Please find attached the agenda and papers for the Postgraduate Research Committee meeting which will be held on Wednesday 13 May 2015 at 2pm in the Senate Room. Please note the earlier start time. The meeting will start with a presentation by Daniel Farrell (Assistant Registrar) on the various ‘Senate Efficiency Review’ projects which will be of relevance to Directors of Postgraduate Studies.

Nicola Milton
Executive Officer to the Proctor
1 May 2015

AGENDA

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| 2. Minutes of 18 Feb 15, 10 Oct 14 & Matters Arising | For formal approval  
• minutes of previous meetings | Paper A |
| 3. Enhancement-Led Institutional Review | To receive the preliminary outcome report from the recent ELIR visit and discuss Recommendation 14 relating to the support for PGR tutors from within Schools. | Paper B |
| 4. QAA Enhancement Theme | To receive information about the new Enhancement theme and funding available to DoPGs and Units. | Paper C |
| 5. Working Groups | To discuss the work to be taken forward by four new Working Groups:  
• Length of Study  
• Fieldwork Fees  
• Progress Review  
• Re-Registration PGT/PGR and PGR/PGT | Paper D |
| 6. Papers for Information | • Location of Studies (minor updates)  
• Update from the Vice-Principal (Proctor)  
• Senate Efficiency Review (Projects Update) | Paper E  
Paper F  
Paper G |
| 7. Next meeting: Wed 14 Oct 15, 2pm-4pm, Parliament Hall | • Doctor of Performance Degree (new Senate Regulations)  
• ELIR: Final Institutional Report  
• Feedback from Working Groups  
• Schedule of Business 2015/16 | |
1. Provost Office Changes

The Dean of Science welcomed members to the meeting and took the opportunity to explain the rationale behind the recent changes in the Principal’s Office and the split of postgraduate research responsibilities between the Vice-Principal (Proctor) and Vice-Principal (Research). It was noted that the Vice-Principal (Research) would assume the title of Provost of St Leonard’s College.

Some concerns were expressed about the lack of clear communication about the rationale behind the changes and the impact on Schools and Units. The opportunity was taken to advise members that there would be a review of both informal and formal structures but that this would be undertaken throughout semester two and in consultation with colleagues. The intention would be to have more streamlined structures in place for the start of session 2015/16.

Some members expressed concern that postgraduate research developments had stalled since the start of semester two. It was reported that would be suite of activities being undertaken during the summer once the key priorities had been more clearly identified through discussions with colleagues. Several members expressed frustration about the lack of clear information to Schools about funding and scholarships. It was noted that this would be reported back to the Vice-Principal (Research) and Provost.

2. Date of Next Meeting

It was noted that the next meeting would be held on Wednesday 13 May 2015 at 2pm in the Senate Room.
Postgraduate Research Committee

Report of meeting held on Friday 10 October 2014.

In attendance: D Woollins (VP Research); V Brown (Provost); C Allison; E Buckley; M Augustine; M Buehl; James Davila; A Fyfe; E Graham; B Gaut; O Hajda; B Jacobson; I Jentzsch; E Kefala; A Lang; T Lawson; L Meischke (Assistant Director of Student Services); T Neukirch; J Palmer; A Reed; P Reynolds; A Sandeman (Assistant Registrar); T Strützel (PG Convenor); G Turnbull;

Apologies: I Gent; H McKiggan-Fee; K Rudy; G Ruxton; G Taylor

1. Minutes of meeting held on 25 November 2013 and Matters Arising

The committee was welcomed and the previous minutes were approved.

The Provost provided feedback on the actions from the previous meeting:

**Action 1 (May 2014):** The discussions on Master’s degree titles with the Provost, Pro Dean (Postgraduate) and the Academic Registrar are on-going.

**Action 2 (May 2014):** The Deans Office looked into this issue and Data Warehouse was corrected.

**Action 3 & 4 (May 2014):** The Provost has spoken to finance regarding the potential for funding stipends to commence earlier due to the need to pay for accommodation etc. The Provost informed the committee that this can occur in future. Further, the Provost notified the committee that RBS has agreed that students will not be charged full rent if they have not occupied the room. Rebates are being looked into.

2. Remit, function and membership for PGRC

The Provost updated the committee that the remit was rewritten so that the information was parallel to LTC. The Provost highlighted that PGRC provides recommendations for Academic Council to approve.

The Pro Provost (Science) requested further clarity to point No. 1, which would be achieved by the inclusion of: “To receive and review reports on PGR policy”. The VP Research recommended that the committee should include in its remit: “To consider the research element of the PGT degree and will work closely with LTC on PGT-related matters”; this was approved.

The membership will be updated with the removal of the Master.

The committee agreed that there should be clarity regarding the extent to which PGT student matters were dealt with by PGRC. While, all postgraduates are included in the community of St Leonard’s College, the Proctor’s Office and LTC are responsible for the academic programmes for PGT. The committee noted that some Schools had ‘Directors of Taught Postgraduates’ who were members of neither LTC nor PGRC.

**Action 1 (October 2014):** The Provost Office will raise this issue with the Proctor.
3. **Location of Studies Policy**

The Provost provided background on this agenda item. The location of studies guidelines were produced in response to a request from Schools that the University have a policy around student engagement and presence in St Andrews. Additionally, the importance of maintaining up-to-date records of students’ contact details was raised by Registry. The committee was advised that the policy applied to all students and policies required for students on T4 visas would not be relaxed for other students. We need to have an up-to-date point of contact for all students and, when they are in the UK; they need to make regular appearances in St Andrews.

A concern was raised that the policy was unnecessary from a UKVI perspective, bureaucratic and removed too much control from Schools. The Provost responded that the policy was not developed solely in order to fulfil our UKVI obligations (although it does help in this regard by ensuring that Registry are informed when a student is away from St Andrews). Rather, regardless of visa status, it is intended to be helpful to Schools by making clear our expectation that, unless their research requires them to be elsewhere, we would like students to be located within a reasonable distance.

The committee enquired about the mechanism behind the guidelines and were informed that this only applies when a student is away for more than 28 days. In general, the student should self-certificate. Absences longer than 28 days should be notified to the School’s DoPG, who should notify the Pro Provost. The Pro Provost will liaise with Registry and discuss any issues raised (for example, visa restrictions or concerns about monitoring progression) with the DoPG. The involvement of the Pro Provost and Registry will ensure that individuals are aware of any changes in regulations.

It was questioned whether the guidelines apply to part-time students. The Assistant Registrar agreed the document should be amended to explicitly include part-time students and reiterated that for (visa) compliance reasons we need to know when any student is if they are away for more than 28 calendar (not FTE) days.

The guidelines were generally approved pending:
- Clarification on Part-time students
- Text 3.3 to be updated from “attend the university during a 9am to 5pm period” to “attend the university during core hours”.

4. **Update to the Postgraduate Research Policy**

The Provost notified the committee that the most significant update to the policy was clarification of the fees and in particular that fees would not be refunded in the event of an early submission of the thesis.

The committee was informed that it was not usual in the sector to stipulate a minimum fee equivalent to 36 FTE months. It was noted that students who are admitted with advanced standing are not liable for fees for that period.

A general discussion was held on extensions and leave of absences. It was reported that the Provost’s Office is considering an appropriate mechanism for when unanticipated issues arise, beyond a student’s control, some of which are often appreciated until after the fact.

Other updates were relatively minor clarifications of wording. The committee approved the updated policy pending the correction of minor typos.

6. **Postgraduate Strategy**

The postgraduate strategy was formally approved.

A discussion on access to facilities by PG students was an issue. In UG term time, there was pressure due to UG numbers, and outside of UG term time facilities were often not available. The Provost acknowledged that if student numbers were to grow, then facilities
would need to be expanded to accommodate increasing numbers.

7. **Annual Registry Reports**

The Provost thanked Registry for their work on the data, which was comprehensive and comprehensible. The School of History was commended for their improvement in submission times. There was concern that the average time beyond funded year was close to a year and DoPGs were encouraged to reiterate the message that completion plans should routinely assume submission would be within the fee period or very shortly thereafter.

Data for withdrawals (in particularly, % by year) was unclear but the rates were low. The Assistant Director of Student Services suggested that it would be useful to identify what were the “other” reasons for withdrawing. This was agreed, although because of low numbers involved, this would not be disaggregated by School.

**Action 2 (October 2014):** ‘Other’ reasons for withdrawal should be reported to PGRC.

8. **St Leonard’s College Activities**

The Provost described the activities that have taken place in the name of St Leonard’s College and introduced some of the future events. The Provost informed the committee that while some events were not well attend, there is a general benefit for students in knowing that these opportunities are being provided.

5. **Fieldwork Fee Application Form**

The Pro Provost (Science) introduced the agenda item and confirmed that, while the Pro Provosts approve any fee reduction, they do not approve the fieldwork. However, the application for a fee reduction should include confirmation that Risk Assessments have been approved and contact details will be updated.

The VP Research questioned the fairness of fee reductions being limited to particular students in particular circumstances and asked the Provost’s Office to review previous minutes of this committee to understand the rationale.

**Action 3 (May 2014):** The Provost Office to review previous minutes

**Next Meeting**

The next meeting will take place at **14.00 on Wednesday 18 February 2015 in the Senate Room, Parliament Hall.** (Deadline for receipt of papers is Friday 6 February 2015.)

21 October 2014
UNIVERSITY OF ST ANDREWS
POSTGRADUATE RESEARCH COMMITTEE
ENHANCEMENT-LED INSTITUTIONAL REVIEW

Following the recent Enhancement-Led Institutional Review (ELIR) visit to the University, the ELIR team has agreed an outline of its findings which is set out in the following early draft Outcome Report. The purpose of sharing a draft at this stage is to provide the University with an early indication of the key themes which will be contained within the full ELIR Outcome and Technical Reports. The areas of positive practice and those identified for development may be revised as the ELIR team finalises the text of those reports.

The draft Outcome and Technical reports will be submitted to the University by Friday 8 May 2015 at which time we will have the opportunity to comment on their accuracy.

There will be an opportunity at the May PGRC meeting to have an early discussion about the key findings which relate to PGR business.

The Reflective Analysis which formed the basis for the Review can be accessed at:-

http://www.st-andrews.ac.uk/staff/teaching/monitoring/elir/elir2015/

Nicola Milton
Executive Officer to the Proctor

30 April 2015
Enhancement-led Institutional Review of University of St Andrews

Early draft Outcome Report

March 2015

About this report

This is an early draft of the Outcome Report of the Enhancement-led Institutional Review (ELIR) conducted by the Quality Assurance Agency for Higher Education (QAA) at the University of St Andrews

This Outcome Report, when finalised, will be accompanied by a Technical Report detailing the ELIR team’s findings under each of the set headings in the ELIR 3 method. The content of this early draft report may be adjusted as the ELIR team reflects on its findings to produce the Technical Report.

Drafts of both the Outcome and Technical Reports will be shared with the University, and the University will have the opportunity to comment on any matters of factual accuracy. The purpose of providing the early draft Outcome Report is to give an indication of the key themes arising from the ELIR one week after the visit has concluded.

Overarching judgement about the University of St Andrews

The University of St Andrews has effective arrangements for managing academic standards and the student learning experience. These arrangements are likely to continue to be effective in the future.

This is a positive judgement, which means the University has robust arrangements for securing academic standards and for enhancing the quality of the student experience.

Areas of positive practice

1 The ELIR has identified a number of areas of positive practice and these are summarised below.

2 Staff and student development – the suite of development opportunities provided by CAPOD is responsive to the University’s needs and promotes positive engagement by staff and students. CAPOD’s work also supports the University to achieve a clear overview of its strengths and development needs.

3 Identification and dissemination of good practice – linked to the institution-led review processes, and supported by CAPOD, there are systematic arrangements for identifying and sharing good practice. These include an annual dissemination event
attended by the directors of teaching from every school drawing on the outcomes from the Annual Academic Monitoring process.

4  **Enhanced role of the Proctor’s office** – the revised organisational structure has brought together learning and teaching with oversight of other student-related activity. The Proctor’s office works closely with the directors of teaching and CAPOD to provide an enhanced strategic overview, including identifying a set of priority areas.

5  **Positive approach to widening participation** – the University has a wide range of initiatives and activities aimed at raising aspirations and promoting widening access to higher education. There are effective arrangements in place to support students who enter the University from a widening participation background, in line with the University’s intention to be academically, but not socially, elite.

6  **Proactive student engagement and representation** – there are highly effective student representative arrangements in place including the successful posts of school and faculty president. The student representatives are proactive in identifying areas in which to engage and are supported by the University to do so, for example student-led groups are currently considering feedback on assessment and module evaluation questionnaires with the outcomes of each being considered for action by University committees.

7  **Graduate identity and co-curriculum** – staff and students share a strong sense of a St Andrews graduate identity. This is underpinned by a varied and imaginative set of co-curricular opportunities which are provided to students including internships, sports activities and engagement with the community.

8  **Integrated student advice and support** – integrated student support is provided through the ‘one stop’ Advice and Support Centre which incorporates a range of formerly separate service areas. It also provides links between the professional services and academic staff to create a more holistic service for students covering academic and pastoral dimensions, for example through the Academic Alert system.

9  **Promotion of equality and diversity** – the University has a range of activities in place to support equality and diversity in the curriculum and in the wider student experience. Schools in the Science Faculty, in particular, have engaged with a range of sector awards and the University is encouraged to progress with its plans to involve the whole institution in this activity. There is an institution-wide Inclusive Curriculum Toolkit which provides advice for staff on good practice in curriculum design, delivery and assessment with staff engagement in equality and diversity being promoted through events and a project exploring diversity in undergraduate teaching. The University has plans in place to require all students to complete an online diversity training module as a condition of matriculation from 2015-16.

10  **Student mobility** – the University has a successful approach to promoting and supporting student mobility including agreements in place with a wide range of partner institutions and systematic arrangements for recognising learning undertaken elsewhere.

**Areas for development**

11  The University is asked to consider the areas summarised below.

12  **Academic oversight of collaborative activity** – ensure there is clear academic oversight of collaborative activity, including securing the systematic engagement of
academic staff in the arrangements for monitoring student performance as well as reflecting on the wider student learning experience.

13  **Role and status of teaching-only staff** – consider the role, status and promotion structure for teaching-only staff.

14  **Contextualised support for postgraduates who teach** – ensure all postgraduate students who teach receive support from their schools for undertaking this role. This would complement the well-regarded training already provided centrally by CAPOD.

15  **Academic engagement in annual monitoring** – secure the engagement of a wider group of academic staff in the reflective elements of annual academic monitoring to enhance the student experience.

16  **Use of technology to support learning and teaching** – reflect on the ways in which greater use of technology could enhance the St Andrews approach to learning and teaching.

17  **Integrate School of Medicine** – continue the positive work aimed at integrating the School of Medicine with wider institutional practices and processes for the mutual benefit of all schools.

18  **Engaging with the student experience** – continue to reflect on the extent to which all students can engage with the St Andrews student experience, in the context of a more diverse student body including those who live some distance from the University.

19  **Future development of CAPOD** – consider extending the existing positive work of CAPOD to include further development of the community of practice in pedagogical research and increase support for mid-career and longer serving researchers.

20  **Student performance at the programme level** – undertake analysis of programme cohort performance, to provide an overview of student performance between modules and subjects, for the particular benefit of students studying joint degrees.

21  **Publication of external examiner reports** – reconsider the decision not to publish external examiner reports in order to give students the opportunity to engage in discussion and consideration of this element of the assessment process.

**What happens next?**

22  QAA Scotland will continue to engage with the University through the annual discussion visits which, amongst other matters, consider the ways in which the institution is responding to the ELIR outcomes. One year after publication of the Outcome and Technical reports, the University will be asked to provide a follow-up report, and to engage in a follow-up event with other institutions.
The Postgraduate Research Committee is asked to note the launch of the new QAA Enhancement Theme, ‘Student Transitions’.

One of the strategic priorities for the Theme will be Postgraduate Transitions. PGRC members are invited to share details of this theme with their colleagues and consider submitting funding applications for projects that support and enhance a student transition into, during, or out of, postgraduate study at the University.

For more information contact Ros Campbell in CAPOD.

Nicola Milton
Executive Officer to the Proctor

11 May 2015
Student Transitions

The University recently embarked on a 3-year Enhancement Theme project to look at the broad area of Student Transitions. All Universities in the Scottish sector receive funding to encourage review and development in this area from Academic Year 2014-15 to 2016-17 inclusive. The project is being led by Ros Campbell in CAPOD, with support from an Enhancement Theme team that includes the Director of Representation.

What is a transition?

Transition is defined by the Oxford English Dictionary as 'the process or a period of changing from one state or condition to another'.

Students will experience many changes/transition during their course of study and beyond, for example moving from school to university mode of study, studying in a new country with a different culture, dealing with failure, returning from study abroad or a leave of absence, and advancing into postgraduate level study or the workplace. These transitions need to be handled well by the students themselves, as well as through the relevant University structures and services.

Strategic priorities for the theme

A consultation exercise was carried out between December 2014 and March 2015 to identify specific areas for review and development in relation to student transitions. Students and staff members were consulted in groups, for example at the University’s Enhancement Theme launch event, the Student Associations’ Education Committee, and the University’s Learning and Teaching Committee. The new University strategy and recommendations arising from the recent Enhancement-led institutional review were also taken into consideration. As a result of this process, the Enhancement Theme team will focus on three areas:

1. Postgraduate transitions
2. The transition from student to professional
3. Transitions into and through collaborative programmes.

Money will be allocated to each of the three transitions and relevant members of staff will assume the role of project lead; ensuring strong student involvement both in the planning and execution stages of their chosen activities. The institutional team will encourage funding bids for grassroots projects related to the remainder of the strategic priorities listed above. In addition, the team will articulate and promote an overarching ethos of how transitions are regarded at the University of St Andrews. Project leads and funding applicants will be asked to demonstrate how their projects will lead to student growth in terms of confidence, resilience, independence, and maturity.

Funding available for student and staff-led projects

The Enhancement Theme team is offering funding of up to £1,000 for projects that would support and enhance a student transition into, during, or out of, a programme of study and the University. Further information, including how to apply, can be found at [www.st-andrews.ac.uk/staff/teaching/funding/availablefunding/](http://www.st-andrews.ac.uk/staff/teaching/funding/availablefunding/)
UNIVERSITY OF ST ANDREWS
POSTGRADUATE RESEARCH COMMITTEE
WORKING GROUPS

There have been some preliminary discussions between the Proctor, Deans, Pro Provosts and Registry to identify the key PGR business to be taken forward over the summer and into AY 15/16.

The three top priority areas for review are:-

• Progress Reviews
• Length of Study/Thesis Completion
• Fieldwork

It is proposed that PGRC Working Groups be set up to review these areas of work over the summer with a view to early reports coming before the October PGRC meeting.

Members of the PGRC are asked to comment on the suggested priority areas and also give input into the remit and membership of each Working Group.

For information, details are given of a Working Group which has already been established to review the arrangements for Postgraduate Re-Registration.

Nicola Milton
Executive Officer to the Proctor

1 May 2015
**Progress Reviews**
Regular interaction between supervisors and postgraduate research students is necessary to enable research students to progress satisfactorily. A few recent Senate Appeals have highlighted deficiencies with the current mechanisms, some of which were discussed at the DoPG lunch on 29 April 2015. It is suggested that a Working Group undertake a scoping exercise to evaluate current School and Faculty arrangements for formal progress review. Consideration should be given to the timing and frequency of progress review; attendance at the progress review meetings; the mechanisms for keeping appropriate records of the outcomes of meetings; and the steps to be taken when a progress review is submitted but reported as ‘satisfactory with concerns’. Thought should also be given to the linkages with the University’s academic monitoring processes. The UK Quality Code will guide the review: Chapter B11, Research Degrees (Indicator 13).

**Membership:** to be agreed.
**Reporting:** discussion on the preliminary findings to take place at the Oct15 PGRC meeting.

**Length of Study/Thesis Completion**

**Key Issues**
At Academic Council in December 2014, an amendment was proposed to the PGR policy which would make the absolute latest that a PhD thesis may be submitted and still eligible for examination is 12 calendar months after the end of the 36 months of full-time equivalent student. Academic Council was concerned the language used in the amended version of the policy was overly prescriptive and did not account for the fact that, across various disciplines, the length of time a student may take to complete a PhD (depending on their funding or fieldwork component) can vary from that currently stated (namely, 36 months of full-time study plus a maximum of 12 months’ extension). It was recommended that more flexible language be used to allow for exceptional extension cases to be considered.

It is proposed that a Working Group be established to consider the issues underpinning the proposed policy amendments and in particular to think about financial considerations, relationships with the Research Councils and grounds for awarding extensions.

**Membership:** to be agreed.
**Reporting:** discussion on the preliminary findings to take place at the Oct15 PGRC meeting.

**Fieldwork**
Last December it was proposed that there should be a review of fieldwork status and the generation of fieldwork fees. It was argued that the cost of a PhD is the equivalent of 36 months of FT fees, therefore reduced fees for fieldworks is irrelevant. If a student finishes early, there is no reduction and no refund. If a student requires part-time status due to fieldwork this should be dealt with through Change in Mode of Attendance:

It is proposed that a Working Group review Fieldwork status and associated issues including supervision/load of engagement, completion rates and fees.

**Membership:** to be agreed.
**Reporting:** discussion on the preliminary findings to take place at the Oct15 PGRC meeting.
Postgraduate Change of Registration

As part of a review of all policies governing PGT students, an initial scoping exercise carried out by the Pro Dean (Taught Postgraduate) highlighted that currently, there is no policy or guidance available to staff and students that clearly defines the different PG qualifications available, and the process of transition into and between these qualifications.

A recent LTC Open Forum debated the subject of transition into and between postgraduate degrees for students, and the points from that discussion have formed the basis of the work to be carried out by the Group.

Remit

1. Create policy and guidance for students and staff that defines the qualifications and governs the process of transition into and between postgraduate degrees along with recommendations for changes to postgraduate regulations as required.

2. Make recommendations for the management of the transition with respect to student status, training and access to services.

Membership

Clare Peddie (Pro Dean, Taught Postgraduate) - Convenor
James Palmer (Pro Provost Arts & Divinity)
Carl Donovan (Mathematics & Statistics)
Berys Gaut (Philosophy)
Sonja Heinrich (Biology)
Lynn Balfour (Proctor’s Office Representative/Admin support for the group)
Liliana Martins e Caneco (PG Registry Officer) - to discuss fees/funding when required

Reporting

Discussion on the preliminary findings to take place at the October 2015 LTC meeting.

Nicola Milton
Executive Officer to the Proctor
1 May 2015
A new policy on Location of Studies for postgraduate research students was considered by the Postgraduate Research Committee in December 2014 and some consequential updates to the Policy for Supervisors and Students in Research Postgraduate Programmes were approved by Academic Council in December 2014.

Some minor updates have been made to the policy and therefore the document is resubmitted to the PGRC for information only.

Nicola Milton
Executive Officer to the Proctor

1 May 2015
1. **Background**

1.1 It is important that the University is able to contact all students at any point during their programme of study. This is especially important when a student is in a location suddenly affected by an emergency situation.

1.2 The Home Office has introduced regulations requiring Tier 4 Sponsors to hold the latest address of study for students as well as an historic trail of previous addresses. The University must be able to show that the address we hold for a student, who has leave to remain in the UK on a Tier 4 licence, is accurate and where students are not resident in St Andrews in term time, they have permission to be out with St Andrews. We must also demonstrate that students can engage appropriately with their studies at this location. Non-compliance with these Home Office regulations could entail a loss of the University’s Tier 4 sponsor licence and seriously affect our ability to recruit overseas students.

1.3 In response to these requirements the University is reviewing its procedures to monitor where students are located during the course of their studies.

2. **Aims**

The policy should:

- Underpin academic strategy with regard to research environment and contributions made to that by the presence of research students.
- Support the type of academic engagement most appropriate for the student regardless of location taking into account modern communication technologies.
- Define what is meant by “presence in St Andrews” and “remote study” to satisfy internal and external compliance requirements.
- Comply with Tier 4 sponsorship regulations for record keeping and ensure that where appropriate the same rules are applied to all students.
- Clarify the responsibility of named roles within this area of compliance.
- Inform applicants, current students and staff about regulations regarding residency in St Andrews
- Facilitate opportunities for research students to teach and to engage with training in St Andrews.

3. **Definitions and core requirements**

3.1 The address at which a student lives while pursuing academic study is known as the “term address”. The term address must contain a full postcode for reporting purposes. Students must ensure that their term address is up-to-date (via eVision) and accurately reflected on their student record.

3.2 Students who are “resident in St Andrews for the purposes of study” should reside at a term address within a commutable distance from St Andrews.

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3.3 The University defines “commutable distance from St Andrews” as a distance from St Andrews permitting students to attend the University during core working hours on a daily basis if required to do so.

3.4 All full-time students are expected to be resident near St Andrews unless otherwise agreed and approved by the University.

3.5 Students who wish their term address to be out with the commutable distance from St Andrews must seek approval to do so prior to the commencement of their programme of study or prior to changing address. This approval must be sought in writing from the School’s Director of Postgraduate Studies and once approved at School level must be ratified by a Pro Provost. The School’s consent to waive the commutable distance requirement must be recorded on the student record maintained in Registry.

3.6 Students who are away from their term address for any reason, for more than 5 consecutive working days and up to 28 days, should inform their supervisor and School as a matter of routine. The period of absence from the term time address can be extended to 38 days if this includes time when the University is closed. Hence, self-reporting by students to supervisors will be used for absences less than 28 days (or 38 days where the University is closed).

4. Requesting Extended Absence

4.1 Students who will be away from their term address for longer than a period of 28 consecutive days (including weekends) must seek approval from the School’s Director of Postgraduate Studies and once approved at School level must be ratified by a Pro Provost (a period of 38 days will apply where this time includes time when the University is closed). The University must be notified of a change of address.

5. Leave of absence

5.1 A leave of absence should be considered in cases where extended absence from a term address means that students will be unable to continue to engage with their studies.

5.2 Overseas students must seek expert advice on immigration prior to requesting leave. Information can be found at [http://www.st-andrews.ac.uk/international/](http://www.st-andrews.ac.uk/international/)

6. Fieldwork and placements

6.1 Students who are on fieldwork or undertaking a placement as part of their academic studies must be approved via the normal channels. See guidelines at: [http://www.st-andrews.ac.uk/staff/policy/tiac/postgraduate/research/#d.en.53737](http://www.st-andrews.ac.uk/staff/policy/tiac/postgraduate/research/#d.en.53737). All students who are on fieldwork for longer than 28 days must inform Registry of their intended location. A reliable local contact must be declared on the risk assessment form.
Appendices:
Appendix 1  Details for Supervisors: Categories of Student and Home Office Reporting Requirements Relating to Location of Study
Appendix 2  Requesting Extended Absence Process Diagram
Appendix 1
Details for Supervisors: Categories of Student and Home Office Reporting Requirements Relating to Location of Study

For the following student categories specific arrangements must be in place for the effective monitoring of the location of studies:

1. Students who finished their course early (ie, have a recommendation of award), and have an expected end date that is six months beyond that of the date of recommendation of award. These students must be reported to Home Office with subsequent closing of the student’s record.

2. Students who have left the country to finish writing up their thesis, with no intention to come back to the UK to reside, do not have to be reported to UKVI. The writing up period for this purpose is a period of up to 1 year. The student needs to have appropriate approval for not being in the UK, and their contact address and location of study must be up to date. There is a requirement to record the date the student left the UK. The student must also have an appropriate “engagement plan” with the School.

3. For students leaving the UK with the intention of returning in less than 28 days the University does not need to record the date the student left the UK and there is no reporting requirement.

4. For students leaving the UK with the intention of returning after 28 days or more, arrangements must be made as per category (2) above.

5. For students on co-tutelle programmes, any changes to the location of study detailed in the co-tutelle agreement must be approved by both supervisors and reported to Registry in advance of the changes taking effect.

6. For students on fieldwork or placement, Registry has to ensure that a “change of circumstance” is reported on the student’s Home Office record. The proper approval process for fieldwork needs to be followed to ensure compliance. There is a requirement to record the date the student left the UK. The student must also have an appropriate “engagement plan” with the School.

7. For students who have a permanent study location outwith St Andrews, the student requires the appropriate permission to study away from St Andrews, and the record needs to reflect their address/location and the engagement method with the School.

These categories of circumstance have been based on Home Office Tier 4 Sponsorship reporting requirements. However, all students, whether they come under visa regulations or not, should have their details accurately recorded on the University’s systems.
Appendix 2
Requesting Extended Absence - Process Diagram

Student requests extended absence from School.

School (DoPG) assesses the impact of the request on studies.

- Request includes:
  - Start and end dates
  - New address
  - Reason for request

School communicates decision to student. Process ends.

Pro Provost/Registry Officer reviews School approval and has opportunity to question School decision.

- NO
  - Pro Provost/Registry Officer communicates decision to student and School. Process ends.

- YES
  - Pro Provost/Registry Officer communicates decision to student and School, with instruction that student must update address via eVision and notify Registry Student Support Officer when complete.

Registry Student Support Officer issues formal approval to student and School.
PRES
The Postgraduate Research Experience Survey (PRES) is a biennial survey of PGR students. Results are not published in the public domain, but we can benchmark the results against aggregated groups (such as other Scottish institutions or the Russell Group). Results will be available at institutional and departmental level. The response rate is currently 32.1% and the survey will remain open until the 19 May 2015. Students are invited to participate in the survey via a secure, anonymised web link, and it would be appreciated if Schools could raise awareness of the survey and ask PGR students to check their inboxes. A further reminder will be issued to students within the next two weeks (and continue throughout the survey). Regular response rate updates are being circulated to Heads of Schools and Directors of Postgraduate Studies.

PGR Tutor Workshop: Many of our postgraduate research students are asked to take on tutoring and demonstrating responsibilities in Schools but a recent survey has highlighted inconsistency across Schools with regard to the time that tutors spend preparing and marking, and receiving training and support. To gain a better understanding of arrangements within Schools and to start developing some examples of best practice, a short workshop will be held for Directors of Teaching and Module Coordinators during revision week.

Higher Education Achievement Report for Research Students HEAR[R]
A sector-led initiative to develop a HEAR for Postgraduate Research Students has been launched. A draft template has been developed, the design and content of which has been informed by the views of colleagues from universities throughout the UK, through consultation exercises organised by the Higher Education Academy and the Centre for Recording Achievement. It is widely accepted that there is a need to contextualise postgraduate research degree certificates and HEAR(R) could be used to facilitate recognition of wider academic achievements, thereby enhancing employability. St Andrews will participate in a seminar in Manchester at the end of April to discuss the design and content of the draft template, and to identify challenges in recording research students’ achievements.

AHRC Collaborative Doctoral Awards
The AHRC has opened a call for Collaborative Doctoral Awards.
http://www.ahrc.ac.uk/Funding-Opportunities/Pages/Collaborative-Doctoral-Awards.aspx
This is a scheme to encourage HEIs to work with non-HEIs, in a similar manner to the SGSAAH ARC scheme we were successful in recently. As with that scheme, no HEI can submit more than two proposals, so there might have to be an internal competition. The call closes on 7 July 2015. All applications must be sent to the Pro Provost (Arts/Divinity) by 5pm 15 June 2015 at ppartdiv@st-andrews.ac.uk. Anyone planning an application should notify the Pro Provost in advance for planning purposes.

The Burn: The Burn is the name of a small country estate located at the foot of Glenesk in Aberdeenshire. For the past 65 years The Burn, a charitable trust, has operated as an academic retreat and conference venue. It is regularly used by University reading parties and study groups from the UK. Over the last few years however facilities and costs at The Burn have fluctuated with the result that some Schools stopped participating and many colleagues are now unaware of its potential. The Burn has recently renewed its management and is going through an extensive improvements programme, such that its facilities and costs are much more attractive than before. It is of benefit to St Andrews to raise awareness of the facility and its benefits and so an Intern will
be working in the Proctor’s office over the summer to a) identify usage of The Burn by St Andrews, and b) prepare a paper for October PGRC on the outcome/effects of reading parties in general and introducing the facilities offered by The Burn. The Intern will be contacting a number of Schools as part of his/her research.

**UG Research Assistants:** The University is very keen to promote projects that emphasise the many ways in which Research and Teaching can come together. We also want to fulfil the University’s stated strategy of introducing Undergraduates to our research activities, culture and values from the earliest possible stage of their time with us. With this aim in mind, a small pot of money - £2,000 per School – has been made available to spend on Internships for Undergraduate Research Assistants to support academic projects by staff. These Internships will be for Undergraduates only in any year of their studies including first year. Each School has been asked to aim to have at least three interns, more if possible.

**Academic Misconduct**
An annual update/refresher session for School Academic Misconduct Officers (AMOs) will be held on 30 September. DoPGs are reminded that any cases of academic misconduct relating to PGR students must be raised in the first instance with the School’s AMO: for further information see page 10 of the [Good Academic Practice Policy](#).

**Scottish Funding Council: Outcome Agreement 2015-16**
The Outcome Agreement for 2015-16 has now been finalised with the Scottish Funding Council and can be accessed at: [http://www.sfc.ac.uk/funding/OutcomeAgreements/2015O16/StAndrews.aspx](http://www.sfc.ac.uk/funding/OutcomeAgreements/2015O16/StAndrews.aspx)

**New Blog Launches**
CAPOD has recently launched a new blog for staff and students interested in technology enhanced learning. The [TELStA blog](#) aims to disseminate new developments and good practice (both local and global) in the use of educational technologies, and to start conversations around these. They will be highlighting case studies from around the University – anyone interested in contributing or suggesting a topic should contact [learningtechnology@st-andrews.ac.uk](mailto:learningtechnology@st-andrews.ac.uk) for more details. You can also follow TELStA on Twitter (@TEL_St_A). Look out for a series of TELStA workshops on learning technology topics starting soon.

**Teaching Excellence Awards 2015**
The 2015 Teaching Excellence Awards Ceremony was held in Parliament Hall on Wed 29 April 2015. This was a joint ceremony celebrating both the University Teaching Awards and the Students’ Association Teaching Awards. The categories included Awards for the Best PGR Thesis Supervisor and Teaching Excellence by a PGR student who Tutors. Congratulations are extended to all who were nominated and received the Awards.

**Postgraduate Research Thesis Supervisor**
Andrea Di Falco (Physics & Astronomy)
Peter Mackay (English) - winner
Amanda Seed (Psychology & Neuroscience)
Shiona Chillas (Management)

**Teaching Excellence by a Postgraduate Student Who Tutors**
Pinar Kadioglu (International Relations)
Matthew Pauley (Management) - winner
Susan Garrard (English)
Scott B Millar (Medicine)
**GRADskills Innovation Grant:** Applications are invited from research postgraduate students and staff for funding to support innovative projects to develop transferable skills training resources or activities that can be made available to postgraduate students through the GRADskills programme. Details are given below of recent Innovation Grant funding:

<table>
<thead>
<tr>
<th>Title of project</th>
</tr>
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<tbody>
<tr>
<td>Illuminating Incunabula : What we can learn from early printed books</td>
</tr>
<tr>
<td>St Andrews University Geo-Environmental Modelling Symposium (GEMS) - 'Counting on the Earth'</td>
</tr>
<tr>
<td>Historical Perspectives 2015: Regeneration and the Uses and Misuses of History</td>
</tr>
<tr>
<td>Son of God: Divine Sonship in Jewish and Christian Antiquity</td>
</tr>
<tr>
<td>The 8th St Andrews Kant Reading Party - Kant and Plato on Love</td>
</tr>
</tbody>
</table>

The submission deadlines for academic year 2015-16 are:
- 31 August 2015
- 2 November 2015
- 7 March 2016

**PhD by Publication:** The UKCGE has released a report: ‘The Role of Publications and Other Artefacts in Submissions for the UK PhD’. This is available at: [https://www.ukcge.ac.uk/main.php?main=news&news=the-role-of-publications-and-other-artefacts-in-submissions-for-the-uk-phd](https://www.ukcge.ac.uk/main.php?main=news&news=the-role-of-publications-and-other-artefacts-in-submissions-for-the-uk-phd)

**QAA Consultation: Doctoral Degrees Characteristics:** Last year, the QAA issued a consultation on the characteristics of UK doctoral degrees. Although the consultation has closed, PGRC may be interested in the proposed description of the broad types of doctoral awards, and their defining characteristics as individual qualifications. As soon as final guidance has been released by the QAA this will be circulated to PGRC members. [http://www.qaa.ac.uk/en/Publications/Documents/Doctoral-Degree-Characteristics.pdf](http://www.qaa.ac.uk/en/Publications/Documents/Doctoral-Degree-Characteristics.pdf)

**Postgraduate Committee Dates: 2015-16:** All meetings will be held in Parliament Hall from 2pm-4pm with coffee/tea available from 1.30pm onwards.

- Wed 14 Oct 15
- Wed 25 Nov 15
- Wed 10 Feb 16
- Wed 13 Apr 16
- Tues 3 May 16

Nicola Milton
Executive Officer to the Proctor

1 May 2015
The Postgraduate Research Committee is asked to note the series of ‘Senate Efficiency Review’ projects associated with the administration of the student lifecycle.

A monthly report on the projects is considered by the SER Programme Board - this is attached so that PGRC members can see current progress.

Nicola Milton
Executive Officer to the Proctor

30 April 2015
Senate Efficiency Review (SER) Programme of projects associated with student lifecycle administration


As at 23 April 2015

[with updates since that date in red]

Prepared by Daniel Farrell (Registry)
on behalf of the SER Operations Group
for the SER Programme Board
meeting on 29 April 2015
Interim Project Title: UKVI Compliance Auditing

What SER was asked to do:
To create a system (infrastructure and data) to monitor the attendance (engagement) of Tier 4 students in order to comply with government legislation. The requirements were laid out at high level by the PWC audit which took place in January-March 2014.

Key people:
Geeve Khosraviani (ITS), Stuart Purdie (ITS), Rosie Wilbraham (Tribal), Rob Blake (Tribal), Marie-Noel Earley (Registry), Rebecca Ballantyne (Registry), Katie Mitchell (Registry), Gail Davidson (SER), Greg Cowey (ITS), Gerardo Olaez (ITS), Chris Coutts (Medicine)

Gail Davidson handed over ITS liaison to the local team (Katie Mitchell and Becky Ballantyne –both Registry) from 8 December.

What SER has accomplished:
Using a combination of Tribal consultancy and in-house development, SER has initiated a set of system rules using e-Vision. These rules look at data across MMS, Scientia and SITS in order to create records of engagement (eg, tutorial attendance, coursework submission, visits to ASC, census attendance, exam attendance, thesis submission, PGR progress reviews, etc.) within SITS. This gathering of data into a single dataset is the basis of for future developments. The Team has identified the possibility of creating three views of the dataset; however, only one view is required in the immediate future for compliance:

a monitoring view for administrative staff who have responsibility for UKVI monitoring at St Andrews; in this view, a staff member will be able to see a student and known UKVI concerns. This view is attribute driven.

In addition, an e-Vision tool will scan the data streams and using SITS-based rules will highlight all students that share certain attributes that are of interest to UKVI monitoring. A weekly report will be issued to the UKVI team and these reports will form the basis of our compliance monitoring audit. *(NOTE: In the absence of these developments, some tweaks were delivered to the current system used for online matriculation/census checking in time for staff and students to begin 2014/5 Semester Two.)*

The deadline for delivery of the above was September 2014 and there was an internal audit update in November 2014; however, Marie-Noel has confirmed that we are compliant as we are capturing the data that are required by UKVI. The response to the subsequent internal audit required on 8 April confirmed that delivery of the core developments would be in place by Semester One 2015/6.

Alison Sandeman, Marie-Noel Earley and Daniel Farrell meet regularly to ensure that the University’s internal UKVI Compliance Group has visibility of the work that is being done. This includes adherence to the over-arching principles of how UKVI engagement is monitored at St Andrews as well as the more detailed work of how annual patterns of engagement for all students are actually being monitored through system rules. The SER Programme Board gave permission (3/3/2015) for this project to restart developments to create the infrastructure (datasets and rules) for the delivery of the e-Vision task outlined above. Recent UKVI statutory requirements for the distribution and recording of BRPs to Tier 4 students have been accommodated in the design of the new system.

Next steps:
1. Alison, Marie-Noel and Daniel are perfecting the engagement patterns for each student cohort.
2. Daniel is working with Stuart Purdie and ITS on the data flows from MMS/ Galen/ DW / SITS.
3. Tribal is advising on the best way to implement through e-Vision the SITS rules that were written by them in 2014.
Interim Project Title: Enhanced record card (ERC)

What SER was asked to do:
To improve the look and feel of the online Data Warehouse record card and to provide additional contextualisation of the academic student experience as well as to provide direct access for students to request academic documentation such as transcripts/HEARs.

Key people:
Hamish Lawson (ITS), Sammy Stewart (Registry), Mohammad Asadullah (SER), Mike Anderson (ITS)

What SER has accomplished:
All the changes requested by the project have been delivered. Following feedback from the pilot version which was public in late August/early September several bugs were fixed and a new Corporate Communications approved skin is in the process of being designed. The old ERC was made available for a period of three months while users fed back comments on the new functionality but at the request of the SER Programme Board on 22 January this link to the old ERC was removed. Subsequently it was identified that one of the reports that had been available in the old ERC was no longer accessible on the new platform and ITS was asked to investigate on behalf of the School of Computer Science.

Sign off between ITS and Registry at the end of January agreed that all of the original requirements from 2013/2014 had been completed.

Requests for enhancements since going live with the new version of the ERC are being collated by Hamish Lawson (ITS) and Sammy Stewart (Registry). These will form the first of the continuous improvements for consideration in the next development cycle. Discussions around the lack of full machine readability of the system have highlighted an apparent need in the user community that should be investigated further in future waves of SER.

Next steps:
1. The missing report used by the School of Computer Science has been re-instated as a .csv file with full access by all Schools who wish to use it. The report will be added to the LIVE environment w/b 27 April. [The .csv file went live on Tuesday, 28 April and is available from the Data Warehouse record card search page at the bottom along with all of the other output files.]

2. The documentation gaps identified by Daniel with ITS have been filled and the specific request to have sight of the documentation that describes the platform and functionality of the ERC will be available to the Board w/b 27 April. [Document was prepared by Hamish Lawson (ITS) and passed by Daniel to the Dean of Science for comment on 29 April.]

3. 29 April action – Steve Watt is liaising with Dean of Science and ITS on best way to provide module level mailing lists that are extracted from live data; however, this is not a functionality associated with the ERC which uses Data Warehouse data (ie, static data snapshots taken three times per day from live data held in peripheral systems such as SITS, Galen, Resource Link, etc.).

Deadlines for delivery:
Although technical queries are now being sent via the Service Desk and this project could be considered finished from 30 January 2015 the two outstanding items need to be satisfactorily resolved before closure.
Wave One Project Title: Student Funding Administration

What SER was asked to do:
To provide a central system for the collection and maintenance of scholarships and University owned funds and provide an online facility for students to apply for these funds and review their application status. In addition, the system will integrate with the Finance ledger so that fund allocation can take place seamlessly between award and distribution.

Key people:
Gail Davidson (SER), Angela Johnston (from 1 May), Michele Goodwin (from 30 March), Geeve Khosraviani (ITS)
Backfilled SMEs: Karen Laing, Kathryn Davidson, Karen Porteous, Alice Carradice, Sam Dixon/Brenda Marin.

What SER has accomplished:
The Student Funding Administration project is on track and concerns raised at the previous Boards around project resourcing have been resolved with Angela Johnston assigned full-time to the project from 1 May.

The team has progressed with finalising the coding convention, testing through different categories of funds within the SITS Dev system and capturing funding information from Schools and Units.

Construction of the SITS online awards catalogue and the funding application form got under way on 31 March. The project team has continued with the work on the import files in preparation for full fund import to the SITS DEV environment. This will allow further testing of categories of funds and bulk processes; it will also allow the team to assess how the data presents through the SITS online catalogue and the new fund application facility.

Next steps:
1. **Fund set up** - The next section of work that will take the project through to May is around preparing the fund data set ready for import into LIVE. The Team is working with specialists in Finance to ensure that all known auditing requirements for user access to the LIVE tables are maintained both before and after the import.

2. **Design of Online Views** - Alongside the import of LIVE fund data work will continue on the set up of the SITS online catalogue and the Student Funding Application form. It is intended that the first version of the SITS online catalogue, displaying the first group of LIVE funds, will be available for testing/feedback by the wider project team by w/b 4 May. We will use the feedback from our business advisers to re-engineer and fine-tune design before releasing the final version.

Deadlines for delivery:
Wave One is expected to finish by the end of June 2015.
Wave One Project Title: Enterprise Service Desk (ESD)

What SER was asked to do:
To define and supply a system that will provide staff with a holistic view of individual student records; integrate with the DocMan replacement system; allow the student record to be updated through an approvals process when student circumstances change; enable better communication with enquirers; provide real time management information relating to types of enquiries and service level provision; and ease access to information for Student Services when dealing with sensitive cases.

Key people:
Rob Warren (Student Services), Claire Doherty (Registry), Natalie Ridge (ITS)

What SER has accomplished:
The ESD software was installed in December 2014. Consultation meetings and facilitated workshops have taken place with the initial implementation focus concentrating on four “Enquiry Centres”: Registry, Finance, RBS and Student Services. Service Level Agreements (SLAs) and operating models have been prepared by the teams and FAQs are being discussed (this has now been completed). The operating pilot version of ESD has been updated and is available on the SITS TEST server.

The team is working with the Digital Communications Team to ensure integration and conformity with the University style sheets and guidelines. The Advisory Board, Students Association and Rob are continuing to liaise about the student interface and accessibility. The project team gives regular updates to staff groups and morale and interest remain great that we have had to maintain levels of expectation.

Disaster recovery plans and backup schedules have been finalised with ITS and Student Services and the agreement is that system downtime will be limited to 4am and 10am every Sunday which does not increase risk from the current position.

Next steps:
1. It is anticipated that Careers, ELT, CAPOD and Development will join the next roll out from July. Interest from Admissions is more tempered and cautious, they have already noted their interest in Azorus – a separate system although it does have an API with ESD. We have confirmation from History, Computer Science, Management and Divinity that they would like to be involved in the next phase. The project team is preparing a high level plan and timescales for the first Advisory Board meeting in May.

2. The functionality required from case management in order to accommodate current working practices has been fine-tuned largely thanks to the work of Nic Brew (Student Services). Further refinement by Tribal has led to a clear, workable and less costly set of proposals that will meet our business requirements for managing case work. Dean Drew has led on cost negotiations with Tribal but the proposal is for a shared-cost development that can be accommodated within the current Purchase Order. Tribal has confirmed that they can meet the timeline of our Go Live date provided we reach agreement by w/e 24 April. [The development work has been agreed with Tribal at 16 days cost to St Andrews and the Purchase Order was approved w/b 20 April. Tribal has begun work on the two significant developments (of the four total) which must be in place by 1 July.]
3. Data collection for FAQs was completed and, following testing by SMEs and students, feedback was collated in the form of a snagging list sent to Tribal on 31 March. There was considerable delay before Tribal responded and this is noteworthy; however, w/b 13 April Tribal did respond and many of the faults are fixed. Testing is continuing and further adjustments made as required. [FAQs may be made visible to public (cf University of Oxford website at https://uni-of-oxford.custhelp.com/app/answers/list/session/L3RpWUVMTQzMDM3MyY1Ni9zaWQvTWE0ZDI 4bG0%3D) but discussions with Digital Communications Team are continuing.]

4. Training for trainers was led by Tribal in March 2015 but was unsatisfactory in so far as it was not actually training to help staff become trainers. Following feedback to Tribal additional training is being arranged in May. [Any training provided by Tribal to make up for this will be at no cost to St Andrews.]

5. Terms of Reference for an in-house ESD User Group have been drawn up along the lines of the SITS User Group and are to be presented to that group in time for the next SER Programme Board in May. In addition, protocols are being drafted for management information, reporting and policy frameworks governing use and Rob is working with Chris Milne to ensure that data protection issues are robust and compliant.

   a. Chris Milne is currently undertaking a Privacy Impact Assessment. The Privacy Audit took place on 9/10 April and the assessment is due w/b 27 April. The indications are that the emphasis will be on staff awareness, training and protocols, rather than any concerns about the system.

   b. Additional questions have been raised with reference to the Privacy Impact Assessment with Chris Milne to check out the integrity of the proposals for case management.

6. The first meeting with Wave One participating Heads of Service took place on 11 March and a further meeting is scheduled for 28 April. These meetings discuss the high level operating requirements for ESD and the implications for change, including management and protocols, plus training needs.

7. We have been speaking to Corporate Communications who have offered to help the project promote ESD. This includes developing a poster campaign to promote the ASC as the place to go to ask questions. Rob continues to work with Niall Scott on this. In addition, Steve Evans is in direct contact with Dave Parker (Tribal) on technical questions relating to web interfaces and some reskinning has already taken place (on the student interface). Steve is also exploring questions around fonts and corporate design. A final proposal recommended by the Advisory Board will be available on 29 April. [Any poster campaign or similar will be after Go Live rather than in preparation for it. Design and implementation of the campaign would be led by Niall’s teams.]

8. A link to ESD on iSaint is being created by ITS and is expected for June.

9. The project team is using a variety of presentational formats to display user stories to promote and explain how ESD works. These are primarily designed for staff groups who are working on changes to their operational practices to take advantage of the functionality offered by ESD but others not currently subscribed to ESD may find the stories helpful before joining.

10. Tribal has confirmed that the necessary link to allow ESD single-sign (SSO) access to e-Vision is nearly ready for testing. In addition, the technical developments that will allow role group privileges to be shared across ESD and e-Vision are being finalised. Once completed, staff will be able to access the full range of student documents on the file share through ESD or e-Vision depending on individual user permissions.

11. Some senior colleagues in Admissions will use ESD from 1 July and training is being arranged by the project team. This should enable better oversight of entry application queries currently shared between Registry and Admissions. [Mike Johnson has confirmed that colleagues will be himself, Ben Stride and Beth Shotton for the initial round. Rob Warren is arranging training.]

12. 2 April action – Rob Warren to meet Proctor’s Office staff re use of system for appeals and ensure training schedule is appropriate.
13. 29 April action – Daniel to liaise with Chris Milne and Rob Warren over risk assessment and ensure all high risk actions are completed by target date set by Chris Milne.
14. 29 April action – Daniel to liaise with Rob Warren and ITS to ensure data flow mapping and associated narrative is accurately represented in documentation.

**Deadlines for delivery:**
Tribal finished their immediate onsite involvement on 3 April 2015 per contract but snagging and developments continue to be resolved throughout April and May albeit remotely.

Tribal has confirmed the beta release of the ESD upgrade will be w/b 18 March and full release on 29 May; after consultation the anticipated recommended Go Live date for the University is 1 July 2015. The ESD team is skinning the current implementation to look like the May 2015 upgrade which is mobile friendly and responsive using HTML5. The upgrade brings significant improvements to the student-facing interface. The next scheduled upgrade brings similar improvements to the staff-facing interface.
Wave One Project Title: Replacement of current in-house DocMan system

What SER was asked to do:
To replace the current in-house built DocMan system with a web-based system that integrates with the student records system (SITS:e-Vision) and which will give staff privileged access to the document library using co-ordinated role group permissions.

Key people:
Sammy Stewart (Registry), Natalie Ridge (ITS), Geeve Khosraviani (ITS), Mike Anderson (ITS)

What SER has accomplished:
The project planning stage finished in December 2014 and the team is now in the Foundation stage of work with facilitated workshops being held to finess the high level requirements of what the replacement system needs to include and who should have access to the system and what they should be able to see and do (ie, role groups of users). The technical team has agreed that migration will take place in two stages: the initial phase will see all of the documents in DocMan transferred to a new database file store and the second phase will give ESD and e-Vision access to all documents relevant to current students. User stories were collated for the functionality that is required in the new system. Categories and descriptions of documents in the upload facility have been determined by SMEs. Detailed discussions with Chris Milne continue to take place about institutional retention policies as well as the immediate need for a retention policy to be applied in the DocMan replacement system. An operational plan was drafted with Chris Milne, Sammy and Daniel w/b 3 March. Sammy is working with Richard Beal (Tribal) on a specification for the interface and Tribal is working with the project team to determine the best method of delivery – whether through a generic e-Vision task or through a customised view like the one developed by Geeve.

Rosie Wilbraham (Tribal) worked off site to write the scripts that will be used to migrate documents from the current DocMan storage area to the new file share and these were tested in mid-April with ITS. She also wrote the script that creates the necessary SITS link to these documents so they can be accessible through ESD and/or e-Vision depending on user need.

Next steps:
1. Migration of the documents from their current storage area to the new file share will take place early in May and again at the time that DocMan is decommissioned to capture any documents uploaded by staff between the initial export and decommissioning. (See deadline comments below.)
2. Rosie Wilbraham (Tribal) is working with Giles Christian and other ITS staff ahead of the document import into Test which is anticipated w/b 27 April.
3. Geeve created a new e-Vision interface that mimics functionality in the previous DocMan system but is superior in build and efficiency. Mark Snowdon (Tribal) is working with ITS and Digital Communications on styling this to fit the corporate image. The default tool for uploading documents needs the most attention as it is effectively a separate web page (HTS) that needs styling.
4. SMEs have tested the functionality of the e-Vision tool and in the main all the feedback has been positive. Some changes have been made to accommodate some of the user functionality that was identified as improvable.
5. Mark Snowdon (Tribal) has a resolution to the Single Sign On (SSO) question that was being investigated in April. This will permit users in ESD to access the e-Vision tool directly. Mark has also been working with consultants from ESD to finesse the link that will allow a staff member
working on an individual enquiry/case in ESD to pass to e-Vision and retrieve all the relevant student documents held in the file share based on the user’s access privileges.

6. New functionality within the e-Vision web tool that was not possible through DocMan includes such things as the ability to view standard letters (SRLs) that have been generated through SITS. These are viewable in report style for a cohort of students and also on an individual basis. The functionality also incorporates all the SITS student-related documents associated with applications for entry (IPM) and will allow staff to view, edit and delete based on role group definitions.

**Deadlines for delivery:**
Decommissioning of DocMan is keeping pace with delivery of ESD as the new replacement functionality will be sharing platforms and interfaces. Although it is expected that DocMan will be ready for decommissioning earlier than 1 July when ESD goes live the deadlines will remain synchronous to prevent additional work needing to be done in terms of document migration.

Thursday 21 March is the agreed deadline for batch migration of DocMan records to new file share and availability of new e-Vision interface for staff use. A further migration before DocMan is decommissioned will take place sometime in June – date dependent on staff availability.
Wave One Project Title: Curriculum Approvals and Collaborative academic partnership database (part of the overarching Curriculum View (C-View) project)

What SER was asked to do:
To define and supply a system that will integrate with the student record system in order to provide better information for the management of the University’s curriculum portfolio including the provision of a database and workflow for collaborative academic partnership information; an application with associated workflow for the amendment and proposal of modules and/or degree programmes; and access for staff to golden source information in formats that can be repurposed in digital and printed format for the production of marketing materials and academic regulations.

Key people:
Jane Money Boyd (Registry), Nadège Minois (SER), Giles Christian (ITS), Geeve Khosraviani (ITS), Greg Cowey (ITS)
Backfilled SMEs: Kitty Macintyre, Sam Dixon [replaced by Morag Mayes], Dominic Bransden, Warwick Danks, Sam Lister, Morag Mayes

What SER has accomplished:
Facilitated workshops and consultation exercises were intensive during December and January in order to map the database fields currently used for collaborative agreements and detail the fields needed for the new database. Entity relationships have been designed and the new database tables are in place in SITS TEST to allow business users to undertake preliminary testing. Most of the requirements for C-View were specified at high level in 2013/4 during previous iterations of SER and these are being organised in preparation for MOSCOW prioritisation. Detailed specifications were drawn up by the C-View project team, in consultation with Tribal colleagues, for the module and programme proposal and amendments forms and associated workflows. Two “kick-off” meetings for C-View itself were held on 16 January for Unit staff involved in the groundwork of the project and 21 January for a wide audience across the University to introduce the Team and the project objectives. The team had a stall along with other SER projects generally at the ELIR Marketplace on 4 February.

Discussions on graduate attributes were reinvigorated by the Proctor in early February and a Proctor’s working group will be formed at a later date once aims and objectives have been established between the Proctor’s Office and CAPOD. The focus will be on programme-level attributes within the broader context of Programme Specifications.

The Tribal lead (Helen Tipping) was on site w/b 26 January to discuss infrastructural design with the team and subsequent questions and guidance led to improved database mappings. MOSCOW prioritisation of the high-level requirements and user stories was completed in early February.

Tribal consultation, both on- and offsite, has taken place over February, March and April to further develop the specification documents pertaining to the online forms and associated approvals workflows for module and programme proposal and amendments and to contribute to the design and build of some components. Development work on the Module Proposal form and associated workflow is well underway with user- and functionality-testing being conducted iteratively between the Project and Developer Teams.

Concerns have been expressed over the availability of ITS staff resource especially in terms of building e-Vision tasks. Business as usual requests for improvements to such systems as online matriculation impact on the same staff assigned to SER for e-Vision task building. Daniel is working with Tribal to ensure that plans for training/upskilling of current business staff to deliver e-Vision tasking move ahead at pace.
Next steps:
1. **CSA Webpages**: ITS is liaising with Digital Communications regarding the web publication of these pages using information held in SITS.
2. **Curriculum Approvals**: Lead developer (Geeve Khosraviani) continues working on the module proposal form. Work packages for the module proposal workflow, forms and workflows for module amendment and programme proposal and amendment will be distributed amongst C-View and Tribal developers once the module proposal form is completed w/b 4 May 2015.
3. As soon as a module proposal form is available in the SITS Test environment in a usable and functional format, the Team will begin early consultation with identified School users and CAG members. And the process of building, testing and consulting will continue iteratively throughout the rest of May.
4. The reskinning of e-Vision across all systems will follow the prototype being developed for the module application form. Any wholesale reskinning other than of C-View will need to wait for a future wave of SER as this is time-consuming for the individual staff who will perform the work.

**Deadlines for delivery:**
**CSA Webpages**: Expected delivery date for this component is mid-May 2015.

**Academic Partnership Database**: It is expected that a functional tool for the CSA team to use for administering agreements and related data will be delivered by 6 July 2015. Additional elements originally included in the scope such as web-based reporting and enhanced course search functionality will be incorporated as part of the wider C-View project in subsequent waves of SER.

**Curriculum Approvals**:
- 1 June 2015: Module Proposal and Amendment Forms
- 3 August 2015: Programme Proposal and Amendment Forms
- 3 August 2015: Module and Programme workflows
- 3 August 2015: Tracking tool/dashboard

Other deliverables for the larger C-View project are yet to have deadlines established.
Who’s Who

Programme Lead
Daniel Farrell – on secondment 60% from Registry

Technical Lead
Dean Drew (ITS)

Technical Team Lead
Kevin Thomson (ITS)

Programme Manager
Vacant [Steve Watt submitted four applications to Daniel Farrell for consideration in April but none was suitable; after discussion with Dean Drew, Daniel is looking to fill this post in May through the use of an agency]

Change Manager
Gail Davidson – on secondment from Registry until 31 December 2016

Programme Administrator
Sunil Hutchin-Bellur – fixed term contract shared 50:50 with Change Unit

Project Managers
Rob Warren (ESD) – on secondment from Student Services
Angela Johnston (Student Funding) – on secondment from Registry from 1 May
Jane Money Boyd (C-View) – on secondment 50% from Registry

ITS Developer Leads
Natalie Ridge (DocMan & ESD)
Gerardo Olaz (Student Funding)
Geeve Khosraviani (C-View)
Greg Cowey (C-View)
Giles Christian (C-View) – retirement expected in May 2015

Team Leaders
Claire Doherty (ESD) – on secondment from Registry – anticipated maternity leave from October 2015
Sammy Stewart (DocMan) – working from within Registry
Nadege Minois (C-View) – fixed term contract until 31 December 2016
Michele Goodwin (Student Funding) – 50% only

Tribal Programme Lead
Caroline Walker – Tuesday to Thursday as required until June 2015

Tribal Change Management Lead
Richard Beal – Tuesday to Friday weekly – anticipated ending w/b 25 May 2015

Tribal “Embedded” Consultant
Mark Snowdon – Tuesday to Thursday weekly from February 2015

Tribal Lead Consultants
David Parker (ESD) – on site as required from December 2014
Stuart Pearce (Student Funding) – on site as required from January 2015
Helen Tipping (C-View) – on site as required from February 2015

Subject Matter Experts (SMEs)
Identified above as key people under each project
Finished projects
Inclusion in this list indicates that support for software/technical issues is now conducted through the University’s Service Desk rather than through the Project Teams.

- **September 2014: Interim project: Key Information Set (KIS) implementation**
  **Aims:** To ease administrative burden and improve data integrity in complying with government requirements that certain information relating to undergraduate entry be viewable in the public domain and to provide statutory curricular data to HESA for use on the government’s Unistats website.
  **Deliverables:** The SITS:e-Vision KIS module was purchased and implemented. SER Programme Board on 22 January agreed that this interim project is closed.

- **January 2015: Interim project: Paperless decision making**
  **Aims:** To enable offer making and allow visibility of decisions online through the current in-house Paperless Admissions system.
  **Deliverables:** A number of critical developments were designed and bugs fixed in order to ensure that the current in-house built system for administering Paperless Admissions could be used for another academic cycle (2014/5). SER Programme Board on 3 March agreed that this interim project is closed.

- **January 2015: Interim project: Accommodation awards (formerly “Accommodation bursaries”) application form**
  **Aims:** To provide an online application form to collect data from students who were applying for University accommodation system and to develop a system to aid the associated decision-making process for the allocation of accommodation awards.
  **Deliverables:** A new online application form for undergraduate entrants was implemented and the existing online application form for undergraduate returners was enhanced. A MS Word/pdf application was created for postgraduate entrants. SER Programme Board on 3 March agreed that this interim project is closed.

- **February 2015: Interim project: Direct application form**
  **Aims:** To create an online application form for Undergraduate Direct Applicants to replace the broken pdf.
  **Deliverables:** An application form for non-UCAS undergraduate entrants was created in e-Vision. The form also accommodates Study Abroad applicants. SER Programme Board on 3 March agreed that this interim project is closed.