PGR PERIODIC REVIEW

APPENDIX 5
AIDE-MEMOIRE FOR PANEL MEETINGS

This *aide-mémoire* consists of suggested points for consideration under each review heading to assist members of the Periodic Review Panel. It may be used in:

- Analysis of the self-evaluation prior to the review;
- Collection of evidence during the review;
- Preparation for meeting with staff and students during the review event;
- Preparation and compilation of the final review report.

The points below are neither prescriptive nor exhaustive and the Panel may wish to focus on specific aspects of provision. The Self-Evaluation Document and discussions with staff and students at scheduled meetings may all raise issues particular to the provision under scrutiny.

RESEARCH ENVIRONMENT

The Panel may wish to consider:

- The opportunities available to students to mix with other research staff or students
- How the balance between remote vs in person engagement is managed and how expectations are communicated to students
- The learning and resource tools and facilities that are available (including desk space allocations)
- The opportunities available for students to develop peer support networks (e.g. access to social spaces)
- The guidance available on the ethical pursuit of research and the avoidance of research misconduct
- The opportunities to encourage participation in academic life within the review area in general, including students enrolled on programmes delivered in collaboration with partner institutions
- The contributions of DTC/DTPs etc. to the research environment both for directly enrolled students and for the review area in general
- The involvement of research students in teaching/ demonstrating including support available to them in undertaking research and how the review area ensures students can manage teaching/demonstrating duties alongside their studies
- Whether students who are interested in acquiring experience of teaching/ demonstrating generally get the opportunity to do so, how opportunities are communicated to students
- How students are encouraged to engage with the research landscape outside of the University, including participating in conferences, publishing their research, developing publication skills and what training is provided

How the Review Area engages with alumni networks and industry links, particularly in the context of placement opportunities and careers/ employability initiatives

STUDENT SUPPORT

- What training within the review area is mandatory, what training is optional and how is this managed?
- How external training requirements (e.g. research councils) affect training for the whole review area's student body, including the difference in quality of training available to funded students over self-funded students
- The mechanisms in place to develop training in response to the needs of students
- How is student engagement with training recorded and reported?
- The formal and informal opportunities available to students to discuss feedback/ concerns e.g. SSLCs, PGR student reps, LTSOs etc. To what extent are students aware that these avenues exist, and do they access them?
- Mechanisms/ initiatives in place to support students who have a declared disability, specific learning needs, caring commitments etc. and how these are signposted to students
- What links are there with central support services, such as careers, the library etc?

MANAGEMENT OF PGR PROVISION

The Panel may wish to consider:

Admissions
- How performance and continuity in admissions criteria and processes are ensured
- The guidance documents available to applicants and admissions staff about the admissions process
- How interviews are used as part of the admissions process and compliance with the standard operating procedures for conducting interviews (https://www.liverpool.ac.uk/media/livacuk/tqsd/code-of-practice-on-assessment/appendix-1.2-PGR-CoP.pdf)
- If roles and responsibilities in the admission process are clearly defined
- How research costs are calculated at the admissions stage and outlined to students in their offer letter
- How funded studentships are managed during the admissions process
- The procedures and measures in place to demonstrate equality of opportunity

Induction
- When induction information is provided to students
- The clarity of roles and responsibilities in induction
- How variable is the induction experience for students starting outside of popular intake dates?
- Are refresher induction sessions available for existing students? Can they be tailored to their year of study?
- The admissions procedures and induction provided for DTC/DTP students
- How the review area has responded to student feedback on induction

Progress and Assessment
- How record keeping of students' progress is managed
- How negative outcomes are managed and communicated

- How students are prepared for their assessments; including what support or training is available and information or guidance provided
- How are staff selected to serve on IPAPs? Is the role evenly distributed amongst colleagues? Does membership of IPAP panels remain consistent throughout the student's period of registration, or is membership rotated?
- How responsibilities of each individual supervisor on the team are communicated to students
- What independent sources of support are available to students?

Examination

- The consistency in approach to arranging viva examinations
- How internal and external examiners are appointed
- Do students routinely have access to mock *vivas*?
- How common are online *vivas*?
- How periods of resubmission are managed; including what support is available to students

STAFF ENGAGEMENT

The Panel may wish to consider:

- How the performance of supervisors is kept under review
- How supervisors in industry/ NHS/ professional practice are managed
- How access to supervisors for online and offsite students is managed
- How the replacement of supervisors is managed
- How staff with too few students are encouraged to gain more
- How the three-month review, supervision records and APRs provide mechanisms for the operation and evaluation of co-supervision.How co-supervision is managed, particularly where it is cross Departmental, School/ Institute, Faculty.
- Clarity of roles and expectations of academic and professional support staff
- Is there any specific support available for supervisors, beyond the Supervisor Network offered by The Academy? If so, do colleagues engage with it?
- Are supervisors clear on what is expected of them in terms of signposting services and support to students? What guidance or training is provided?
- How do supervisors manage the pastoral aspects of their roles?

QUALITY ENHANCEMENT AND MANAGEMENT

The Panel may wish to consider:

- The opportunities available for students to provide confidential feedback to someone independent of their supervisory team
- What mechanisms are in place to address the outcomes of previous reviews?
- How the research degree provision is measured against external indicators and targets that reflect the broader context of research degrees within the wider HE sector
- How PGR matters and priorities are embedded within the governance structure
- In the context of PGR collaborative partnership arrangements:
    - How the partnership operates
    - The structure/governance of the partnership
    - The other themes referenced in this *aide memoire* in the context of collaboration generally or each collaborative partnership

- Partners' feedback on the provision and how this is reported to the University and addressed
- The Review Area's plans and priorities in terms of PGR collaborative partnership activity
- Experiences of staff involved in managing PGR collaborative partnership activity