

FRAMEWORK FOR THE APPROVAL OF OFF-CAMPUS POSTGRADUATE RESEARCH DEGREE PROVISION

1. Introduction

- 1.1 These procedures govern proposals¹ where it is intended that cohorts or groups of students will be registered for the University of Bolton's research degree awards of MPhil or PhD and carrying out their research wholly or predominantly off-campus in another organisation (whether in the UK or internationally).
- 1.2 Before any oral or written commitments are made by University of Bolton staff to any external individuals or organisations, prior approval must be gained for such arrangements from the University of Bolton and a formal, written agreement put in place setting out the responsibilities of the University of Bolton and the partner organisation.
- 1.3 All arrangements for securing the research environment and the supervision of students under a research degrees collaborative partnership arrangement must meet the University's *Postgraduate Research Degree Regulations* and *Code of Practice for Research Students and Supervisors*. Proposers will need to demonstrate this in any proposals for the establishment of a collaborative research degree arrangement with another organisation. The operation of such arrangements must comply with all other applicable policies, procedures, regulations, codes and guidance, whether they apply to all enrolled students of the University or to postgraduate research students in particular.
- 1.4 Proposers should note that early consultation is vital with those having University-wide responsibilities for off campus provision², for research and graduate studies³, and for standards and enhancement in respect of postgraduate research degrees⁴.

2. Approval of arrangements

- 2.1 Proposals will proceed according to the stages of the prevailing *Governance Arrangements for Off Campus Collaborative Partnerships*, adjusted in minor respects to refer to the specific requirements and variations for postgraduate research degree provision. A flowchart showing the necessary adjustments forms Appendix 1. These arrangements may be further adapted at any stage, as deemed appropriate by the authorised officer, to recognise that postgraduate research degrees may be subject to somewhat different requirements than taught programmes and that

¹ These procedures do not encompass collaborative proposals for CASE or KTP studentships, nor those occasional, individual students who will pursue their research degree wholly or predominantly off-campus but will not be enrolled or registered for the purpose with another educational partner organisation (Doctoral Centre).

² Member(s) of the OfCD Senior Management Team, as directed by the Dean of the OfCD.

³ Currently the AVC (Postgraduate Developments) and Executive Dean of the Research & Graduate School.

⁴ Currently the Academic Registrar or Senior Policy & Practice Advisor (Quality Assurance) in the Standards & Enhancement Office.

they are existing, established awards of the University, governed by a thorough deliberative, regulatory and quality assurance infrastructure.

- 2.2** In particular, at least one member of the Board of Studies for Research Degrees (independent of and with no prior or planned future direct involvement or vested interest in the proposal) must be involved in any Institutional/Site Appraisal. In addition, the designated member of the Standards and Enhancement Office and the Executive Dean of the Research & Graduate School must be kept informed at all stages (as defined in the *Governance Arrangements*) of a proposal. Finally, the Board must act as the Validation Panel for proposals (Stage 3 of the *Governance Arrangements*), and receive the Institutional Appraisal Report, the Programme Approvals Form, the Formal Written Agreement, and the Operations/Programme Manual for the arrangement.
- 2.3** Proposers will need to ensure that what is being proposed can meet the Expectations and Core Practices in respect of research degrees as described in the *UK Quality Code for Higher Education*. These are provided for reference in Annex 1, along with the associated Guiding Principles. The Guiding Principles are accompanied (in the Code itself) by practical advice which those responsible for developing proposals may also wish to consult as a guide to the kinds of issues to be considered.
- 2.4** Similarly, attention must be paid to the Expectations, Practices and Guiding Principles of the partnerships theme of the *UK Quality Code for Higher Education*, replicated in Annex 2.

3 Fees

Indicative fees to be charged to students to be admitted under the arrangement and their apportionment between the University and the Off Campus Doctoral Centre should be provided at the relevant stage(s) of approval, following discussion and agreement amongst relevant parties in both institutions, and be incorporated within the financial schedule to the formal written agreement.

4 Attendance and Visits

Any minimum requirement for Off Campus Doctoral Centre candidates and/or supervisors to attend at the University and/or the Off Campus Doctoral Centre must be specified at the outset and referred to in the formal written agreement.

5 Formal Agreement

The collaborative arrangement will be set out in a formally approved, written agreement, which will include or refer to, *inter alia*, details of:

- the scope and limits of the arrangement;
- the responsibilities of all parties, particularly in relation to the application, admission and supervision of students;
- financial arrangements;
- use of resources;
- arrangements for monitoring the progress of students;
- arrangements for the assessment and examination of students;

- quality assurance procedures (including the respective responsibilities of the University and the Off Campus Doctoral Centre);
- systems to provide reliable information to the University, including notification of candidates withdrawing or suspending and key staff resignations and appointments;
- effective systems for communication between the collaborative institutions and with the student.

Some of the required information will be included in the *Operations Manual* for the Off Campus Doctoral Centre, which should be referred to/included in the formal written agreement.

6 Supervision, Student Progression and Examination

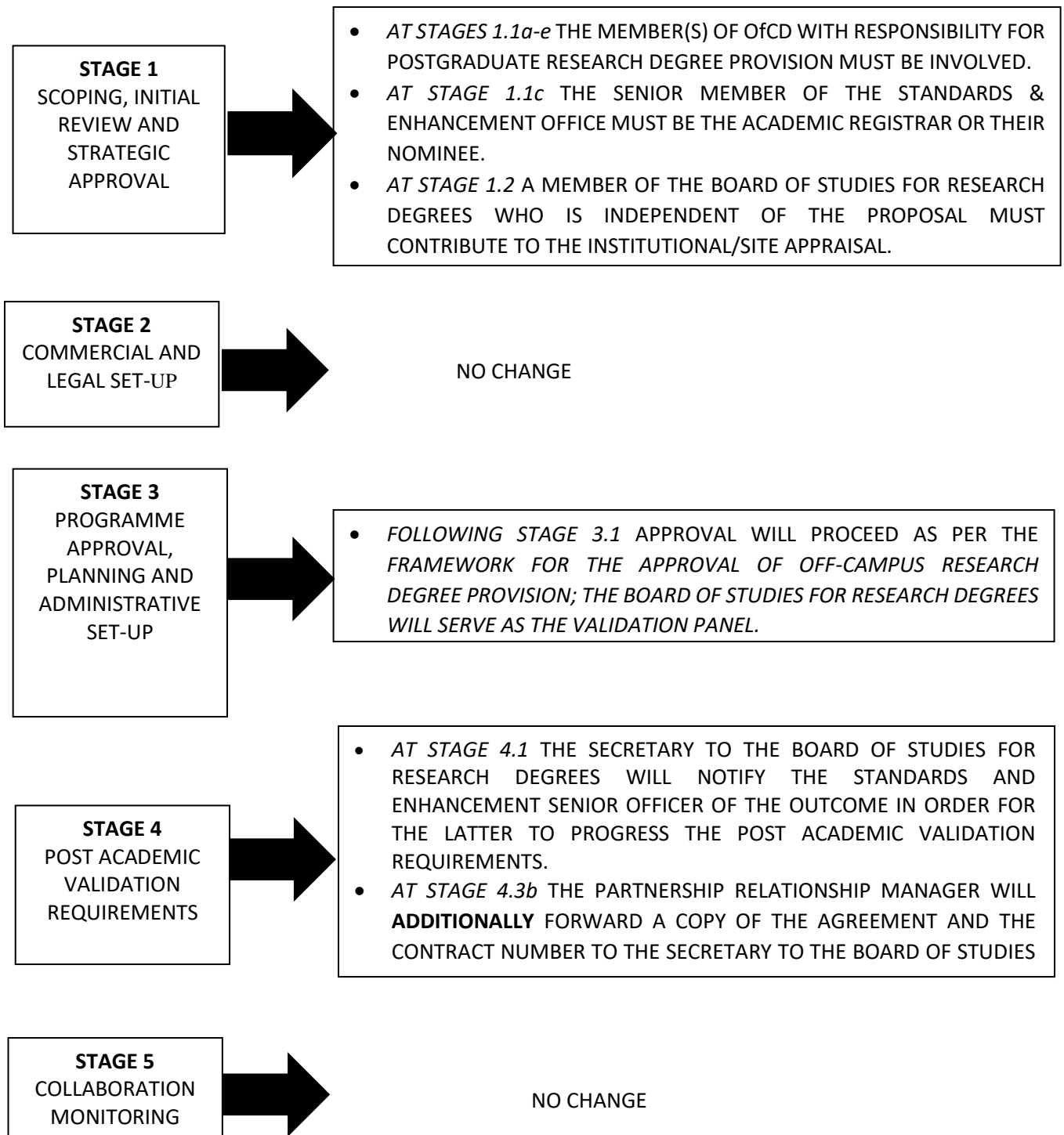
Arrangements for supervision, assessing and monitoring student progression, and examination of research degree theses or equivalent submissions must all meet the University of Bolton's requirements, as described in the *Postgraduate Research Degree Regulations and Code of Practice for Research Students and Supervisors*. The formal written agreement and/or the *Operations Manual* for the Off Campus Doctoral Centre must specify how supervisors appointed by the partner institution will be approved by the University and stipulate who is responsible for establishing at the beginning of the student's research programme a satisfactory framework for supervision, including arrangements for communicating with the student and the participation of the supervisor from the Off Campus Doctoral Centre. There should be sufficient engagement between supervisors from the University and any from the Off Campus Doctoral Centre to ensure that all necessary steps are being taken to ensure, monitor and record that the candidate is making satisfactory progress. Further guidance on the matters to be agreed upon relating to the supervisory arrangements is given in Annex 3.

7 Monitoring and Review of the Collaborative Arrangement

The research degree collaborative arrangement will be monitored according to the prevailing *Governance Arrangements for Off-Campus Collaborative Partnerships*, adapted as deemed appropriate by the authorised officer, and reviewed in line with the procedures described in the prevailing version of the document *Periodic Review of Postgraduate Research Degree Provision*.

APPENDIX 1

FLOWCHART FOR THE APPROVAL OF OFF-CAMPUS POSTGRADUATE RESEARCH DEGREE PROVISION THE PROCESS SHOULD FOLLOW THE GOVERNANCE ARRANGEMENTS FOR OFF CAMPUS COLLABORATIVE PARTNERSHIPS – WITH AMENDMENTS AS INDICATED BELOW



ANNEX 1

UK QUALITY CODE FOR HIGHER EDUCATION

Advice and Guidance - Research Degrees

Expectations and Practices

The advice underneath the Expectations and Practices is not mandatory for providers but illustrative of a range of possible approaches.

Expectations for Standards

1. The academic standards of courses meet the requirements of the relevant national qualifications framework.
 - *This Expectation ensures that research degree-awarding bodies align their postgraduate awards with the relevant qualification framework.*
2. The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.
 - *This Expectation ensures that research degrees awarded by providers continue to reflect sector-recognised standards such as the QAA Doctoral Degrees Characteristic Statement.*

Core practice

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

In practice, this means that the provision of a research environment conducive to learning and developing research combined with the provision of encouraging and supportive supervision, would improve opportunities for research students to achieve beyond the threshold level.

Common practice

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

In practice, this means that research degrees form a distinct area of provision and therefore review and enhancement activity should be viewed across both in the context of provider practices, across all provision in order to consider any implications for research degrees and provider practices that only relate to research degrees.

Expectations for quality

1. Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
 - *This Expectation relates to the provision of research supervision, environment, progression and examination of research degrees. Higher education providers have in place mechanisms for the monitoring and enhancement of the quality of their provision of research degrees that is both inclusive and supportive of students.*
2. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
 - *This Expectation encompasses the breadth of subject and supervisory expertise available to research students and the research environment, which will enable students to develop and generate new knowledge through exploration and learning of research.*

Core Practices

- The provider designs and/or delivers high-quality courses.

- *In practice, this means that supervision of research students equates to the delivery of a course (albeit a programme of individual research) to ensure that the progress stages and support provided effectively contribute to the delivery and outcomes for research students.*
- Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
 - *In practice, this means that supportive research environments and infrastructure serve to enable positive research outcomes through contextualising research, exposing research students to research culture skills, responding to research students' changing needs, and encouraging creativity, critical independent thought and originality of research outcomes.*
- The provider supports all students to achieve successful academic and professional outcomes.
 - *In practice, this identifies the need to enable successful outcomes through the support infrastructure and contributing factors including regulatory frameworks, research environment, supervisory processes, research skills support, progress and review arrangements, and clarity of responsibilities.*

Guiding principles

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

1. Provision of information is clear and accessible to research students and staff.
Providers that have research degree awarding powers have specific regulations and codes of practice for research degrees that are clear, regularly reviewed and accessible to research students and staff, including examiners. Responsibilities of research students and staff supervising, assessing and supporting research students are clearly communicated.
2. The research environment is supportive and inclusive for all research students.
Providers accept research students into a sustainable, inclusive and supportive research environment for undertaking and learning about research throughout the programme of study. The environment should support/facilitate research achievement, taking account of the diverse needs of research students.
3. Supervisors are appropriately skilled and supported.
Providers ensure that each student has an appropriately skilled and knowledgeable supervisory team, which includes a main supervisor as the key contact. Supervisors should be provided with sufficient time, support and opportunities to develop and maintain their supervisory practice.
4. Research students are afforded opportunities for professional development.
Providers ensure that research students are provided with appropriate opportunities to regularly reflect on and develop their personal, professional and research skills in consultation with their supervisory team.
5. Progression monitoring is clearly defined and operated.
Providers put in place clearly defined mechanisms for monitoring and supporting research student progress and outcomes from admission to successful completion, including formal and explicit reviews of progress at different stages.
6. Higher education providers offer clear guidance and processes on assessment for research degrees.
Providers, recognising the underpinning principles applicable to all assessment (see also Assessment Theme), operate robust and clear procedures for assessing research degrees, taking into account the UK qualification descriptors and characteristic statements.

ANNEX 2

UK QUALITY CODE FOR HIGHER EDUCATION

Advice and Guidance - Partnerships

Expectations and Practices

The advice underneath the Expectations and Practices is not mandatory for providers but illustrative of a range of possible approaches.

Expectations for standards

1. The academic standards of courses meet the requirements of the relevant national qualifications framework.
 - *When working in partnership, the awarding organisation retains responsibility for the academic standards of its awards, ensuring that the threshold standards for its qualifications are consistent with the relevant national qualification frameworks.*
2. The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.
 - *When working in partnership, the awarding organisation retains responsibility for ensuring that academic standards at, and beyond, the threshold level are reasonably comparable with those achieved by other UK providers.*

Core practice

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

In practice, this means that the awarding organisation must put in place all necessary measures to ensure that it can maintain the academic standards of its awards. This will include an analysis of the risks associated with a potential partner, the type of partnership that will be entered into, the management of the partnership (and its associated risks), that an appropriate formal agreement is put in place, and that these arrangements are effectively monitored and evaluated.

Expectations for quality

1. Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
 - *When working in partnership, the awarding organisation retains responsibility for ensuring that all aspects of the student's academic experience from admissions through to outcomes can be considered high quality. The awarding organisation is also responsible for ensuring that enhancement opportunities are available to students.*
2. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
 - *When working in partnership, the awarding organisation retains responsibility for ensuring that student needs are consistently met.*

Core practice

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

In practice, this means that where an awarding organisation arranges for all, or part, of the course to be delivered by another organisation, it puts in place effective processes for the management and oversight of all aspects of the students' academic experience to ensure that this is high-quality. These will include regular monitoring and review of the course(s), the teaching staff, the facilities, other resources and seeking, and acting on, where relevant, feedback from all involved in the provision with a particular focus on student feedback and outcomes.

Guiding principles

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

1. The awarding organisation will be accountable for assuring the overall quality and academic standards of the provision, regardless of the type of partnership.

An awarding organisation is accountable for the quality and academic standards of its provision irrespective of the partnership arrangements. Procedures, systems and safeguards implemented for the management of partnership arrangements should be in proportion to the level of risk to quality and academic standards posed by the arrangement.

2. The awarding organisation will have in place appropriate governance to authorise and oversee the development and closure of partnership arrangements and to monitor their effective operation.

The awarding organisation will manage the development of partnerships to ensure that there is oversight of the partnership from inception through to closure. Formal procedures may set out requirements for differential arrangements dependant on the type of partnership and the level of risk. All aspects of a partnership should be subject to monitoring and evaluation to ensure their effective operation and to establish areas for development or the timely need for closure of the partnership.

3. Due diligence enquiries are completed and legally binding written agreements are signed prior to the commencement of student registration - due diligence enquiries are refreshed periodically and before agreements are renewed.

The awarding organisation and, where relevant, the partner should conduct a range of due diligence enquiries appropriate to the type of partnership, the detailed arrangements and the identified level of risk. Legally-binding written agreements, where required, which set out the rights and obligations of all parties, should be finalised and signed before students register on the associated provision. Where relevant, the written agreements will include appropriate student protection plan (or equivalent) clauses.

4. Provision delivered through partnership arrangements will be subject to quality procedures that are at least as rigorous, secure and open to scrutiny as those used for the provision delivered by the awarding organisation.

The partnership agreement will include information on the quality procedures for the provision, if, and how, they differ from those used for the provision delivered by the awarding organisation. They do not need to be the same procedures but they must be as rigorous, secure and open to scrutiny as those of the awarding organisation. There may be additional quality procedures and safeguards depending on the nature of the partnership and the level of risk identified.

5. Awarding organisations that make arrangements for the delivery of learning opportunities with others, retain the authority and responsibility for awarding certificates and records of study in relation to student achievement.

The award of a UK higher education qualification is a highly-valued and much sought-after achievement; it is important that the award of certificates is protected and secure to ensure that this status can be maintained. Consequently, the awarding organisation will maintain records of study and achievement for students who achieve a qualification and will issue certificates to each individual student.

6. All awarding organisations maintain accurate, up-to-date records of all partnership arrangements that are subject to a formal agreement.

The governance procedures will establish the types of partnership arrangements where a formal agreement will be required; this will normally depend on the level of risk to quality and academic standards posed by the arrangement. Records of the partnership arrangements should be maintained and kept up-to-date with any changes following review or evaluation of the partnership or other relevant changes, such as financial arrangements or change of key personnel.

7. Awarding organisations monitor and evaluate their partnership arrangements to satisfy themselves that the arrangements are achieving their stated outcomes and that academic standards and quality are being maintained.

Awarding organisations will monitor and evaluate all aspects of their partnership arrangements on a continuous basis. This will include the contract between the partners (where this is required), due diligence data and the arrangements for delivery, assessment and student support (as appropriate to the partnership arrangement) to ensure that the student learning experience is of an appropriate quality and that published information/material is accurate.

ANNEX 3

FURTHER CONSIDERATIONS IN COLLABORATIVE POSTGRADUATE RESEARCH DEGREE PROVISION, FOR INCLUSION/REFERENCE IN THE CONTRACTUAL AGREEMENT AND/OR OPERATIONS/PROGRAMME MANUAL

1. Research degree candidates must meet the relevant requirements of both institutions regarding admission to the programme, progression (including formal annual progress review), and assessment. In the case of any conflict between these requirements, those of the University of Bolton will normally take precedence.
2. The two institutions will share responsibility for supporting the candidate during his/her period of study. One institution will provide the Director of Studies (see University of Bolton Postgraduate Research Degree Regulations, section 5, 'Supervision', which specifies that: 'One supervisor shall be the Director of Studies (first supervisor) with responsibility to supervise the student on a regular and frequent basis and monitor progress on behalf of the Board of Studies for Research Degrees in accordance with the University's quality assurance procedures for research degrees').
3. The approval of the examiners and the assessment of the candidate will take place under the regulations and procedures of the University of Bolton and may include an internal examiner from both institutions. The University will appoint examiners through recommendations made on the R5 form and approved by the Board of Studies for Research Degrees. Paragraph 18 below gives further details of assessment procedures. The University normally has sole responsibility for the award of the research degree upon the candidate's successful completion of the programme, except in cases of joint or dual degrees. Following submission of the thesis and the examiners' confirmation of the candidate's success in the oral examination, the award of the degree must be formally approved by the appropriate examination board in the relevant institution(s).
4. Both institutions will put into effect arrangements to facilitate the progress of the candidate throughout the duration of his/her studies, including preparation of the thesis and the *viva voce* examination.
5. Admission of individual students under this arrangement will be subject to approval by the University of Bolton according to prevailing criteria and procedures, acting on recommendations put forward by the Off Campus Doctoral Centre. An administrative protocol should set out the detailed stages of the admissions process and the respective contributions of each institution.
6. The candidate and his/her co-supervisors will agree how, if at all, the candidate's working time is to be divided, between the two institutions, taking into account the needs of the research, the circumstances of the candidate and any applicable immigration and visa requirements.
7. Throughout his/her studies, the candidate will be formally enrolled at both institutions, and will pay the agreed fees. Both institutions will arrange for the candidate to have appropriate formal status to enable him/her to make use of essential facilities such as libraries and

computing facilities throughout the period of study. More extensive use of facilities and resources will be by agreement between the candidate and his/her supervisors.

8. The institutions will agree arrangements for the equitable distribution of any tuition fee and other funding received in respect of the candidate and will incorporate these arrangements within a separate financial schedule to the formal written agreement. Any financial support to be provided to candidates will be the responsibility of the Off Campus Doctoral Centre unless otherwise agreed.
9. The candidate's studies will be pursued under the direction and guidance of at least two supervisors who shall be appointed according to the requirements of the University of Bolton's *Postgraduate Research Degree Regulations* and shall carry out their responsibilities according to the University of Bolton's *Code of Practice for Research Students and Supervisors* (see 'Further Guidance on Supervisory Responsibilities', below, which addresses which supervisor is to take lead responsibility for which component of the candidate's research programme). **The Director of Studies (DoS)** will normally act as the candidate's main supervisor with primary responsibility for day to day management of the programme and at all times for the resolution of any problems, academic or pastoral, in relation to the candidate. **The Second Supervisor(s)** will normally be responsible for providing subsidiary support to the programme and candidate.
10. On behalf of their institutions, both supervisors undertake to carry out to the full extent the agreed responsibilities of main or second supervisor of the studies of the candidate and to support each other in the execution of their duties as supervisors. All supervisors will participate in specified professional development activities supportive of their role as supervisors, as required by the University and/or the Off Campus Doctoral Centre, and are expected to engage in other development activities as appropriate. The two supervisors will confer regularly with regard to the progress of the candidate's studies and will jointly recommend the internal and external examiners to be involved in the candidate's oral examination (the 'viva voce' examination) at the end of his/her programme.
11. **The Director of Studies** has responsibility for ensuring that the candidate has access to adequate training opportunities, both research-related and generic, during his/her programme. This includes agreeing with the candidate a 'skills needs analysis' at the beginning of the programme and adapting the training as necessary during the research programme in response to the candidate's needs.
12. Should one of the supervisors leave their institution, that institution's normal procedures for finding a replacement supervisor will be followed (University of Bolton procedures for appointing supervisors are set out in the *Postgraduate Research Degree Regulations*, section 5), with the involvement of the other supervisor. If a suitable supervisor cannot be found, the institutions will jointly be responsible for supporting the candidate in making arrangements for him/her either to continue his/her studies towards the degree of the institution of his/her remaining supervisor, or in finding a supervisor in another institution to enable him/her to complete his/her programme of study.

13. The two institutions, through their appointed supervisors and through their established offices for various purposes (e.g. the equivalent of: Off Campus Division, Research and Graduate School, Financial Services, Student Data Management, Standards and Enhancement) will communicate to one another all of the necessary information and documentation for the joint supervision of candidates' studies, monitoring of candidates' progress and the preparation, submission and examination of the thesis.
14. Initial registration of the research is subject to approval of a proposal to be submitted according to the prevailing timescales. Continued registration for the degree is dependent on candidates making satisfactory academic progress through a formal process of annual progress reviews and scrutiny, at approximately the midpoint of the normal completion period, of an application to transfer registration from Master of Philosophy to Doctor of Philosophy (or mid-term assessment of progression for PhD direct candidates¹), as defined in the University of Bolton's *Postgraduate Research Degree Regulations*. Should any concerns arise, consultation will take place involving both supervisors before the University of Bolton's normal procedures are invoked.
15. The above approval, review and scrutiny processes are conducted by Standing Panels of varying membership established convened for the purpose and which involve staff who are independent of the supervisory process, although the main supervisor will of course contribute to the annual progress report. Depending upon the circumstances, the participation of academic staff from the Off Campus Doctoral Centre can be accommodated when selecting the membership of Standing Panels.
16. Presentation of the thesis
The thesis will be presented to the University of Bolton according to the prevailing requirements.
17. Language
Under the University of Bolton's *Postgraduate Research Degree Regulations*, unless prior approval is sought from the Board of Studies for Research Degrees, the language in which the thesis must be written and the viva voce examination conducted will be English.
18. Assessment of the thesis
The assessment will be by means of the examiners reading the written thesis and by an oral ('viva voce') examination of the candidate, the result of which will be recognised by both institutions. The composition of the examining team assessing the candidate's thesis at the viva voce examination, and the presence of an independent Non-Examining Chair, will be in accordance with the University of Bolton's *Postgraduate Research Degree Regulations*; the University's *Guidance Notes on the Oral Examination of Research Degree Candidates* will also apply. External Examiners will **NOT** be appointed from within the Off Campus Doctoral Centre where the research student is based. The examining team may, however, include as Internal Examiners members of the academic staff of one or both institutions who are independent of the candidate. The intended location of the oral examination will be proposed

¹ The requirement for mid-programme assessment of progression does not apply to candidates for the degree of PhD by Published Work or Practice Route A (Retrospective).

at the same time as the application for approval of the examination arrangements. Note that the University has approved specific procedures for the conduct of research degree examinations by videoconferencing which may be invoked under this agreement. All aspects of the examination arrangements are subject to prior approval by the Board of Studies for Research Degrees.

19. Award of the degree

In compliance with the regulations in force within each institution and on the basis of a favourable report from the examiners, a recommendation will be made to the University of Bolton's Board of Studies for Research Degrees to award a research degree to a successful candidate. The award certificate and transcript will comply with the University's requirements in terms of wording and endorsements.

Further guidance on Supervisory responsibilities

Preamble

Research students rely on contact with their supervisors for general guidance and intellectual stimulation. **Supervisors** must maintain regular contact with their students, who in turn have a responsibility to make themselves available at times agreed with their **Supervisors**. The **Supervisors** should be approachable and available for consultation at reasonable times, as agreed with the **Research Student** in the *Research Student-Supervisor Agreement*.

The period of initial registration is particularly crucial and in addition to regular engagements the student should feel free to consult their **Supervisors** as need arises. As time passes the initiative for establishing contact may gradually pass to the student but the **Supervisors** will continue to have responsibility for ensuring that the necessary contact with the student is maintained. It is helpful to the student for all parties to set down in the *Research Student - Supervisor Agreement* and in the *Research Progress Report and Action Plan* those procedures and targets which need to be unambiguously understood, and agreed, by both sides. **When the research is carried out remotely, the Supervisors have a particularly crucial role in ensuring that the student is clear about the work to be undertaken** and the student equally has a duty to maintain regular contact with their supervisors.

The **Supervisors** should encourage students to play a full part in the intellectual life of their relevant local academic community at the partner organisation and/or the University, and the wider research community. Many students are slow to recognise the opportunities that postgraduate research presents for their own intellectual broadening and the **Supervisors** have a key role in helping them to develop their talents widely and to the full. Involvement in research meetings should be encouraged and students should be made aware of all activities which may potentially be of benefit to them.

The **Supervisors** shall be responsible, in collaboration with others as necessary, for contributing to implementing the requirements of the University of Bolton and the Off Campus Doctoral Centre.

The **Director of Studies (DoS)** would normally take sole or primary responsibility for most of the functions listed in (i) to (xxvi) below, supported by the **Second Supervisor(s)** where required. However in the case of off-campus students it may nevertheless be reasonable, for practical or other reasons, for the **Second Supervisor**, whether at the University of Bolton or the Off Campus Doctoral Centre, to assume sole or primary responsibility for some of functions, or to provide significant support. The formal written agreement and/or the *Operations Manual* for the Off Campus Doctoral Centre should be clear about the locus of responsibility for each of the functions listed below.

SUPERVISORY FUNCTION	
(i)	Admission
(ii)	Enrolment
(iii)	Completion of the Project Planning, Postgraduate Induction and Research Student-Supervisor Agreement requirements
(iv)	Completion of the initial Research Progress Report and Action Plan
(v)	Registration of the Proposed Programme of Study (Form R1, R1 (PD) for Professional Doctorates, or R1 (PW) for PhD by Published Work)
(vi)	Completion of the Annual Research Progress Report and Action Plan
(vii)	Approval of Transfer of Registration from MPhil to PhD (if applicable) or Mid-Programme Assessment of Progression for PhD direct candidates
(viii)	Thesis Presentation
(ix)	Examination
(x)	Health and Safety
(xi)	External Collaboration
(xii)	Intellectual Property Rights and Publications of Results
(xiii)	Part-time Teaching
(xiv)	Tuition Fees
(xv)	Ethical considerations
(xvi)	Agreeing with the student a suitable field of study which will stimulate research interest and can be completed within an acceptable/reasonable period of time
(xvii)	Ensuring that the necessary facilities are available and as far as possible that there is sufficient time allocated for the student and supervisor to develop a good working relationship
(xviii)	Liaising with the other supervisor(s) and/or with collaborating bodies
(xix)	Arranging regular engagements with the student during which all matters relating to the student's work can be discussed and where full oral and/or written feedback can be provided on the student's work
(xx)	Making adequate alternative supervisory arrangements if (s)he is to be absent from the institution for a consecutive period exceeding 6 weeks

(xxi)	Discussing the student's progress and, where appropriate, their suitability for further study, including transfer from MPhil to PhD where applicable
(xxii)	Arranging relevant programmes of research training and related studies
(xxiii)	Contributing to the completion and submission on time of all of the required components of the University of Bolton's quality assurance procedures for research degrees for consideration by the appropriate individuals and committees
(xxiv)	Offering pastoral as well as academic support so that problems can be identified at an early stage and appropriate steps taken to obtain suspensions or extensions of a student's registration as rapidly as possible if they are necessary
(xxv)	Drawing up, with the student, a thesis structure and a timetable for completion of the work
(xxvi)	Assisting the student with their personal and professional development, including encouraging and facilitating the student's engagement with relevant research communities and with personal and professional skills development, using the UK's national Researcher Development Framework (www.vitae.ac.uk/rdf) as a guide

FRAMEWORK FOR THE APPROVAL OF OFF-CAMPUS POSTGRADUATE RESEARCH DEGREE PROVISION	
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