropriately;
(e) ensuring that clear outcomes of the meeting are captured to contribute to the formal student record, including a recommendation about the student's ongoing registration and any conditions that might apply to this;
(f) completing the formal review documentation in line with Senate expectations;
(g) ensuring that any actions resulting from the meeting are carried out in a timely manner;
(h) ensuring follow up discussions take place with the supervisory team in the event of major reservations or unsatisfactory gradings.

The Progress Review Team are expected to monitor supervision levels on a periodic basis through the progress review meetings, primarily through ensuring supervisor meeting records are provided and are in line with expectations outlined within Appendix B. The members of the Progress Review Team should make themselves available to the research student if they wish to raise confidential concerns about the conduct of the Supervisor(s) or their ability to provide appropriate academic support.

Under no circumstances are members of the Progress Review Team able to act in a supervisory capacity or as Examiners for the research student: this should be borne in mind when appointments are being considered, with appropriate subject-specialist staff "reserved" for the Examiner appointments.

2.3 Pastoral Adviser

The relevant Director of Research (under delegated authority of the Head of Faculty) appoints one or more persons to fulfil the role of Pastoral Adviser. Pastoral support and advice is primarily sought on matters not directly related to the programme of supervised research (e.g. academic matters such as progress review, quality of supervision or access to appropriate facilities, health, finance and pastoral matters).

Pastoral support is usually provided to all research students through the relevant Student and Academic Support (SAS) Lead in each Faculty. The SAS Lead should be the first point of contact for research students raising concerns. The SAS Lead will then determine the most appropriate individual or Professional Service Unit to deal with the matter which may include support from Student Wellbeing and Disability Support and the Cranfield Student's Association.

If concerns are raised regarding academic matters, the Thematic Doctoral Community Leads in each Faculty are usually the designated Pastoral Advisers. The SAS Lead may request the research student consult in confidence with any of the TDC leads if they have any concerns about the quality of their supervision, the conduct of a meeting with the Progress Review Team, or of the quality of the facilities provided to support their programme of research. Where a Pastoral Adviser is part of a research students' Supervisory Team or Progress Review Team, a TDC lead from outside of their research theme will be approached.

The Pastoral Adviser may, in consultation with the research student, raise concerns with the relevant Director of Research, Assistant Registrars in the Faculty, Director of Theme, Head of

Faculty or Student Wellbeing and Disability Support (studentsupport@cranfield.ac.uk), as appropriate.

2.4 Changes to the supervisory team

Research students must have at least two supervisors appointed, and ideally the appointed supervisors will supervise a student throughout their research degree to completion. However, should circumstances arise whereby a change of supervisor is necessary the following process should be followed.

If a research student's supervisor is, for whatever reason, no longer able to act as a supervisor, the remaining supervisor[5] will take over the responsibility of ensuring that the new supervisor has all the relevant paperwork, and that the checklist in Appendix M of this Handbook (and available on the intranet) is completed by following the process set out below. However, the relevant Director of Research may lead on the handover process if deemed necessary.

[5] If a change in supervision team is required as a result of the student moving into a different area of discipline/School, the current Primary Supervisor should manage the changeover process described. This should be carried out using the transfer of registration form.

3 Responsibilities of Supervisors

With specific reference to the management of students, Supervisors are responsible for overseeing the day-to-day academic progress of students on the programme of supervised research.[6] In practice, this includes:

- agreeing with any applicant the length of period of study (taking into account Faculty norms and expectations);
- ensuring on initial registration that the student has all the information they need in order to begin their research, and that they understand the environment in which they will be studying, and any risks that may need to be managed;
- ensuring that the student is informed about any limitations relating to their study/research, including, for example: access to facilities; standard procedures to be followed; University expectations for the proper conduct of research (including ethical approval via the Cranfield University Research Ethics System);
- monitoring their academic progress (in accordance with agreed timetables and targets) and addressing any causes of concern relating to underperformance;
- ensuring students receive appropriate feedback on their work (in accordance with agreed meeting plans and schedules);
- ensuring students are meeting the requirements of the University Academic Engagement policy (see Appendix G);
- ensuring students are aware of their responsibilities when working offsite (see Appendix I) or from home (see Appendix L);
- managing requests for:
  - additional learning support, in consultation with a Learning Support Officer;
  - adjustments to the pattern of study (including changes of mode (PT/FT) and changes to the research topic);
  - adjustments to the overall period of study (including interruptions of study: suspensions or extensions);
- ensuring, when the student is nearing completion:
  - they are aware of the academic standards required (including the expected thesis structure – see Appendix F);
  - they have all necessary ethical approval documentation which will be required as part of thesis hand-in;
  - they are briefed appropriately on how to prepare and submit formally their thesis for assessment;
  - appropriate examiners have been identified and recommended to the relevant Director of Research;
- ensuring, where further work is required by the examiners, that students are provided with sufficient information and support to complete that work for re-assessment.

These duties, and associated responsibilities of the student, are outlined in Appendix B, the Mutual Expectations Framework, which is designed to enable a positive and constructive supervisor and research student working partnership, and which should be discussed as part of the supervisory agreement.

The levels of supervision are monitored on a periodic basis (usually annually) by the Progress Review Team.

In order to fulfil the above duties effectively, the Supervisors will need to:

- maintain an awareness of the support services of the University (including Information Services, Campus Services, learning support officers, and student counselling, welfare

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[6] The Primary Supervisor retains responsibility for ensuring that all of the collective responsibilities are being carried out. They will pay due heed to the responsibilities delegated to other Supervisors (or other staff) to carry out on their behalf.

services) in order to be able to direct students to use these services as and when appropriate;
- maintain a good knowledge of the range of courses and other opportunities offered through the Doctoral Training Centre(s), the Centre for Andragogy and Academic Skills, and Learning and Development, in order to support students in their personal and professional development.

Supervisors are often the closest staff members to a student, and may during regular interactions over a number of years become aware of changes in a student's mental health or wellbeing. Appendix K provides information for staff to follow in the event that they are worried about a student.

4 Induction of students

The Supervisors are responsible for ensuring that students are aware both of their responsibilities, the requirement of self-directed learning and of the learning facilities and opportunities that are available.

Induction should cover:

- responsibilities of Supervisors and of students (see Appendix B);
- an articulation of the format and frequency of meetings that will take place to discuss academic progress and additionally what availability the Supervisors will provide outside of these times;
- Faculty orientation, including the immediate research environment and general Faculty facilities, and associated health and safety information;
- Students' responsibilities in relation to the University's Student Academic Engagement Policy (see appendix G);
- Students' responsibilities in relation to off-site working (see Appendix I);
- other learning support that is available;
- an explanation of the Cranfield ethics policy and details of how to apply for ethical approval for the students' research projects;
- Additional work outside of a students' study (Appendix P); and
- Research Students' Annual Leave as set out in section 6.5 of this Handbook;
- Expectations around time spent on studying:

  Full-time research students are expected to study at least 37 hours per week on their research programme (pro-rata for part-time students). This does not include paid work. Study periods might on occasion fall outside core working hours (8.30 – 17.30). When studying outside of core hours where tasks involve the use of laboratory facilities, this should be discussed and approved in advance with your supervisors (and where appropriate laboratory technicians). Students should familiarise themselves with the University's lone working guidance and the risk assessment should be reviewed for study outside core hours. Where students are required/need to work longer hours on their research, these should be exceptions and not the norm.

Doctoral students should also be directed to the PhD student timeline, which is an interactive guide through all the stages of a typical 3-year PhD. The timeline can be found on the intranet.

Appendix C provides a detailed checklist of areas that should be covered at induction.

Research students normally register on one of three set intake dates throughout the academic year. The intake dates normally fall within the months of;

- October (*actual registration day can often be late September*)
- February
- June

A Global induction is provided for all research students for each of the three set intake dates. In addition specific induction events will be arranged within each Faculty, and at Theme level through the Cranfield Doctoral Communities and Network. These induction events are intended to compliment the induction that should be covered by the Supervisory Team as outlined above.

In exceptional cases (approved by Directors of Research at point of offer) students are allowed to register outside of the set intake dates. Where this is the case Supervisors should pay particular attention to aspects of induction a student may have missed by not attending the Faculty/theme level events, such as talks by service departments. Students who register outside of the set intake dates will be invited to attend the next University induction day.

5 Monitoring academic progress

5.1 The importance of good monitoring systems and records

Keeping good records of interaction with research students is an essential part of ensuring that they will progress well and complete on time. It demonstrates a commitment to good learning support for all students.

There are a number of other reasons, however, why good record-keeping and regular meetings are essential:

(a) It serves as a useful check that there is a clear understanding of immediate goals and requirements.

(b) almost all complaints and appeals made by research students include an allegation that they have received poor or inadequate supervision.

This perception may result from either different expectations on the levels of support they would receive, or a misunderstanding of the tasks and timelines outlined to them by their Supervisors. In both cases, Supervisors are able to refute or defend such allegations more easily if they can provide evidence of regular meetings held with students and/or clear plans agreed with them.

(c) the University is required by the UK Home Office (Visas and Immigration) (UKVI) to monitor student “attendance and engagement” (refer to Appendix G).

In order for Cranfield to retain its ability to recruit international students, we are expected to provide auditable assurance that our students are progressing towards their intended award. The general expectation from the UKVI is that there are regular touchpoints with research students which are recorded, and that sustained absences or inactivity are reported.

(d) you can’t predict the unexpected.

The University is expected to support a research student throughout their registration: for part-time PhD students, this can be up to six years. Inevitably, there will be changes to the supervisory team for some students, and good records facilitate a handover to new Supervisors, where this is necessary.

Senate outlines that all research students should be subject to a formal annual progress review, which is supplemented by informal meetings between students and Supervisors to a pattern agreed between them at the commencement of studies. Supervisory meeting notes will be required to be submitted to the Progress Review Team as part of the pre-review submission.

5.2 Day-to-day monitoring and regular meetings

Programmes of supervised research do not fit a standard pattern or timetable. The nature and stage of the research, the supervision arrangements and the aptitude and experience of the student all affect what represents a reasonable frequency of progress meetings between all Supervisors and the research student. There are no specific guidelines that Supervisors are expected to follow, but it is generally expected this will involve a face-to-face meeting (including through remote means) to engage in a dialogue about research progress and any impediments that students are facing **at least once every four weeks** for a full-time student in line with the responsibilities outlined in Appendix B.

Arrangements for part-time students should be agreed clearly with them in advance and will depend on the pace of the research and associated studies. Meetings should, however take place **at least once every 8 weeks**.

The University has a Student Academic Engagement Policy, which all students are expected to adhere to (see appendix G).

At registration, Supervisors should initiate discussions with the student about the frequency of meetings and how these will be conducted (e.g. face-to-face or email, whether written reports from the student are required at the meeting or in advance, who else will be involved etc.). It should also be established clearly who instigates or arranges the meetings, where they will take place, and who should be present. Supervisors are also expected to outline how research students should contact them outside of these meetings, and general expectations about availability. Particular consideration will need to be given to research students studying part-time or based predominantly off-campus, with appropriate adjustments being made to ensure an appropriate and supportive environment.

Supervisors are strongly advised to outline these details in writing (e.g. in an email of confirmation) and to review the frequency of meetings regularly in the light of actual progress. Students (or supervisors) are not permitted to make any recording (audio or video) of meetings without the express permission of all involved.

Students are required to complete a monthly meeting minutes record using a template which will be sent by the SAS Research Lead by email. If students meet with their supervisors more than once a month, they should summarise all of their discussions into one template for submission.

It is recommended that these regular meetings cover:

- agreed progress made on objectives or targets set at the last meeting;
- agreed actions towards current or future objectives or targets;
- any key feedback provided to the student from the Supervisor;
- any concerns over the impact on agreed deadlines and/or milestones;
- points where the Supervisor and student have agreed to disagree;
- any health and safety concerns
- any training or development needs
- date of next regular meeting.

Supervisors should be aware that their research students will expect them to:

- attend any scheduled meetings (or, if they are cancelled, make themselves available as soon as possible for a re-scheduled meeting);
- give constructive feedback, that is supported by evidence;
- be knowledgeable in the subject area or, where they are not, demonstrate that they are supported by staff who are;
- be friendly, supportive and interested in them as people.

Care should be taken to remind students of the nature of research studies, with an emphasis on self-directed learning. Supervisors, however, should bear in mind that they are often the only person who may be aware of anything going amiss with the student or their studies, and are often alleged (retrospectively) not to have provided appropriate support or direction to the full range of services open to the student, when they were aware of their personal circumstances.

For these reasons, Supervisors are advised to record outcomes associated with individual meetings, either in a formal log kept by the student, individual student files, or emails of confirmation. Such records should include targets met and any short- to medium-term tasks, objectives or targets, which can then be reviewed at subsequent meetings. These records will be submitted to the

Progress Review Panel at least 5 working days prior to each progress review meeting along with other required documentation.

The establishment of these timetables and the records of individual meetings and short-term objectives or targets form an important record of student support and progress to meet the requirements outlined in Section 5.1 above.

Individual Faculties may provide supplementary guidance or procedures to ensure a consistent approach across the Faculty. Supervisors should check with the relevant Director of Research or the relevant SAS Lead about local procedures to which they should adhere.

Sections 6 and 7 of this Handbook outline various circumstances where there is not satisfactory progress: guidance on managing planned or unplanned interruptions of study are included there.

5.3 Progress review meetings

5.3.1 Matters to be covered in progress reviews

To ensure that adequate academic progress is being made, each research student is expected to have formal progress meetings throughout their registration. Three different types of progress review meetings have been outlined by Senate:

Review	**Timing of review for all students regardless of mode of study**	**Primary purpose***
Initial	Not later than **4** months post-registration	To review induction and monitor plans for research methods training
Regular	Between **9 and 12** months post-registration Then, for each subsequent year: Not later than the anniversary date of their initial registration;	To review academic progress (including the implications of any break in research/study) and recommend either continuing research/study for the intended award or transfer to a lower award.
Final	Not earlier than **6** months (no later than 2 months) prior to their expected end date of registration	To assess readiness for submission

***Faculties may include other criteria and purposes in any review in line with reviewing academic progress**

Progress Review Team members are expected to attend these formal review meetings with the student (either face-to-face or through remote means if necessary) and should be formally recorded through completion of the university progress review forms. Meetings should be arranged at a time to ensure all members of the Progress Review Team and the student are present.

Where one member of the Progress Review Team is unexpectedly unable to attend the meeting should be re-arranged as soon as practicable.

Students must submit all regular and final review paperwork to your SAS Research Lead by the deadline provided to them (usually at least 5 working days prior to the review). This must include copies of the minutes of the monthly meetings with their supervisors. Failure to do so will result in the student being awarded an automatic ‘Major Reservations’ grading and an ‘Additional review’ will then be scheduled. Should the student fail to submit the review paperwork for that additional review by the deadline provided to them (usually at least 5 working days prior to the additional review), they will be automatically awarded an Unsatisfactory grading. In such instances the SAS Lead and Supervisor should make contact with the student to check on their welfare.

For initial reviews, students must submit the paperwork required to their SAS Research Lead by the deadline provided to them. Failure to do so may result in an R grade being applied as a penalty.

Where a student does not attend a scheduled meeting without giving notice and a reason, the Progress Review Team will document the absence and a 'Major Reservations' outcome will be given, and therefore the 'Additional review' process will then commence.

Students are not permitted to make a recording of any of their review meetings (or their viva). Review meetings should only be recorded through the official minutes.

It is not usual for students to have observers present at Progress Review meetings, and may do so only with the prior consent of the Panel Chair. Any observer in a Progress Review may not contribute to the discussion, or make representation on the student's behalf.

5.3.1.1 Initial review

The initial review must be completed between the supervisor(s) and the student within 4 months of the official start date. Its primary purposes are to review whether the student has received a proper induction (see Section 4 and Appendix C) and that plans are in place for their research project and any associated training or development.

The following topics should be covered in the initial review form, with the contents agreed between both the Supervisor(s) and the research student prior to submission:

- Approval of project title or research question (or a similar brief description of the programme of supervised research);
- An outline plan for the whole of the agreed period of registration (taking into account availability of facilities, location of study and mode of study);
- The likely availability of suitable resources for the foreseeable future, and contingency plans where appropriate;
- A risk assessment of the project (for both the research activity and outcomes and the likelihood of these being delivered);
- A health and safety assessment and an ethical review of the research;
- A statement of current training and development needs (including taught modules)
- Whether an appropriate induction has been provided and completed;
- Whether there are any personal circumstances that may affect or impede future studies, and any actions that can be taken to support the student. The student may wish to raise these separately with the Assistant Registrar in their Faculty and is free to do so without documenting this on the review paperwork.
- That a data management plan for the project is required before data collection; highlight data management training needs.

Once completed the initial review form will be sent to the Assistant Registrar in the student's Faculty, who will note where any issues have been raised in the initial review and pass these to the relevant Director of Research within the Faculty for any necessary action.

5.3.1.2 Regular reviews

Subsequent to the initial review, all research students (regardless of mode of study) undertake a review between 9 and 12 months post-registration; and then for every subsequent year regular reviews should be held no later than the anniversary date of the student's initial registration. This takes place irrespective of any periods of interruptions of study (see Section 5.3.2 for more details). The primary purpose of the regular reviews is to evaluate the research student's academic progress (including the implications of any interruption in research/study). As part of the process, the Progress Review Team should make a formal recommendation of whether the student should continue as planned (and assessment of the risk of future progress – see Section 5.3.3) or otherwise transfer to a lower award. The Progress Review Team should also schedule a guide date for the next regular review, dependent on the overall grading given to the student.

The following topics should be covered by a Progress Review Team as part of the formal meeting:

- Review of the project title or research question (or a similar brief description of the programme of supervised research), and discussion if this has changed since the last review;
- A review of whether the student is making academic progress, through the grading of the student review form and presentation, against set criteria. The panel will also review the submission of appropriate work, as specified on the progress review form;
- A review of the following, based on information provided by the supervisor/student at least 5 working days prior to the review, as prompted on the review form;
    - whether University (and other) resources have been sufficient to enable the student to conduct their research/studies within the previously-agreed plan;
    - The continuing availability (or otherwise) of suitable resources for the foreseeable future, and contingency plans where appropriate;
    - An outline plan for the remainder of the agreed period of registration (taking into account availability of facilities, location of study and mode of study), and whether a recommendation for an extension of registration should be supported;
    - That there is a risk assessment in place for the project (for both the research activity and outcomes and the likelihood of these being delivered);
    - The documentation related to the student's current and future training and development needs;
    - That a data management plan has been completed for the project;
- Whether there are any personal circumstances that may affect or impede future studies, and any actions that can be taken to support the student.

The outcomes of the meeting will be shared with the research student at the end of the meeting and the student will be asked to sign the review form. The supervisors will then be sent the review form following the meeting and the supervisor(s) will have 10 working days to respond, with either a signature confirming they are satisfied with the outcome of the review or queries directed to the Progress Review Chair.

Should the outcome of the review be Major Reservations or Unsatisfactory the Progress Review Panel must meet with the student and supervisor to discuss their concerns and proposed actions.

The research student will be expected to submit a completed 'Research Student Progress Review Student Report' 5 working days prior to their review (submitted to their Research SAS Lead). The specified form on which this must be completed covers key areas for which the student must supply information to demonstrate academic progress within a specified word limit. The student should support the content of the report with minutes of meetings with their supervisor, and any of the optional supplementary information (see tick boxes on 'Research Student Progress Review Student Report).

In addition to the report, the student is expected to give a presentation of no longer than 10 minutes, using the PowerPoint template provided for research student reviews.[7]

5.3.1.3 Final review

Within 6 months of the expected end date of registration (and therefore date for the submission of the thesis), a final review should be undertaken by the Progress Review Team. Its primary purpose is to assess whether the research student will complete on time (or at most within three months of

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[7] The report and presentation requirement is applicable to all reviews apart from the Initial Review.

the projected end date). As part of the process, the Progress Review Team should make a formal recommendation as to whether the student should continue as planned (with an assessment of the risk of the thesis not being submitted on time – see Section 5.3.3) or otherwise transfer to a lower award. If serious concerns are identified, the Progress Review Team may choose to schedule a second Final Review.

All topics listed in section 5.3.1.2 are also applicable to the final review, however the additional matters should also be considered;

- Final confirmation of the thesis title and format of the thesis (Appendix F);
- A clear recommendation of whether the student should proceed to thesis submission.

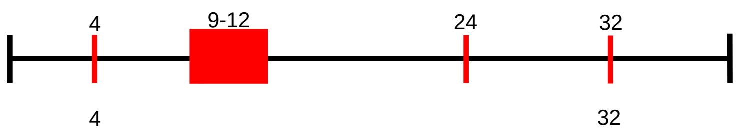
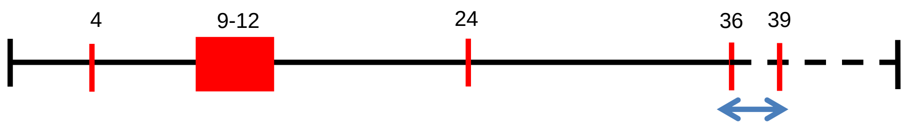
The scheduling of this meeting should also prompt the Supervisor(s) to confirm the thesis title, consider whether any restrictions to access need to be applied to the thesis and begin the process for appointing examiners (see Part B of this Handbook.)

5.3.2 Scheduling of reviews

Every student[8] (irrespective of pattern of study) has an initial progress review within 4 months of registration and subsequent progress reviews at least annually, with projected outputs set at each meeting for the next annual review (*cf* a PDR-type process).

Scheduled reviews will be adjusted to take account of periods of suspension. The review date should be adjusted in line with the period of suspension, therefore is a student suspends for a period of 6 months, for example, their review would also move by 6 months meaning that the student is in the same position upon their return to studies and the review schedule remains appropriately spaced.

The table illustrates how the scheduling of progress reviews will work in practice:

	Standard review pattern for a FT MSc by Research student (in months) *Exact timings at Faculty discretion, providing two reviews take place*
	Standard review pattern for a FT PhD student (in months) (Periods of suspension will pause the standard timeline, with the student resuming at the same point on their return)
	3 month extension *Scheduled and final progress review "combined".*
	9 month extension *Scheduled and final progress review "combined" or close together.*

[8] Exceptions may be applicable to students on CDTs that have cross-institution review arrangements and for the DBA qualification

5.3.3 Formal review outcomes and their implications for students

For each review, an overall judgement should be made against the general and academic progress of the student based on 9 categories. This judgement includes:

- an indication of academic progress, in both quantity and quality of any research and subsequent analysis; and
- an assessment of the likelihood of the student completing their programme of supervised research within the agreed registration period.

The progress review outcome is not a formal independent assessment of the student's work and it should be made clear to students that any outcome is not an assurance that the examiners will or will not award a degree. The reviews are an assessment at a set point in a student's registration of their academic progress based on information provided and presented in the review. It is independent from the day-to-day supervision of a student and the supervisory responsibilities. A student's Viva examination and outcome is separate to the assessments provided in any review. The review process should, however allow students and supervisors to gain an indication of their progress and any concerns the panel may think the student, with the support of their supervisor, needs to address.

The assessment should take into consideration each of the 9 progress categories, as detailed below, as well as:

- Student aptitude or commitment to studies;
- Prolonged illness or other extensive personal circumstances;
- Unexpected results, or major flaws in the original research question;
- Changes in Supervisors or other staff in the Supervision Team;
- Access (or lack of access) to appropriate facilities, equipment or other resources.

Each of the 9 progress categories are graded using the Qualitative Grading Criteria overleaf, with the gradings giving a final overall grade for the review.

A student can only be awarded an overall Satisfactory grade if they achieve Satisfactory grades for each of the individual progress categories. Progress Review Panels may, however award an R, MR or U grade if they feel this is appropriate regardless of the spread of grades for the individual progress categories.

At the end of a review, the panel and student should agree and sign off the outcome. This will then be sent to the student's Supervisor for any comments. Supervisors cannot change the outcome of a review, but may add some context or thoughts for the review panel chair to consider. 10 working days after the outcome is sent to the Supervisor the below checking of the outcome will take place.

Reviews with a result of Satisfactory (S) are checked by the SAS Research Lead. Reviews with a result of Reservations (R) are also checked by the SAS Research Lead, to ensure that the overall grade is consistent with the Review Panel's comments and for any administrative actions. Reservations (R) graded reviews should then be forward on to the relevant Deputy Director of Research and escalated to the relevant Director of Research if required. Major Reservations (MR) or Unsatisfactory (U) outcomes should be reviewed by the relevant Deputy Director of Research or relevant Director of Research to check for any inconsistencies and resolve these with the review panel directly.

5.3.4 Additional Reviews

Additional Reviews are held where a student has been awarded a Major Reservations or Unsatisfactory outcome from a review. Additional Reviews are held no more than 6 months after the previous review, and focus solely on the areas of concern raised at the last review (those progress categories given an individual Major Reservations or Unsatisfactory outcome as detailed in the Qualitative Grading Criteria).

A student who is required to undergo an additional review as a result of having received an outcome of Major Reservations or Unsatisfactory (either as an outcome of a review or from missing a review or the paperwork submission deadline) can only then receive a Satisfactory, Reservations or Unsatisfactory overall grade.

A student who receives an Unsatisfactory grade at an additional review (following either a Major Reservations outcome (awarded for whatever reason) or an unsatisfactory outcome) will have their registration with the University terminated. If a lower award is suitable for a student it is expected that these discussions take place as early as possible, when progress begins to be of concern. However if not previously discussed, the option of a lower award should be considered at this point, prior to termination of registration.

5.3.5 Qualitative Grading Criteria

	Satisfactory (S)	**Reservations (R)**	**Major Reservations (MR)**	**Unsatisfactory (U)**
Context	The candidate can clearly articulate the background to their work, focussing on the pertinent aspects and clearly state the targeted research gap	The candidate can describe the context, clearly identifying current findings but poorly describes the research gap.	The candidate can't describe the research gap. Background presented is too general and does not cover key current learning.	The context is poorly described and not directed to the topic of research. No research gap is identified.
Aim	The overall intellectual aim of the work is clearly stated	The aim is vague but does describe a scientific contribution to knowledge	The aim is vague and not focussed towards a contribution to knowledge (more outcome focussed)	No real aim is stated
Objectives	A set of clearly defined achievable discrete objectives are stated which when combined will clearly deliver against the overall aim.	The objectives are clearly defined but do not combine to deliver the overall aim.	The objectives are poorly defined and do not combine to deliver overall aim.	The text did not provide evidence of a clear set of objectives.
Methods	The described method will clearly deliver against the stated objectives. The QA is appropriate and commensurate with the intended work.	The described methods are clear but a) they do not appear to completely meet the objectives or, b) The QA is not appropriate for the methods	The described methods a) will not deliver against the stated objectives to a level commensurate with the award, b) there is no QA	No convincing methods are described
Key Findings	Results and their analysis to date are at an academic quality and quantity commensurate with the award	Sufficient results are presented but require additional analysis to be done	Significant improvement in the quality of data/analysis is required to be at the required standard	Insufficient results/analysis presented. The candidate is not producing work at a level commensurate with the award.
Discussion	The interpretation of the results is appropriate and at a level commensurate with the award.	Some additional interpretation is required to be at the appropriate level	Substantial additional interpretation is required	There is no interpretation of the data
Contribution to Knowledge	The candidate can clearly define the contribution to knowledge and/or intellectual advancement	The candidate has not clearly defined the contribution to knowledge but only requires minor amendments	The candidate has not been able to describe the contribution to knowledge at an appropriate level but has some basic ideas that are appropriate	No contribution to knowledge provided or articulated.

Impact	The candidate has clearly defined the impact of their work linking the scientific discovery to the stated outcome	The candidate has clearly defined the impact of their work but has not clearly linked it to scientific discovery	The candidate could not clearly define the potential impact of the work	No impact is stated
Delivery	The written work and presentation of data is at a standard commensurate with the award	Improvement is required with respect to the written work and/or presentation of date for the thesis to be at the appropriate standard	Substantial improvement is required in the quality of the written and/or the presentation of data	The written work and/or presentation of data is at an unacceptable standard.
Overall	The candidate is on course to submit on time with a Thesis of sufficient academic quality to be examined	The candidate requires an extension to thesis submission to enable submission of a Thesis of sufficient academic quality to be examined	• An extension to registration is required to ensure sufficient research is completed to ensure a thesis of sufficient academic quality to be examined is submitted • The standard of the Thesis is insufficient to be awarded the degree/revise and represent is anticipated	The candidate is unlikely to submit a Thesis of the required standard to be awarded the degree.

The following judgements should be applied in consideration of the overall grading:

	Description	**Used when…**	**Implications**	**Further notes**
S	Satisfactory	• Progress is in line with agreed plans and timetables; <u>and</u> • The quality of the research or its presentation appears to be of the required standard; <u>and</u> • Regular meetings are being held between the Supervisors and student; <u>and</u> • The student is highly likely to submit within 3 months of their end date. **A Satisfactory Grade can only be given as an overall grade if all individual elements have been graded as satisfactory.**	• The next review should be scheduled for the appropriate time (see Section 5.3.2)	• The student is on track
R	Reservations	• There is some slippage in plans and targets; <u>and/or</u> • The quality of the research and/or its presentation requires attention; <u>and/or</u> • There is evidence that meetings between the Supervisors and the student are either not taking place or not being effective; <u>and/or</u> • There are circumstances beyond the student's control impeding progress, but which are likely to be resolved in the short term; <u>and/or</u> • The candidate may require an extension to thesis submission to enable submission of a thesis of sufficient academic quality to be examined.	• The next review should be scheduled for the appropriate time (see Section 5.3.2)	• The student is likely to be successful in achieving their intended award, providing remedial action (by the student and/or the University) are undertaken rapidly • To be used if the student is still likely to submit within 3 months or their end date

MR	Major Reservations	• The student fails to submit the required review paperwork at least 5 working days prior to the review ; <u>and/or</u> • The student fails to attend a review meeting without notice and a valid reason; <u>and/or</u> • There is significant slippage in plans and targets; <u>and/or</u> • The quality of the research and/or its presentation requires attention; <u>and/or</u> • There is evidence that meetings between the Supervisors and the student are either not taking place or not being effective; <u>and/or</u> • There are circumstances beyond the student's control impeding progress, but which are not likely to be resolved in the short term (which may include inadequate supervision); <u>and/or</u> • An extension to registration is likely to be required to ensure sufficient research is completed and/or to ensure a thesis of sufficient academic quality to be examined is submitted; <u>and/or</u> • The standard of the Thesis is insufficient to be awarded the degree/revise and represent is anticipated.	• An <u>additional</u> review should be scheduled within 6 months* to review whether any impediments to progress have been addressed; • At that time, the risks should be reviewed to allow either a S, R or U judgement to be obtained • If, at that time an overall U grade is obtained, steps should be taken to terminate the student's registration (with a lower award given if appropriate**) (see Section 5.3.4)	• The student is likely to be successful in achieving their intended award, but this will require a revised project plan • The student is unlikely to complete on time and will need an extension to registration
U	Unsatisfactory	• There is little or no evidence of academic progress; <u>and/or</u> • The quality of the research and/or its presentation requires significant attention; <u>and/or</u> • There is evidence to support the view that the student is not engaging appropriately with their Supervisor; <u>and/or</u> • Progress is not in line with agreed plans and timetables; <u>and/or</u> • Regular meetings are not being held between the Supervisors and student; <u>and/or</u> • The student is highly unlikely to submit within 3 months of their end date • The candidate is unlikely to submit a Thesis of the required standard to be awarded the degree.	• An <u>additional</u> review must be scheduled within 6 months*, along with a clear and detailed written plan outlining steps needed to demonstrate academic progress and a warning of the consequences should this plan not be met; • At that time, the risks should be reviewed to allow either a S, R or U judgement to be obtained • If, at that time a second U is obtained, steps should be taken to terminate the student's registration (with a lower award given if appropriate**) (see Section 5.3.2)	• **This category should <u>not</u> be used if there are impediments to the student outside of their control** • It is highly likely the student will not be successful in achieving their intended award

* A part-time student may be given more time for their second review, at the discretion of the Progress Review Team
** It is expected that if a lower award is suitable for a student that these discussions happen as early as possible, when progress begins to be of concern. However if not previously discussed, the option of a lower award should be considered at this point, prior to termination of registration.

Where students achieve any result other than "S", and it is clear it is not their fault that progress has been impeded, it should be made clear to them that this is the case. Where an extension to registration is looking likely, the Supervisor may need to explore solutions to the likely financial impact (including how students can afford any likely extensions to study, and the implications of any external sponsorship arrangements).

5.4 Special consideration for professional/practitioner doctorate programmes (DBA, EngD)

In addition to annual progress monitoring, students on professional/practitioner doctorate programmes are often required to demonstrate completion of elements of the structured taught programme associated with their research. Faculties may choose to align the review of successful completion of elements of the taught programme with the annual progress review towards their doctorate.

Where students have failed, or are failing to complete successfully any assessed work, this can be used as evidence of failure to make academic progress. It is important to note, however, that the award of any research degree is solely on their thesis and a successful viva.

5.5 After the initial submission of the thesis for assessment

Once the formal research and studies have been completed and the thesis submitted, a decision on the student's academic achievement will be made by the Examiners. Supervisors are, however, still responsible for ensuring that:

- students finalise their studies (including returning all University materials and ensuring facilities are handed back properly);
- learning support is provided in cases where further work is required (normally the further support of corrections to the thesis).

Again, Supervisors are strongly advised to ensure they retain records of the support provided to students for the reasons outlined in Section 5.1 above.

6 Interruptions of study: suspensions

Supervision Teams and Progress Review Teams should be aware that there are a number of reasons which may result in a student having to suspend their studies temporarily and spend time away from the University. These include:

a) A student wanting to suspend because of their personal circumstances (voluntary suspension – see Section 6.1);
b) A forced removal, with the agreement of the Academic Registrar, for a specific reason (see Section 6.2)
c) As a result of a disciplinary investigation of such a nature that it is felt appropriate or necessary to remove the student from study, either while the matter is being investigated, or as a result of the investigation (see Section 6.3).

A suspension of studies results in the period of registration (i.e. course end date) being extended automatically. No additional fees are charged for this adjustment, but attention must be given to how the student will support their living expenses on their return. While students will normally be inactive during this period, access to the University and its facilities will usually remain (but access to facilities may exceptionally be withdrawn at the discretion of the Academic Registrar): students in most cases remain able to access their CCNT account, EVE, and library and IT resources.

In any of these circumstances, the Supervisor(s) needs to balance a number of factors, including:
- the ability or competency of the student to make academic progress;
- the wellbeing of the student (which may lend itself to either continuing studies or suspending);
- the wellbeing and safety of other students and staff (i.e. the level of disruption to others with the student either continuing studies or suspending);
- whether the student is sponsored by the University on a Tier 4 visa.[9]

6.1 Voluntary suspension

Supervisors should be sympathetic to students' individual circumstances and recognise that sometimes life can change to such a degree that it is necessary to consider a temporary halt to studies. There may be a number of potential causes, including:

- illness, either physical or mental (of the student, or of close family or friends);
- financial concerns, such that the student can't afford to maintain their living expenses while studying;
- personal relationships intruding upon a student's ability to study;
- other personal circumstances (e.g. a change to a student's living arrangements).

Wherever possible, Supervisors should act to support students in continuing with their studies, and should advise them as appropriate of the support mechanisms available to all students, including the Counselling Services, Learning Support Officers, Student Wellbeing and Disability Support and the Cranfield Students' Association.

Students have been advised that, if they find themselves in a position where they believe their study is being affected, they should discuss this as soon as possible with their Supervisor and/or their Pastoral Adviser.

The University accepts that students are adults and are responsible for their own personal circumstances and their subsequent decisions, but guidance on the various possibilities that might

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9 Students on Tier 4 visas are likely to be required to return to their home country if their study is suspended.

be open to them to accommodate their personal circumstances should be provided. These are most commonly:

- Reviewing their patterns of study to see if they can be adjusted, including the possibility of transferring from full-time to part-time study (or extending the period of part-time study);
- Taking into account personal circumstances at formal reviews of the Progress Review Team;
- Discussing with the Supervisors about taking time out from active study, either through a formal period of suspension of study (where the student would normally remove him- or herself from the course for a short period of time), or through recognising that the student will make little or no academic progress for a defined period of time in which case an extension would be recommended.

Where a student agrees with the Supervisors that it is sensible and appropriate to have a suspension from study, the student should be asked to confirm this in writing to the Supervisor(s). They should also discuss with the student a defined period of suspension (for up to one year) and a "return to study plan", so that everyone is clear on what will be expected on the student's re-engagement with the University. The "return to study plan" can be reviewed at any point, and further periods of suspension of study agreed. Please note it is extremely rare for students to be allowed a suspension of study for more than three years in total.

Supervisors should then complete the necessary forms available from Education Services: requests for a suspension of study require formal approval from the Academic Registrar (or a member of their staff).

6.1.1 Concerns over personal welfare and academic progress

Occasionally, it may be the case that a Supervisor (or another concerned member of staff) believes it is appropriate to raise with the student the prospect of having to suspend their studies. Most commonly, this is due to concerns about the personal welfare of the student and the impact on their academic progression: the student is reaching a point where they are at risk of failing, and it is felt that a suspension of study may be helpful to allow them time to resolve any personal issues, in order to then focus more successfully on their study.

In such circumstances, it is important to emphasise in any communication that a suspension of study is not intended as a penalty or punishment, but an attempt to ensure that the student can undertake and complete their study in the most effective and positive way possible.

The University cannot require a student to suspend their studies if they are failing to make academic progress, but it should be stressed that if the student continues their study and the progress continues to be insufficient, steps may be taken to terminate the student's registration instead (see Section 7).

In such circumstances, it is extremely important that Supervisors (or other staff involved) retain copies of all correspondence, which may be formal letters, emails, or notes of meetings.

6.2 Forced removal: requests by the University to suspend studies

There are a number of circumstances where a request for a forced suspension of study may occur:

- lack of attendance or contact with the Supervisor (s);
- inability to attend (possibly through no fault of the student) the specified location of study for the course; or
- concerns over whether the student is a risk to the health and safety of him- or herself, or of other students or members of the University.

Please note that where a suspension is enforced on a student without their consent, the student retains a right to appeal against that decision: details of the appeals procedure are outlined in the Senate Handbook on Changes to Registration.

6.2.1 Lack of attendance or contact with the supervisory team

In these circumstances, the Academic Registrar may authorise the suspension of study of a student without their permission, if approached with such a request from the Supervision Team.

Students are expected, where they find themselves unable to engage in study effectively (e.g. illness), to inform the Supervisor(s) as soon as possible, so that they can consider how best to support any continuation of study. It is the student's responsibility to ensure the Supervisor is aware of any circumstances that are affecting their ability to study.

Where there has been no contact from a student, the Supervisor(s) (or other member of staff in the Faculty) should attempt to contact the student. Education Services can provide staff with alternative contact details over and above @cranfield.ac.uk email addresses. If no reply or contact is made, Supervisors should contact Registry: at this point, the Registry Manager (or a member of their staff) will suspend the student for a period of up to two months and, during that time, make further attempts to re-establish contact. If no contact is made at that point, the Registry Manager will take steps to terminate the registration permanently, on the grounds that the student has withdrawn from the course without giving the University formal notification.

6.2.2 Inability to attend the specified location of study or research

There are some circumstances, which may not be the student's fault, where they cannot attend the specified location of study/research for the course. (The most common examples of this are: lack of an appropriate visa to study in the UK, and lack of site security clearance for the Defence Academy site at Shrivenham). In these circumstances, Supervisors should notify the relevant Registry, the Registry Manager (or a member of their staff will discuss with them and the student the likelihood of those issues being resolved and the likely timescales. Education Services may authorise a suspension of study, with or without the student's consent, based on their ability to attend classes or sessions in the foreseeable future. If it appears likely that the student will not be able to attend on a long-term basis, the Academic Registrar (or a member of their staff) may instead choose to terminate the registration on a permanent basis.

6.2.3 Concerns over health and safety of the student or others

Cranfield University is committed fully to promoting a safe and harmonious environment.

The Academic Registrar may be required to act if they have received evidence to indicate that a student's current or potential future actions may represent a risk to the health and safety to any member of the University: this includes circumstances where the student has committed, or threatened to commit, an act of violence, damage, criminality or serious abuse, or where it is suspected or confirmed the student has a serious mental health illness (as outlined in the Student Welfare Handbook). Wherever possible, the Academic Registrar will discuss this possibility with the student and the Supervisors and explain the reasons and evidence for this decision. It must be noted, however, that the health and safety aspects will take precedence over the personal wishes of the student to continue their studies.

Such circumstances may in addition lead to a formal disciplinary investigation into the student's behaviour.

Where such a suspension of study is authorised, the Academic Register will discuss with the Supervisor(s) and the student any conditions which may apply in order for the student to return to study. This will be the result of a formal risk assessment of the potential return to study.

Where a Supervisor has concerns, they should contact the Academic Registrar directly to discuss the particular circumstances.

6.3 Forced removal: disciplinary investigations

Suspensions of study authorised by a Head of Faculty are strictly limited to those associated with a formal disciplinary investigation. Staff should refer for more detail to the Staff and Student Handbooks on Disciplinary Procedures.

Very rarely, suspensions may apply to a student if they have been alleged of committing a serious offence, or if they are the alleged victim of an offence and it is seen as appropriate to remove them from the University so that the circumstances around the allegation are not exacerbated. Any suspension of study will normally be limited to either the duration of the disciplinary investigation or, if it is a penalty as a result of a disciplinary investigation, a period deemed appropriate by the Head of Faculty: if this is longer than four weeks, there is a right of appeal (as outlined in the Senate Handbook on Disciplinary Procedures).

6.4 Returning to study

Students are not normally allowed to recommence their studies unless a “return to study plan” has been agreed between them and the Supervisor(s). Depending on the circumstances leading to the suspension of study, this may include a health and safety risk assessment and a requirement to put in place adjustments (by the University or by the student) to support such a return to study. The Academic Registrar retains the right to authorise a further suspension of study, or an early termination of registration, if such a plan cannot be devised and/or implemented in reasonable timescales.

The Supervisor(s) is/are responsible for constructing a “return to study plan” in consultation with the student. It should include:

- a list of training or development courses the student should attend on their re-registration;
- preparatory reading or other work the student should undertake before returning;
- where relevant, the student having to produce a revised research project plan;
- where relevant, meeting with a Learning Support Officer to discuss the student’s learning requirements;
- where relevant, meeting with a Student Advisor to discuss wellbeing services available to support their return to study;
- an indication of whether the student should provide a medical report or supporting documentation on their fitness to study.

Once the “return to study plan” is complete this requires the approval of the relevant Director of Research (via the relevant SAS Research Lead), before being submitted to the Student Casework Team within Education Services.

All returning students must re-register with Registry, as well as with the Supervisor(s) in the Faculty.

If a student has entered the UK on a visa specifically to study, they will probably need a new visa and be advised to request a new Certificate of Acceptance of Studies (CAS) from Student Immigration and Funding Team.

6.5 Annual Leave

Not considered a suspension of study, and in addition to statutory Public Holidays (eight in total) and official University closure days (up to six), Research students are permitted to take annual leave from their studies.

- Full time research students may take up to 25 days of annual leave during each calendar year (1st January to 31st December) (pro-rated for part-time students).
- Holidays can be taken at any time, but must be agreed in advance with the supervisory team and bearing in mind a student's individual sponsor terms where appropriate.
- The Primary Supervisor must keep a record of students leave.
- Requests for annual leave for a period of more than two weeks shall not normally be approved.
- Requests for holiday cannot be made retrospectively.

Please note that:

- Students must ensure that they have a sufficient balance of holiday remaining for the calendar year before submitting a new holiday request.
- Students who commence their studies after 1 January will receive a pro rata allocation.
- Students cannot request more than 25 days holiday in any calendar year.
- Students should not make any bookings before the request for holiday has been approved.

To request Annual Leave students will need to complete the 'Research Student Annual Leave Request Form' (available on the intranet). This should be completed at least 2 weeks prior to the start date of the requested holiday and return it to the Primary Supervisor.

6.6 Sick Leave

From time to time students may be required to take time off from their studies due to illness. Any instances of absence relating to sickness should be reported to the Supervisor on the first day of absence. The student should keep their Supervisor updated on their recovery and inform them at the earliest opportunity of their proposed return to study date.

It should be noted that during periods of sickness the registration end date for study will not be extended unless a suspension is requested. Students holding a visa for study should contact Student Immigration for guidance before applying for a suspension.

Students are able to self-certify absence for up to 7 consecutive calendar days. Absences which last 8 or more consecutive days must be supported by a Doctor's Statement of Fitness for Work ('fit note') sent to their supervisor. Students who are in receipt of a UKRI stipend will continue to be paid for absences covered by a medical certificate for up to thirteen weeks within a rolling 12-month period. If the illness lasts for more than thirteen weeks You must suspend the Studentship for the period beyond the thirteen weeks.

6.7 Maternity and Paternity Leave

The University has a Maternity and Paternity Leave policy which sets out the rights and responsibilities of research students who;

- become pregnant during their studies
- are about to become a father
- are the partner or someone who is pregnant and expects to be responsible for the child
- are becoming a parent (e.g. through adoption).

The full policy can be found on the intranet. The policy details rights to parental leave and health and safety requirements for expectant mothers.

6.8 Transfer to an alternate award

Research students may, during their studies, transfer to either a higher or lower award at their own request or be offered a lower exit award as an outcome of their formal thesis examination or progress review.

6.8.1 Transfer to a higher award

Research Students may, following discussions with their supervisor(s) request to transfer to a higher award (e.g. MSc by Research to PhD).

A student wishing to transfer to a higher research award will need the agreement of their supervisor and the relevant Director of Research within their Faculty. It is expected that a research student transferring from a lower research award (level 7 qualification) to a higher research award (level 8 qualification) will undergo an interview for the higher award as part of the process of supervisor/relevant Director of Research agreement. Students will be required to pay the additional fees due for the PhD, unless they have an internal/external sponsor willing to cover the additional cost.

6.8.2 Transfer to a lower award

Research students may request a transfer to a lower award, usually as a result of changes to their personal circumstances. A student wishing to transfer to a lower research award will need the agreement of their current supervisor (and any new supervisor) and the relevant Director of Research within their Faculty. Students studying on a Tier 4 visa should contact the Student Immigration and Finance Team to check whether any changes will affect their study visa.

6.8.3 Lower exit awards

There are several possible outcomes to the examination of a research thesis, which are explained more clearly in the Research Students Handbook. Examiners may award doctoral students with a Master of Philosophy (MPhil) award if they believe the student meets the required standard of study (as outlined in Appendix A of the Research Student Handbook) but that the work presented in the thesis does not meet doctoral standards (either in terms of absolute original output or in terms of volume of work).

It is only used in circumstances where the examiners do not believe remedial work on the current research and thesis can result in a PhD being obtained. Examiners may request that the candidate makes minor corrections to the existing thesis before awarding the Master of Philosophy degree.

A research student's review panel can recommend exiting with a lower award as an outcome of a progress review (most commonly an 'Additional Review'). In such cases the panel will make the recommendation on the review form to then be considered by the Supervisor and relevant Director of Research.

6.8.4 Change of research topic

Any student who wishes to significantly alter their research topic (i.e. where the change would result in a transfer of Primary Supervisor, Centre, Theme or Faculty) should discuss the matter initially with their current Supervisor. Requests will not automatically be approved, and may depend on funding arrangements or ATAS or other approvals.

Any proposed change would require the support of the student's current Supervisor, any proposed new supervisor, the Head(s) of Centre concerned and be approved by the relevant Director(s) of Research.

7 Interruptions of study: early termination of registration

This section focusses on circumstances where a Supervisor wishes to take forward a recommendation of excluding a student from the University on the grounds that they are not making academic progress or engaging appropriately with their research. There are a number of other specific circumstances which may lead to permanent exclusion: these are outlined in Appendix D.

Please note that where an early termination of studies is enforced on a student without their consent, the student retains a right to appeal against that decision: details of the appeals procedure are outlined in the Senate Handbook on Changes to Registration.

7.1 Factors affecting a student's academic progress

When considering terminating a student's registration, Supervisors have a responsibility to ensure that all factors have been taken into account before making a decision. The following questions can be helpful as a guide to exploring the full context of any decision:

a) Did the student miss key information on induction that has since affected their progress on the course?

b) Does the student have mitigating circumstances that may affect academic progress e.g. financial hardship, personal relationship problems, accommodation problems?

c) Has the student been recommended to use support networks within the University e.g. counsellors, Student Wellbeing and Disability Support?

d) Is it appropriate for the student's registration to be suspended rather than terminated?

e) Has the student been provided with opportunities to discuss their situation?

f) Has the student been made formally aware that their registration may be terminated due to a lack of satisfactory academic progress or failure to demonstrate due diligence?

g) Are there implications for the student's right to remain within the UK if their registration is terminated?

h) Do the Supervisors have documentation to support any case for termination?

- Has due process been followed?
- Was the student given appropriate notice of review meetings and deadlines for papers?
- Has any apparent lack of engagement in a student's studies been fully investigated and documented?

7.2 Lack of attendance or contact with the supervisory team

The University has a Student Academic Engagement Policy (see Appendix G) which all students are expected to adhere to. Where a student does not meet the expectations of the Student Academic Engagement Policy they may be removed from their studies.

Students are expected, where they find themselves unable to engage in study effectively (e.g. illness), to inform the Supervisor(s) as soon as possible, so that they can consider how best to support any continuation of study. It is the student's responsibility to ensure the Supervisor is aware of any circumstances that are affecting their ability to study.

Where there has been no contact from a student, the Supervisor(s) (or other member of staff in the Faculty) should attempt to contact the student. Education Services can provide staff with alternative contact details over and above @cranfield.ac.uk email addresses. If no reply or contact is made, Supervisors should contact The SAS Lead who will follow the steps in the Student Academic Engagement Policy.

7.3 Taking forward a recommendation to terminate registration

Wherever possible, students should be advised to withdraw from the University as an alternative to a forced termination taking place. When a student chooses to withdraw, Supervisors should review the student's eligibility to receive a lower award (i.e. if the student is registered for a PhD, they may have completed sufficient work to submit for an MPhil).

Any recommendation made by a Supervisor, or a Progress Review Team, for early termination of registration is considered by staff in Education Services. Any case must include:

- Evidence demonstrating either a lack of engagement, failure of academic progress or both;
- Evidence that the student has been warned about the likelihood of failure or exclusion, and has been given opportunities to redress any shortcomings;
- Evidence that, where a student has provided information about exceptional circumstances, these have been considered appropriately by the relevant staff.

This evidence may include (but not be limited to) notes of meetings with the student, email correspondence, assessment marks or feedback.

A well-structured case should outline:

- A **timeline of major events** to support the recommendation, including key points of identification of failure and/or lack of academic progress, and when students were unequivocally informed of these and their potential consequences;

- A **list of members of staff** who have had significant interaction with the student, and their roles in relation to this particular case;

  For example, Professor X may have supervised the student and may have also written to the same student in their role as Director of Research to inform them that their progress was not satisfactory. In such cases, duality of roles should be clarified.

- A **clear and concise narrative** of the events leading to the decision to request the early termination of student registration;

- **Details of the support** provided to the student:

  This may include standard provision (i.e. regular meetings with the Supervisor, writing skills support from the Library etc.) as well as any additional support offered to student (e.g. learning support, additional supervisory support);

- A **summary detailing the primary reasons for the request** for early termination of registration.

  An example might read:

  I am recommending that Student X's registration be terminated on the grounds of a failure to maintain satisfactory academic progress. This recommendation is supported by the Progress Review Team that met in February 2011 and reviewed Student X's progress to date. Student

X subsequently failed to address the points provided in an action plan designed to help structure future research. No mitigating circumstances have been presented.

When writing a case, staff are advised to be careful to state facts objectively. Inappropriate statements may lead to allegations of discrimination or harassment.

Examples of inappropriate statements	***Alternative ways of stating these***
The student is obviously mentally ill	I have been concerned by some elements of the student's behaviour and have urged them to seek help/advice from the University's support networks.
The student is not bright enough to do this degree	The student has not made satisfactory academic progress.
The student is lazy	The student has not demonstrated due diligence in their studies.
I do not like the student's attitude	At times, working with the student has proved challenging for the following reasons…

Once a case has been prepared, it is advisable to circulate it to colleagues who have also been involved to ensure that your document reflects a shared understanding of events. Please be aware the student will see a copy of the case and accompanying evidence.

The case should then be sent to the relevant Registry Manager. They will also request a statement or evidence from the student, and appraise the student of their right of appeal against the decision (see the Student Handbook on Changes to Registration). This request should be provided with a clear timetable for response and a full copy of the case (and any reference material).

The student is kept informed of any delays in consideration of their case and made aware of appropriate support facilities available to them (i.e. the CSA, Student Wellbeing and Disability Support, counselling services etc.)

After the case is considered by Registry staff, the outcome will be conveyed to the relevant Director of Research, the Supervisor(s) and the student in writing.

7.4 Engagement with the student during the process

If Registry agrees to terminate a student's registration, the student is given twenty working days in which to appeal to overturn the decision. Until this time has passed, the student is still registered.

During this time, it is important that they are still afforded the same rights as other students.

A student may still expect the same level of support and interaction from staff, even if they are aware that a case for early termination of registration has or is being prepared. This support and interaction does need to continue, except in the rarest of occasions where relationships have broken down entirely. In these instances the relevant Director of Research should work with other staff within the Faculty to ensure that alternative support mechanisms are made available.

Any member of staff meeting with a student during the termination process should ensure, where possible, that one other member of staff is present and that the outcome of each meeting is recorded in writing and agreed by the staff and the student.

Members of staff not directly involved in the early termination case should note that, however sympathetic they might be towards the student's situation, it is not appropriate to lobby other members of staff on behalf of the student, or to make unrealistic promises.

Early termination cases are rarely straightforward and the scenario as seen from the student's viewpoint may not necessarily reflect that of the Supervisor involved in the case. It is important to provide access to appropriate support agencies for the student while due processes are carried out. It may be in the student's best interest to make a decision quickly, but all evidence should be presented fairly as the basis of decision-making to ensure a just outcome.

8 Gathering and responding to feedback

8.1 Student feedback

8.1.1 Pan-University surveys

Cranfield is committed to providing a positive student experience and collects student feedback at a number of levels, through focus groups and surveys. Students' views are used by Faculties, Departments, and the central University services to identify strengths and areas for improvement.

At a University level, students take part in the following internal and external surveys:

• New Student Survey	All new students registering between August and October are invited to provide their initial comments on why they choose Cranfield and their first impressions of the University.
• Student Satisfaction Survey	All taught course students due to complete their studies that academic year and all research students are invited to feedback on the university support services (e.g. careers, IT, accommodation) and overall student experience.
• Postgraduate Research Experience Survey	The PRES survey is run in partnership with the Higher Education Academy (HEA) and aims to explore and enhance the experiences of postgraduate research students across the UK.
• Destination of Leavers in Higher Education	The DLHE survey is run after students have left the University. The percentage of students who have entered employment or further education (and where they have gone) is tracked in this national survey.

8.1.2 Gathering feedback from individual students

Progress Review Teams should develop mechanisms to gather feedback from students on their experience, including feedback on their relationship with their Supervisor(s), the research facilities and resources available to them, and the quality of opportunities for personal development across the University.

There are no standard requirements for how this feedback is gathered, but it is good practice to provide responses to students if any deficiencies are identified, and to raise concerns with the relevant Director of Research.

This may include:

- Feedback from external examiners;
- Feedback from student (company) sponsors;
- Feedback from prospective employers (e.g. at careers events);
- Information provided from national surveys (as outlined above).

9 Student complaints and appeals

Supervisors should be aware that students have a right to complain or appeal on a range of different matters, and be able to advise students effectively on these rights. The table below highlights the rights of students, and where Senate Handbooks exist to provide further detailed guidance (for both students and staff).

	Senate Handbooks
General complaints, including: • complaints about academic provision • complaints about academic quality and standards • Bullying, discrimination or harassment • general University facilities	Student Complaints
Disciplinary matters or allegations	Student Disciplinary Procedures
Academic misconduct allegations	Academic Misconduct
Appeals against the decisions of examiners	Academic Appeals
Appeals against the changes to registration	Changes to Registration

PART B APPOINTMENT OF EXAMINERS

10 Appointment of examiners

10.1 Who examines an individual research student?

For each research student approaching the point at which they will submit a thesis for assessment, the relevant Director of Research appoints examiners, including at least one “internal examiner” (academic members of staff or Recognised Teachers) and at least one “external examiner” (i.e. independent of the University – see Section 10.2 for a definition of this). Normally only one external examiner is appointed, apart for exceptional cases approved by the relevant Director of Research where an additional external examiner may be appointed because of inter-disciplinary, funding or other requirements[10]. Directors of Research should ensure that the examiners collectively cover the intellectual and practical scope of the programme of supervised research. At any time, the relevant Director of Research retains the right to suspend or remove an examiner, if they become incapable of fulfilling their role through illness or other circumstances, or if it has received evidence to support a charge of conflict of interest, negligence or misconduct.

The relevant Director of Research also appoints an internal Independent Chair of Examiners who does not have any direct association with the student or with the area of research. The Independent Chair is expected to exclude themself from the actual examination of the student and to focus instead on ensuring the conduct of the examination process is fair and appropriate. Any Independent Chair will have undergone appropriate training. It is the duty of each of the other examiners to present to the Independent Chair any potential conflict of interests in serving on the board. This includes declaring any personal, professional or familial relationship with any of the candidates. (For example, internal examiners should not have served as Supervisor or member of the Progress Review Team for the student.)

Any internal examiner must have relevant subject knowledge and/or experience of the research area, and ideally have prior examining experience (which shall include the attendance of a Cranfield research student oral examination as an Observer).

The roles and responsibilities of examiners for research students are outlined in more detail in the Senate Handbook: Positions of Responsibility in Learning, Teaching and Assessment. Those appointed to these positions should also refer to that Handbook. The Student and Academic Support (SAS) Research Leads in each Faculty will liaise with other parts of Education Services (Registry Office) to ensure that appointments are recorded formally, that the scheduled examination is arranged, and that the appointed examiners receive the student thesis and are briefed appropriately on their duties.

10.2 Who can be an external examiner?

External Examiners are a fundamental and central feature of assuring teaching and assessment quality in UK higher education: all universities are expected to employ persons external to the organisation to provide a touchpoint on the equivalence of standards in assessment with other higher education institutions. External Examiners provide impartial and independent advice, as well as informative comment on the degree-awarding body’s standards and on student achievement in relation to those standards. External examiners confirm that the provider consistently and fairly implements their own policies and procedures to ensure the integrity and rigour of assessment practices.

External examiners will have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers, and where appropriate,

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[10] Two External Examiners are required for EngD students and internal staff candidates.

professional peers. External examiners do not contribute to delivery through teaching or any other direct capacity.

Awarding institutions expect their external examiners to provide informative comment and recommendations upon whether or not the UK Quality Code for Higher Education, Expectations and Core Practices have been met.

Awarding institutions expect their external examiners to provide informative comment and recommendations upon whether or not:

- an institution is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications;
- the academic standard and the achievements of the student are at either Masters- or Doctoral-level as appropriate, in accordance with their experience at other higher education institutions.

Cranfield has adopted the following personal specification for selecting its external examiners: they are normally expected to be able to demonstrate:

i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
ii) relevant academic and/or professional qualifications to at least the level of the student being assessed, and/or extensive practitioner experience where appropriate;
iii) sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
iv) familiarity with the standard to be expected of students to achieve the award that is to be assessed;
v) fluency in English.

They will preferably also be able to demonstrate:

vi) meeting applicable criteria set by professional, statutory or regulatory bodies;
vii) awareness of current developments in the design and delivery of relevant curricula;
viii) competence and experience relating to the enhancement of the student learning experience.

Please note that all external examiners will be expected to demonstrate that they have the legal right to work in the UK on appointment, and Directors of Research (via the SAS Research Lead) are required to gather appropriate evidence of this (most usually through submitting for inspection a UK passport, or a foreign passport with an appropriate visa). Considerable care should be taken in checking this evidence, especially for non-European-Union passport-holders, due to the legal and reputational risks of non-compliance.

Cranfield recognises that an individual external examiner may not be able to meet in full all of the above criteria, and where an external examiner does not fulfill all of the criteria, this should be noted on appointment, with an assurance that the internal examiners complement any deficiencies.

In addition, it is important to avoid potential conflicts of interest. Wherever possible, the course team should avoid appointments where the external examiner is, or will become:

i) a member of the Council of Cranfield University or a current employee of Cranfield;
ii) someone with a close professional, contractual or personal relationship with the student or Supervisor;
iii) someone who is, or knows they will be, in a position to influence significantly the future of the student being assessed;
iv) someone involved in any recent or current substantive collaborative teaching or research activities at Cranfield related to the research of the student;
v) a former member of staff or student of Cranfield (unless a period of five years has elapsed).

A conflict of interest may not necessarily preclude or curtail an appointment, but it is important that these are registered, reviewed and considered in full before a formal appointment request is made.

10.3 Appointment process

The Supervisor is expected to make recommendations for both internal and external examiners at the same time, approximately three months before the intended date of thesis submission. They should use the form provided by the Registry Office (Education Services), which requires contact details for all examiners, including an email address and telephone number.

When making recommendations for external examiners, Supervisors request the following information from them:

- previous experience of examining Cranfield research students (for the last five years);
- previous experience of examining research students at other UK universities;
- evidence that they have the right to work in the UK (although this can be confirmed on appointment);[11]
- an up to date CV (or equivalent information on the appointment form), unless they have been appointed previously in the last three years and provided the required information at that point.

Supervisors should further confirm that the proposed external examiner has been informally approached about the appointment, and that they have not been involved in the supervision of the research student.

Before approving the nomination, the relevant Director of Research should ensure that any Faculty policies are taken into consideration. For instance, resource implications should be considered if the examiner is based overseas and pre-approval of potential expenses will be required from senior members of the Faculty. If the Director of Research approves the nomination they should sign and submit the form to the SAS Research Lead.

The nomination will be checked against the regulations by staff in Education Services. Once the nomination is approved by all necessary signatories, Education Services will write formally to the external examiner and invite them to take up appointment (providing them with a copy of this Handbook – and making especial reference to Part C). As a matter of courtesy, the letter from Education Services asks the external examiner to confirm that they will take up the appointment.

Current standard fee levels (provided to the external examiners on appointment) are:

	Initial examination	Re-examination (with oral)	Re-examination (without oral)
Masters awards	£ 125	£ 125	£ 85
Doctoral awards	£ 200	£ 200	£ 125

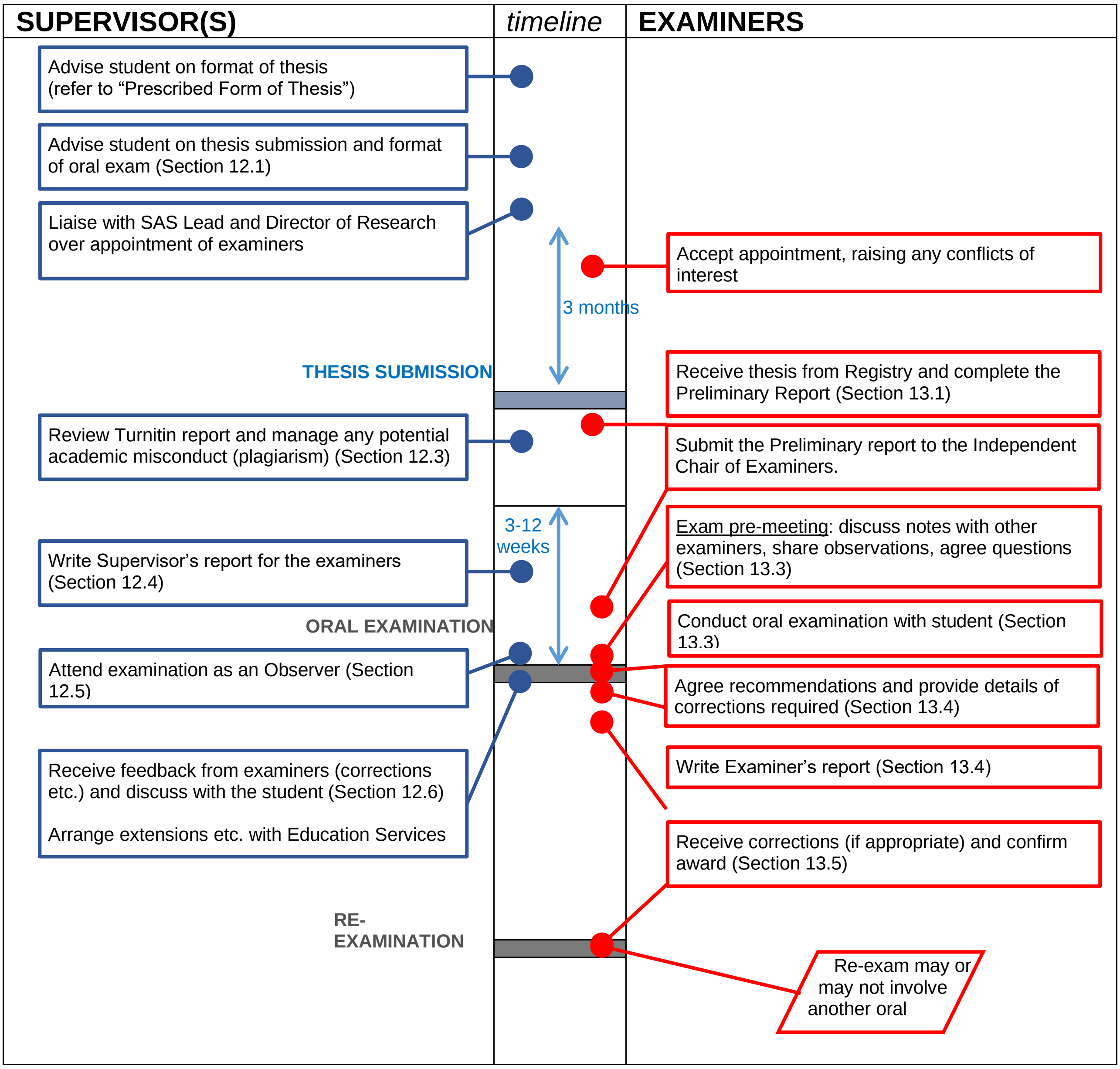
Faculties are at liberty to make payments in excess of these levels at their own discretion. Faculties should also pay reasonable travelling expenses, postage costs and subsistence, where appropriate, noting that such expenses may be subject to tax.

[11] Further guidance on what constitutes appropriate evidence can be sought from Education Services or HR.

PART C ASSESSMENT OF INDIVIDUAL RESEARCH STUDENTS

11 Overall timeline

The following chart outlines the process for the examination of an individual doctoral research student and the respective responsibilities of the Supervisor and the appointed examiners. Sections 12 and 13 expand on these. Students studying for an MSc by Research are not automatically required to undergo a formal oral examination, however should it be required the process below should be followed.



12 Responsibilities of the Supervisors

12.1 Advising the student on the format of the thesis and the examination

12.1.1 Format of the thesis

There is guidance available covering the two main formats for a research Thesis to be presented, Paper Format and Monograph Format (see Appendix F). The University's preferred format for Research theses is Paper Format, as it provides students with the opportunity to gain experience in the writing of self-contained reports that convey their work in a concise format, which will aid with the student's professional and personal development.

Students studying for all Research degrees may, however, with the agreement of their Supervisor, submit their thesis in either format. Students registered for the DBA or Masters by Research will usually submit using the Mongraph Format. The University's Guidelines for the layout and submission of theses provides further guidance and links to thesis templates
Guidelines for the layout and submission of your thesis.pdf (cranfield.ac.uk).

Throughout the course of the student's time at the University, the Supervisors will provide a range of advice and guidance over the expected format of the thesis; this will depend in part of the nature of the research, local practices and conventions and subject-specific expectations. Students should also be directed to other forms of advice, particularly those available from the Library, relating to:

- the "prescribed form" of the thesis, as stipulated by the Librarian;
- courses and other guidance on academic misconduct (including plagiarism);
- courses and other guidance on academic writing and referencing;
- examples of previous theses, held on CERES and EThOS.

Each research degree thesis is different, and therefore there is no prescribed word-limit for research theses at Cranfield. Research Committee has, however approved a recommend upper limit of 65,000 words as standard.

The University has placed an initial 6-month embargo on the publication of all theses, both to protect commercially sensitive work and to encourage publication of papers by students. An extension to the embargo can be made where a student is awaiting publication of their thesis. .This embargo complies with the UKRI open access policy.
https://www.ukri.org/manage-your-award/publishing-your-research-findings/making-your-research-publications-open-access/

12.1.2 Editing and proofreading – what is and is not acceptable support

As the student completes their research, the Supervisors should engage more closely with the student about the quality of the thesis and the timing of its submission. Supervisors are normally expected to read and review draft chapters or extracts of the thesis, to guide the student to the standards required for their intended award. The Supervisors should not extensively proof-read or write the thesis on behalf of the student, and are expected to emphasise to the student that the thesis must be their own work.

Supervisors should discuss carefully with their students the concept of the thesis being their own work. Some points that should be covered include:

- students should not employ someone else to write the thesis on their behalf: it is not acceptable to use someone else even if the student's first language is not English;

- students may, however, seek editorial help from other students, friends or academic advisers to review their work and provide advice and guidance on its improvement; this advice and guidance should be limited to advice on:
    - spelling, punctuation, grammar and syntax;
    - formatting the document for consistency (e.g. numbering of footnotes, headings, references, page numbers; consistent font and text sizes; use of passive or active tenses);
    - pointing out where plagiarism might exist;
    - improving the layout of the thesis (e.g. moving tables and illustrations).

  Advice and guidance should <u>not</u> include making changes on behalf of the student in any of the following areas:
    - major structural changes to the thesis;
    - changes to the text that amend or edit ideas, arguments or discussion points;
    - removal of plagiarism, or the development of better academic referencing;
    - translation of passages into English;
    - correction of information or data;
    - reductions to the length of the thesis to meet the prescribed form.

- where students seek advice and support in the areas outlined above, they should be advised to ask for such advice in notes or using “tracked changes” in documents. This will ensure that the student retains responsibility for choosing what advice and guidance they accept;
- students should be advised to retain all versions of their draft theses, and notes and advice provided to them. These can then be used to demonstrate that the thesis is their own work, in the event they are accused of academic misconduct.

<u>12.1.3 Extensions</u>

Students will usually submit their thesis at the end of their registration period. However, if further time is needed then a request for extension should be discussed with their supervisor and/or SAS Lead. An extension is not an automatic right, students will have to provide sufficient reasoning as to why an extension is needed and provide evidence to support this. An extension will be considered where the following factors have affected progress; lack of access to research resources and facilities, interruption of data collection and/or fieldwork, increased caring responsibilities, affected health and wellbeing, or other reasons. Each students’ situation is unique and is considered on a case by case basis. There are two types of extensions that can be requested:

1. Extension to Registration – This extension is for those who have further research work other than just writing up to complete, e.g. field work, experimental analysis. This type of extension does incur a monthly fee (or pro-rata for students who registered before 2015) based on your tuition fee and length of requested extension.
2. Extension to Thesis Submission (Writing-up period) – This extension is for those who have completed their research and are only writing up.

Please note that any requests for changes to registration after the current end date will normally not be considered.

<u>12.1.4 Thesis submission</u>

Prior to submission of a thesis all students must have gained ethical approval for their research through the CURES system.

When a student is ready to hand their thesis in they are required to submit the following:

- An electronic copy of the thesis to TurnItIn via the VLE (unless discussed otherwise, i.e. restrictions on thesis) and inform the supervisor.

- Completed Thesis Submission form, signed by the student and supervisor. These can be found on the Intranet or VLE.
- Confirmation of ethical approval through CURES

Students must submit to their thesis electronically through Turnitin. Restricted theses must be submitted through other electronic means, as advised by their SAS Lead.

Once received, Registry will issue a copy of the thesis to the appointed Internal and External Examiner(s) and the Independent Chairman.

Once completed, and following any period of embargo, a final corrected (electronic) version of the thesis will be stored in the Library and made available on the CERES repository. It will also be available via the British Library EThOS service.

Should a student fail to submit their thesis by the end of their registration period or any agreed extension to writing up period they will have forfeited their right to examination and therefore fail their intended award.

Supervisors should ensure that students are going to submit on time (i.e. by the end date of the formal registration period). As this time draws near, the Supervisors should be in regular contact with the student and be aware of the likelihood of the submission being on time. If an extension to the thesis handing in date is required (of no more than 3 months), the student should seek the permission of the Supervisor(s) to do this: the Supervisor(s) should confirm agreement in writing to the student (and provide Registry with a copy of both their approval and the student's request), prior to submission date (or otherwise discuss other alternatives, including an extension to registration). If the date of submission is longer than three months after the end date of registration, the Supervisor(s) should seek formal permission using the Extension to Thesis Hand-in process through the Student Casework Team.

12.1.5 Format of the oral examination

At or near the point of thesis submission, the Supervisor should explain to doctoral students (or MSc by Research students required to undergo an oral examination) the anticipated format of the oral examination, including providing information on:

- who will attend the oral examination, and why (including who the internal and external examiners and the Independent Chair of Examiners will be and what their roles : see also the comment below about the attendance of the Supervisors and other staff at the oral examination);
- where the examination is likely to take place, and what the student should bring with them;
- how long the examination is likely to be;
- what the possible outcomes of the examination will be (i.e. pass, corrections, revise and represent, or fail);
- the range of topics the examiners may cover.

As standard practice, the Independent Chair should request to the student whether they wish that a Supervisor (or another member of the Supervision Team and, exceptionally, other staff as part of their personal development) be able to attend the oral examination **strictly as an Observer**. The student may choose to decline this request. (If a Supervisor is not invited to attend, they should nevertheless ensure that they are available at the time of the examination.)

In addition, the relevant Director of Research reserves the right, in exceptional circumstances, to exclude the Supervisor(s) (or any other Observers) from attending an oral examination.

Appendix E provides a potential form of words to provide to a research student.

12.1.6 MSc by Research Students

Students studying for an MSc by Research are not required to undergo a formal oral examination unless required to do so by their examiners or the Faculty.

Examiners for MSc by Research students should review the thesis, write a report on that thesis and agree between themselves the outcome for that student in line with the processes set out in this Handbook.

Examiners may agree to request that a student does undertake a formal oral examination where they cannot agree an outcome or where they feel further information is required from the student. Where an MSc by Research student is required to undergo a formal oral examination, the processes for oral examinations in this Handbook should be followed.

12.2 Organising the examination

It is the responsibility of the relevant SAS Lead in the Faculty to arrange a date, time and location for the oral examination, and to ensure that all attendees are informed. The oral examination should be arranged between 3-12 weeks[12] after the thesis has been submitted formally to the appropriate Registry: this is to allow sufficient time for the examiners to review the thesis without the student waiting for an unreasonable length of time to be examined.[13, 14]

While it is expected that the examiners are physically present for examinations taking place in person, it is permitted for them to participate remotely providing that the independent viva chair has approved this and the student has been informed in advance that this will be the case. Oral examinations may be conducted remotely - guidance on remote vivas is provided at Appendix O. Students are not permitted to make a recording of their viva meeting. Vivas should only be recorded through the official minutes.

It is generally expected that the Supervisor(s) will be present for the examination, as an Observer, but the student will be asked if they agree to this in advance. The student has the right to request that the Supervisor(s) be excluded from the examination: the Supervisor(s) must comply with this request.

12.3 Reviewing the thesis for potential plagiarism, academic misconduct or other issues

When a student submits their thesis, it is normal for it to be reviewed through Turnitin, and the report reviewed by the Supervisor(s).[15] Supervisors are expected to review a thesis for plagiarism or other academic misconduct prior to completing the Thesis Submission form, and confirm they have done so on that form. Where there are any concerns about plagiarism, these should be brought to the attention of the relevant Director of Research, as outlined in the Handbook on Academic

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[12] As detailed at 13.2, MSc by Research examiners should agree if an oral examination is required within 20 working days of thesis submission.

[13] If the oral examination is to be held less than 3 weeks after the submission of the thesis, written consent must be obtained from all examiners and the student and lodged with the examiners' final report.

[14] If the oral examination is to be held more than 12 weeks after the submission of the thesis, the SAS Lead must ensure that the student is kept informed of the delay, and the reasons for it. Where dates are proving intractable, the Supervisor(s) should consider recommending the appointment of alternative examiners.

[15] Exceptional exclusions include where the thesis contains restricted or secret content, or where parts of the thesis are in a format which cannot be submitted to Turnitin. In these circumstances, the Supervisor(s) is/are expected to review the thesis for plagiarism through other means as outlined in the Handbook on Academic Misconduct.

Misconduct. The Director of Research will communicate the outcome of any formal review of academic misconduct to the examiners.

Supervisors may delegate any review of the Turnitin report to other staff, but retain responsibility for ensuring that the report has been reviewed prior to the examination.

Prior Research

All work submitted for a research degree must be a student's own work, and have been produced specifically for their intended award. Where a student has completed prior research and submitted this for any other academic distinction this may be referenced as a source material, but not form part of that student's 'original contribution to knowledge' for their intended award. This applies whether the work has been submitted for an award at Cranfield or at another institution.

Retraction of a thesis

Exceptionally, a supervisor may hold the view that the quality of the thesis falls considerably short of the required standard, or may have concerns that the thesis does not meet the expected standards relating to ethics or academic integrity. In such cases, a supervisor may request that the relevant Director of Research authorises the retraction of a thesis.

In such cases, the Director of Research will, following discussion with the supervisor, review with the research student the issues raised and determine whether the thesis is retracted formally or whether the examiners should be instructed to proceed with the examination arrangements.

If the relevant Director of Research decides the examination should go ahead, the examiners are required to proceed with the formal oral examination and determine an appropriate outcome. If the Director of Research decides to formally retract the thesis it will be retracted by Registry, and the Director of Research will meet with the Supervisor(s) and student to discuss the deficiencies in the thesis and, if required, agree an extension to the thesis submission deadline. In addition the examiners will be provided with the reasons for the retraction.

12.4 Providing the Supervisor's report to the examiners

As part of the full and final examiners' report on the student, the Supervisors are required to provide a brief statement that covers any major issues or difficulties faced by the student in the conduct of their studies/research, including for example:

- any periods where appropriate facilities were substandard or unavailable, and the impact of these;
- any changes in the supervisory team and the impact of this;
- any formal interruptions in study (suspensions);
- any other prolonged periods of absence or illness or other exceptional circumstances.

It should include confirmation that the thesis has been reviewed for plagiarism (using Turinitin and/or other tools).

The Supervisor's report is usually provided within the final report form, available from Education Services. Once this section is completed, a copy should be sent directly to each of the examiners and the Independent Chair.

The examiners and Independent Chair receive the report before the formal examination, and usually after they have received and read the thesis and written their Preliminary report. The Supervisor's report is intended to provide them with contextual information to inform the format of the examination.

12.5 Attending the examination as an observer

It is considered good practice and helpful for members of the Supervision Team to be available to support the student through the examination process. A Supervisor normally attends the examination, unless the student has specifically requested otherwise. Supervisors should not participate actively in the examination (either through asking questions, or answering on behalf of the student) but may be called upon by the examiners to provide contextual information to supplement the Supervisor's report (see Section 12.3). Other staff may ask to be present as Observers, including other members of the Supervision Team or other academic staff (as part of their personal development).

It is also helpful for a Supervisor to be present if there are questions or ambiguities over any corrections to the thesis requested by the examiners, or if the final outcome is not clear to the student. They may take notes, to aid their support to the research student in the event of further work being required.

EngD students may have additional people as observers at their examination (with their consent) such as up to 2 Supervisors from other institutions and an Industrial Sponsor.

It is not usual for students to have other observers present, and may do so only with the prior consent of the Viva Chair. Any observer in the viva examination may not contribute to the discussion, or make representation on the student's behalf.

12.6 Informing the candidate of any further work

Following an examination (or MSc by Research assessment) which has not resulted in a straight pass, the examiners will provide either:

- a written statement or a series of notes outlining (minor or significant) corrections required to the thesis; or
- a "statement of deficiencies", outlining further work required by the student on the thesis, after which they will be re-examined; or
- a "statement of reasons for failure", outlining the reasons for a decision to award either a lower award or an outright fail.

Written statements of corrections will be provided by the examiners to both the student and the Supervisors. Students have a short time to provide the requested corrected thesis to the examiners, for them to sign off their recommended award (see Section 13.4).

Statements of deficiencies and statements of reasons for failure are communicated to the Registry Manager who writes formally to the student with these: copies are also provided to the Supervisors.

In all cases, the Supervisors should meet with the student to discuss the outcome, and help the student to interpret what is now required to meet the appropriate standard of thesis for their intended award. The Supervisors should also agree necessary and suitable support during this phase of further work.

It is worth stressing that a significant number of student complaints relate to the level of supervisory support that is received during this revision period. Supervisors are strongly advised to be very clear on the role they will take in supporting the student at this point, and to manage the expectations of the student accordingly.

13 Responsibilities of the examiners

13.1 Assessing the thesis

Examiners and the Independent Chair should receive a copy of the thesis from Registry. **If you receive a copy of the thesis from any other source (e.g. another examiner, the Supervisor or the student), you should contact Registry for advice.**

Where an oral examination is to take place, as soon as examiners receive the thesis, they should ensure they are aware of the proposed date for the examination and confirm their attendance. Upon receiving the thesis, the examiners should read it carefully and write their preliminary report which should be sent to the Independent Chair at least one week prior to the Viva: there should normally be a period of at least three weeks between receiving the thesis and conducting the oral examination.

Where, exceptionally, one or more examiners hold the view that the quality of the thesis falls considerably short of the required standard, they may independently or collectively advise the Independent Chair who will liaise with the relevant Director of Research, with a view to proposing that the thesis be withdrawn without proceeding with a formal examination. In such cases, the Director of Research will review with the research student whether the thesis is retracted formally or whether the examination should proceed, highlighting to the student the likely outcome. If the Director of Research decides the examination should go ahead, the examiners are required to proceed with the formal oral examination and determine an appropriate outcome. If the Director of Research decides to formally retract the thesis it will be retracted by Registry, and the Director of Research will meet with the Supervisor(s) and student to discuss the deficiencies in the thesis and, if required, agree an extension to the thesis submission deadline.

Prior to meeting with the other examiner(s), all examiners should prepare a preliminary report of the thesis, which is submitted to the Independent Chair at least one week prior to the scheduled viva date and (along with the Supervisor's report) will form the basis of discussion immediately prior to the oral examination.

13.2 MSc by Research students

Students studying for an MSc by Research are not required to undergo a formal oral examination unless required to do so by their examiners or the Faculty.

Examiners for MSc by Research students should review the thesis, write a report on that thesis and agree between themselves the outcome for that student in line with the processes set out in this Handbook. Where an oral examination does not take place, examiners must meet (either virtually or in person) to discuss and agree an outcome to the examination.

Examiners may agree to request that a student does undertake a formal oral examination where they cannot agree an outcome or where they feel further information is required from the student. A decision on whether an oral examination is required should be made no later than 20 working days after a MSc by Research thesis has been submitted.

Where an MSc by Research student is required to undergo a formal oral examination, the processes for oral examinations in this Handbook should be followed.

13.3 Preparing for and conducting the oral examination

Appendix E outlines an articulation of the purposes of the oral examination, and how it should be conducted. Examiners should adhere strictly to the principles outlined in this explanation for students.

All examiners are required to attend the oral examination, and an independent chair must be present. Should any of the appointed persons become unable to attend the examination the following process will be followed:

- Where an external or internal examiner advises with less than 3 weeks notice prior to the date of the examination that they cannot attend the examination, the viva will be postponed.

- Where an external or internal examiner advises with more than 3 weeks notice before the date of the viva that they cannot attend, the SAS Lead, with the support of the relevant Director of Research/Deputy Director of Research will seek to find a suitable replacement. However, if a replacement cannot be secured, the viva will be postponed.

- Where the Viva Chair is unable to attend the examination, the SAS Lead with the support of the relevant Director of Research/Deputy Director of Research will look to find a replacement. In the event that a replacement cannot be found, the viva will be postponed.

Students must be kept informed at the earliest opportunity of any changes to the members of their examination or to the examination date by their SAS Lead.

Immediately prior to the examination, it is usual for the examiners to meet to discuss the format and content of the examination.[16] At this stage, they may wish to prepare formal notes relating to corrections required to the thesis, where it is clear these are necessary. These can be amended, or added to, as the examination proceeds.

As part of the pre-meeting, the person appointed as Independent Chair should ensure that all examiners have been provided with sufficient information and support to undertake their duties, and that all examiners have read and made notes on the thesis being examined. They should also ensure that any points arising from the Supervisor's report (or any submission from the student relating to exceptional circumstances)[17] are considered prior to the format of the oral examination being agreed. Supervisors should be invited to attend the pre-meeting.

The Independent Chair is also responsible for ensuring that formal records of the examination and the final decision(s) are taken to Education Services by their SAS lead and are kept as required in Registry student records (uploaded to SITS system).

All examiners are expected to attend the oral examination, unless prevented by good cause and agreed in advance with the Chair. (This may include examiners attending by remote means e.g. Skype, teleconference, WebEx). Where an external examiner cannot attend a meeting, they should be asked by the Chair to provide their written comments in advance of the meeting.

All examiners have equal voting rights: any final decision must be a collective one (see exceptional circumstances below).

Separate guidance and information about procedures relating to academic misconduct are available in separate Senate Handbooks for staff and students. Examiners are encouraged to familiarise themselves with this additional guidance.

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16 At the examiners' discretion, the Supervisor(s) may be present for all or part of that meeting.

17 As soon as practicable after the submission of their thesis, a candidate may present a written account of circumstances that they believe has resulted in their performance being lower than that of which they would normally be capable or expected by their Supervisor(s) to achieve. In most cases, however, exceptional circumstances will have been taken into account through an extension of the registration or writing-up periods.

Students are not permitted to make a recording of their viva meeting. Vivas should only be recorded through the official minutes.

13.4 Determining the outcome of the examination

The examiners have the delegated authority of Senate to confer distinctions on individual research students who have submitted a thesis as a result of a programme of supervised research. This includes approving the student for the award they intended to achieve upon initial registration, or a lower award associated with the programme (i.e. a Master of Philosophy or Master of Research – not accessible for all programmes), providing that they have demonstrated they have met the associated intended learning outcomes and standards (see Appendix A).

In coming to a decision after the oral examination of the research student (hereafter, “candidate”), the examiners choose either to:

a) confer a relevant academic distinction (Doctorate, Masters); or
b) defer a decision on the outcome of assessment, requiring the candidate to undertake further work to demonstrate that they have met the intended learning outcomes of the course; or
c) fail the candidate.

PASS	LOWER AWARD (where relevant)	DEFER DECISION	FAIL

In exceptional circumstances, should the examiners fail to agree on an outcome for the candidate, they may submit a report to the relevant Director of Research. The report provides a summary of the reasons for being unable to agree on an outcome and a recommendation agreed by the majority of the examiners (if possible). On receipt of a report, the relevant Director of Research consults with at least two other members of academic staff of the Faculty and either accepts the recommendation of the majority of the examiners, or otherwise refers the case to a newly constituted team of examiners.

13.4.1 Conferring a lower award

LOWER AWARD (where relevant)

This outcome will only apply for Doctoral students: the examiners may award a Master of Philosophy (MPhil) if they believe the student meets the required standard of study (as outlined in Appendix A) but that the work presented in the thesis does not meet doctoral standards (either in terms of absolute original output or in terms of volume of work). It is only used in circumstances where the examiners do not believe remedial work on the current research and thesis can result in a PhD being obtained. Examiners may request that the candidate makes minor corrections to the existing thesis before awarding the Master of Philosophy degree.

Although not an outright fail, the examiners should complete a “Statement of Reasons for Failure” (as the candidate has still failed to attain their intended award). This statement should outline the reasons in sufficient detail to explain the examiners’ decision, and stand up to external scrutiny to a possible appeal.

13.4.2 Deferring a decision and requesting further work

DEFER DECISION

13.4.2.1 Initial outcome of the examination

Where a candidate has failed to achieve the required standard in their thesis, the examiners may decide to request further work on the thesis, choosing one of the following categories of outcome, while specifying whether the candidate will continue to work towards their intended award or a lower award (see Section 13.3.1 above):

Outcome	Used when the examiners have concluded that…
Minor corrections	• The research, analysis and discussion meets the required standard for the relevant research degree; • There are superficial textual or presentational faults or errors in the thesis (including formatting errors or inconsistencies, missing or incomplete references, typographical errors, etc.); • Some work is required on the thesis but the examiners do not need to interview the student for a second time; • The required further work will require little or no input from the student's Supervisor(s), which would be limited to advice on how to interpret the written statement of corrections.
Significant corrections	• The research, analysis and discussion meets the required standard for the relevant research degree; • There are substantial revisions needed to the text or content of the thesis (including presentational faults or errors as outlined above as minor corrections), but also improvements needed in the structure of the thesis, and/or the re-writing of a number of specified sections or chapters, and/or the addition of a small amount of new material (e.g. additional references, supplementary analysis of findings); • Some work is required on the thesis but the examiners do not need to interview the student for a second time; • The required further work will require some input from the student's Supervisor(s), which would be limited largely to advice on how to improve the thesis in the context of the written statement of corrections.
Revise and represent	• The research, analysis and/or discussion does not meet the required standard for the relevant research degrees, but the examiners have concluded from the thesis and oral examination that it has the potential to do so; • Substantial revision of one or more critical aspects of the research and/or the way it is presented is needed; • The examiners will need to re-examine the revised thesis in its totality for a second time, once the further work has been completed; • The required further work will require significant input or support from the student's Supervisor(s), which may involve a return to formal registration.

In all cases of a deferred decision:

- a clear statement of the corrections or deficiencies to be addressed should be compiled and provided to the candidate and the Supervisor(s) by the examiners as soon as possible after the decision of the examiners;
- corrections or deficiencies to be addressed must be completed by the candidate within the required timeframe in order for the candidate to receive their award;
- the student should submit a corrected copy of the thesis to their SAS Lead along with a list detailing where they have made corrections in the thesis. Provided that the examiners are satisfied with the corrections they will confirm in writing the recommendation that the student be awarded the degree.the student is deemed to still be registered with the University, and will have continued access to learning facilities (Library and IT);
- students do not have an automatic right to University accommodation (laboratory, office or domestic). Where such accommodation is deemed to be necessary by both the student and the University, additional tuition fees or other charges may be applied.

For a “revise and represent” outcome, it is expected that the Faculty will support the student through to the re-submission of their thesis. University procedures relating to interruptions of study (i.e. suspension or early termination of registration) will continue to apply.

The following table outlines the differences between minor and significant corrections, and a required revision of the thesis:

MINOR CORRECTIONS **SIGNIFICANT CORRECTIONS**	**REVISE AND REPRESENT**
Research, analysis and discussion of appropriate standard	Research, analysis and discussion has not reached appropriate standard
Written statement of corrections produced	Statement of deficiencies outlined
Minimal guidance provided by Supervisor	Formal supervision to be continued
Continued access to learning facilities (remotely)	Continued access to learning facilities

13.4.2.2 Signing off corrections or conducting a re-examination

Where further work has been requested, it should be completed and re-examined by the examiners according to the following:

Outcome	**Time period given for completion******	**To be reviewed and deemed satisfactory by**	**Resulting in**
Minor corrections	3 months	One internal examiner*	Pass Fail**
Significant corrections	6 months		Pass Fail**
Revise and represent	12 months	All appointed examiners***	Pass Minor corrections Significant corrections Fail**

* At the time of the initial examination, the examiners will identify one of the internal examiners to sign off the corrections on their behalf. The other internal or external examiners may request at that time to view and be involved in the approval of the corrected thesis.

** If a student does not complete the required corrections within the specified timescale, or does not complete them to the satisfaction of the examiner(s), the candidate should normally be failed. Exceptionally, the examiners may wish to consider awarding a lower award, but all examiners must agree to this revised recommendation in writing.

*** Where a “revise and represent” outcome was determined, the candidate is subject to a full re-examination of their work, and the examiners are expected to conduct the examination as if for the first time, even if they consider that the thesis has not been revised to a sufficient standard. If the thesis clearly meets the required standards for the intended award (either by a straightforward pass, or with a requirement for minor corrections <u>only</u>), the examiners may dispense with a second formal oral examination of the student if they wish. A second formal oral examination must be held where the examiners believe a thesis requires significant corrections.

the outcome of a formal re-examination does <u>not</u> include a second opportunity to revise and represent the thesis but does include an opportunity for minor or significant corrections to be completed on the thesis.

**** The time period stated will automatically be applied for each student once Registry are informed of the Viva outcome. Students can submit corrections at any point within the specified time period.

Where a student is unable to submit their revised or corrected thesis within the specified time a request for an extension should be discussed with their supervisor and SAS Lead, and requested through the Extension to Thesis Submission form (available on the intranet). An extension to the specified time period is not an automatic right, and will only be approved where students have provided sufficient reasoning (and evidence) as to why the revisions or corrections have not been completed on time.

Once submitted, the corrected thesis should be re-examined and final decision given within 6 weeks of submission (unless a second viva is required). If more time is needed by the examiners, the SAS Lead must ensure that the student is kept informed of the delay, and the reasons for it.

Failure to submit the required corrections or thesis by the required deadline (without and agreed extension) will result in the student failing their award.

13.4.3 Conferring a fail

FAIL

A result of a fail is most commonly issued when the volume and/or quality of the original research or analysis falls significantly short of the required standard. Where the examiners recommend a fail, they should complete a "Statement of Reasons for Failure" as part of the final report on the student. This statement should outline the reasons in sufficient detail to explain the examiners' decision, and stand up to external scrutiny to a possible appeal.

13.5 Communication of outcomes and marks

Examiners are required to complete and sign collectively a formal report form, which includes where appropriate a statement of deficiencies or statement of failure: the Independent Chair ensures all paperwork is passed to the SAS Lead who then ensures this is communicated/passed to Registry, whose staff take action to inform the individual candidates of the decision. In cases where minor or significant corrections are required, the Independent Chair is responsible for ensuring the collected notes of the examiners are passed to the Supervisor(s), who will convey the notes to the candidate. All candidates are provided with an electronic copy of the Examiners Report, regardless of the outcome of their examination.

Where an award is recommended, it is worth noting that if a candidate is indebted to the University for their course of study (i.e. only for their tuition fees), the decision of the examiners, and any formal confirmation of the result, is withheld until such debts have been cleared. In addition, such candidates are not entitled to graduate, or to have any distinction of the University conferred upon them until all debts relating to the course are discharged.

Otherwise, examiners or Supervisors may provide informal confirmation of results, but this may not be recognised by the University as the final, official or formal record of the award.

14 Awards under exceptional circumstances

14.1 Aegrotat degrees

In the unfortunate situation where a student dies or becomes permanently incapacitated, the Supervisor(s) can apply to Senate to consider the award of an aegrotat degree (i.e. the award of a qualification without demonstrating the student has met the intended learning outcomes associated with the qualification). Such consideration is strictly limited where there is conclusive evidence that there is no possibility that the student will be able to complete the course at any future time.

In considering the authorisation of an award under these circumstances, Senate reviews evidence including:

i. the personal circumstances of the candidate;

ii. where work has been submitted for assessment (more normally for professional/practitioner doctorate programmes) or for formal progress reviews, the extent to which the candidate has satisfied their Progress Review Team; and

iii. any recommendation from the relevant Director of Research on whether the candidate, had they not been so prevented, would have satisfied the examiners in the assessment of their work.

Senate only authorises an aegrotat award where the student has completed a substantial period of their programme of supervised research, which is normally evidenced by a substantially-completed thesis. Only in very exceptional circumstances is an award made where no progress has been made on their thesis, and only where compelling evidence of the required academic standard has been provided. It must be noted, therefore, that aegrotat awards for research students are extremely rare.

Where such an award is considered by Senate due to the death of the student, the award is only made on the explicit request of the next of kin of the candidate. Supervisors are advised to manage the next of kin extremely carefully and sensitively: it is not always appropriate to suggest or recommend such an award, and the University should be led by the wishes of the next of kin.

Where such an award is considered by Senate due to any other reason, including illness, the award is only made on the explicit request of the student or by their next of kin if evidence is presented to suggest that the student cannot reasonably submit such a request.

If an award is made, the student will not be permitted to be considered for the same award on any future occasion.

The Academic Registrar should be consulted at the earliest opportunity if an aegrotat award is being considered.

15 Exceptional Circumstances for Research Students

15.1 Definition of exceptional circumstances

Exceptional circumstances are defined as those which are:

- **Relevant:** the circumstances directly affecting the required work for or submission of the required work (i.e. occur within the timeframe of the work in question), or directly affecting attendance at a Review or viva examination; **and**
- **Unexpected:** the circumstances were unforeseen prior to the request (i.e. the circumstances should be submitted as soon as they are known); **and**
- **External:** the circumstances were outside of the student's control and that they could not have reasonably been expected to take action to mitigate the impact of the circumstances.

Exceptional circumstances may be submitted to:

- Request a delay in the submission of review documents
- Request a delay to a Review or Viva examination

Requests for an extension to the submission of a corrected thesis or a Revise and Represent thesis are completed through an Extension to Thesis Submission form, which is available on the intranet.

Acceptance of exceptional circumstances may result in an extension to a submission, a student being able to re-submit the work in question or being allowed to re-attend a review meeting or viva examination as a first attempt.

Third party corroborative evidence should be provided to support all exceptional circumstances requests. Acceptable exceptional circumstances include (but are not necessarily limited to):

- serious unexpected illness or injury (usually a short-term condition or accident);
- death or serious illness of a close relative or significant other person;
- long-term illness or health condition worsening;
- significant and unexpected adverse personal or family circumstances, including (but not limited to) being a victim of crime, or having to travel away from the University;
- unexpected travel disruption (e.g. road traffic/rail accident);
- for part-time students, significant and unexpected pressure from your employer;
- for review meetings/vivas, religious commitments or observances.

Examples of circumstances which would not be considered exceptional include (but are not limited to):

- Aspects of the learning environment which a student has reasonable control over (e.g. availability of learning resources/research material, deadline conflicts, misreading or misunderstanding requirements/dates; personal computer/printer problems including loss of computer data, submitting the wrong work (or version of the work));
- Aspects of a student's personal life which are not short-term or unexpected (e.g. change of address or employment, personal holidays or travel plans, self-inflicted illnesses (e.g. from substance abuse or sleep deprivation), weddings or similar family events);
- Financial issues;
- Poor time management;
- Foreseeable travel disruption (e.g. short train delays, travel strikes, road-works etc.);
- Routine full- or part-time employment activities;
- Personal conditions that were not disclosed in time for learning support arrangements to be made, but could have been;

- Circumstances where it is more appropriate to consider a suspension from studies (e.g. long-term illness, maternity/ paternity leave, major changes in personal or financial circumstances).

Claims may not be accepted if:

- The circumstances described are not deemed exceptional as outlined above
- The evidence does not cover the relevant period
- The evidence is not supplied by an independent third party
- The evidence does not support the suggested impact of the circumstances
- The evidence does not support a student's claim.

Requests to have exceptional circumstances taken into consideration should clearly state:

- which event the request relates to (progress review paperwork, review meeting, viva or corrections deadline). It is expected that exceptional circumstances will be short-term and as such the requests will only apply to the specified event. If future submissions are affected, a new request should be submitted.
- a description of the circumstances and (ideally) which category it fits into (see table below).
- evidence to support the student's circumstances (see table below). In all cases, evidence from a third party should normally be provided to support the exceptional circumstances described, taking into account where necessary the ability of the culture, systems and infrastructure in other countries to provide such evidence.

Requests will only be accepted if all three of the criteria for exceptional circumstances are met, as outlined above.

Students may not submit exceptional circumstances on the grounds of poor performance. In attending a review meeting, viva examination or by submitting work students are declaring themselves fit to sit.

Some examples of exceptional circumstances, and the evidence required are:

Exceptional circumstance	**Example of Evidence**
Serious unexpected illness or injury (usually a short-term condition or accident)	Doctor or hospital note Police incident record University or company health and safety incident form
Death or serious illness of a close relative or significant other person	Death certificate Doctor or hospital note
Long-term illness or health condition worsening	Doctor or hospital note
Significant and unexpected adverse personal or family circumstances, including (but not limited to) being a victim of crime, or having to travel away from the University	Police incident record Letter of support from third party
Unexpected travel disruption (e.g. road traffic/ rail accident)	News report Police incident record
For part-time students, significant and unexpected pressure from your employer/self-employment	Letter of support from current employer (where this cannot be provided, the contact details of the employer should be provided to enable the University to establish contact) Or Evidence of pressure from self-employment
Religious commitments or observances	Letter of support from religious leader

All exceptional circumstances requests should be submitted by the student as soon as practicably possible. Students are advised not to wait to gather evidence in order to submit a request.
The University will consider requests, and make decisions, subject to the evidence being provided at a later date. All evidence, including subsequently requested evidence, should be provided as soon as possible by the student and by no later than 20 working days after the submission of their exceptional circumstances request.

It is a student's responsibility to ensure that the evidence is provided as soon as possible: the University will not normally obtain evidence on a student's behalf.[18]

Evidence must be original.[19] Electronic evidence will be accepted but the original must be available on request. Evidence must be in English. Where evidence is not in English it must be accompanied by a translation certified by a Public Notary, accredited translator (member of the Association of Translation Companies) or a member of Cranfield University Staff (as approved by the Student Casework Team or a Registry Manager).

Students may make retrospective exceptional circumstances requests but should be aware that the barrier for accepting circumstances after the assessment date is higher and that they will be required to provide a full explanation as to why the circumstances were not raised before. Cases relating to poor time management will not be accepted. Students should therefore be encouraged to ensure that exceptional circumstances requests are made before the assessment date.

All requests should be submitted by students on the appropriate form, as provided by the SAS Lead or available on the intranet.

Students should be advised not to assume that exceptional circumstances requests will be accepted. Non-submission or non-attendance will be at their own risk.

Formal notification of the acceptance or rejection of requests will come from staff in Education Services, and may include recommendations for a student in response to the decision.

15.2 Exceptional circumstances requests: Procedure

15.2.1 Requests made prior to review meeting, viva examination date or submission deadline

All requests prior to the event (corrections/paperwork submission, review meeting or viva date) must be submitted through the SAS Lead. The SAS Lead will coordinate the consideration of requests with the student's Primary Supervisor. Once a decision has been made, the SAS Lead will liaise with Registry to ensure that the request and outcome are recorded.

The SAS Lead in agreement with the Primary Supervisor will review the form and will:
a) Allow non submission of review paperwork or non-attendance at a review.
b) Allow non-attendance at a viva examination.
c) Allow an extension to corrections/revise and represent.
d) Return the form where the grounds for exceptional circumstances have not been met.

The appropriate staff in Education Services will be advised of the outcome, to ensure that the student's record is kept up to date. SAS Leads, in agreement with the Primary Supervisor, can at

[18] Exceptionally, where employers will not provide evidence in writing, Education Services will contact the employer to obtain verbal confirmation of the circumstances described.
[19] Submitting a false claim or fraudulent evidence is a serious matter and will be dealt with under the procedures in the Senate Handbook on Disciplinary Procedures.

their discretion approve extension requests pending receipt of evidence and in all cases, the SAS Lead will check that evidence has been received and that it confirms the impact and timeliness of the circumstances on the student's studies. Decisions can be reversed if evidence is insufficient or not received.

Until such evidence is received, a student's record will reflect the fact that exceptional circumstances have not yet been approved. This evidence should be provided as soon as possible, and by no later than 20 working days after the submission of the exceptional circumstances request. If evidence has not been received at this point or is insufficient then the exceptional circumstances request will be rejected.

15.2.2 Requests made retrospectively (after a missed review meeting, viva examination date or submission deadline)

All requests should be submitted by the student to their SAS Lead and include in the subject heading: ExCircs and their name. The SAS Lead will liaise with the Primary Supervisor in order for all documentation to be completed and submitted to the Student Casework Team.
The Primary Supervisor will be asked to provide a statement (to support the request or otherwise). This will be provided to the student.

Cases must be submitted with:
- third party corroborative evidence, as outlined above and provided by the student;
- a clear and appropriate reason why the exceptional circumstances were not submitted prior to the event (corrections/paperwork submission, review meeting or viva date), provided by the student.

Requests must be made within 20 working days of the event (corrections/paperwork submission, review meeting or viva date): later requests will not be considered, except in the case of serious long-term medical incapacity reported through the Assistant Registrar in the Faculty. The decision to reject late requests should be considered the final decision of the University. Students are therefore strongly advised to submit the request as soon as possible after the event to strengthen the case for consideration.

15.3 Appeals against the initial decision

Where requests are not agreed to, a student will be provided with the reasons for the decision. Students have the right to appeal to Senate's Research Committee against the initial decision but only under specific circumstances. These are limited to:

A. that the evidence they provided was incomplete or inaccurate, to the extent where it is reasonable to conclude that the outcome may have been substantially different;

B. that the person making the initial decision had summarily dismissed significant pieces of evidence in coming to their or their decision;

C. that the criteria relating to the decision were not applied correctly by the person making the decision.

Students may not appeal because they do not like the outcome, or because they disagree with the reasons they were given.

Appeals must be made within 20 working days of the date of the original decision, and should be sent in writing to appeals@cranfield.ac.uk, clearly marked in the subject header as "Exceptional circumstances appeal". Students should include (or attach):
- the original decision with their appeal email;

- a statement, including clearly under which reason they are appealing (A, B or C); and
- evidence to support their statement.

Failure to provide all three items above may result in an appeal being rejected by the Secretary to Senate's Research Committee on its behalf.

The decision of Research Committee will be the final decision of the University: there is no further right of appeal (although students retain the right to complain to an external body as detailed in the Student Complaints procedures).

15.4 Confidentiality of exceptional circumstances requests

By submitting an exceptional circumstances form students are agreeing to the University holding this personal data for the purposes of processing their claim. The University holds this data in accordance with its notification under the General Data Protection Act.

Students are not required to give detailed personal information unless they feel it is relevant to their claim. They do not for example need to provide detailed information about a medical condition and can ask their doctor to provide evidence that outlines the impact that the condition has on their ability to study rather than providing detail on the condition itself.

A student's exceptional circumstances request will only be provided to a limited number of people to allow their claim to be processed.

For claims made before the assessment date or deadline these are a student's:
- Supervisor(s);
- SAS Lead and other relevant staff in Education Services (in order to record the outcome);
- Relevant Director of Research (in an advisory capacity).

The following may also be consulted by the Primary Supervisor:
- an Assistant Registrar, or the Academic Registrar;
- third party evidence provider (to confirm authenticity).

In addition, claims after the assessment deadline or date will be considered by the Student and Student Casework Team and the outcomes recorded by staff in Education Services.

Exceptional circumstances forms and evidence will be retained by the University for the duration of a student's period of registration to enable the outcome to be implemented.

SAS Leads may retain a skeleton database of outcomes but will not retain personal details or information relating to the exceptional circumstances once a student's registration has ceased.

PART D RECOGNISED TEACHERS

16 Recognised Teachers

There may be occasions where in order to appropriately supervise a research student, additional expertise is required from outside the University's academic staff. In such cases a person may be appointed to the role of co-supervisor without being employed in a suitable role at the University by completing an application to become a Registered Teacher. In addition, a Recognised Teacher may be appointed as part of a research student's Progress Review Team or as an internal examiner where the University would otherwise lack expertise.

The Positions of Responsibility in Learning, Teaching and Assessment Handbook provides further details of the roles given above.

16.1 Person Specification

A Recognised Teacher may not be appointed as a research student's Primary Supervisor, and therefore no research student may be supervised solely by recognised teachers.
In order to be approved as a Recognised Teacher, a person must meet one or more of the following criteria:

(a) a retired or former member of academic staff of Cranfield University in good standing with the University and who continues to engage actively in teaching and/or supervision of students;
(b) a current member of staff of Cranfield University who is not an academic member of staff, but engages actively in teaching and/or supervision of students;
(c) a member of academic staff at another university in good standing with their university and with Cranfield University, and who is engaged actively in the teaching and/or supervision of postgraduate students;
(d) a person who is deemed to be "professionally qualified", normally meaning that they:
    i) hold a Master's degree or equivalent professional qualification in the field in which they are to assess students; and
    ii) have substantial business, professional or technical experience that is relevant to the field in which they are to assess students (normally, this would be 5 years of professional managerial experience); and
    iii) regularly engage in postgraduate and/or executive education.

Students currently registered with Cranfield University cannot be appointed as Recognised Teachers, except in very exceptional circumstances. It would not normally be appropriate for a current student to act as a supervisor as a recognised teacher, and a student Recognised Teacher may only be appropriate to act as a Review Panel Member in cases where it can be demonstrated that i) the University has insufficient expertise to otherwise fulfil the role, ii) that the proposed student Recognised Teacher is of sufficient standing and expertise to fulfil the role and iii) that there is no potential conflict of interest that may arise.

16.2 Appointment Process

Where a Lead Supervisor has identified a person whom they wish to recommend for a role as a Recognised Teacher they should assist the person in question to complete Section 1, of the Recognised Teacher Appointment form, ensuring that they discuss any potential development needs with the proposed recognised teacher, and complete Section 2 themselves. By nominating a person for Recognised Teacher Status the nominator agrees to act as that Recognised Teacher's Sponsor for the duration of their appointment. **Persons who themselves hold Recognised Teacher Status cannot act as the nominee or sponsor for any other recognised teacher**

appointment. In such instances the nominee and sponsor should be an appropriate alternative member of the Centre or Faculty team.

Upon completion of the form, the appointment must be approved by the relevant Director of Research.

16.3 Term of appointments and renewal

Appointments are usually made for an initial 3-year period (or less, where appropriate). A sponsor may request that a Recognised Teacher's appointment be renewed through the normal appointment process and as agreed by the relevant Director of Research.

16.4 Sponsor Responsibilities

By nominating a person to become a recognised teacher, once a nomination has been approved by the relevant Director of Research, the nominator agrees to act as that Recognised Teacher's sponsor for the duration of their appointment. A nominator should not transfer sponsorship responsibility to another member of staff.

Sponsors have specific responsibilities with regards to the recognised teachers that they sponsor, including:

(a) a commitment to the Recognised Teacher to provide the proper induction into the University, relevant Faculty and Centre;

(b) provide ongoing support to allow the Recognised Teacher to carry out their duties;

(c) a responsibility for ensuring that the conduct and quality of the activities of the Recognised Teacher are of an appropriate standard;

(d) reporting to the Director or Education or Research any reason why they may no longer act as a sponsor to the Recognised Teacher (i.e. long-term leave, leaving the University);

(e) making requests to the Director of Education or Research for a renewal of a Recognised Teacher's appointment, with a suitable case as to why this is appropriate.

16.5 Recognised Teacher Induction

Sponsors should ensure that Recognised Teachers receive a proper induction, including:

- conveying to the Recognised Teacher the credentials provided by Information Services in advance of the start date;
- an introduction to the University and Faculty;
- an overview of the role they have been appointed to undertake as a Recognised Teacher;
- talking through the senate Handbook for Recognised Teachers, and signposting to other Senate Handbooks relevant for their role;
- highlighting any applicable processes that the Recognised Teacher is expected to follow (e.g. thesis marking, appointment as a thesis supervisor etc.);
- a local induction to the Centre, including the physical spaces;
- an induction to the IT systems the Recognised Teacher will have access to, including assisting with the setting up of a user account and email address when required, and details of the Multi-Factor Authentication;
- an induction to Canvas or other VLEs that will be used by the Recognised Teacher as part of their appointment;
- an introduction to the support teams relevant to their role (e.g. SAS, Registry, Doctoral Training Centres);
- training on the University's ethics policy and processes;
- where applicable, training for supervision of research students;
- how to access further training and development opportunities through the University;
- relevant intranet and website links that will be of use to the Recognised Teacher.

The induction should be appropriately tailored for Recognised Teachers who are existing Cranfield staff.

16.6 Directors of Research

Directors of Research have responsibility for the oversight of all recognised teachers within their Faculties and will review these annually. Any proposed recognised teachers must be approved by the relevant Director of Research, following nomination by a sponsor.

In addition, Directors of Research are responsible for maintaining a record of the Faculty's recognised teachers and their sponsors and reporting annually to Research Committee on their induction, training and development. A list of all of the Recognised Teachers within a Faculty may be obtained from People and Culture.

Directors of Research should be aware of any Sponsors who have left the University (or are away from the University for a significant period) and ensure that an appropriate new sponsor is identified for that Recognised Teacher (usually the replacement Course Director).

Directors of Research should monitor that inductions for Recognised Teachers are being carried out correctly within their Faculties and that Recognised Teachers are being offered, and accessing relevant development opportunities.

APPENDIX A: General standards and definitions of research degree awards

The following definitions are taken from University Regulation 61:

Doctoral-level awards

Conferment of a Doctoral degree recognises a student's authoritative standing in their subject and the ability to conduct future research without supervision, as assessed by the appointed examiners and evidenced by the work submitted for assessment, and which is the result of a programme of research, design, development or management studies, and which contributes significant original knowledge or the application of existing knowledge to new situations.

Conferment of the degrees of Doctor of Business Administration and Doctor of Engineering recognises the completion of a structured programme of learning and/or skills development related to the subject.

Masters-level awards

Conferment of the degrees of Master of Philosophy or Master of Science by Research recognises a student's significant contribution to knowledge, or the application of existing knowledge to new situations, in their subject, as assessed by the appointed examiners and evidenced by the work submitted for assessment, and which is the result of a programme of research, design, development or management studies.

Conferment of the degree of Master of Research recognises a student's ability to conduct research in their subject, as assessed by the appointed examiners and evidenced by the work submitted for assessment, and which is the result of a structured programme of research methods, design, development or management studies.[20]

[20] The University no longer offers admission to students for the Master of Research (MRes) award.

APPENDIX B: Research Student Charter - Mutual Expectations Framework

Enabling a positive and constructive supervisor and research student working partnership

Managing our Partnership	
As your supervisor, I will:	**As your student, I will:**
Be on time and be prepared for all meetings and arranged activities. Discuss with you and agree turnaround times for feedback on written work and how regular we will meet, but recognise there may be periods (e.g. annual leave) where times may vary. Meet the minimum requirement of meeting you at least once per month (every other month for part-time students), but recognising requirements may change as your research progresses. This will include visiting you at least once a month if/when you commence work in the laboratory/workshop. Respond to requests for meetings in a timely manner and will make you aware of periods of absence where I may not be easily contactable. I will try and nominate a suitable qualified colleague who can discuss your work with you or arrange an alternative mutually convenient time for us to meet at the next available opportunity. Additional meetings may take the form of individual meetings, tutorials, group meetings, or lab meetings. We will agree on the most suitable platform for communication types noting this may change.	Be on time and be prepared for all meetings and arranged activities. Take responsibility for organising monthly meetings with my supervisors. Let you know if I am unable to attend a meeting and arrange an alternative time that is mutually convenient. Minute our discussions and submit monthly meeting records in accordance with the Senate Handbook on Managing Research Students. I understand that it may not always be possible to meet with you and will discuss matters with my Associate Supervisor. Understand that your role is not to dictate, but to advise, guide and oversee my research.
Be honest and open to enable an effective and respectful working partnership. I am committed to the University's values (Ambition, Impact, Respect, and Community) and our commitment to equity, diversity and inclusion.	Be honest and open to enable an effective and respectful working partnership. I will familiarise myself with the University's values (What we value at Cranfield) including its commitment to equity, diversity and inclusion. I understand that if I have concerns about our partnership, I can raise my concerns with a SAS Research Lead.
Introduce you to other staff and students who will be involved in your supervision and wider research experience at Cranfield. I will make it clear what their role is and what support you can expect. Make you aware of the expectations of any partners involved in your research.	Work collaboratively and constructively with colleagues in my lab or office, upholding a professional standard of work regardless of the environment. Uphold professional standards when working and/or interacting with any partners involved in my research.

Ensure that any teaching or supervision that you undertake at Cranfield does not jeopardise your ability to complete your research or submit your thesis on time.	Understand I may be offered the opportunity to deliver teaching material or supervise apprenticeship level ** or masters students and help other colleagues in the lab or office at Cranfield. I understand that to undertake these tasks, I may be required to undergo training and may need Recognised Teacher Status (RTS) before undertaking these duties. I will discuss any additional opportunities outside of my core research programme with my supervisors before commencing activities.
Be open to constructive feedback and support your participation in shaping the quality of your experience through involvement in working groups, surveys e.g. Postgraduate Research Experience Survey (PRES) etc.	Actively feedback on my experiences and participate in the co-development of programme improvements through the engagement of different activities including working groups, feedback sessions, student experience surveys etc.
Be aware of the health and safety requirements for your area of study. Ensure that you receive adequate instruction and information about the risks and controls that apply to your work.	Take reasonable care of myself and others affected by my actions. I will cooperate on health and safety matters; follow procedures; attend training as advised; promptly report any related accident, hazard, or instance of ill health; and in general, behave responsibly.

Enabling Academic Development	
As your supervisor, I will:	**As your student, I will:**
Work with you to develop an appropriate project plan that you can deliver on time with clear aims, objectives and a plan of work.	Work with you to understand what is required of me and take responsibility for my progress, working towards becoming an independent researcher. Take responsibility for the overall project management of my research and will raise concerns with you.
Ensure you have the appropriate space and resources necessary to carry out your research.	Review my working environment and access to resources, and alert you to any issues that may impact my ability to progress my research. I will maintain a safe, clean and tidy working environment.
Support you to identify and engage in the appropriate core research and technical skills training relevant to you and the successful completion of your research degree.	Take responsibility and engage in core technical and research skills training required to progress my research.
Ensure you receive an appropriate Induction covering Health and Safety in both the office environment and practical environments, relevant to your research. Work with you to actively review and amend your working practices as required and ensure that relevant training arrangements are in place.	Proactively engage and comply with the University's Health and Safety requirements, completion of health and safety online modules and appropriate risk assessments before any new research activity is undertaken. Maintain safe working partnerships with my colleagues and supervisor(s) and relevant technical and safety staff. Continue to review my risk assessment throughout the lifecycle of my research project to ensure it continues to reflect my research accurately.
Ensure you are aware of the University's Research Ethics and Research Integrity Policies and supporting processes, including details of the procedure for reporting and investigating allegations of academic misconduct. I will ensure you can undertake research integrity and ethics training relevant to your research, and that you actively review and amend your working practices as required.	Proactively engage and comply with the University's research integrity and ethics requirements, including completing training on research ethics and integrity and ensuring appropriate approvals are in place before commencing research activities. Continue to review my ethics application throughout the lifecycle of my research project to ensure my approval continues to reflect my research accurately. Where there are significant changes I will apply for new ethical approval.
Discuss with you in the context of your project, responsible research and innovation, reflecting on the purpose and motivations and potential implications of your research on the research community and wider society.	Proactively consider responsible research and innovation in the context of my research throughout the project, bringing any questions or concerns to you for discussion.
Provide you with guidance on how to access and critically review original literature and other sources of information, and help you develop your writing and presentation skills.	Read the key literature in my field, develop critical thinking skills, undertake training to develop my writing and presentation skills and take responsibility for writing my thesis.

	Understand that my final thesis is an accumulation of my research project and not that of my supervisors. Understand that the thesis must be all my work and that all quotations from other sources, whether published, unpublished or AI-generated, must be properly acknowledged.
Provide you with guidance on record keeping, including bibliographic and research data management and the use of research/laboratory notebooks as well as how to share your research outputs and data using the University's approved system, Current Research Information System (CRIS).	Compile and maintain a data management plan and keep accurate records and notes of my research, data and progress in line with the University's policies and procedures and raise questions and/or concerns with you.
Provide you with appropriate guidance about the nature of research and standards expected for each key milestone and help you plan your research so that you can submit your research on time. Full-time students should aim to work full-time (i.e. 37 hours per week), pro-rata for part-time students. However, there may be occasions where you may be required/need to work longer hours on your research.	Comply with the Cranfield Research Student Handbook and all relevant policies, processes and procedures. I will work at a pace that is sufficient for me to make good progress with my research and understand that where I have been advised that my work is unsatisfactory, I will need to take action to bring my work up to the required standard. Understand that the intensity of my workload and demands may vary throughout my period of registration.
Provide you with timely and regular constructive feedback, supported by evidence (in accordance with agreed meeting plans and schedules) on research progress, oral presentations, written work and thesis-writing.	Actively seek guidance and feedback from you on my progress, including how and when I can expect to receive feedback. I will inform you if I am unclear on any feedback provided pertaining to the standard of my work.
Ensure you have a personal development plan that helps you to navigate the training and development opportunities available at the University in a way that helps you to achieve your research and career ambitions. Help you to plan development time for your research programme.	Work with you to identify opportunities available to me and take responsibility for my personal development plan.
Support you in identifying and engaging in opportunities to network with research users (for example, industry partners) and help you to develop the skills to identify challenges, and translate those into programs of research activities that deliver impact.	Uphold a professional standard of working in different environments at all times, engaging with opportunities to work with researcher partners and undertake training to develop my Knowledge Exchange skills.

Enabling Good Health and Wellbeing	
As your supervisor, I will:	**As your student, I will:**
Encourage you to maintain a healthy work-life balance and good wellbeing. I will signpost appropriate resources and sources of support.	Maintain a healthy work-life balance. Be aware that I can access support outside of my Centre through the Student Wellbeing and Disability Support Services.
Encourage you to take holiday when it is appropriate to do so. In accordance with the Senate Handbook on Managing Research Students (Senate Handbooks A-Z (cranfield.ac.uk)), Full-time Research students are entitled to up to 25 days holiday each year in addition to statutory Public Holidays and University closure days.	Take holiday leave, discussing requests for holiday with you in good time, and at a time which is appropriate for my research, noting that if I have a funder they may have specific requirements.
Be supportive if there are times when you or members of your family may be unwell. During those times, I will make reasonable adjustments accordingly. I will signpost you to further help within the University to assist with your particular circumstances.	(Full-time students) Inform you if I am unable to undertake my research or University activities due to illness or other personal circumstances by the start of the typical working day (9am) and keep you informed of my progress and when I anticipate returning to normal study.
Signpost you towards potential sources of support, such as the University Hardship Fund if you experience financial hardship.	Discuss with you any concerns, where I am comfortable in doing so, which relate to personal circumstances that may affect my academic progress. I understand if I am not comfortable sharing this information with you directly, I can speak to other members of the University including the SAS Research Lead or a Pastoral Advisor.

Enabling Professional Development	
As your supervisor, I will:	**As your student, I will:**
Actively encourage you to engage with activities that support and develop a positive research culture, including training and development, activities offered through Thematic Doctoral Networks, the Cranfield Doctoral Network and the Core Researchers Development Programme. I will highlight opportunities for you to talk about your research with staff and students, and to practice oral presentations through seminars, workshops etc.	Take opportunities to engage and share the wider findings of my research with staff and students across the Cranfield research community (e.g. ECR network) and develop my own networks outside of my immediate research group.

Encourage you to present at conferences and engage with internal and external opportunities where you can develop your own professional network.	Take the opportunity to share the findings of my research internally and externally, which can help me develop my own professional network. I understand that if I have a funder, they may set requirements to which I must adhere relating to the confidentiality of my research and what I can share. Understand I may need to apply for travel grants to enable me to attend conferences if other sources of funding are not available.
Encourage you to publish your work where appropriate. I will ensure you are aware of the University's policies in relation to Authorship of Research Outputs and the University's commitment to open research as a signatory to DORA (Declaration of Research Assessment).	Normally be expected to write papers during the course of my research and adhere to the University's policies regarding the publication of my research.
Provide guidance on the publication of your research where there may be security aspects that need to be considered.	Discuss with you areas of my research where there are or might be security aspects to consider.
Ensure you are aware of the mandatory training you are required to complete.	Complete all mandatory training in a timely manner, and where required complete refresher training in line with the University's requirements.

Appendix C: Research student induction checklist

In addition to the below, students should be directed to the Induction checklist on the intranet: https://intranet.cranfield.ac.uk/ResearchLearnTeach/EdSupp/CAAS/Pages/PhD%20Induction-stage.aspx

The following should be included in any induction of research students:

Responsibilities of students

- The expectation of Masters- or Doctoral-level provision, and particularly the focus on self-directed learning;
- The requirement of maintaining regular contact with the Supervisors, and proactively raising any concerns or impediments to study/research with them or other named persons;
- The requirement to use actively EVE and their @cranfield.ac.uk account, to monitor and manage University communications;
- The requirement to comply with the Cranfield University Research Ethics Policy, and ensuring students are aware of these requirements;
- Their contribution to good citizenship (including dignity at study, equality, health and safety);
- General and specific expectations relating to:
    - regular meetings with the Supervisors;
    - submission of reports or notes on academic and research progress and potential academic penalties (including academic misconduct);
    - complying with University Laws and local Faculty guidance (including the formal student progress monitoring systems and personal development planning (PDP) guidance);
    - the implications of bringing the University into disrepute by their actions or inactions;
    - Additional work outside of a students' study (Appendix P).
- Research Student's Annual Leave.

Programme of supervised research

- The initial project definition and how it will be revised or reviewed;
- Initial priorities and objectives (including priority reading or courses to attend);
- Projected future milestones, including any research deliverables.

Learning support

- Where and how students can raise concerns about the quality of their supervision;
- The use and availability of facilities relating specifically to the programme of supervised research, including:
    - specialist hardware and software (including the availability of licences);
    - laboratories (including relevant health, safety and fire training);
    - specialist research facilities, available to them on- or off-campus (including relevant health, safety and fire training).
- The range of information and supplementary courses available to students, including:
    - Research data management plan (RDM) VLE modules
    - plagiarism and other forms of academic misconduct, and the use of Turnitin;
    - expected standards of academic writing and referencing;
    - identifying appropriate sources of research material;
    - careers information, advice and guidance;
    - personal development planning;
    - English language support;
    - the role of Learning Support Officers;
    - the role of Supervisors and other staff in supporting their learning and other matters;
    - the role of student representatives, both for the Faculty and more widely from the CSA.
- The use and availability of facilities more widely available to all students:
    - the intranet, the VLE and EVE, and other IT services (including printing services and PC labs);
    - library services;
    - University-approved on-line survey tools;
    - the CSA;
    - the counselling services and community support;
    - advice and guidance from the International Office for students on Tier 4 visas.

Appendix D: Non-academic reasons for early termination of registration

There are a number of circumstances which may result in a student having to leave the University before they have completed the course. These include:

a) where a student is wanting to withdraw because of their personal circumstances;
b) where the Academic Registrar acts to remove a student without their consent from the University permanently for a specific reason.

Please note that where an early termination of studies is enforced on a student without their consent, the student retains a right to appeal against that decision: details of the appeals procedure are outlined in the Senate Handbook on Changes to Registration.

D.1 Voluntary withdrawal

A student may choose to withdraw for a variety of reasons, including any or all of:

- Recognition that the programme of supervised research is not the appropriate one for them;
- Recognition that they are failing to make academic progress;
- Illness, either physical or mental (of the student, or of close family and friends);
- Financial concerns, such that the student can't afford to maintain their living expenses while studying;
- Personal relationships intruding upon their ability to study;
- Other personal circumstances (e.g. a change to their living arrangements).

Wherever possible, Supervisors should obtain a clear indication to withdraw from the course in writing, and provide this to Education Services as evidence.

Where a Supervisor has concerns about the progress of a student, they should discuss with the student the option of withdrawing (as well as other potential options of adjusting their study, either through a change of mode of study, a planned suspension or enhanced learning support).

When a student chooses to withdraw, Supervisors should review the student's eligibility to receive a lower award (e.g. an MPhil).

D.2 Early termination authorised by the Academic Registrar

In certain and very specific circumstances, the Academic Registrar may authorise the early termination of the registration of a student, without their permission. These are:

a) being in debt to the University regarding tuition fees, provided that the student has been warned that non-payment will result in their registration being terminated;
b) being found to have provided false or incomplete information during the application and admission processes, such that the Academic Registrar has concluded the admission to the University was obtained under false pretences;
c) being co-registered on more than one course or programme of the University without the permission of the Academic Registrar;
d) the student not replying to requests for making contact from the Academic Registrar, or other staff in Education Services, relating to their absence from the University;
e) being prevented (possibly through no fault of the student) from attending the specified location of study for the course or programme, and this situation is unlikely to change in the foreseeable future;
f) being considered, by nature or by actions, to represent a clear risk to the health and safety of him- or herself, or of other students or members of the University;

g) a disciplinary procedure has ruled that the student be permanently excluded from the University, providing that they have been allowed to exercise a right of appeal (see the Student Handbook on Disciplinary Procedures).

Some of these circumstances are expanded on below.

c) Co-registration of courses

Where a student is registered on a full-time basis, it is expected that the majority of their time will be spent on study. Research study is intense and students are expected to study 37 hours every week – about the same as a full-time employed job.

Where a student is registered on a part-time basis, this is usually on the understanding that they is employed in other activities outside of the University.

In both cases therefore, it is deemed to be inappropriate for students to be registered concurrently on two different courses leading to different awards of the University at the same time, and this is considered to be a breach of their terms and conditions of registration.

There is a small subset of exceptions to this, approved by the Academic Registrar. These are limited to:

- “PhD or EngD with Integrated Studies” – students apply for a single combined programme including a PhD registration with taught course modules leading to either a Postgraduate Diploma or Certificate, or, exceptionally, a Masters’ degree. This joint registration is recognised at the outset by an extended period of study.
- Studying short courses for learning credits: the University permits a student to register for an award (a “registered student”) alongside studying short continuing professional development (CPD) modules for learning credits (as an “associate student”).
- Staff candidates – staff candidates may be co-registered for a PhD as well as attending courses in preparation for the submission of a Professional Postgraduate Certificate (although this is not recommended).

d) Lack of contact with the Academic Registrar

As part of the conditions of registration, students are expected to maintain communications with the University, especially where the University contacts them through the contact details registered in EVE, and through a @cranfield.ac.uk email address. Students are also expected to keep their Supervisor(s) aware of any personal circumstances which may require an absence from the University.

Failure to do so will result in the Academic Registrar being informed of an unauthorised absence from the University. They will take steps to contact the student to determine whether they have left the University on a temporary or permanent basis. If the Academic Registrar is unable to reach the student, or if the student does not reply to the communications, the Academic Registrar will terminate the registration, on the grounds that the student has withdrawn from the University without notice. The student will normally be given four weeks to respond to communications before such action is taken.

e) Lack of attendance at meetings or agreed teaching sessions

The University has a Student Academic Engagement Policy (Appendix G) that all students are expected to adhere to. Failure to attend meetings or meet expected contact points with supervisors can result in the University taking action to terminate a student’s registration.

There are some circumstances, which may not be the student’s fault, where they simply cannot attend the specified location of study for the course. (The most common examples of this are: lack of an appropriate visa to study in the UK, and lack of site security clearance for the Defence Academy site at Shrivenham). In these circumstances, the Academic Registrar (or another member of staff in Education Services) will discuss the likelihood of those issues being resolved and the likely timescales. If it appears likely that the student will not be able to attend on a long-term basis, the Academic Registrar will terminate the registration on a permanent basis, whether or not the student agrees with this decision.

f) Risk of health and safety to yourself or to others

Cranfield University is committed fully to promoting a safe and harmonious environment.

The Academic Registrar may be required to act if they have received evidence to indicate that a student’s current or potential future actions may represent a risk to the health and safety of the student or others: this includes circumstances where the student has committed an act of violence or damage or where it is suspected or confirmed they have a serious mental health illness. Wherever possible, the Academic Registrar will discuss this possibility with the student and the Supervisor(s) and explain the reasons and evidence for this decision. It must be noted, however, that the health and safety aspects will take precedence over any personal wishes to continue studying.

Where a Supervisor has concerns, they should contact the Academic Registrar directly to discuss the particular circumstances.

Appendix E: An explanation of the oral examination for students

The following paragraphs outline a form of words that can be used to brief research students on the format and purpose of the oral examination.

As part of the examination of your thesis, you will have a face-to-face examination with your appointed examiners. The purposes of this "oral examination" are:

a) To establish that the thesis you have submitted is your own work;
b) To give you an opportunity to define or clarify the direction, structure and conclusions of your research: the examiners will make constructive criticisms of both your research and your presentation of it (your thesis), giving you the opportunity to respond and engage in debate;
c) To explore with the examiners any particular issues that they feel require clarification or further development: this helps the examiners articulate if any further work may be needed;
d) To test your eligibility for your intended award, against the standards defined by Cranfield University and in line with national expectations: the examiners test this by exploring your understanding of the concepts and knowledge underpinning your research, the extent to which your thesis outlines new or innovative knowledge or application of ideas, and how your research expands upon existing knowledge in your chosen field.

The examiners will be expected to assess whether or not you have demonstrated:

a) The independent creation and/or interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and possibly merit publication;
b) The systematic acquisition and analysis of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
c) The ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding, and to adjust the project design in the light of unforeseen outcomes, problems or ambiguities;
d) The ability to evaluate, choose and justify appropriate techniques for research and advanced academic enquiry;
e) Awareness of any ethical issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research.

There will normally be at least two examiners present, including at least one examiner who is independent of Cranfield University or your research. The Independent Chair of the Examiners is responsible for ensuring the examination process is conducted in a fair and appropriate manner and is not involved in your actual examination. One of your Supervisors is normally also present to support you as an observer: they may not answer questions on your behalf. You may request that a Supervisor is not present if you prefer.

There is no specific time set for an oral examination of your thesis and related research. For a PhD examination, the typical timescale is between 2 and 5 hours, depending on a number of factors including your subject discipline and the complexity of your research. The examination will last as long as it takes the examiners to satisfy themselves that you have received a fair and thorough examination. You should, however, feel able at any time to ask for a rest or comfort break, and ask how much longer the examiners feel the oral examination will take.

The format of an oral examination is not precisely defined, but is likely to include:

- *a pre-meeting of the examiners (at which you will not be present, and where they will discuss the questions they will ask you)*

- *your formal examination, which may or may not include a presentation by you on your research.* ***If a presentation is required, you will be informed of this well in advance of the examination date.*** *If you have not been asked to prepare a presentation, you can assume you do not need to present one, but it will still be expected that you will outline in conversation a summary of your research.*
- *a post-meeting of the examiners (at which they will discuss your examination performance and determine whether you have been successful)*
- *a further meeting with you to inform you of the outcome of your examination, and to outline (if appropriate) further work or required revisions to your thesis.*

During the pre- and post-meetings, you will likely have a quiet space to sit with your Supervisor(s).

In the formal examination, the examiners will focus their questions on a detailed consideration of your research, its methodology and findings. In some cases, the examiners may wish to focus on a discussion of the broader aspects of the research process or findings, the implications for further policy/research, and/or publication possibilities. You may be invited to highlight aspects or issues that appear most important or interesting, given your detailed knowledge of the subject area.

Oral examinations should be constructive and stimulating for both you and the examiners, and lively debate and discussion is encouraged. You should expect to be challenged on your ideas and your approach to your research, bearing in mind the intent is to explore your expertise. You are advised before the oral examination to re-familiarise yourself with your thesis, making your own assessment of its strengths and weaknesses, and anticipating issues or questions that are likely to be raised.

Appendix F: Research Thesis Formats

1 Thesis Formats: Paper Format and Monograph Format[21]

The front page of PhD theses at Cranfield contains the phrase - “Submitted in partial fulfilment of the requirement for the degree of Doctor of Philosophy”. Having devoted three or four years of your life to your research project, your thesis is perhaps the most important, complete and longest document that you have written to date, and possibly that you will ever write. Elsewhere, you will find thesis templates and detailed descriptions of page layout, margins, font sizes, referencing styles. Here, the requirements in terms of content and overall style of the document that you need to submit for the degree of Doctor of Philosophy at Cranfield will be discussed.

Before considering the thesis structure, it is important to consider the aim of the thesis. The ***Senate Handbook on Managing Research Students*** states that “Conferment of a Doctoral degree at Cranfield University recognises a student’s authoritative standing in their subject and the ability to conduct future research without supervision, as assessed by the appointed examiners and evidenced by the work submitted for assessment, and which is the result of a programme of research, design, development or management studies, and which contributes significant original knowledge or the application of existing knowledge to new situations.” The thesis is the first part of the process of demonstrating that you have reached this standard, and is the part that is completely under your control. The second part of the process is the viva-voce examination, which is not under your complete control and is, undoubtedly, a daunting event, but which can be made less daunting by producing a high-quality thesis that satisfies the requirements stated above.

At the viva the examiners will assess whether or not you have demonstrated:

a) The independent creation and/or interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and **possibly merit publication in refereed journals**;
b) The systematic acquisition and analysis of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
c) The ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding, and to adjust the project design in the light of unforeseen outcomes, problems or ambiguities;
d) The ability to evaluate, choose and justify appropriate techniques for research and advanced academic enquiry;
e) Awareness of any ethical issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research.

Publication of refereed journal papers is seen as one of the core components in defining your reputation as a researcher. Journal papers present both the quality of the research conducted and the ability of you and your co-authors to effectively disseminate your research findings. As such publishing refereed journal papers during the course of your PhD provides many benefits including external peer review to validate your approach and research, demonstrates your quality as a researcher to the outside world including both the examiners and future employers as well as improving confidence. The skills developed when publishing papers are the same as those required for a thesis with the additional development of more advanced skills associated with concise and

[21] This guidance is applicable for Doctoral and Masters by Research level theses. The format of a student’s thesis must be agreed between the student and Supervisor.

clear delivery. Such skills are extremely transferable and will be of considerable value to your subsequent employment in academia, industry, or public service.

2 Format Style

In conjunction with your supervisory team, you should make the decision over which thesis format is appropriate, ideally early in the period of registration. Throughout your time at the University, your Supervisor will provide a range of advice and guidance over the expected format of the thesis: this will depend in part on the nature of the research and subject-specific expectations. You should also note that other forms of advice are available from the Library, relating to:

- the "prescribed form" of the thesis, as stipulated by the Librarian;
- courses and other guidance on academic misconduct (including plagiarism);
- courses and other guidance on academic writing and referencing;
- examples of previous theses, held on CERES[22] and EThOS[23], particularly those that have won the University's Lords Kings Norton Prize;

The following sections describe typical structures for the two thesis formats.

2.1 Typical structure of a "Paper-format" thesis

The "paper-format" style of thesis delivers the intellectual contribution of the thesis through distinct chapters that describe the different packages of work undertaken. Accordingly, each chapter contains all aspects required to describe that specific package of work including an introduction, methodology, results and discussion (i.e. it is a self-contained description of all aspects of the work).

This style of thesis offers a number of advantages. You will gain experience in the writing of self-contained reports that convey your work in a concise format, a skill of considerable value to your subsequent employment in academia, industry, or public service. In developing your subsequent career in research, a track-record of publication in high quality journals will be an important component of your CV, and you will have a readymade bank of manuscripts for submission to peer reviewed journals.

The research and papers must have been undertaken and written during the period of registration - work undertaken and published prior to this is not eligible. Prior publication or acceptance for publication of the manuscripts is **NOT** a requirement but is encouraged. Indeed, publication or acceptance for publication of research results before presentation of the thesis (irrespective of format) does not supersede the University's evaluation and judgment of the work during the thesis examination process. This means that you can be asked to undertake corrections on sections that have been previously accepted for publication by a journal. The University does **NOT** specify the number of papers required for a PhD thesis, it depends on research area and amount of work represented by each article. Thus it is an academic judgement that you should reach in discussion with the supervisors. However, as a guide, most "paper-format" theses contain between 3-5 paper equivalent chapters.

Irrespective of format style the thesis will be examined as a unified, coherent document (i.e. "paper-format" and "monograph format"). In both cases the overall coherence of the research must be demonstrated describing a single programme of research. Thus it is important to

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[22] https://dspace.lib.cranfield.ac.uk/.
[23] http://ethos.bl.uk/SearchResults.do,

demonstrate how the individual paper chapters connect together to produce a cohesive document. This can be achieved through a combination of components:

Introduction: including a description of how the different blocks of work fit together. This is commonly accompanied with a diagram to aid visualisation of the connection between the papers.

Aims and objectives: specify which paper chapters link to which objectives.

Discussion: link the findings from the different papers together to deliver the overall aim of the work.

Specific critical appraisal of the literature should be delivered within the individual paper chapters and as such there is **NO** specific requirement for a separate literature review. However, a separate literature review paper can be used as a chapter if it contributes to the overall delivery of the thesis (and then constitutes one of the paper chapters). In such cases the chapter should be formatted as a published literature review (not as in a monograph style thesis). Similarly, the requirements related to academic discussion should have been met in the individual papers. Accordingly, the discussion chapter should be focussed on the outcomes of the findings of the research in terms of the real world impact it will have. The specific aspects included in this chapter will depend on the nature of the work and should be discussed with your supervisors. Examples include: a business case for implementation, a new design or operating guide, a new policy guide or procedure, or a response to a number of industrial questions raised by your sponsors. In all cases the impact should be clearly linked to the scientific findings of your work. This chapter is not expected to be in the format of a paper (unless appropriate) and is expected to contain between 5-15 pages.

When writing a “Paper format” thesis, ensure that the format of the different chapters is consistent throughout. This may require you to reformat a chapter that has already been published in a journal. Avoid trying to shoehorn inappropriate elements associated with the monograph thesis style into the papers. For example, lengthy descriptions of methodology and well-understood background theory are not appropriate - the journal would be looking to publish original research, results analysis and theory that pushes the field forwards. This background information can be provided in the supplementary information (appendices) or in the introductory chapter. Referencing should be consistent throughout.

2.1.1. Expected content for a Paper-format thesis:

Abstract
Acknowledgements
Lists of Contents, Figures, Tables etc.
Glossary
Introduction (including a list of published/submitted work)
Aims and Objectives (which may be included in the introductory chapter)
Papers (typically 3-5 including a literature review)
Overall discussion: implementation of the work
Conclusions
Further work
Appendices

2.2 Typical structure of a “Monograph format” thesis

The monograph format of thesis delivers the contribution of the thesis through a series of chapters that describe the different components of the work as a whole: introduction, literature review, methodology, results and discussion. The nature of some research means that structuring your findings into discrete packages (as in the paper-format) is not an effective delivery style. This is most common in some aspects of the social sciences where methodological development can be a critical component of the research and sits across the overall thesis.

The easiest way to assess if the monograph style is more suitable is to ask the question “how many results chapters do I expect to write?” If the answer is two or less then a monograph style may be worth considering. However, remember the requirements of a thesis are the same irrespective of format style and so selecting a monograph format thesis does not mean a lower overall quality of thesis is acceptable. In preparing your literature review and methodology chapters remember to question if they provide new insights in themselves. If this is the case they can be published and so can represent chapters within a paper-format style.

2.2.1. Expected content for a Monograph format thesis:

Abstract
Acknowledgements
Lists of Contents, Figures, Tables etc.
Glossary
Introduction
Aims and Objectives (which may be included in the introductory chapter or as a separate section following the literature review)
Literature Review
Methodology
Results
Discussion
Conclusions
Further work and recommendations (which may be included in the concluding chapter)
Bibliography
Appendices

3 Structure

The thesis should be structured to ensure that it demonstrates clearly that these requirements have been met. Cranfield University allows theses to be submitted in two formats:

- The “paper format” where the thesis is structured according to a series of distinct chapters to cover the different packages of work conducted during the research (which need not have been submitted to journals) accompanied with a short introduction and overall discussion to demonstrate the coherence of the work.
- A “monograph format” where discrete chapters are included to cover the different components that are required (literature, methodology, results, discussion etc.) and cross referenced to ensure coherence.

In both cases, the aim of the thesis is identical, and this is to demonstrate to the examiners that you have made the grade and satisfied the requirements above. The expected content listed for each thesis format type is explained below:

Abstract
The abstract should be a concise description of the problem addressed, your methodology used to address it and your results / findings and conclusions. The abstract must be self-contained and generally should not contain any references. It is best to write the abstract once the rest of the thesis has been written, as at that point you will be in a position to provide a résumé of your thesis

Acknowledgments
It is customary to include a page of thanks to those who have provided support on scientific, technical and personal matters. If aspects of the work described in your thesis were collaborative, here is where you make it clear who did what and in which sections.

Introduction
What was the subject of the research and why was it important to study it? You should state the problem as simply as possible. How does it fit into the broader context of your discipline? What new knowledge does your approach add? Try to pitch the content at researchers who are working in the same general area, but not necessarily specialists in your particular topic. It is good practice to provide the reader with an overview of the contents of each chapter and of how the chapters fit together. The introduction is often the last chapter to be written, as the hindsight provided by having written the rest of the thesis can afford a clearer vision of how each element of your work fits into the bigger picture.

Literature review
Here you will provide a **critical** review of the literature (not just a summary of what people have previously done) underpinning your research, and highlight any weaknesses or gaps that the research will address. It might also be appropriate to discuss the theoretical framework. You should aim to identify the source of the problem, to tell the reader what is already known about the problem and what other methods have been used to solve it. This is very important, as you are demonstrating your understanding of the prior art and in the subsequent parts of the thesis will be using the information as a justification for your approach, and to benchmark\validate the outcomes of your research program.

You should have been keeping up-to-date with the literature throughout your registration period. The appropriate number of references is a matter of judgement, and depends upon the research field. Not all the papers, books etc. you read will ultimately be used as references such that a reasonable expectation is that you will have read around 3-4 times the amount of literature that you actually use as references within your thesis. Make sure that you have cited the key works, and bear in mind that it is highly likely that your examiners will published work relevant to your thesis, so ensure that this includes up-to-date citations, including those published during your registration period.

Aim and Objectives (hypothesis and/or research questions)
What is the overall aim of your work? What is the purpose of your investigation? What is your overall research question that you are trying to address?

Your aim (you should have only one main aim) statement should explain the answer to those questions and should be based around the intellectual contribution your work makes as a cohesive whole. In some cases you may also wish to include a number of sub aims to better describe the contribution of the work.

The subsequent objectives and/or research questions explain the different specific components of investigation that you have undertaken in order to deliver the overall aim. Objectives and/or research questions need to be specific, measurable, achievable, realistic and time constrained (i.e. SMART). In many research fields hypotheses statements are used in preference (and occasionally in conjunction with objectives). A hypothesis is a statement of what you think will be observed and must be testable and hence defines the research to be undertaken.

Methodology
The description of the methodology will be highly topic dependent. Here there may be requirements to describe relevant underpinning theory, to describe experimental techniques and/or to present

models or new theories based on your work. These descriptions may be detailed with titles such as ***Theory** and **Methods***. In social science research greater emphasis is typically placed on discussing the research approach used and its appropriateness towards responding to the stated research question and objectives. This can include aspects of literature review and discussion as part of its delivery and so can differ in significance compared to thesis based on purely quantitative research. Methods for data collection, storage and analysis need to also be considered with clear emphasis on appropriateness of the approach and ethical considerations of the work.

Theory
When you are reviewing underpinning theoretical work from the literature, it is important to provide sufficient material to allow the reader to understand the arguments and their warrants. It is a judgement call as to what level of detail should be included, but, for example, you should not include pages of algebra or conceptual models from standard textbooks (especially standard derivations). It is important that you discuss the physical meaning of the theory and how it is related to your work. Ensure that the theory that you include is relevant to your work - the test for this is that if you do not refer to it/use it within the rest of your thesis then it should NOT be included. Discuss approximations made and limitations of the theory as well as the quality assurance of input data used in the theory. Clearly identify the source of all input data with appropriate references.

When reporting theory that you have developed you must include more detail, but consider placing lengthy derivations in the appendices.

Methods
The descriptions should be aimed at researchers who may want to repeat your study, or who may want to take the work further. The guide that you should apply here is that a competent researcher should be able to reproduce what you have done by following the description that you provide. That should give you an idea of the level of detail required.

Information should be included in relation to the basis of the design and implementation of the approach taken and the quality assurance procedures adopted (i.e. controls, replication, triangulation). Importantly this should include details of the selection and use of data analysis methods. Where statistical tests are used it is important to demonstrate suitability (i.e. testing that the data is normally distributed).

Results / findings
Describe your results / findings clearly and concisely being specific in your descriptions of key data. Results / findings do not need to be presented in the chronological order they were generated and should be sequenced for the ease of understanding of the reader. Not all data needs to be described. Only describe the aspects that are important in delivering the findings of your research. Importantly, focus on the key positive aspects of the data that link to your discussion rather than fixating on the outliers and the aspects that are inconsistent. Specific explanation of data trends and comparison to literature should be included but limited to aspects that link to the overall message you are trying to communicate. This should include where your data is consistent and contradictory to the existing literature to place your research within the appropriate context.

It is vital to describe the conditions under which each set of results / findings was obtained, indicating what was varied and what was constant - refer back to your methodology. Consider carefully how to present the results / findings - ensure that graphs, tables and / or models are clear and not cluttered, try to avoid large tables of data, as it can be difficult for the reader to interpret the information. With quantitative studies show measurement errors and standard errors on graphs and use appropriate statistical analyses and tests. Ensure that all graph axes have labels and titles (with units) and that the font size is such that they are legible. Ensure that each data set is identified clearly.

Discussion

The discussion is the most important aspect of your thesis. The purpose of discussion is to interpret the significance of your findings within the context of what is already known (literature). It should clearly describe any new understanding or insights derived from your findings. The discussion must connect to your aim (research question) and objectives (hypotheses) and in doing so define your contribution to knowledge. A good thesis (with no or minimal corrections) includes strong, direct and concise discussion of findings presented within the result section. Do not waste space restating your results and do not introduce new results in the discussion.

In delivering a good discussion you must *discuss* the results, rather than just describing the graph/table/model. Make sure that you have addressed the following questions: What does that data mean? How do my results/findings fit into the existing body of knowledge? Are my results/findings consistent with current theories? Do they give new insights? What are the limitations? Evaluating your methodology and adapting your project to unforeseen circumstances are important aspects of demonstrating independence as a researcher.

The sequence of the discussion should not necessarily mirror that of the results. Instead it should follow a sequence that best communicates the importance of the findings. Importantly the discussion must show how the different aspects of your research fit together to deliver a coherent contribution to knowledge. Discussion should (where possible) include aspects related to both academic and the real world impact of your findings (with an implementation plan if appropriate).

Conclusions and Further Research

This is generally a short chapter, where you bring together the findings of your research, measured against the problem that was outlined in the ***Introduction*** and the previous work that was reviewed in the ***Literature Review***. There will be some overlap with the abstract, but the discussion should have considerably more depth. Don't forget that you are trying to demonstrate a contribution to knowledge, so be upfront and identify the new findings and their significance. You should also provide some suggestions on how your research could be taken forward by others. Typically conclusions can be matched to the aims and objectives to demonstrate how you have met each one.

References

This is a list of the sources used in writing your thesis. A number of different referencing styles may be used. Details are available on the intranet in links on the page: https://library.cranfield.ac.uk/knl/referencing.

Correct referencing is vital, and it is important that you understand what is and is not acceptable to avoid committing plagiarism. Information on the University's policy on plagiarism is detailed on the same page.

Appendices

Items that are often included in appendices include: original computer programs, data files that are too large to be represented simply in the results chapters, or pictures or diagrams of results that are supplementary to items included in the main text. Large sets (10 or more pages) of computer code can be deferred to an electronic based appendix if required. It is common to include as an appendix a list of peer-reviewed journal and conference papers that you have published during your period of registration. Please note that publication or acceptance for publication of research results before presentation of the thesis does not supersede the University's evaluation and judgment of the work during the thesis examination process

Appendix G: Student Academic Engagement Policy

Engagement expectations

The University expects students to engage with their studies and to attend the various learning opportunities provided by their course. The University believes this is key to successful course completion. Any student may have their registration suspended or terminated because of concerns about academic progress, lack of attendance/engagement, or lack of contact with the course or research team.

In addition, the University has particular licence obligations with respect to students who hold a Tier 4/Student visa for monitoring, recording and reporting engagement.

According to the UKVI's Student sponsor guidance, Student sponsors should report to the UKVI any full or part-time student who stops academically engaging.

Academic Engagement

The University treats formal face-to-face interaction with an Academic member of staff as academic engagement. Face-to-face interactions are measured through defined contact points.

Cranfield University guidance on face-to-face meetings

The expectation is that supervisory meetings for research students, and taught students at the thesis stage, will normally be in person on University premises. If required, it is acceptable on occasion to conduct the meetings via skype (or similar), or telephone. Use of such media would not normally amount to more than 30% of expected contacts unless the student is located off campus. If the student is located off campus then the majority of meetings can be conducted via Skype (or similar) or telephone. In all cases, written evidence of the supervisor/student meeting should be passed to the SAS team to be stored the appropriate data storage area.

Audit

Periodically the Student Immigration and Funding team will run audit checks on the engagement of students studying on a Tier 4/Student visa.

Monitoring Procedure - Research Students

Contact Point

A meeting between the student and supervisor(s), documented by the student. These should take place at least once a month for full-time students and once every two months for part-time students.

Evidence / record keeping

The student provides a record of the meeting to the Supervisor and Student and Academic Support (SAS) Lead, via the Virtual Learning Environment. Meeting records are stored here and can be accessed by associated parties (student, supervisor, progress review team, SAS Lead, Director of Research) at any time.

Intervention

A supervisor is required to act if they have not received the record of the meeting from the student as early as possible. A supervisor is expected to act if (s)he has concerns about the student's engagement in study. If a student misses a number of consecutive supervisor/student meetings the supervisor works with the SAS Lead to investigate the reason(s) why meetings have been missed and take appropriate action. If the student is studying on a Tier 4/Student visa, the action below applies.

Students on a Tier 4/Student visa - Research

When the supervisor informs the SAS Lead of non-engagement they will notify the Student Immigration and Funding (SIF) team. Once SIF have been informed of the non-engagement of a student, they will contact the student requesting that they contact SIF within a defined time frame. If the student does not contact the SIF team, the withdrawal of the University's Tier 4/Student sponsorship of that student would commence. During this process the supervisor will be kept informed of any actions and outcomes.

Appendix H: Role of the Independent Chair – Research Student Viva

The Viva Chair plays an important role within the examination process and the position is usually filled by an experienced academic who has acted as both supervisor and examiner in the past. The Viva Chair runs the whole viva process, with responsibilities before, during and after the examination, using their experience to ensure that the examination is carried out fairly and in accordance with University regulations, and that any specific and agreed accommodations are fulfilled. The Viva Chair is both a facilitator for the process and an impartial observer in line with University Regulations. They will use their previous knowledge to identify problems early and to refer them to the correct individual for resolution where required.

If at any point the Viva Chair becomes concerned about the integrity of the assessment process, they should raise their concerns with the appropriate Director of Research.

Under the University's regulations, there are instances in which a research degree examination does not require a viva. For MSc by Research, and following Revise and Represent outcomes of examinations, the candidate can be assessed purely on the (re)submitted thesis, with the examiners having the option to require a viva if the deem it necessary.

Responsibilities of the Independent Chair:

- To be familiar with the University Regulations concerning the examination of research students, ensuring that the Viva is conducted in accordance with these. The Chair should have a copy of the Managing Research Students Handbook with them at the Viva. (https://intranet.cranfield.ac.uk/EducationServices/Pages/Managingstudents.aspx)
- To make sure that the candidate is treated fairly, with the right to call for a limited welfare break should the need arise.
- To ensure that the outcome is communicated to the candidate at the conclusion of the examination (including corrections/revisions) and ensuring that a deadline for any corrections/revisions or re-submission is set (in line with the process as defined by Education Services). In cases of re-submission, the Independent Chair should also attend any additional Viva.

1. Examinations where the holding of the viva is at the discretion of the examiners.

The duties of the Viva Chair can be split into two stages:

Stage 1: Before the Examiners Meeting:

a) Introduce themselves to the examiners and supervisor(s) by email and briefly explain their role;
b) Collate and circulate the pre-examination reports two working days before the date of the examiners meeting, following receipt from the SAS Lead. They will highlight with the Director of Research if the reports are negative and if there is a likelihood that the student might fail, or if there are any regulatory issues that could impact on the examination (for example, comments on plagiarism or conflicts of interest);

Stage 2: The Examiners' Meeting

a) If online, prior to the meeting, test all virtual links
b) Chair the examiners meeting:
    a. This should consist initially of the Chair, examiners and the supervisor(s);

b. Ensure that the supervisor provides the examination report from with the completed supervisors' report;
c. Introductions are made and the examiners have the opportunity to ask the supervisor(s) any questions that they see fit;
d. The supervisor(s) then withdraw and the examiners discuss the thesis and their pre-viva reports, facilitated by the Viva Chair;
e. If the decision is to complete the examination based on the thesis only
    i. Ensure that the result is clear, and that the forms are completed correctly;
    ii. Establish a time frame for the supply of the Examiners' Report Form, including the Statement of Corrections/Thesis Deficiencies or the Statement of Reasons for Lower Award/Failure (as appropriate) to Registry via the SAS Lead;
    iii. Make sure that any compulsory corrections required are clear and differentiated from suggestions, comments and other notes from the examiners;
    iv. Inform the student, supervisors and SAS lead of the outcome of the examination.
f. If the examiners decide that a viva is required, the Viva chair must inform the SAS lead, who will arrange the viva.

2. Examinations involving a Viva

The duties of the Viva Chair can be split into four stages:

Stage 1: Before the day of the viva

In the weeks running up to the examination the Viva Chair will:

a) Introduce themselves to the student, examiners and supervisor(s) by email and briefly explain their role;
b) Circulate the pre-examination reports two working days before the date of the viva, following receipt from the SAS Lead., which may involve helping the SAS Lead obtain them from the examiners. They will highlight with the Director of Research if the reports are negative and if there is a likelihood that the student might fail, or if there are any regulatory issues that could impact on the examination (for example, comments on plagiarism or conflicts of interest);
c) Familiarise themselves with any special arrangements. The SAS Lead will determine if a student has a Learning Support Agreement in place and if the examiners have any special requirements, ensuring any adjustments required are in place for the viva;
d) Liaise with examiners, at least one week before the examination, to ascertain whether they would like the student to make a brief (10-15 minutes) presentation about their thesis at the start of the viva. This is recommended, as it calms the student and sets the context for the examiners. However, the decision on whether this is appropriate rests with the examiners, as does the proposed length, which should be clearly specified to the student at least 1 week before the viva; Additionally, the Viva Chair can ask whether the student wishes to have the viva presentation (if ready), sent to the examiners before the viva. If agreed, the presentation should be shared with the SAS Lead who will forward to the examiners;
e) When the viva is F2F, the Viva Chair should ensure that the room is suitable for the examination, with appropriate IT facilities and facilities to support any agreed special arrangements. Similarly, if the viva is virtual, the Viva Chair should ensure that the online links are sent to all participants, and preferably tested prior to the start of the examination;
f) If online, any participants in other time zones must be made aware of the requirement to follow UK timing;
g) Confirm whether the student wishes to have a member of their supervisory team attending the viva, making it clear that they would be there in a supportive role and may not participate in the examination, unless specifically asked a question by the examiners.

Stage 2: On the day, before the viva begins

The Viva Chair will:
a) Arrive early at the room/test all virtual links online;

b) If online, check that the student is in an appropriate room as specified in the virtual viva rules: Appendix O: Managing Research Student Handbook;
c) Chair the pre-viva meeting, which should consist initially of the Chair, examiners and the supervisor(s). at this meeting the Chair will:
    a. Make introductions and ensure the examiners have the opportunity to ask the supervisor(s) any questions that they see fit;
    b. Set out the expected duration of the Viva – the guidance is a minimum of 2-5 hours with breaks to be held if the examination goes on longer than this (if required). (Note that the length of the viva is entirely at the discretion of the examiners);
    c. Discuss the Examiners' Preliminary Reports and any concerns that were raised, considering how these might influence the way in which the examination is conducted;
    d. Compile a clear plan for the viva, which may include, for example, areas for focus, specific lines of questioning for each examiner;
    e. Confirm any agreed reasonable adjustments.

Stage 3: The viva itself

The Independent Chair should introduce themselves to the student and check with the candidate, in private, if they are content for their supervisor/s to be present at the Viva and act accordingly to allow/deny the supervisor/s access to the examination. *(NB - This check is also undertaken prior to the examination as stated above but the candidate should be asked again to ensure that the decision is unchanged).*

If taking place in person, the Independent Chair should escort the candidate to the room in which the Viva will be conducted and introduce the examiners, and, if applicable, outline the examiners' agreed reasonable adjustments to the candidate.

At the start of the Viva, all parties within the Viva should be reminded that the Independent Chair is not involved in the academic examination of the candidate. The Independent Chair should not ask academic questions and should not participate in any decision on the outcome.

The Independent Chair should then:

a) At the beginning of the viva, ensure that the student, examiners and supervisor(s) (if present) are comfortable and can clearly see and hear each other;
b) Introduce all present and review the rules and purpose of the viva;
c) If the viva is being undertaken remotely, Appendix O: Guidance for undertaking vivas remotely in the Senate Handbook on Managing Research Students should be followed;
d) Remind the examiners that the student has a presentation for them (if this is the case);
e) Not contribute to the viva questions or answers, not try to explain questions and not comment on answers;
f) Only be involved in:
    a. Answering questions concerning rules and regulations;
    b. Monitoring the student to ensure that they are not too stressed and call breaks if necessary;
    c. Instituting regular breaks regardless, and certainly after two hours unless the viva is imminently ending;
g) At the end, after the examiners have finished their questions, ask if the student has anything further to add before asking the student and supervisor(s) (if present) to leave the room/online meeting, advising them to be ready to be called back once the examiners have concluded their discussions.

Stage 4: Post-viva

Once the student and supervisor(s) (if present) have exited, the Viva Chair will:
a. Facilitate the discussion of the examiners, without voicing any opinion of their own;
b. Ensure that the result is clear, and that the forms are completed correctly;

c. Establish a time frame for the supply of the Examiners’ Report Form, including the Statement of Corrections/Thesis Deficiencies or the Statement of Reasons for Lower Award/Failure (as appropriate) to Registry via the SAS Lead;
d) Make sure that any compulsory corrections required are clear and differentiated from suggestions, comments and other notes from the examiners;
e) Invite the student and supervisor(s) (if present) back into the examination room/online meeting to allow the examiners to announce the result; ensure that the student and supervisor(s) are clear on any corrections required and comments that need to be considered;
f) Ensure that the student is aware of the timescales for completion of corrections or revisions to their thesis, and the implications of the student failing to submit these by the deadline without an agreed extension (usually award failure);
g) Thank all parties involved.

When Registry have received the forms and the corrections, then the Viva Chair’s role in the viva is normally complete. However, in the case of a Revise and Represent outcome, they will usually be asked to chair the subsequent examination, while in cases where there is an appeal against the decision of the examiners, or a complaint about the examination process, the Viva Chair is usually called upon to undertake the first stage investigation.

Learning Support

Reasonable adjustments can only be made for candidates who have a Student Support Plan in place and who have agreed to disclosure on a ‘need to know’ basis. Any adjustments relating to the candidate’s Student Support Plan must be communicated to the Examination Team and the Independent Chair by the relevant SAS lead, a minimum of 5 working days before the viva. Additionally, the relevant SAS lead will be required to ensure that access to and facilities in the examination room are appropriate for any required adjustments. If further clarification is required, the relevant SAS lead should consult with the University Learning Support Officers.

At the Viva the examiners will assess whether or not the candidate has demonstrated:

- The independent creation and/or interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and possibly merit publication in refereed journals, if this is not already the case;*
- The systematic acquisition and analysis of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- The ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding, and to adjust the project design in the light of unforeseen outcomes, problems or ambiguities;
- The ability to evaluate, choose and justify appropriate techniques for research and advanced academic enquiry;
- Awareness of any ethical issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research.

*DBA specifically requires interpretation or application of knowledge in the context of practice.

It is advisable that the Independent Chair sends out a communication to the academic staff involved prior to the Viva. This is recommended practice, and an example of content for the communication is below, to give an idea of the key areas that should be covered. SAS Research Leads should be asked to assist with this as required by the Chair;

I am making contact with you all in my capacity as Chair in order to clarify the University's requirements regarding this examination.

Firstly, I am expecting to receive a copy of reports from both examiners and supervisors before the Viva. If you have not received any paperwork to this effect, then please get back to me or [Name of SAS Administrator], who is included in this email.

Secondly, if you have any concerns about whether this Viva should take place, please let me know in the first instance.

Thirdly, we have arranged a pre-meeting where I will check that you have sufficient information to undertake your duties, that you are fully prepared for the examination and that any points arising from the reports are addressed.

Fourthly, I will formally record the Viva as it progresses and make a note of any decisions. University Guidance recommends the examination should last between two to five hours. If it looks like taking longer then I will call a break after two hours.

Finally, please note that the final decision is dependent on both the thesis and the candidate's performance at the Viva. Therefore, the outcome should not be pre-judged on the basis of the thesis not least because both examiners have equal voting rights and their final decision must, therefore, be a joint one.

Appendix I: Guidance for students working Off-site

Cranfield University-registered students who undertake part or all of their studies off-site:

1. Introduction

The research performed at Cranfield is inherently multi-disciplinary, often undertaken in collaboration with industry and with other academic institutions, both within the UK and Internationally. During your studies you might be required to spend periods of time undertaking research off-site, which might involve fieldwork or a placement at the site of a collaborating institution or industrial partner, undertaking experimental and/or computational research using facilities that are perhaps not available at Cranfield

2. Placements

A placement would comprise a period of time spent at the site of a collaborating institution or industrial partner, embedded within the organisation undertaking experimental and/or computational research using facilities that are perhaps not available at Cranfield.

Please note that students who are employed by a company but are studying at Cranfield are excluded from this arrangement if they go back to their employer as part of their studies.

a. Prior to the Placement

Careful planning and a clear understanding of roles and responsibilities are essential to ensure that the placement produces the anticipated benefits for the student, for the University and for the placement provider. Please complete the Student Placement Approval Form that can be found at the end of this document and seek approval from the relevant Director of Research. A copy of the completed and approved from should be sent to your SAS administrator, ensuring that, if needed, the information on the placement is readily available. Note that placements of duration longer than 12 months should be reviewed annually.

i. Project Planning

All parties should be clear about the aims of the placement, its anticipated duration and the work that will be undertaken. This should be communicated as a document that includes a detailed research plan that integrates with the overall project plan. The document should also include a project risk assessment, considering mitigation plans. The research data management plan should also be updated. It is important to agree on the mode and frequency of supervision and to document the agreement. Consideration should be given to access to computing facilities at the University that may be subject to licensing issues that, for example, limit usage to only computers with a Cranfield IP address.
Consideration should be given to agreements the placement provider on intellectual property and on processes for the approval for publication of the research outcomes. There should be clarity on the financial arrangements for the placement, both contractually between the University and the placement provider, and with the student, in terms of eligible expenses.

ii. Health and Safety

The management of health and safety for student placements based within the UK or abroad is detailed in the CU-SHE-BPG-5.13 Student and Staff Placements The Guide details a process that involves an assessment of placement provider and the pre-placement preparation of the student(s). **Placement providers must first be sent the Placement Letter of Expectation**, which is intended to help ensure compliance by detailing the University's expectations for the management of health and safety and to clarify roles and responsibilities of the University, the provider and the student. Preparation includes considerations of likely work activities, generic risks in that the provider's industry/work activities, methods and safety of commuting to the placement/accommodation, gaining confirmation from their GP that any pre-existing medical conditions or disability will not be worsened by general or specific work placement activities or the locations they are working/living in e.g. cities with high pollution levels in summer and the effects on those with severe asthma.

1. *Overseas Placements*

The placement may be in a country where the security, general law and order and/or the health situation present actual or potential problems. The health and safety aspects of overseas travel are covered by CU-SHE-PROC-3.22 Overseas Working (including travel) documents, while generic guidance is provided in the Cranfield University Overseas working Guidance. These set out clearly the requirements for detailed planning for overseas travel and prompt the traveller and their line management/ supervisor to consider pertinent risks. Note that country-specific information must always be checked prior to departure. It is essential that pertinent issues should be addressed in the risk assessments and the must agree as suitable and sufficient by the person approving the risk assessment. People working abroad should be prepared to adapt to situations as they arise, and Cranfield University does not expect or require you to place yourself in danger at any time. The ultimate decision for your personal safety is yours.

Prior to overseas travel, an *Overseas Travel and Working Risk Control Checklist CU-SHE-FORM.3.22* should be completed, which logs details including destination, local address and contact, itinerary, purpose of trip, next of kin, and prompts consideration of advice from the Foreign and Commonwealth Office, requirements for visa and work permits, awareness of the location and safety, lone travel, insurance provision and health checks and vaccinations. This form also prompts the traveller to complete a risk assessment. For students, this information is lodged locally, with the supervisor or within their SHEL area (unless the risk assessment shows a high risk, in which case it is escalated to the PVCS for approval). The traveller also has to complete a Travel Insurance Notification Form. Further information on travel and emergency medical insurance is available on the University's intranet. https://intranet.cranfield.ac.uk/insurance/Pages/default.aspx. The University's insurance policy provide medical emergency assistance called 'Zurich Travel Assistance' and access to a number of helpline and on-line services, detailing insurance arrangements, local emergency service contact numbers, hospital and Embassy contact details.

2. During the Placement

The Student and Staff Placements Guide CU-SHE-BPG-5.13 requires that the placement provider provides a health and safety induction to the student, which ideally should occur during the first week of the placement. Those with a disability or with a Student Support Plan may need earlier contact to ensure necessary workplace adjustments have been facilitated by the provider. Where the student will be working with specialised equipment, they must be trained in its use. If the student is to be prohibited from using dangerous equipment/substances, the provider must notify them. In the case of a student with a disability it is important that the provider confirms that the necessary workplace adjustments have been facilitated by the provider. The student supervisor should contact the student on placement at the end of the first week of the placement to ensure that their induction has been completed and that there are no serious health and safety shortfalls in the placement. Perceived or actual shortfalls must be discussed with the provider. The student and supervisor should remain in frequent contact as agreed prior to the placement. In addition to ensuring academic progress, sufficient contact should be maintained to ensure the health and safety of the individual and to ensure significant changes to the work activity are identified and suitably assessed. Where significant changes do take place e.g. a complete change of activity, use of undeclared dangerous equipment, etc., the supervisor should request that the placement provider provides a revised risk assessment. The student will, at all times, ensure that their conduct will follow the health and safety requirements of the placement provider.

3. Fieldwork

Fieldwork comprises work carried out by staff or students of the University for the purposes of teaching, research or study that involves either practical work or organised group activity, visits by individuals (as detailed below) off campus, in the UK or overseas. This definition will therefore include activities as diverse as undertaking social science interviews, as well as activities more traditionally associated with the term fieldwork such as survey/collection work. Much of the fieldwork defined above is carried out by individuals travelling and working alone. Fieldwork includes, for example: Practical work off campus e.g. geological or biological survey/collection work, archaeological digs, hydrological/edaphic/ecological/social survey and data collection, social science interviews with members of the public or individuals or groups undertaking hazardous activities e.g. mountain exploration, caving, work in a remote area.

The Fieldwork Health and Safety Procedure CU-HAS-PROC-3.22 sets out the responsibilities of the Fieldworker and the Fieldwork Leader, and covers issues of Health and Safety, accommodation, planning, consideration of provision of training etc. The document includes in the appendix a form that prompts an analysis of the rationale for the fieldwork and questionnaires on health and safety provision to be sent to the host. If the placement is overseas, there are a number of relevant policies and documents that deal with the travel aspects. Overseas travel is covered in the Cranfield University Overseas working Guidance. These set out clearly the requirements for detailed planning for overseas travel and prompt the traveller and their line management/ supervisor to consider many of the issues listed above. Prior to overseas travel, an *Overseas Travel Safety and Security Checklist* should be completed, which enables travelers to consider safety hazards and controls when planning overseas travel/work. This form also prompts the traveller to complete a risk assessment if required. For students, this information is lodged locally, with the supervisor or within their SHEL area (unless the risk assessment shows a high risk, in which case it is escalated to the PVCS for approval).

Student Placement Approval Form

Student Details

Student Name		**Student Number**	
Mobile telephone no.		Email address	
Faculty		**Supervisors**	
Title of PhD/MSc by Research		**Key point of contact during placement:**	
		Email	
Sponsor for Placement		**Telephone no.**	

Placement Details

Host Company/University		**Local Point of Contact**	
		Recognised teacher	**y/n**
Address			
Email			
Telephone			
Placement dates			
Start			
End			
Work to be undertaken (if the placement is critical to the research degree, please also provide details of mitigation plans)			

Arrangements in Place

Student's address while on the placement		**Supervision arrangements**	
		Frequency of meetings	
		Mode (telephone, skype, face-to-face)	
Telephone number			
Person to contact in case of emergency		**Address**	
		Telephone	
		Email	
What facilities will be provided by the host organisation?			
Does the student require any prior training? If so, provide details.			

Medical considerations and precautions (long standing medical conditions, requirement for vaccinations etc.)			
Does the student have any learning support or practical needs? If so, provide details.			
Details of financial agreement (provide the contract number if appropriate)			
Details of agreement on expenses		**Insurance and liability details**	

Are the Following in Place? **(*denotes mandatory)**	**Y/N**
Completed placement Letter of Expectation (appendix A of CU-HAS-BPG-5.13 V2.0 Student and Staff Placement Guidance)*	
Approved H&S Risk Assessment*	
Project Risk Assessment*	
Student Support Plan (where applicable)	
Project Gantt Chart*	
Ethical Approval*	
Insurance*	
Vaccinations (where applicable*)	

Signatures and Approval

	Name	**Signature**	**Date**
Student			
Principal Supervisor			
Associate Supervisor			
Director of Research			

Please submit a copy of the signed form to your SAS Administrator.
Note: if the placement is of duration longer than 12 months, this form must be reviewed annually.

Appendix J: Guidance on joint research degree programme arrangements with one or more delivery organisations

The following information has been produced to provide guidance to staff who may be considering entering into a collaborative (joint, double, dual or multiple) research degree programme arrangement with one or more delivery organisations.

It should be noted that Cranfield's preferred model would normally only involve two degree-awarding bodies.

In practice, most research degrees will use a cotutelle model of joint supervision, often with students located at each institution at different stages of their study, with a doctoral award being made at each institution.

Minimum Due Diligence requirements:

The University should assess the risks involved and put in place appropriate management of identified risks.

Specifically, that means that the University should satisfy itself as to the standing of the partner institution, the supervision and the research environment at the partner institution.

The University should explore the legal capacity of a partner organisation to engage with another awarding body and to award dual degrees.

The University should seek assurance that the partner organisation understands the requirements of UK higher education and agrees to fulfil its responsibilities and obligations.

Contractual Arrangements:

Clear contractual arrangements should be put in place between the organisations involved prior to the activity commencing.

The University's Contracts Office should be contacted to ensure that all relevant standard University legal and contractual requirements are covered in any agreements.

In the case of student placements, or research degree programmes delivered with one or more delivery organisations, degree-awarding bodies should put in place a contract (for example, a cotutelle agreement) with the student, clarifying the responsibilities of each of the parties (including the student) and what each is expected to deliver, together with information on agreed supervision arrangements and skills training.

Generally agreements should reflect the entitlements and responsibilities associated with different forms of arrangement, including:

- determining whether the qualification will be awarded jointly or by multiple research degree-awarding bodies and addressing the implications, especially for the research student
- assuring that all parties' responsibilities and requirements are specified and met
- ensuring any contracts and agreements for working with others are relevant and fit for purpose (depending on whether they relate to individuals or larger groups of research students, and whether they involve industrial or commercial bodies or other academic organisations, either in the UK, other European countries, or elsewhere internationally).

Additional requirements:

Students must be registered at Cranfield throughout the entire length of their studies irrespective of which location they are studying at a given point, however;

- Fees are charged for the full 3 year duration but a bursary is applied for the 18 months when the student is located at the partner institution.
- Stipend payments (if applicable) are only paid for the period that the student is located at Cranfield (typically 18 months based on a typical 3 year PhD).
- Students are assigned two Cranfield supervisors for the duration of the registration period in line with the Senate Handbook on Managing Research Students.

Admissions/Registration:

- Students must meet Cranfield's entry requirements if they are to register for a Cranfield research degree.
- Students must be registered at Cranfield throughout the entire length of their studies irrespective of which location they are studying at a given point, as well as the partner institution.

Academic Appeals and student complaints:

- The academic appeals and student complaints policies should be followed at each partner institution where the student is located at any given point.

Monitoring and Review:

- The degree-awarding bodies share responsibilities for progress monitoring and review. The mechanism for this should be articulated through the agreement. Outcomes of these processes should be shared between the partners so that each degree awarding body can assure itself that the academic standards of the award as a whole are being maintained and that the quality of the learning opportunities as a whole are appropriate.

Thesis/Appointment of Examiners:

- The Thesis should be written and presented in English to qualify for a Cranfield degree.
- Students will need to submit their thesis for examination at Cranfield (the thesis must not have previously been submitted for any other degree). In the case of dual or multiple degrees students should be co-examined at the same time by both awarding institutions. If this is not possible then the Cranfield viva must take place before the equivalent in another awarding institution.
- The appointment of Examiners should include Cranfield appointments.
- The registration, marking and the reproduction of the thesis will be carried out in accordance with Cranfield's laws governing the award of its degrees, as may be amended by the University from time to time.
- Students will be subject to Cranfield regulations for the award of Cranfield degrees.

Certificates and Records of Study:

- Cranfield's record of achievement should note the principal language of study and assessment and the name and location of any other higher education provider involved in the delivery of the programme of study.

Where necessary degree-awarding bodies should ensure that they have obtained any necessary approvals from PSRBs for the joint award of a qualification for successful completion of a relevant programme.

Approval Process:

Any agreement should be approved by the relevant Head of Faculty in the first instance who should ensure that minimum due diligence checks have been undertaken prior to final approval and signature by the Pro-Vice-Chancellor, Research and Innovation on behalf of the University.

Further advice and guidance is available via the University's Quality Assurance and Enhancement Unit qualityassurance@cranfield.ac.uk.

Extract taken from the UK Quality Code for Higher Education on managing higher education provision with others

The content of agreements

The following list (which is not exhaustive) highlights matters relating to academic standards and quality that may be addressed when drafting an agreement, contract or other document for an arrangement for learning opportunities to be provided by an organisation other than the degree-awarding body.

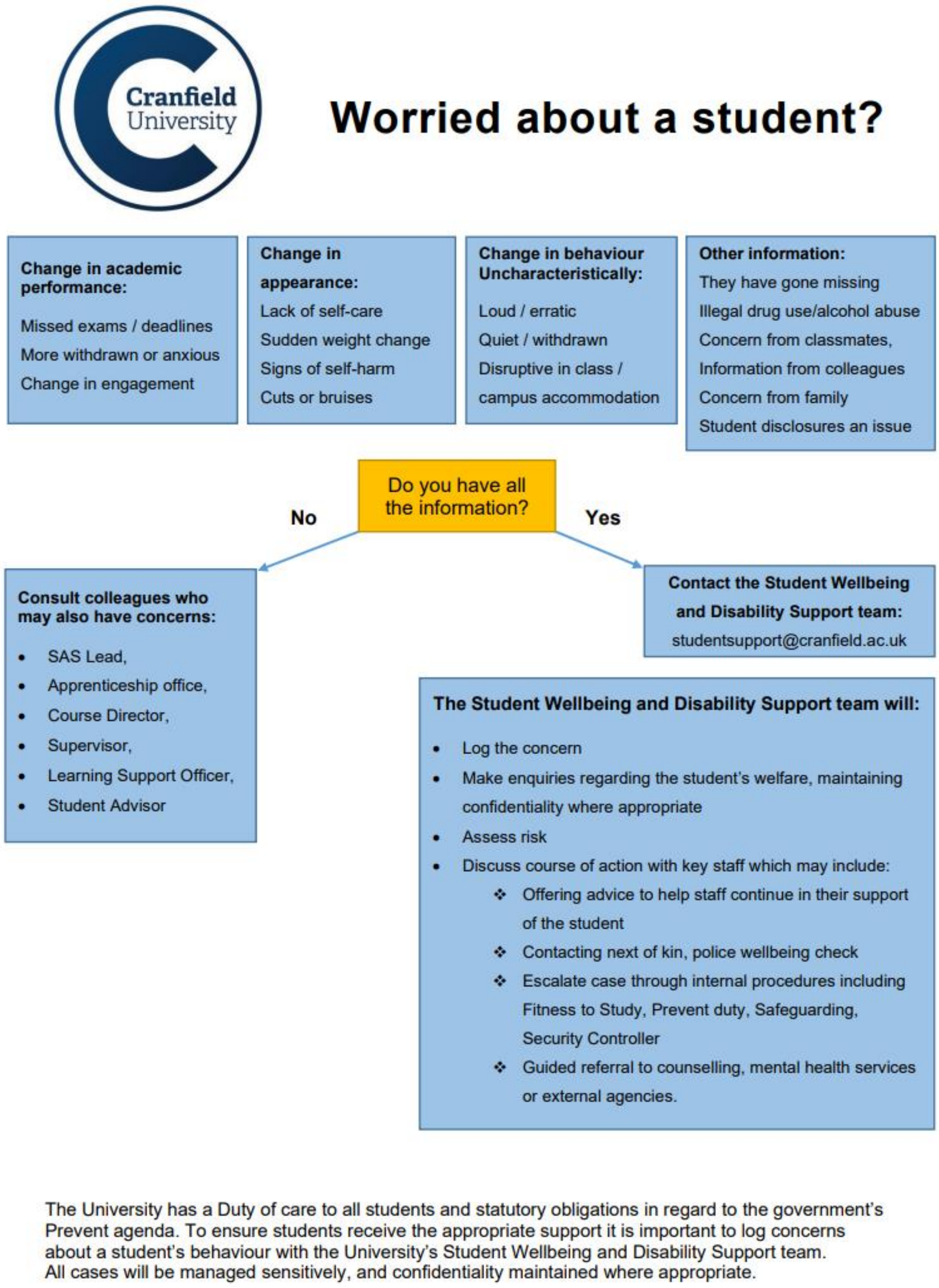
- The distinction between those aspects of the arrangement that relate to the organisational-level relationship and collaboration between the parties in general, and those aspects that are particular to the delivery of specific programme(s) encompassed by the arrangement (which might be the subject of annexes to the agreement).
- Definition of the roles, responsibilities and obligations of each of the parties.
- Definition of any powers delegated (or, in the case of joint degrees, shared) in each arrangement (for example, the management of admissions, arrangements for student engagement or the conduct of annual monitoring).
- Clarification as to which academic frameworks and regulations and quality assurance processes apply.
- The services to be provided by each organisation taking account of the obligations to ensure that learning opportunities are delivered to the requirements of the degree-awarding body.
- Financial arrangements.
- Insurance and indemnity.
- Arrangements for academic appeals and student complaints.
- Specification of the role of external examiners in ensuring that the degree-awarding body can fulfil its responsibility for the academic standards of the awards.
- Arrangements for ownership of copyright and intellectual property rights.
- A statement of the arrangements through which the parties will ensure compliance with statutory obligations including equality, data protection, freedom of information, health and safety, immigration, and environmental law.
- The source or location of any quality-related information or statistical data to be produced, for example for a funding council or professional statutory regulatory bodies, and responsibility for submission of this information.
- A statement as to whether serial arrangements involving further sub-contracting are precluded, and, if they are not, what sorts of arrangements might be permitted and under what conditions.
- Arrangements governing the use of the degree-awarding body's name and logo; and provision for oversight, by the degree-awarding body, of information relating to the arrangement and any associated promotional activity that has been placed in the public domain.
- An obligation on the delivery organisation, support provider or partner to notify the degree-awarding body or other higher education provider of any change to its status or ownership.
- The consequences of a private delivery organisation or support provider changing ownership and what this might imply for re-recognition or revalidation and establishing a revised agreement.
- Specification of the law applicable to the agreement and the legal jurisdiction under which any disputes would be resolved.
- Provisions to enable either organisation to suspend or withdraw from the agreement if the other party fails to fulfil its obligations.
- Termination and mediation provisions and financial arrangements to be followed if the arrangement ceases (including scope for compensation).
- Specification of the residual obligations of both parties to students on termination of the arrangement, including the obligations of the degree-awarding body to enable students to complete their studies leading to the award of credit or a qualification in its name.
- Procedures for amending the agreement and/or for agreeing additional appendices.
- Date and mechanism for review of the agreement.

Appendix K Worried about a student?

The University is concerned about the care and wellbeing of all our students and has statutory obligations in regard to the government's Prevent agenda. Where you have concerns about the behaviour of a student staff can contact Student Wellbeing and Disability Support directly, who will log the concern, make enquiries regarding that student's welfare and take the appropriate next steps.

All cases will be managed sensitively and confidentiality maintained where appropriate.

The below chart gives indications of the concerns that you may have about another student, and the steps the University may take.



Appendix L Working from Home Policy

Cranfield University is committed to a flexible working policy for Research students, provided that this meets both the needs of the University and those of the student.

The University's working from home policy for research students is designed to make sure that working from home is beneficial for research students, that it is monitored as necessary by supervisors and that it is compliant with Health and Safety Regulations.

1 When can a student work from home?

In the case of full time students, it is considered that the University is the main place of study but that, where appropriate, students can split their time between home and office.

Research students may work from home on certain days with the agreement of their supervisors. Examples of circumstances which may require working from home include but are not limited to:

- The need to study in a quiet location free from disturbances
- Parenting/caring responsibilities
- Bad weather
- Emergencies
- Medical reasons
- Work-life balance
- Overlong commute

These circumstances may be regular and recurring or may be a one-off. Granting permission for working from home for these, or any other circumstances depends on the judgement of the student's supervisors.

To be successful, students working from home need attributes to cope with working on their own and, in reality, with less supervision. Some students will miss contact with other people, and feel isolated. Others find that domestic demands distract them from doing their job.

Students ideally need to be:

- happy to spend long periods on their own
- self-disciplined and self-motivated
- a resilient personality
- confident working without supervision
- able to separate work from home life.

Therefore, it is not recommended that the student should be away from the workplace for more than a few days at a time. It is the supervisors' responsibility to assess what is likely to work for the student in question.

2 How to determine whether a student can work from home

The University is responsible for assessing health and safety in the part of the home where the student will work, and in some circumstances this responsibility can extend to other parts of the home. In order to approve a request to work from home, supervisors will need to approve a risk assessment of the student's intended work area. This risk assessment should be a self-assessment completed by the student, however the University reserves the right to undertake inspections if required.

Both students and supervisors need to consider the following issues before asking for or approving work from home:

- Is the nature of the task suitable for home working? As well as being safe and secure, home working space should be free from distractions.
- Are there any cybersecurity or data privacy concerns?
- Will collaboration with the student's supervisory team become difficult as a result of the student working from home?
- Do students have the necessary equipment or software installed or accessible at home?
- What are the conditions of the student's home or alternative place of work (privacy, security, internet connection etc.)?

Both students and supervisors should have a clear understanding over when the student will be working from home and how/when to make contact with each other.

3 Risk Assessment

Each student will need to complete a risk assessment in order to work from home. The forms for the risk assessment can be found on the intranet or obtained from the SAS Lead. **It is recommended that students who may wish to work from home agree a risk assessment with their supervisor in advance of any possible request.**

It is the student's responsibility to rectify any issues in the home highlighted by the assessment. If the risk assessment identifies concerns that cannot be rectified, or are not satisfactorily addressed then the student will not be able to work at home. It is advisable that the supervisor should not allow homeworking until any problem has been resolved.

Once the home workplace has been passed as safe by the supervisor, it is the responsibility of the student to maintain the environment in accordance with the risk assessment and to take reasonable care of their health and safety. Where any issues arise during or as a result of their homeworking, students have a responsibility to inform their supervisor of these. Students should also inform their supervisors, and complete a further risk assessment if their place of home working changes.

Students should be aware that inspectors from the Health and Safety Executive have the right to visit homeworkers in the home, but it is very unlikely to happen.

The Health and Safety Executive has guidance on low-risk homeworkers, such as in office-type roles, which can be accessed here: http://www.hse.gov.uk/toolbox/workers/home.htm

4 Responsibilities

The University is not responsible for supplying furniture, lighting, heating, telephone, telephone line, broadband, printer, paper or other office-related equipment if a student is working at home. Where there is a requirement for any additional equipment to enable the student to work from home, then the University reserves the right to refuse permission.

Any equipment supplied by Cranfield University belongs to the University. However, the student is responsible for maintaining/moving it if permission is granted for it to be used away from the University. Such equipment cannot be used for personal matters by the student or their family.

The student is responsible for complying with all relevant Cranfield University policies when working from home, with particularly in terms of security of information and keeping data confidential.

5 Procedure for Requesting to Work from Home

The following procedure should be followed by students requesting to work from home:

- The student completes a risk assessment and agrees it with their supervisor
- The files a request by email to their supervisor at least two days in advance.
- Their supervisors must consider the request for approval, taking into account all of the elements mentioned above.
- If the work from home arrangement spans more than one week, then the supervisor and student should meet to discuss details and set specific goals, schedules and deadlines.

Students who need to work from home for unforeseen reasons (e.g. illness or a temporarily difficult commute) should file their request as soon as possible, so that supervisors can consider and approve it.

Where a student who is working from home is not performing as they should then the supervisor should work with the student to investigate the cause of this, in order to help with any specific problems. If the student's performance does not improve then the supervisor may withdraw the right to work at home and the student will be expected to attend the University premises during office hours.

6 The Risk Assessment Questions

The following is covered in the Risk Assessment for students working from home:

Environment

- Does the home workplace have suitable ventilation?
- Is the home workplace at a suitable temperature?
- Is the lighting suitable?
- Does the student have sufficient space to work?
- Does the student have a suitable chair, desk and computer?
- Does the student have a reliable internet connection if required?

Research

- Is the nature of the task suitable for home working? As well as being safe and secure, home working space should be free from distractions.
- Are there any cybersecurity or data privacy concerns?
- Will collaboration with the student's supervisory team become difficult as a result of the student working from home?
- Does the student have the necessary equipment or software installed at home?

The Student

Is the student:
- Happy to spend long periods on their own?
- Self-disciplined and self-motivated?
- A resilient personality?
- Confident working without supervision?
- Able to separate work from home life?

Appendix M Supervisor handover checklist

The following tasks should be completed by the remaining (Primary or Associate Supervisor as applicable), when necessary, the relevant Director of Research may be asked to step in and lead the process which should be completed at least one month before supervisory change.

	Task	Date completed
1	Notify SAS Research Lead of requirement for change in supervision team.	
2	With input from all stakeholders (student, sponsors, line managers), identify replacement supervisor*, gain informal agreement and seek approval from the DoR.	
3	Set a date for the transfer of supervision and inform all stakeholders.	
4	Circulate notification of the change in the supervision team to all stakeholders**.	
5	Provide the SAS Research Lead with all necessary paperwork to date, at the earliest opportunity, as a minimum this must include access to:	
	- Monthly meeting records	
	- Completed H&S forms including risk assessments	
	- Data management plan	
	- Annual review paperwork (if any have taken place)	
	- Evidence of ethical approval	
	- Funding details	
	- Development Needs Analysis	
	Once the replacement supervisor is appointed, this information will be shared with them. Any omissions to be highlighted.	
6	Arrange a meeting with the new supervision team and the student. The agenda should include: • a review of project aims • progress to date • review of the current Gantt chart. The new supervision team should consider if there are any changes to the scope of the project that require ethical approval, and if there are any new development needs. This meeting should be recorded as part of the monthly meeting record.	

*At least one of the appointed supervisors should have managed at least one research student at the appropriate degree level through to satisfactory completion in line with the Senate Handbook.
**Where a student is funded by UKRI, the RIO-UKRI-Studentships@cranfield.ac.uk should also be notified of any change in supervision team.

Declaration
All parties are required to sign the declaration to confirm they agree to the changes and that all of the above actions have been completed.

Agreed date of change in supervisory team	**DD/MM/YYYY**

	Surname	Forename	Date	Signature
Exiting Supervisor				
Second supervisor (Primary or Associate)				
New Supervisor				
Research Student				

Once completed this form should be sent to the SAS Research Lead.
SAS Research Lead

		Date completed
1	SAS Research Lead to inform the Progress Review team of any changes to the supervision team.	
2	SAS Research Lead to upload the completed checklist to the EVE student look up	
3	SAS Research Lead to inform Registry so the students SITS record is up to date	

Appendix N: Research Degree Characteristics

Research Committee has approved characteristics of research degrees offered by the University

	MSC by Research	MPhil	PhD	EngD	Exec DBA
Registration Period (Months, FTE)	12	24	36	48	48 months part-time
Minimum duration (Months, FTE)	12	12	12	12	12
Definition	*(61.5)… Conferment of the degree of Master of Science by Research recognises a student's ability to conduct research in his or her subject, as assessed by the appointed examiners and evidenced by the work submitted for assessment, and which is the result of a structured programme of research methods, design, development or management studies.*	*(6.14)… Conferment of the degrees of Master of Philosophy recognises a student's significant contribution to knowledge, or the application of existing knowledge to new situations, in his or her subject, as assessed by the appointed examiners and evidenced by the work submitted for assessment, and which is the result of a programme of research, design, development or management studies.*	*(61.2)… Conferment of a Doctoral degree recognises a student's authoritative standing in his or her subject and the ability to conduct future research without supervision, as assessed by the appointed examiners and evidenced by the work submitted for assessment, and which is the result of a programme of research, design, development or management studies, and which contributes significant original knowledge or the application of existing knowledge to new situations.*	*(61.3).. Conferment of the degrees of Doctor of Business Administration, Doctor of Engineering, Engineering and Doctor of Philosophy with Integrated Studies, in addition to the requirements of 61.2, also recognises the undertaking of a structured programme of learning and/or skills development related to the subject.*	*(61.3)… Conferment of the degrees of Doctor of Business Administration, Doctor of Engineering, Engineering and Doctor of Philosophy with Integrated Studies, in addition to the requirements of 61.2, also recognises the undertaking of a structured programme of learning and/or skills development related to the subject.*
Assessment	Thesis and, at discretion of examiners, Viva.	Thesis and Viva	Thesis and Viva	Thesis and Viva	Thesis and Viva
Examiners	Appointed for each individual candidate: An independent chair of examiners. Coordinates collation of examiners reports and coordinates with SAS Admin team to organise viva if examiners deem it necessary.	Appointed for each individual candidate: An independent chair of examiners At least one internal examiner and at least one examiner external to and independent of the University.	Appointed for each individual candidate: An independent chair of examiners At least one internal examiner and at least one examiner external to and independent of the University.	Appointed for each individual candidate: An independent chair of examiners At least one internal examiner and two examiners external to	Appointed for each individual candidate: An independent chair of examiners At least one internal examiner and at least one examiner external

	At least one internal examiner and at least one examiner external to and independent of the University. At least one examiner is qualified to the level of degree for which the candidate is being examined. Two External Examiners are required for internal staff candidates	At least one examiner is qualified to the level of degree for which the candidate is being examined. Two External Examiners are required for internal staff candidates	At least one examiner is qualified to the level of degree for which the candidate is being examined. Two External Examiners are required for internal staff candidates	and independent of the University. At least one examiner is qualified to the level of degree for which the candidate is being examined.	to and independent of the University. At least one examiner is qualified to the level of degree for which the candidate is being examined. Two External Examiners are required for internal staff candidates
Research element	Individual project of 12 months duration	Individual project of 24 months duration	Individual project of 36 months duration	Individual project, balance between research and taught not specified	Individual project of 48 months duration (part-time).
Taught element	Not required (students encouraged attend DRCD training – not assessed)	Not required (students encouraged attend DRCD training – not assessed)	Not required (students encouraged attend DRCD training – not assessed)	Required – *In addition to annual progress monitoring, students … are often required to demonstrate completion of elements of the structured taught programme associated with their research.* *review of results of assessment of the taught programme to be undertaken by the supervisor.* *Where students have failed, or are failing to complete successfully any assessed work, this can be used as evidence of failure to make academic progress. It is important*	*Not required but expected. Students are expected to attend structured research skills training but are not penalised if they do not attend. The training is not credit bearing.* *The award of any research degree is solely on their thesis and a successful viva.*

				to note, however, that the award of any research degree is solely on their thesis and a successful viva.	
Approval	DoR (or representative) approves project proposal and the supervision and progress review teams	DoR (or representative) approves project proposal and the supervision and progress review teams	DoR (or representative) approves project proposal and the supervision and progress review teams	DoR (or representative) approves project proposal and the supervision and progress review teams	DoR (or representative) approves project proposal and the supervision and progress review teams
Progress Reviews	Initial - < 4 months after registration Final - < 9 months after registration	Initial - < 4 months after registration Regular: First 9-12 months after registration. Final - 2-6 months before end of registration.	Initial - < 4 months after registration. Regular: First 9-12 months after registration. Second - 24 months after registration. Final - 2-6 months before end of registration. Final - 2-6 months before end of registration.	Initial - < 4 months after registration. Regular: First 9-12 months after registration. Second - 24 months after registration. Third – 36 months Final - 2-6 months before end of registration. Final - 2-6 months before end of registration.	Progress reviews held on the completion of seven deliverables.
Additional reviews	3 months after progress review with MR/U outcome	3 months after progress review with MR/U outcome	3 months after progress review with MR/U outcome	3 months after progress review with MR/U outcome	3 months after progress review with MR/U outcome
Exit awards	-	-	MPhil	PhD/MPhil/MSc by Research	MSc by Research/MPhil
Intake and delivery of taught element	Individual/Cohort	Individual	Individual	Cohort/individual	Individual

Appendix O: Guidance for Undertaking Vivas Remotely

Remote viva meetings

The University permits students to be examined remotely where circumstances dictate that this is the best option for the student, examiners or to allow the examination to take place. Such circumstances may include:

- Where the student or an examiner is based outside the UK
- Where public health or other issues prevent the viva taking place in person.

1 Arranging the viva

A remote viva does not require formal approval, however the decision to hold a viva remotely must be agreed by all parties and the relevant SAS Lead informed. Should a student or examiner wish to hold a viva remotely they should make the request to the Independent Chair.[24]

As with all viva examinations a student's Supervisor should be invited to attend a remote examination as an observer; the Independent Chair should contact the student to determine if they wish that a supervisor attends the oral examination. There is no obligation for a student to allow a supervisor to attend an examination.

The Independent Chair, or the SAS Lead on their behalf, should book individual meetings for each element of the examination (any pre-meet, the examination itself, the examiners' discussion and communicating the result to the student). Due to the length of the viva examination being unknown the discussion and communication of results may take place via a separate video call (as opposed to in a pre-booked meeting) but should not take place on the same meeting link as the examination itself.

2 Before the examination commences

An invigilator is not required to be present with the student during the examination, however before the examination commences the Independent Chair is responsible for ensuring that the following checks are undertaken:

- The Examiners should be shown the entire room via the camera in order to show the candidate is alone (or with their Supervisor or other pre-agreed observer).
- The camera should be positioned so that the door to the room is visible for the duration of the examination.
- The student should be made aware that they must keep their video on at all times in order for the examination to take place.

Prior to the examination the Independent Chair should ensure that all parties have a suitable connection and make provision for a phone or audio connection in the event of any video-conferencing difficulties.

3 During the viva

The student's video connection must remain on at all times, although the Independent Chair or Examiners may switch off their own video connections when not speaking if necessary to aid with connectivity.
Should either the Independent Chair or any of the Examiners lose their internet connection or lose connection to the viva meeting, providing that at least one of the examiners or Independent Chair maintains their video connection to the student, the examination can continue. If the examiner or Independent Chair cannot re-establish their video connection, they should join the examination by phone or other audio means.

Should a student lose their video connection the examination should be paused immediately, and only resumed if the student's video connection is re-established. Where a student's video

[24] Individual examiners may attend a viva examination held in person remotely - see section 12.2.

connection is re-established the Independent Chair should re-perform the initial pre-examination checks listed above.

Should the examination be interrupted and reconnection of the student's video link not be possible within an acceptable timeframe, the viva may be resumed/completed on another day, as soon as is practically possible. Vivas may continue to completion if there are multiple, but short interruptions. This will be up to the discretion of the Examiners/Independent Chair.

Students are not permitted to make a recording of their viva meeting. Vivas should only be recorded through the official minutes.

4 After the Viva

At the end of the viva examination the Independent Chair must complete a Post-Viva Declaration form noting any disruptions (e.g. loss of signal, comfort breaks, etc.), confirming that all pre-checks were completed and that they are confident that the student conducted their viva examination alone. The completed declaration form must be sent to the relevant SAS Lead and this will be held on file with the completed viva report form.

Appendix P: Research Student Additional Work Guidance and Notification form

As part of your research degree, your progress will be reviewed at set points during your registration period. If you need to undertake additional work for professional development or financial reasons, it is important that you discuss this with your Supervisor(s) to understand the potential impacts on the successful and timely completion of your research degree programme.

The University operates a maximum operational limit on the number of hours that can be worked in a week. Full-time research students including those studying on a Tier 4/Student visa should not work more than 18 hours in any one week (Monday-Sunday). It is important that you keep to agreed timetables and deadlines and maintain satisfactory progress within your programme of research as set out in the Senate Handbook for Research Students and therefore 18 hours is the maximum hours in total in any one week, including paid or unpaid work and for one or more organisations that you should work. This includes any work done for Cranfield University (CU) and outside and includes any requirements for scholarship students.

All full-time students may undertake paid work for the University while studying for their Research degree (this includes teaching, invigilating and additional research work) when this is compatible with their studies and provided that this is approved by their Supervisors. The total time spent should not interfere with the progress of the doctorate and the amount of time is at the student's and Supervisor's discretion, but this should be no more than six hours in any week. Students may also work up to 12 hours a week for Cranfield University's sister companies Cranfield Quality Services Ltd and Cranfield Conference Centre Ltd as such work is usually outside of standard university working hours.

You are advised to discuss, in advance, with your Supervisor(s) any additional work you are going to be undertaking by completing the form in Appendix P. This will help your supervisory team and progress review team understand your commitments when reviewing your academic progress.

If you do not make satisfactory progress during your degree programme, the information supplied in the form in Appendix P may be shared in confidence with the Chair of your progress review team.

As part of the discussion with your Supervisor(s), you should consider whether additional work commitments will require you to work out of normal hours on your research, and whether this is practical, (e.g. lab support might not be available out of hours).

Working more than the maximum 18 hours per week may affect your progress and contravenes the University's maximum operational limit. If you need to work for more than 18 hours per week, you should discuss this with your Supervisor(s) who can discuss your options, which may include changing your mode of study to part-time.

If you do not make your Supervisor(s) aware that you are undertaking work in addition to your studies, you may not be able to request an extension to registration at a later date whereby this work may have affected your academic progress.

Please note that an extension to your registration will incur a monthly fee.

To note:

- Additional work includes all work carried out in addition to the research project whether it is paid or not.
- Scholarship students might be required to undertake additional work as part of their scholarship. For example, in SOM scholarship students are required to carry out 4 days (30 hours) of work per month for the SOM – this time is included in the 18 hours a week and

each activity should be approved.

- Students within year 1 of their PhD might not be permitted to undertake teaching or assessment related activities for Cranfield
- Students are advised not to formally agree to any work until they have made their Supervisor(s) aware of the additional work
- If undertaking additional work means you will have to work out of hours on your research, please consider whether this is feasible and whether the facilities and support that you require will be available.

Research Student Additional Work Notification Form

Student name:	
Student No.:	
Name of Company/Organisation that the work is to be carried out for	
Type of work to be undertaken and location	
Number of hours work per week	
Date of commencement of work:	
End date of work:	
Student signature:	
Date:	
To be completed by the supervisory team	
Supervisors name:	
Supervisors signature:	I confirm that I have discussed the above with the student and any potential impact on progress.
Date:	
Once this form has been signed by your supervisor you must return the signed form to your SAS Research Lead for recording purposes.	

We take your data privacy very seriously. The information provided will only be used for the purpose of understanding any additional work being undertaken during your degree programme and will only be shared with your Supervisor(s), SAS Research Leads and members of our review panel as required.

Appendix Q PhD by Portfolio Route

1 Introduction

The University offers a portfolio route for it's standard PhD awards, which allows individuals employed by Cranfield or by an employer working in a related industry to complete a PhD thesis using prior research completed as part of their professional practice.

The Managing Research Students Handbook and Research Students' Handbooks apply to all students following this route, aside from some differences in process set out below.

2 Eligibility criteria

Certain criteria must be met in order for a student to be offered a place to study for this route to a PhD award. Registration for this route is currently only open to individuals employed by Cranfield, employed by one of Cranfield's strategic partners[25] or employed by another industry partner with whom the University works. All research data must have been collected solely during a prospective student's employment with that strategic partner.

In addition to the above, applicants will be required to demonstrate that they meet the standard entry requirements for a PhD degree. Exceptionally, this requirement may be waived where an individual can demonstrate relevant professional work experience of no less than five years. In such cases staff should be mindful of any development needs that the applicant may have, and take these into consideration when deciding to offer a place for a PhD following the portfolio route.

3 Fees

For individuals employed by Cranfield, the fee rate will be determined by their fee status eligibility. The standard fee for this route for individuals not employed by Cranfield University is set at the international PhD fee rate (https://www.cranfield.ac.uk/study/taught-degrees/fees-and-funding). As students following this route will already have collected all data prior to registration no additional fee element (AFE) will be applicable.

4 Application process

Before registering for a PhD by this route, candidates will be required to undergo a preliminary evaluation by the proposed supervision team, which will include a review of the research data and the research proposal. The supervision team will, following their review of the research outputs, make a recommendation to the Director of Research on whether to make an offer to the prospective student.

If the Director of Research approves, the supervision team will ask the candidate to submit an application for ethical approval (to be granted retrospectively) to ensure that ethical principles and practices were followed during the collection of the data. **No student may commence their studies on this route without ethical approval having been granted.**

Candidates will also be required to confirm the integrity of the data and acknowledge any individuals who have supported the research data collection.

[25] The current list of strategic partners can be found on the University website: https://www.cranfield.ac.uk/business/choose-cranfield/who-we-work-with

5 Admission and registration

Candidates who pass the pre-assessment will be required to make a formal application for the PhD by portfolio route which must include a letter of support from the supervision team which confirms that the research already undertaken is suitable for a PhD by this route.

Candidates can choose to undertake a PhD by this route either full-time or part-time:

- The minimum period of registration for full-time study is 12 months
- The minimum period of registration for part-time study is 24 months

6 Academic support for students

Academic support, including supervision arrangements, Progress Review team arrangements and pastoral and administrative support are the same as for students following the traditional PhD route - See section 2 of this Handbook.

The responsibilities of students and supervisors are the same as for students following the traditional PhD route - See section 3 and Appendix B of this Handbook.

7 Induction of students

The induction arrangements are the same as for students following the traditional PhD route - See section 4 and Appendix B of this Handbook.

8 Monitoring academic progress

Expected contact arrangements between staff and students are the same as for students following the traditional PhD route - see section 5.1 of this Handbook for further details.

Students studying on a PhD by portfolio route undertake progress reviews, which operate in the same way as for the traditional PhD route, albeit with a different schedule of reviews as set out below:

Full-time

Month 1 Initial review	→	Month 3 Progress review	→	Month 9 Progress review	→	Month 12 Thesis submission

Part-time

Month 1 Initial review	→	Month 6 Progress review	→	Month 18 Progress review	→	Month 24 Thesis submission

Full details of the Review process are set out in section 5 of this Handbook which, aside from the above review schedule, apply in full to students studying for a PhD by this route.

9 Core development training

Students undertaking a PhD by this route should already possess core research data management skills, however, to ensure individuals are able to complete their degree as a well-rounded researcher, all such students should undertake some mandatory skills training. Students are required to undertake the following mandatory training:

- Health and Safety
- Research Ethics
- Research Integrity

- eRAP Referencing and avoiding plagiarism.

Supervisors are responsible for ensuring that students have completed the necessary training, which will be monitored as part of the regular progress reviews.

Further specific training needs should be discussed as part of regular supervision meetings.

10 Thesis format

As with for students studying on a traditional PhD route, there are two main formats for a research Thesis to be presented, Paper Format and Monograph Format - there is guidance available covering thesis formats in appendix F of this Handbook. Early in their study students should discuss with their supervisor and agree on the thesis format to be used for their PhD. The University's preferred format for Research theses is Paper Format, as it provides students with the opportunity to gain experience in the writing of self-contained reports that convey their work in a concise format, which will aid with the student's professional and personal development, although students, with the agreement of their supervisor, may submit in Monograph format if they wish.

11 Thesis examination

The thesis examination process for students studying on this route is the same as for students studying on a traditional PhD route, as set out in Section B (appointment of examiners) and section C (assessment of research students) of this Handbook.

The outcomes for students studying on this route vary from a standard PhD route, with the examiners' recommendations limited to the following:

- that the award of the degree of PhD should be made; or
- that the candidate be allowed to resubmit the PhD with minor corrections by a specified date (normally within three months); or
- that the assessment falls short of the requirements for a PhD and that the degree should not be awarded.

When assessing a thesis submitted on this route, examiners will be asked to:

- evaluate the intellectual merit of the candidate's submitted research outputs;
- establish if a satisfactory case is made for coherence between the research outputs;
- assess the contribution to knowledge represented by the research outputs and made apparent in the contextual chapter;
- evaluate the rigour with which the candidate has contextualised and analysed their research outputs in the contextual chapter;
- evaluate the appropriateness of the methods employed in the research outputs and the correctness of their application;
- establish the candidate's appreciation of the state of historical and current knowledge within the candidate's research area.

12 Student registration changes

The policies and processes relating to interruptions of study as set out in sections 6 and 7 of this Handbook apply to all research students, which include voluntary and forced suspension, forced and voluntary withdrawal, returning to study, annual, sick and maternity and paternity leave, as well as changes to your course of study.

13 Student complaints and appeals

Section 9 of this Handbook refers students to the correct Handbooks should they wish to make a complaint or academic appeal. These Handbooks apply to all students.

14 Other appendices

The other appendices in this Handbook set out useful information for all students studying for a research degree, including those studying a PhD by this route.

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