PhD by Distance Learning Policy Evidence of Compliance Form

The [PhD by Distance Learning Policy](https://www.southampton.ac.uk/~assets/doc/quality-handbook/PhD%20by%20Distance%20Learning%20Policy.pdf) defines and outlines the key functions and activities associated with the development, management and operation of a University of Southampton research degree that is to be delivered by distance learning, either to a defined cohort (where all research projects share a common disciplinary interest which support the development of a cohort identity) or to an individual student.

Delivering a research degree by distance learning requires a sustained commitment from the School and Faculty for the full duration of student candidature. Evidence of this commitment will be a factor in deciding on approval. In order to demonstrate adherence to the expectations of the Policy, the Evidence of Compliance Form must be completed.

**1. Programme details**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.1 | Programme name [PhD by Distance Learning in ….] | | | | |  | | | |
| 1.2 | School [department] | |  | | | | | | |
| 1.3 | Faculty | |  | | | | | | |
| 1.4a | The programme will be delivered to a defined cohort [all projects share a common disciplinary interest which support the development of a cohort identity] | | | | | | | |  |
| 1.4b | The programme will be delivered only to an individual student | | | | | | | |  |
| 1.5 | Candidature | Full-time and part-time | |  | Full-time only | |  | Part-time only |  |
| 1.6 | UoS Fee Status | UK and OS | |  | UK only | |  | OS only |  |
| 1.7 | Start Date | Click or tap to enter a date. | | | | | | | |

**2. Planning, marketing and recruitment**

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| 2.1 | How does the proposal align with the School’s overall strategic plan and shape of its education provision? |
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| 2.2 | What is the proposed market (UK, OS, UK and OS), and what market evidence is there to support the proposal? |
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| 2.3 | How will the programme be promoted to prospective applicants? |
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| 2.4a | [**Defined cohort**] What is the expected number of students expected to enrol in the first year of operation, and how many are expected in subsequent years? |
|  |
| 2.4b | [**Individual student**] What are the student’s circumstances and how do these circumstances support delivery of the programme by distance learning? |
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**3. Development costs, tuition fees and projected income**

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| 3.1 | What are the projected financial costs associated with the development of the proposal? [e.g. development of additional IT infrastructure, remote IT support, delivery and recovering of IT equipment, online learning resources provision]. | |
|  | |
| 3.2 | What are the time and resource costs associated with the development of the proposal? [e.g. academic and professional services resource]. | |
|  | |
| 3.3a | Will the programme have a standard tuition fee structure? |  |
| 3.3b | Will the programme have an alternative or reduced tuition fee structure? |  |
| 3.3c | Where a differential pricing model is deemed appropriate, the proposal must be informed by evidenced research. Explain how this has been determined and, referencing Q4.1, whether this fee takes into account the programme’s development and ongoing delivery costs? | |
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| 3.4 | What is the projected income for the programme in the first year of operation and in subsequent years? | |
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**4. Monitoring and evaluation**

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| 4.1 | What mechanisms and timescales will the School use to monitor and evaluate the success of the programme? |
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| 4.2 | How will identified issues of concern be addressed by the School? |
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**5. Primary location and access to facilities, equipment and resources**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 5.1 | Where will students be based primarily during their candidature? | | | | | | |
| Employer |  | Other organisation | |  | Locally (e.g. home residence) |  |
| Provide full details here. | | |  | | | |
| 5.2 | Where it is intended that an employer or other organisation will act as a “host” for students, the University has a duty to ensure that the premises are suitable for the students. How (and who) will the School assess and approve the “host’s” suitability? | | | | | | |
|  | | | | | | |
| 5.3 | Legislative requirements [e.g. health and safety (including the assessment of risk); insurance; confidentiality; intellectual property; research integrity] must be given detailed consideration by the School. How will the School manage these matters and ensure that clear information is communicated to students? | | | | | | |
|  | | | | | | |
| 5.4 | How will the School ensure that:   * the primary base provides an environment that is conducive to students’ research, including an appropriate space to work; * students have local access to the essential facilities, equipment and resources[[1]](#footnote-1) needed to successfully complete their research (a condition of distance learning is that the research project is not dependent upon the University of Southampton’s on-site facilities); * these matters are monitored and evaluated for continued suitability and that identified issues of concern are addressed? | | | | | | |
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**6. In-person attendance**

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| 6.1 | **Distance learning students are not normally expected to attend Southampton’s campus in-person**. Any activities essential to the success of the research project and/or deemed necessary for progression or assessment purposes which cannot be delivered remotely will require students to attend Southampton in-person for defined periods of time. Will students be required to attend in-person at any point during their candidature? | | | | | | | |
| Yes |  | | No |  | | Provide full details |  |
| 6.2 | What arrangements will be put in place by the School to ensure that students have access to appropriate workspace and equipment during periods of in-person attendance? | | | | | | | |
|  | | | | | | | |
| 6.3 | The costs of in-person attendance [e.g. visa/travel/accommodation] are not included in the tuition fee and are solely the responsibility of each student. How will the School ensure that this is clearly communicated to applicants and students? | | | | | | | |
|  | | | | | | | |
| 6.4 | Has the School given detailed consideration to the ability of students to fulfil in-person attendance requirements should they need to secure a standard visitor visa for entry to the UK? | | | | | | | |
| Yes | |  | No |  | Provide full details | |  |

**7. Supervision**

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| 7.1 | What is the estimated additional workload for supervisors of the programme and how will this be managed by the School? | | | | | |
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| 7.2 | What will constitute reasonable access to the supervisory team if students require advice outside of scheduled supervisory meetings and what bearing will this have on supervisors’ workload? [N.B.: This will also require particular consideration if the student is based in a location that has a different time zone to the UK.] | | | | | |
|  | | | | | |
| 7.3 | What additional training and support will be needed by supervisors of the programme and how will this be delivered and engagement monitored by the School? | | | | | |
|  | | | | | |
| 7.4 | Will any member of the supervisory team be required to visit students at their primary base at any point during their candidature? | | | | | |
| Yes |  | No |  | Provide full details |  |
| 7.5 | Where students will be primarily based at the premises of their employer (or other organisation), will there be an expectation that they will have access to a local contact? How will these details be communicated to students?  [N.B.: Any such arrangement is expected to be informal in nature and local contacts will not be considered members of supervisory teams. If local contacts are expected to provide specialist expertise to the student, the School must formally nominate and appoint such individuals to the role of external supervisor.] | | | | | |
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**8. Training and professional development**

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| 8.1 | How will the School ensure that students will have access to a comparable level of training and professional development as that available to campus-based students? |
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| 8.2 | Can all mandatory, compulsory and required training and professional development activities be delivered remotely? Can identified additional learning needs (e.g. English Language support) be delivered remotely?  [Any activities essential to the success of the research project and/or deemed necessary for progression or assessment purposes which cannot be delivered remotely will require students to attend Southampton in-person for defined periods of time [referencing section 6.]] |
|  |
| 8.3 | How will the School ensure that students will have comparable opportunities to campus-based students to practise skills learnt [e.g. presenting their research to staff or to their peers]? |
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**9. The research community and student support and wellbeing**

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| 9.1 | What opportunities will the School make available to students to enable them to develop peer support networks and to interact with others to discuss research and exchange ideas? |
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| 9.2 | How will the School ensure that the student is enabled to be supported and integrated within the research community, both within the School’s larger student cohort and/or that of the Faculty, and also with its other distance learning students)? |
|  |
| 9.3 | What steps will be taken by the School to ensure that students are encouraged and enabled to proactively seek out connections from within relevant research communities and in network building? |
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| 9.4 | What mechanisms will the School implement to ensure that students have opportunities to engage with student representation activities and to attend [or have their views represented at] Student-Staff Liaison meetings and other student feedback activities? |
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**10. Progression monitoring and review, thesis submission and examination**

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| --- | --- | --- | --- | --- | --- | --- |
| 10.1 | Will there be any deviation from the standard progression monitoring and review requirements as specified in the [Regulations for Research Degrees](https://www.southampton.ac.uk/about/governance/regulations-policies/research-students/general/regulations) and the [Code of Practice for Research Degree Candidature and Supervision](https://www.southampton.ac.uk/about/governance/regulations-policies/research-students/general/candidature-supervision)? | | | | | |
| Yes |  | No |  | Provide full details |  |
| 10.2 | Will there be any deviation from the standard thesis submission and examination requirements as specified in the [Regulations for Research Degrees](https://www.southampton.ac.uk/about/governance/regulations-policies/research-students/general/regulations) and the [Code of Practice for Research Degree Candidature and Supervision](https://www.southampton.ac.uk/about/governance/regulations-policies/research-students/general/candidature-supervision)? | | | | | |
| Yes |  | No |  | Provide full details |  |

**11. Recruitment, selection and admission**

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| --- | --- | --- | --- | --- | --- | --- |
| 11.1 | Will there be any deviation from the standard recruitment, admission and selection requirements as specified in the [Regulations for Research Degrees](https://www.southampton.ac.uk/about/governance/regulations-policies/research-students/general/regulations) and the [Code of Practice for Research Degree Candidature and Supervision](https://www.southampton.ac.uk/about/governance/regulations-policies/research-students/general/candidature-supervision)? | | | | | |
| Yes |  | No |  | Provide full details |  |
| 11.2 | How will the School ensure that the additional requirements of the PhD by Distance Learning Policy are adhered to, i.e.:   * that applicants are provided with clear and realistic advice on the expectations of a distance learning research degree; * that applicants understand the challenges of this mode of attendance and the level of self-motivation that will be required of them in working autonomously and away from in-person interaction with their supervisory team, their peers, and other researchers; * that applicants’ proposed research projects are suitable for a distance learning mode of attendance and not dependent on access to the University of Southampton’s on-site facilities and resources; * that applicants’ local environment is conducive to their research and they have regular and ongoing access to any facilities, equipment, and resources1 essential for their research; * that applicants have access to an electronic device with internet access and videoconference capabilities and the technology to enable remote contact and access to the University’s systems so that they can participate fully in remote meetings and online activities; * the agreement of a provisional study plan. | | | | | |
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**12. Consultation**

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| 12.1 | The proposal has been discussed with the Doctoral Programme Director. |  |
| 12.2 | The proposal has been discussed with the Faculty Director of the Graduate School. |  |
| 12.3 | The proposal has been discussed with the Head of Faculty Finance. |  |
| 12.4 | The proposal has been discussed with the Visa Operations and Compliance Manager. |  |
| 12.5 | Specify further details here.[Extracts of committee minutes, informal notes and/or email conversations should be supplied as supporting evidence.] | |
|  | |

**13. Proposer details**

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| --- | --- | --- | --- |
| Name |  | Role |  |
| School |  | Faculty |  |
| Date | Click or tap to enter a date. | | |

**14. Support for the proposal**

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| **Head of Faculty Finance** | | | |
| Name |  | Faculty |  |
| Date | Click or tap to enter a date. | | |

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| **Doctoral Programme Director** | | | |
| Name |  | School |  |
| Date | Click or tap to enter a date. | | |

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| **Faculty Director of the Graduate School** | | | |
| Name |  | Faculty |  |
| Date | Click or tap to enter a date. | | |

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| --- | --- |
| **Director of the Doctoral College** | |
| Name |  |
| Date | Click or tap to enter a date. |

**15. Endorsement of the proposal**

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| --- | --- | --- | --- | --- |
| **School Programmes Committee (SPC)** | | | | |
| Name | |  | Role | Chair of School Programmes Committee |
| Date | Click or tap to enter a date. | | | |

**16. Approval of the proposal**

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| --- | --- | --- | --- |
| **Postgraduate Research Quality Monitoring and Enhancement (PGR QME) Subcommittee** | | | |
| Name |  | Role | Chair of PGR QME Committee |
| Date | Click or tap to enter a date. | | |

**17. Supplementary approval**

**[required only where the proposal deviates from the expectations of the Policy]**

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| **Academic Quality and Standards Subcommittee (AQSS)** | | | |
| Name |  | Role | Chair of AQSS |
| Date | Click or tap to enter a date. | | |

1. [e.g. laboratories; high-power computer facilities/databases, experimental facilities, archives] [↑](#footnote-ref-1)