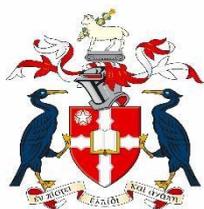


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RESEARCH DEGREE SUB COMMITTEE

**Minutes of the meeting
held on 10th October 2018**

Attendees	By Invitation
Professor Atulya Nagar (Chair) Dr Gergely Juhasz Ms Katherine Jewell Ms Zoe Marshall Dr Janet Speake Dr Cathy Walsh	Dr William Blazek Professor Mairtin Mac an Ghail (Newman University) Dr Simon Marwood Professor Mary Mills (Maryvale Institute) Dr Simon Podmore Mrs Jane Reilly Ms Colette Watkinson
	Apologies
	Ms J Blackmore Dr Alan Hodkinson Dr David Lundie Ms Sarah Meir Dr Denise Roche Ms Claire Tapia (St Mary's University)
Secretariat	Copy to
Marc Jones	University Research Committee

1. Chair's welcome and apologies	ACTION
The Chair welcomed members to the meeting and welcomed Ms Jewell as the new Student Representative. Apologies for the meeting were noted.	
2. Minutes of the Previous Meeting	
The minutes of the 2 nd May 2018 meeting were approved as accurate.	
3. Matters arising not dealt with elsewhere on the agenda	

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Agenda item 7 page 3, action point 1

Dr Walsh confirmed that she had disseminated information on the Tier 4 Doctorate Extension Scheme to PGR students.

Agenda item 8, page 3, action point 1

Dr Speake confirmed that she had contacted relevant students re the moving of their 'end date'.

Agenda item 8, page 3, action point 2

The Chair informed members that he had contacted IT Services re Partner Institutions' access to Hope remote working facilities and was awaiting a response.

Agenda item 8c page 4, action point 1

Dr Speake confirmed that she had directed Ms Tapia towards online material relating to the training of Doctoral Supervisors.

Agenda item 10 page 4, action point 1

Ms Marshall confirmed that she had contacted Mr Jones with updates to the Sub-Committee's membership. The Chair added that he had confirmed the final ToR document.

<p>4. PGR Regulations, Codes of Practice and associated procedures</p>	
<p>Members had received Dr Walsh’s proposed update to Q4 of the Code of Practice for Postgraduate Research Degrees. Dr Walsh drew members’ attention to the proposed addition of the words:</p> <p>‘Oral examinations are open to the student’s supervisor(s). However, the candidate must request the presence of their supervisor and provide a rationale. The supervisor(s) must remain silent throughout the examination if they are in attendance and may not take part in any discussions.’</p> <p>Members RECOMMENDED the proposal for approval by Research Committee.</p> <p>Dr Walsh requested that the Registrar’s Office be given ownership of the part of the University website containing details of Codes of Practice in order to more easily facilitate the updating of such details. The Chair concurred with this and asked Ms Watkinson to raise the matter at the Monday meeting.</p>	<p>Ms Watkinson to raise ownership of Codes of Practice webpages at Monday meeting.</p>
<p>5. Review of 2017/18 Annual Monitoring</p>	
<p>Ms Marshall informed members that the 2017/18 cycle was the second year in which the online process had been used and this had once again proved successful. Ms Marshall informed members that there had been an issue with incorrect thesis titles and supervisory team details being input by students, adding that she is working with IT Services to ensure this is not an issue in future.</p>	
<p>6. ARE Reports</p>	<p>a</p>

<p>a. Maryvale Institute</p> <p>Members had received the ARE Report for Maryvale Institute. Professor Mills informed members that there are currently 10 PhD students registered for a Liverpool Hope Research Degree at the institute, and two MPhil students. Professor Mills added that of the students who underwent vivas in the 2017/18 year, two received requests for minor amendments, one of which has been signed off, with the other expected to be signed off later this month (October 2018).</p> <p>Professor Mills noted that the partnership arrangement with Liverpool Hope is coming to an end and informed members that she is working with colleagues at the University to establish a legacy agreement. The Chair asked Mr Jones to notify the chair of Collaborative Provision Sub-Group about the need for a legacy agreement.</p> <p>b. Newman University</p> <p>Members had received the ARE Report for Newman University. Professor Mac an Ghail informed members that there are currently 17 PhD students registered for a Liverpool Hope Research Degree at the university, 26 EdD students and three MPhil students. Professor Mac an Ghail informed members that Newman colleagues are very pleased with the operation of the partnership, adding that colleagues at Liverpool Hope have been uniformly supportive and helpful.</p> <p>Dr Blazek asked whether it would be possible for AMR forms for Partner Institutions to be online for the 2018/19 year. The Chair replied that he would contact IT Services re this.</p> <p>c. St Mary’s University</p> <p>Members had received the ARE Report for St Mary’s University. Dr Marwood informed members that there are currently 43 PhD students registered for a Liverpool Hope Research Degree at the university, nine EdD students and 17 MPhil students. Dr Marwood added that all relevant students successfully completed AMR in 2017/18. Dr Marwood went on to say that the issues relating to paperwork in 2016/17 have now been resolved to his satisfaction.</p> <p>d. Liverpool Hope University</p> <p>Members had received the ARE report for Liverpool Hope University. Ms Marshall informed members that there are currently 62 PhD students registered for a Liverpool Hope Research Degree at the University, 30 EdD students and five MPhil students. Ms Marshall added that there have been nine successful PhD completions during the 2017/18 year and that 29 Vice Chancellor’s Scholarship</p>	<p>Mr Jones to contact Chair of CPSG re Maryvale legacy agreement.</p> <p>Chair to contact IT Services re online AMR forms for Partner Institutions.</p> <p>4 Page</p>
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7. Student Matters	
Ms Jewell informed members that she was seeking an opportunity to engage with fellow PGR students. The Chair invited Ms Jewell to attend the meeting of Vice Chancellor’s Scholarship students on 16 th October.	
8. 2018/19 Arrangements for the Training of Students and Supervisors	
Members had received the PGR Research Supervisor training programme for 2018/19 and the PGR Skills Programme. Dr Speake informed members that the training can be booked via the Online Store.	
9. Update from CRAG	
Ms Marshall informed members that CRAG’s focus for the 2018/19 academic year would be EdD Part One. Ms Marshall undertook to report on the group’s first meeting of the year at the next meeting of the Sub-Committee.	
10. Learning from the 2017/18 Academic Appeals Process	
The Chair informed members that there had been no appeals during the 2017/18 academic year, adding that a number of appeals are ongoing.	
11. Any Other Business	
Dr Podmore asked whether there was any possibility of a fee reduction or fee waiver for hourly paid lecturers looking to undertake PhDs at the University. The Chair replied that there is no central funding for this, but that individual faculties might wish to allocate funding in this manner.	

APPENDIX TWO
Assessment Descriptors for Part One of Professional Doctorate Degrees

In September 2017 the University introduced a standard mark scheme; the indicative assessment descriptors for Postgraduate Taught programmes and the associated standard mark scheme apply to all individual assessment items (e.g. essays, seminars, dissertation.) submitted by students during Part One of their Professional Doctorate Degree. These indicative descriptors form part of the Universal Conventions and Procedures: Indicative Assessment Descriptors.

Mark Awarded	Grade Descriptor
A++; Pass with Distinction (High)	<p>An exceptional standard of performance and achievement overall:</p> <ul style="list-style-type: none"> • Authoritative handling of complex material, demonstrating highly developed knowledge; • understanding and application of theoretical issues and concepts; • convincing and well-focused analysis/argument, developed with depth and precision of thought and evidence; • well-structured and lucid presentation; • well-developed insight and capacity for individual thought; • imagination in approach and application; • evidence of extensive and in-depth reading;

	<ul style="list-style-type: none"> • a high degree of skill in handling quotations, references, footnotes, bibliographical material; • where appropriate: authoritative handling of data (including appropriate analytical techniques); • where appropriate: demonstration of a full appreciation of research design and the ability to give a comprehensive critique of the methodology used. <p>Significantly, the work may be close to publishable or of a commercial standard and extends beyond the expectations of a student at Masters level and Liverpool Hope’s Research Degrees SubCommittee will interpret marks as implying that the student has demonstrated potential to succeed in doctoral study.</p>
A+; Pass with Distinction (Middle)	<p>An excellent standard of performance and achievement overall:</p> <ul style="list-style-type: none"> • Authoritative handling of complex material, demonstrating highly developed knowledge; • understanding and application of theoretical issues and concepts;
A, Pass with Distinction (Low)	<ul style="list-style-type: none"> • convincing and well-focused analysis/argument, developed with depth and precision of thought and evidence; • well-structured and lucid presentation; • well-developed insight and capacity for individual thought; • imagination in approach and application; • evidence of extensive and in-depth reading; • a high degree of skill in handling quotations, references, footnotes, bibliographical material; • where appropriate: authoritative handling of data (including appropriate analytical techniques); • where appropriate: demonstration of a full appreciation of research design and the ability to give a comprehensive critique of the methodology used. <p>Significantly, the work extends beyond the expectations of a student at Masters level in one or more of these aspects and Liverpool Hope’s Research Degrees SubCommittee will interpret marks as implying that the student has demonstrated potential to succeed in doctoral study.</p>
B+ Pass with Merit (High)	<p>A very good standard of performance and achievement overall:</p> <ul style="list-style-type: none"> • Skilled handling of material, demonstrating a sound knowledge, understanding and application of theoretical issues and concepts; • the ability to structure material and formulate an argument logically, along with and effective and mature written style; • coherent and soundly structured presentation; • evidence of wide and in-depth reading; • skill in handling quotations, references, footnotes, bibliographical material; • where appropriate: skilled handling of data, demonstrating sound use of statistics; • where appropriate: ability to give detailed criticisms of the methods used and to appreciate research design. <p>Significantly the work approaches, but does NOT quite meet the requirements for distinction; and Liverpool Hope’s Research Degrees SubCommittee will interpret marks as implying that the student has NOT demonstrated potential to succeed in doctoral study.</p>
B Pass with Merit (Low)	<p>A very good standard of performance and achievement overall:</p> <ul style="list-style-type: none"> • Skilled handling of material, demonstrating a sound knowledge, understanding and application of theoretical issues and concepts; • the ability to structure material and formulate an argument logically, along with and effective and mature written style; • coherent and soundly structured presentation;

	<ul style="list-style-type: none"> • evidence of wide and in-depth reading; • skill in handling quotations, references, footnotes, bibliographical material; • where appropriate: skilled handling of data, demonstrating sound use of statistics; • where appropriate: ability to give detailed criticisms of the methods used and to appreciate research design.
C+ Pass (High)	<p>A very competent standard of performance and achievement overall:</p> <ul style="list-style-type: none"> • Satisfactory handling of material, indicating a general knowledge, understanding and application of the main theoretical issues and concepts; • the ability to formulate an argument logically, along with a competent written style; • a reasonably lucid and adequately structured presentation; • evidence of wide reading; • ability to use quotations, references, footnotes, bibliographical material; • where appropriate: satisfactory handling of data demonstrating awareness of analytical techniques; • where appropriate: satisfactory critique of methodology, some appreciation of research design. <p>The work is a sound pass, with no significant weaknesses; however, there is an over-reliance on secondary sources and therefore the level of critical analysis is limited.</p>
C Pass (Low)	<p>A competent standard of performance and achievement overall but with significance weaknesses:</p> <ul style="list-style-type: none"> • Satisfactory handling of material, indicating a general knowledge, understanding and application of the main theoretical issues and concepts; • the ability to formulate an argument logically, along with a competent written style; • a reasonably lucid and adequately structured presentation; • evidence of wide reading; • ability to use quotations, references, footnotes, bibliographical material; • where appropriate: satisfactory handling of data demonstrating awareness of analytical techniques; • where appropriate: satisfactory critique of methodology, some appreciation of research design.
F+ Marginal Fail	<p>The student has marginally failed to reach the standard required to Pass.</p> <ul style="list-style-type: none"> • However, in the judgement of the marker, it would have been feasible for the student, without a lot more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student passed the module overall.
F Clear Fail	<p>In general, the student has not reached the standard required to Pass at Level M[7], as evidenced by at least some of the characteristics listed below, but the work has sufficient strengths to suggest that the student would be able to pass on reassessment without the need for further tuition.</p> <p>Typical characteristics:</p> <ul style="list-style-type: none"> • Insufficient knowledge, understanding and application of course material; • failure to meet the objectives of the assignment; • a lack of balance and adequately developed arguments; • evidence that the student has little understanding of how to structure arguments, present evidence and use concepts; • insufficient critical analysis; • insufficient appropriate use of sources and data; • poor literacy skills &/or inadequate referencing skills.
F - Comprehensive Fail	<ul style="list-style-type: none"> • Insufficient knowledge, understanding and application of course material; • failure to meet the objectives of the assignment; • a lack of balance and adequately developed arguments; • evidence that the student has little understanding of how to structure arguments, present evidence and use concepts; • insufficient critical analysis; • insufficient appropriate use of sources and data; • poor literacy skills &/or inadequate referencing skills.

<p>WF Weak Fail</p>	<p>In general, the student has not reached the standard required to Pass at Level M[7], as evidenced by some or all of the characteristics listed below, and the substantial nature and/or extent of the weaknesses suggests that the student would need further tuition in order to be able to pass.</p> <p>Typical characteristics:</p> <ul style="list-style-type: none"> • Insufficient knowledge, understanding and application of course material; • failure to meet the objectives of the assignment; • a lack of balance and adequately developed arguments; • evidence that the student has little understanding of how to structure arguments, present evidence and use concepts;
<p>U Unclassified</p>	<ul style="list-style-type: none"> • insufficient critical analysis; • insufficient appropriate use of sources and data; • poor literacy skills &/or inadequate referencing skills. • evidence that the student has little understanding of how to structure arguments, present evidence and use concepts; insufficient critical analysis.