

Doctoral College Handbook 2025–2026

University of Hertfordshire

Doctoral College Handbook 2025–2026

August 2025

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Welcome from the Director of the Doctoral College



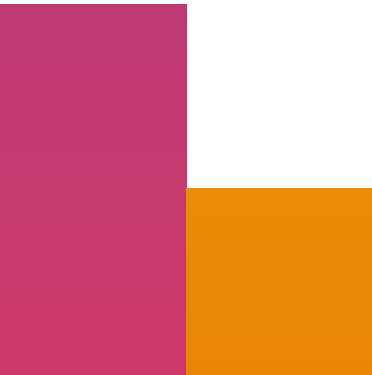
The University houses a strong community of research degree candidates with a broad spectrum of research activity. We have one of the most distinctive and varied portfolios of Doctoral and Masters programmes in the UK, providing a stimulating and diverse environment. Our aim is to provide the highest level of professional support throughout your degree. At the University of Hertfordshire the next generation of researchers is central to our ongoing research strategy and we are highly committed to supporting your developing work.

I wish you the very best with your studies and hope that your stay at the University of Hertfordshire is successful, fruitful and enjoyable.

A handwritten signature in black ink, appearing to read 'Susan Grey', with a horizontal line underneath.

Dr. Susan Grey

Director of Research Degrees
and Director of the Doctoral College



Contacts

Please contact by email or via MSTeams.

Doctoral College Staff



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Doctoral College
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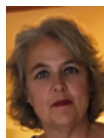


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Useful email addresses

Admission queries

 doctoralcollegeadmissions@herts.ac.uk

General enquiries

 research-degrees@herts.ac.uk

Financial queries

 doctoralcollegefinance@herts.ac.uk


Exam queries

 doctoralcollegeexams@herts.ac.uk


International student enquiries

 doctoralcollegeinternational@herts.ac.uk

Researcher Development Programme queries

 rdp@herts.ac.uk

Studentship queries

 PGRstudentships@herts.ac.uk

Our research and enterprise commitments

Our research and enterprise commitments reflect what drives us – curiosity, collaboration, and a determination to make a difference.



Rethinking health: transforming systems, science and society

We are reimagining how we support people to live healthier, productive lives.



Advancing technology: turning ideas into real-world solutions

We are developing solution-focused technologies with real-world impact.



Engaging communities: connecting people through story and place

We are harnessing the power of storytelling to create community and opportunity.



Driving sustainability: building resilient and equitable futures

We are forging pathways to a thriving society, economy and planet.



Embracing curiosity: unlocking the power of discovery

We are championing curiosity-driven research that challenges the status-quo.

Research Students: Points to Note

Enrolment

You will be sent details of where and when to come to the University to enrol and what to bring with you. Once enrolled, you are a member of the University – welcome to our community! You will be added to our Microsoft Teams site 'PGR Community' where you can begin to build networks with other students and get involved in social events. The **Doctoral College HertsHub site** has a wealth of information about your research degree, what to expect and the services available to you.

Latest updates for research students can be found **here**.

Paying Research Fees

If you are paying your own research fees, you will receive an invoice within the first month of starting your programme. You will then be required to pay your fees on the anniversary of your enrolment date, every year, until you submit for final examination. If you are sponsored, we will invoice your sponsor annually for your fees. Please note that if your sponsor does not pay your fees, you will become liable to pay them. If you have any difficulty paying your fees, please get in touch with **doctoralcollegefinance@herts.ac.uk** immediately to resolve the issue.

Studentships

If you are in receipt of a studentship, you will usually not need to pay fees and you will be paid a monthly bursary, one month in advance. Please read your studentship agreement carefully as this gives you the terms and conditions associated with your studentship, including holiday and parental leave entitlement.

Student Visa Holders

When you enrol, you will be given information by your administrator to help you comply with the terms and conditions of your visa. For example, you are entitled to up to 7 weeks' holiday per year, to be agreed with your supervision team, and to take this holiday, you must complete an authorised absence form, in advance.

Induction

Research students are required to complete two induction levels, both of which are mandatory. We recommend that both levels are undertaken within one month of enrolment.

1. Research Student Induction

This is provided online through [AskHerts](#).

2. School/Department Induction

Doctoral College Administrators will inform students about the programme relevant to them, at which point details of local working arrangements will be explained and introductions made to key staff. You are required to complete your induction checklist on RSMS and have it signed by your Principal Supervisor. The Doctoral College will sign this off once you have completed the required mandatory online RDP sessions.

If you have any queries regarding the induction process, please contact the Doctoral College Team either by email research-degrees@herts.ac.uk or contact your Doctoral College Administrator (contact details in the Doctoral College Handbook).

Supervision team

As part of your induction, you will meet your supervision team. You will have a Principal Supervisor and one or more second supervisors. You will decide, between you, how often you need to meet, and set a plan of work for your first few months. This is the time to make sure you know what your supervisors expect of you, and they know what you expect of them. Don't forget that your First Progress Assessment starts between 3 and 8 months from enrolment, so you need to hit the ground running!

Your support network

The Doctoral College provides a strong support network ranging from the Director of the Doctoral College and the Associate Directors, to the Director of Academic Services and Doctoral College administrators. Locally, as well as your supervision team, you will have a Research Tutor and an Associate Dean (Research).

Find out more on the [Doctoral College HertsHub site](#).

Doctoral College Hubs

There are two Doctoral College Hubs, one on the College Lane Campus in room B104, supporting SPECS and HMLS and one in the MacLaurin Building, supporting Humanities, Hertfordshire Business School, Education, Creative Arts and Hertfordshire Law School.

Research Degree Supervision Management System (RSMS)

RSMS is a web-based system that provides secure online access to PGR student study records and milestones. You can access it by going to rsms.herts.ac.uk and logging in using your student username and password. You can find a range of Quick start guides, How To Guides and FAQs on the [RSMS section of the Doctoral College HertsHub page](#) but if you can't find what you need, or you have any questions, your Doctoral College administrator will be able to help you. Alternatively, please feel free to email research-degrees@herts.ac.uk and a member of the team will be happy to help!

Ethics

Before you conduct any research, you must discuss your ethics requirements with your supervision team from the very beginning of your programme. Please visit the [Ethics HertsHub](#) site for further information. Applications for UH ethics approval are submitted via the online

ethics system at ethics.herts.ac.uk. The Ethics Admin Team can be contacted at ethicsadmin@herts.ac.uk.

We have been a signatory to the **Concordat to Support Research Integrity** since 2012 and, as such, all researchers are required to comply with its principles.

Those who are required to obtain external approvals - such as those that need to apply to the Health Research Authority (HRA) and/or an NHS Research Ethics Committee (REC) for approval via the **IRAS system** – also need to apply for an UH ethics protocol number via ethics.herts.ac.uk before commencing recruitment and data collection for the study. This UH ethics protocol number will then need to be referenced on your examination arrangements form for the Research Degrees Board.

To be able to submit an application to the HRA/NHS REC, you will need a formal sponsor. Those who do not have a sponsor can apply for UH sponsorship. It is anticipated that from September 2025, researchers will be able to apply for UH sponsorship via the online ethics system at the same time as they apply for a UH ethics protocol number. Until then, a separate application needs to be made on the relevant form to the Research Sponsorship Team. Please visit the **Research Sponsorship HertsHub** page for instructions and application forms. The application form will need to be accompanied by a copy of the draft IRAS form and the research protocol or, alternatively, the participant information sheet and consent form templates. The Research Sponsorship Team can be contacted at research-sponsorship@herts.ac.uk.

Those who have external ethics approval (from another institution) but do not need sponsorship, will need to provide evidence of this external ethics approval and a copy of the approved protocol to the Ethics Admin Team. They will then request the relevant Ethics Committee with Delegated Authority (ECDA) to consider them and, if approved, a UH ethics protocol number will be issued that can be quoted on the examination arrangements form.

GDPR

The General Data Protection Regulations apply to all PGR students who hold personal data as part of their research programme. Please discuss any data you intend to hold with your supervision team to ensure you are compliant with these regulations.

Please visit the **GDPR HertsHub** page for more information.

Annual Monitoring

You and your supervision team must complete an annual monitoring review each year before the deadline notified on RSMS, to check on all aspects of your programme and how you are proceeding in general. You have a support network (see 'Contacts' section) to turn to when you need advice and guidance, and the annual monitoring process is a formal opportunity to raise concerns or difficulties. This is not just about performance, it's about how you and your team work together.

First Progress Assessment

Your Schedule and RSMS will give you the deadlines by which you must complete the First Progress and Second Progress Assessments. However, as long as your supervision team supports you, you can submit for these assessments before your deadlines. The First

Progress Assessment requires you to complete a workflow on RSMS and to submit a report (max 6,000 words) detailing your programme of research and your progress so far. You must submit your progression report to TurnItIn and you can find details of how to do this in the 'TurnItIn' unit of the [**Researcher Development Programme Canvas site**](#). You will have an assessment panel approved by the Doctoral College, who will read your documents and conduct an assessment meeting in order to decide whether your programme has the potential to get you the degree you want in the time you have.

Second Progress Assessment

For students aiming for a doctoral degree, you will have an assessment that will look at the progress you have made against the programme of research you submitted for your First Progress Assessment. The nature of research means that things don't always go to plan and changes are expected – this assessment is a formal opportunity to register changes to your programme of research as well as to receive useful feedback on your progress to date. This assessment will decide whether you can carry on with your existing programme.

Making changes

You may apply to make a change to your Registration on RSMS. For information on how to do this please visit the [**RSMS How To Guides HertsHub**](#) pages.

Holiday and parental leave

If you are in receipt of a studentship, please check your studentship agreement for details of agreed holiday and parental leave. For those students not in receipt of a studentship, you are entitled to up to 7 weeks' holiday per year, which can be taken in agreement with your supervision team (Student visa holders, please see the 'Student visa holders' section). You are entitled to apply for parental leave (maternity, paternity, adoption or shared parental leave) – please discuss your individual situation with your supervision team and apply for a suspension of registration.



Appeals and Complaints

There are formal processes to make complaints, and to appeal against the outcome of a progress assessment or your final examination. These processes are available on the **Governance and Regulations Doctoral College HertsHub page**. You can also seek advice from the Doctoral College team (see Contacts section).

Final Submission and Examination

Your supervision team will find appropriate examiners for you and help you decide on an appropriate title for your final submission. You should start discussing this with your supervision team about a year before you intend to submit.

Formal submission requires you to submit to the Doctoral College Central Office by email at **doctoralcollegeexams@herts.ac.uk**. You can find guidance on submission on the **Final Submission and Examination Doctoral College HertsHub page**, in your Schedule and on the **Schedules and Criteria Doctoral College HertsHub page**. Please check this section for the maximum word length applicable to your degree. There are no central regulations regarding font, text size or margins, as different subject areas have different expectations, but you are advised to make your submission as easy to read as possible for the examiners. Your submission must include a title page, an abstract, a list of contents and consecutive, typed, page numbers. Your title page must have the following information on it: your approved title (which will be notified to you by the Doctoral College), your full name, the month and year of submission and the sentence 'Submitted to the University of Hertfordshire in partial fulfilment of the requirements for the degree of [insert degree]'.

The Doctoral College will send your submission to your examiners and will confirm the details of your viva to you. It is important that all direct communication regarding your examination is handled by the Doctoral College. Between submission and examination, you can prepare for your viva by re-reading your submission, doing a final literature search and meeting your supervision team for mock vivas. Your schedule gives you the available outcomes of this examination.

Graduation Ceremonies

Graduation ceremonies usually take place in September and February annually. More information can be found on the **Graduation Ceremonies website**.

Researcher Development Programme

The Researcher Development Programme (RDP) has been put together to provide a diverse range of workshops, online resources, events and collaborative activities to support research students and staff development throughout their studies by ensuring they are provided with excellent transferable skills to prepare them for their future career.

These sessions will be delivered by experienced academic and professional colleagues who are experts in their field. They are committed to building on what you know and what you need to learn, by engaging with your interests, building on your valuable experience, and providing you with continuous support.

It is important that you continually reflect on your skillset and actively engage in your development. Use the Vitae wheel to assist you when discussing training needs with your supervisors, research leads and line managers.

The RDP follows the standards set out by UK Research and Innovation (UKRI) and the UK's Quality Assurance Agency (QAA). It is also mapped against the Vitae's Researcher Development Framework (RDF). The Vitae RDF 2025 will be launching in September 2025. During the 2025-26 academic year, RDP sessions will be mapped to the new RDF 2025. Up-to-date information on this transition will be made available on the **RDP HertsHub site** and the **RDP Canvas site**.

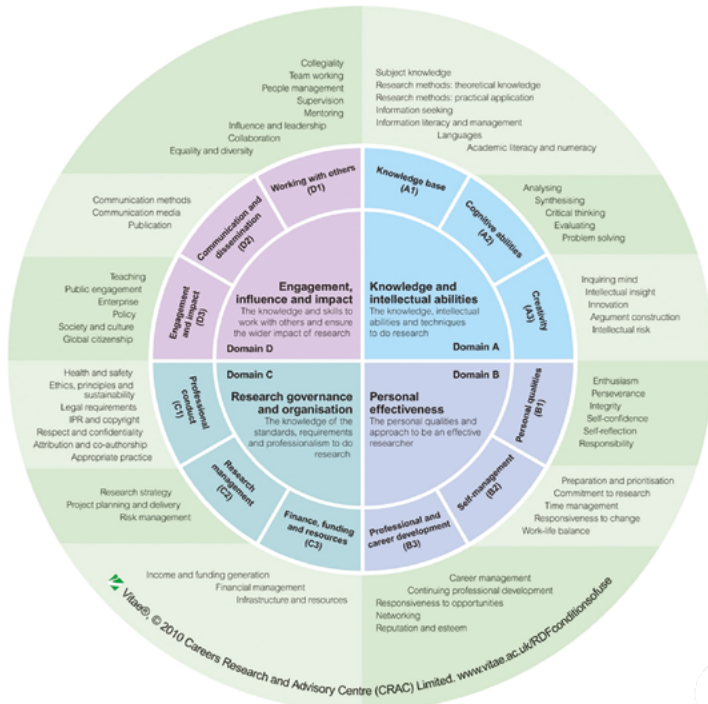
We hope you take advantage of the opportunities offered by the RDP. By taking part, you will come away with an impressive network of colleagues, contacts, and friends which forms the vibrant research community at Herts.



Researcher Development Framework

The Researcher Development Framework (RDF) is a significant approach to developing world-class researchers. It is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education programmes of related studies.

The RDF is structured in four domains comprising knowledge and intellectual abilities, personal effectiveness, research governance and organisation, and engagement, influence and impact. Each domain contains three sub-domains and associated descriptors. Increasingly the RDF has become a defacto national benchmark in researcher development, against which our programme is also mapped.



See below for a list of all relevant RDP sessions for each domain in the current RDP Programme. All sessions can be booked via the **Research Degrees Supervision Management System (RSMS)**.

Domain A:

- Advanced Data Modelling
- Advanced Excel for Data Management and Analysis
- An Introduction to Academic Publishing
- An Introduction to Sketch Engine
- An introduction to using mixed methods research
- Approaching the Literature Review
- Being a digitally capable and confident researcher
- Attracting Research Funding: Writing & Applying for Fellowships
- Creative Story Telling: Selling your Research to an Audience
- Creative Thinking and Problem Solving
- Critical Reading & Research-Oriented Writing
- Cross Disciplinary Research Methods
- Data Analysis in R
- Design Science as a research methodology
- Developing Precision and Concision through Microwriting
- Dissertation
- Empowering Excellence: Navigating Academic Transitions with Confidence for Postgrad & Doctoral Scholars
- Essentials of Multivariate Data Analysis
- Establishing Good Writing Habits
- Expanding your Access to Resources for your Research
- Fundamentals of Experimental Design
- Generative AI & the researcher: strategies, insights & practical uses
- Getting Started with Statistics
- Getting started with UH Library Services and Resources
- Getting to Know R
- How to write and publish a paper
- How to Write your Thesis
- Inferential Statistics
- Interviewing in Qualitative Research
- Introduction to Excel
- Introduction to NVivo Qualitative Data Analysis Software
- Introduction to Statistics
- Introduction to Systematic Reviews
- Literature Review
- Literature Searching: Using Online Resources
- Making Sense of the Literature Review
- Mendeley Reference Manager: A hands on approach
- Meta Analysis
- Mini-retreat 1: Making sense of your literature search results for doctoral students
- Mini-retreat 2: Writing an important document for doctoral students
- Open Science: conducting and reporting a replicable investigation
- Quantitative Analysis of Survey Data and Related Design Issues
- Quantitative Data Analysis 1: Hypothesis Testing, Sample Size & Power
- Quantitative Data Analysis 2: Correlation & Regression Methods
- Research Data Management
- Social Media Bootcamp: Strategy, Sharing & Connecting
- Submitting to a Journal
- Survey Design & Analysis 1: Collecting, Summarising & Analysing Survey Data
- Survey Design & Analysis 2: Data Analysis, Sample Size & Power
- Systematic Literature Reviews

- Systematic Literature Reviews (webinar)
- The British PhD and How to Bag One
- There is nothing so practical as a good theory
- Theories and Constructs, Models and Frameworks
- Thesis Writing Bootcamp: Planning, Finishing & Avoiding Pitfalls
- Translating Your Research Interest into a Programme of Research
- Using Multiple Qualitative and Visual Methods in Research
- Writing a Winning Research Proposal
- Writing styles for researchers

Domain B:

- Attracting Research Funding: Writing & Applying for Fellowships
- Becoming a Member of your Discipline
- Being a digitally capable and confident researcher
- CVs, Application Forms and Personal Statements
- Empowering Excellence: Navigating Academic Transitions with Confidence for Postgrad & Doctoral Scholars
- How Not to Procrastinate (or The Secret to Getting Started)
- How to Be an Effective Researcher
- How to Be More Confident
- How to Cope with Stress
- How to Succeed at Interviews and Assessment Centres
- Imposter Syndrome Essentials
- Internal Examiner Training
- Managing Pressure Positively
- Maximise your Memory
- Overcoming Challenges: Research, Resilience and You
- Pitch perfect: public speaking, networking & engaging
- Poster Presentation
- Project managing your PhD
- Rapid Reading
- Reflexivity
- Research Degrees Supervisor Training
- Seven Habits of Highly Effective Researchers
- Submitting to a Journal
- The Viva and Process of Research Degree Examination
- Thriving Resiliently during your Doctorate
- Time and Energy Management: Strategies for Getting Stuff Done!
- Understanding & Planning for a Research Career

Domain C:

- A guide to Applying for External Research Funding for New Researchers
- Agile Project Management and Teamwork for researchers
- Attracting Research Funding: Writing & Applying for Fellowships
- Becoming a Member of your Discipline
- Build a Website in under 3 hours
- First and Second Progress Assessments

- Generative AI & the researcher: strategies, insights & practical uses
- Generative AI and Copyright
- Generative AI and Data Protection
- NHS Research Ethics
- Open Access: How it can help you
- Open Research: Purpose, Benefits, and What it Means for You
- Project managing your PhD
- Raising the Visibility of your Research
- Research Data Management
- Research Ethics
- What to consider when selecting a journal for your research paper
- Writing a Winning Research Proposal

Domain D:

- Agile Project Management and Teamwork for researchers
- An Introduction to Academic Publishing
- Being a digitally capable and confident researcher
- Build a Website in under 3 hours
- Creative Story Telling: Selling your Research to an Audience
- Figures, Images & Visualising information
- Generative AI & the researcher: strategies, insights & practical uses
- Getting Published & Promoting your Research
- Introduction to Research Impact
- Mini-retreat 2: Writing an important document for doctoral students
- Optimising your work with Supervisors
- Pitch perfect: public speaking, networking & engaging
- Poster Presentation
- Project managing your PhD
- Public Speaking for PGRs and Academics
- Raising the Visibility of your Research
- Seven Habits of Highly Effective Researchers
- Social Media Bootcamp: Strategy, Sharing & Connecting
- Thesis Writing Bootcamp: Planning, Finishing & Avoiding Pitfalls
- What to consider when selecting a journal for your research paper

Booking and Attendance

You can search and book for RDP sessions online via the **Research Degrees Supervision Management System (RSMS)**. Once you are logged in, make sure the 'current role' selected is PGR Student (if you are a student) or RDP Training (Staff) (if you are a member of staff). 'RDP' will then be an option on the blue menu bar. Further information on how to book, including a 'How to' guide for booking via RSMS, can be found on the **Booking and Attendance page** of the RDP HertsHub site.

Most sessions are open to all research students and staff but some sessions are specific to **staff only**, therefore please check before booking. If a session is full when you try to book, you will be placed on the waiting list and will be notified if a place becomes available. Repeat sessions may be arranged based on the number of people booked on the waiting list.

Please note: out of consideration for your PGR colleagues and those who deliver these sessions, please arrive on time and if you are no longer able to make it, please cancel your place via RSMS or by emailing rdp@herts.ac.uk. Where a participant fails to attend a session they have booked but not cancelled, a penalty may be incurred.

If you have any queries about booking and attendance, please contact the RDP Team by emailing rdp@herts.ac.uk.

Summer and Spring Schools

Each year the RDP runs a Summer School and a Spring School. They provide great opportunities to meet with other researchers, to share ideas and thoughts and to develop new research skills.

During 2025-26, these are scheduled for:

- Summer School 2025: Wednesday 10 to Friday 12 September 2025.
The 2025 Summer School will be held on campus, in room L280, de Havilland LRC
- Spring School 2026: Thursday 23 to Saturday 25 April 2026.
The 2026 Spring School will be held on campus, in room L280, de Havilland LRC

If you would like further information, please visit the [**RDP Spring/Summer Schools page on HertsHub**](#).

Online Provision

The internal online provision for RDP includes both mandatory online sessions and the [**RDP Canvas site**](#), which provides a range of materials to complement and/or supplement the sessions available on the RDP.

The following two online courses are mandatory for all research students:

1. Research Integrity – ONLINE

What is Research Integrity? What is Research Misconduct? Is there anything in between? What are the potential consequences of committing research misconduct? Is ignorance an excuse? This online course will explore these questions through consideration of a number of cases. It will also outline your responsibilities as a researcher in line with both the UK Concordat for Research Integrity and the UK Research Integrity Office Code of Practice for Research.

2. Plagiarism and How to Avoid It – ONLINE

Plagiarism can arise through the use of cut-and-paste techniques, poor paraphrasing and incorrect citation and referencing techniques. This course explores definitions of plagiarism and some ways in which it can be avoided by using source material correctly. This online course will cover:

- Authorship
- The use of the Turnitin plagiarism detection software to identify poor practice
- Advice on referencing technique

To access both of these mandatory courses, please go to the [**RDP Mandatory Online Sessions page on HertsHub**](#).

Regulations

The regulations that apply to a research degree are **Research Degrees - Generic Institutional Regulations (AS10)**. The latest version of all regulations can be found on the **Governance Services' UPRs site**.

Criteria for Awards

The **Frameworks for Higher Education Qualifications** of UK Degree-Awarding bodies apply to all of the following awards.

PhD (Doctor of Philosophy)

A candidate for the award of PhD shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to knowledge or its interpretation.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

PhD (Doctor of Philosophy) with Industry Experience

A candidate for the award of PhD with Industry Experience shall have undertaken a substantial programme of individual research, including a placement in industry, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to knowledge or its interpretation.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

EngD (Doctorate in Engineering)

A candidate for the award of Engineering Doctorate shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to professional practice and/or the enterprise(s) in which the programme is carried out.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, as well an understanding and appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DClinPsy (Doctorate in Clinical Psychology)

A Degree of Doctor of Clinical Psychology shall be awarded to a candidate who has completed successfully the approved programme of study that shall include academic and professional taught courses, clinical practice and research, and has presented a portfolio including thesis in accordance with the regulations and defended it in an oral examination to the satisfaction of the examiners. The candidate will thereby have investigated and evaluated critically one or more approved topics and their associated literature resulting in an independent and original contribution to the profession of Clinical Psychology and an understanding of its merits within a wider context.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DMan (Doctorate in Management)

A candidate for the award of DMan shall have undertaken a substantial programme of individual practice-based research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to the practice of organizational change.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DBA (Doctorate in Business Administration)

A candidate for the award of DBA shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to the practice of business administration.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DHRes (Doctorate in Health Research)

A candidate for the award of DHRes shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant contribution to the science of health research, its interpretation or its application within professional health practice.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

CSecD (Doctorate in Cyber Security)

A candidate for the award of Doctor of Cyber Security shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to professional practice and/or the enterprise(s) in which the programme is carried out.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, as well an understanding and appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

EdD (Doctorate in Education)

A candidate for the award of EdD shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to the practice of education.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

MD (Doctorate in Medicine)

A candidate for the award of MD shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to clinical practice.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

Clinical MD (Doctorate in General Internal Medicine) A candidate for the award of Clinical MD shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to clinical practice.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DFA (Doctorate in Fine Art)

A candidate for the award of DFA shall have undertaken a substantial programme of individual practice-based research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to Fine Art practice.

The candidate shall present the results of the research in a submission (including both a written dissertation and a substantial body of non-textual work) embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DDes (Doctorate in Design)

A candidate for the award of DDes shall have undertaken a substantial programme of individual practice-based research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to professional practice in design.

The candidate shall present the results of the research in a submission (including both a written dissertation and a substantial body of non-textual work) embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DHeritage (Doctorate in Heritage)

A candidate for the award of DHeritage shall have undertaken a substantial programme of individual practice-based research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant original contribution to Heritage practice.

The candidate shall present the results of the research in a submission (including a written dissertation) embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DrPH (Doctorate in Public Health)

A candidate for the award of Doctor of Public Health shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant contribution to the science of public health research, its interpretation or its application within professional public health practice.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Doctoral-level qualifications (level 8) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

DHaSC (Doctorate in Health and Social Care)

A candidate for the award of Doctor of Health and Social Care shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme, and leading to a significant contribution to the science of health and/or social care research, its interpretation or its application within professional practice.

The candidate shall present the results of the research in a submission, embodying a thesis presented and defended in a lucid and scholarly manner, and containing material worthy of peer-reviewed publication.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.



MPhil (Master of Philosophy)

A candidate for the award of MPhil shall have undertaken a substantial programme of individual research, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme.

The candidate shall present the results of the research in a submission embodying a thesis presented and defended in a lucid and scholarly manner.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Master's-level qualifications (level 7) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

MPhil (Master of Philosophy) with Industry Experience

A candidate for the award of MPhil with Industry Experience shall have undertaken a substantial programme of individual research, including a placement in industry, involving the sustained exercise of independent critical powers, including the ability to use research outcomes to guide the development of the research programme.

The candidate shall present the results of the research in a submission embodying a thesis presented and defended in a lucid and scholarly manner.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of a substantial body of other relevant work, and an appreciation of the context and significance of the thesis.

This level of achievement is consistent with the descriptors for Master's-level qualifications (level 7) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

MA/MSc By Research (Masters by Research)

A candidate for the award of MA/MSc by Research shall have undertaken a programme of individual research, involving the exercise of independent critical powers.

The candidate shall present the results of the research in a submission embodying a thesis presented and defended in a lucid and scholarly manner.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of other relevant work.

This level of achievement is consistent with the descriptors for Master's-level qualifications (level 7) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

MA/MSc by Research (Masters by Research) with Industry Experience

A candidate for the award of MA/MSc by Research with Industry Experience shall have undertaken a programme of individual research, including a placement in industry, involving the exercise of independent critical powers.

The candidate shall present the results of the research in a submission embodying a thesis presented and defended in a lucid and scholarly manner.

The candidate shall demonstrate technical competence in the chosen field, including appropriate knowledge and use of research methods and of other relevant work.

This level of achievement is consistent with the descriptors for Master's-level qualifications (level 7) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

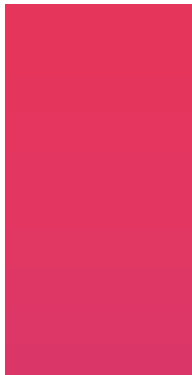
The minimum entry qualifications for all schedules are set out in the Research Degrees – Generic Institutional Regulations (UPR AS10, section 4 refers). Any programmes that need specific qualifications will be listed on the relevant schedule.

MRes (Masters in Research)

A candidate for the award of MRes shall have undertaken a programme of individual research, involving the exercise of independent critical powers with particular emphasis on research methodology.

The candidate shall present the results of the research in a submission embodying a thesis presented and defended in a lucid and scholarly manner. The candidate shall demonstrate methodological competence in the chosen field.

This level of achievement is consistent with the descriptors for Master's-level qualifications (level 7) described in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).



Schedules

A Schedule gives you the regulations specific to your research degree.
The contents of each schedule are as follows:

- 1. List of Awards
- 2. Entry Qualifications
- 3. Expected Time Periods from Enrolment to Submission
- 4. Process for Registration of a Research Programme
- 5. Progress Assessment and Outcomes
- 6. Submission
- 7. Recommendations Available after Examination

All Schedules can be found on the [Schedules and Criteria section of the Doctoral College HertsHub site](#).

A summary of the expected time periods for each Schedule are given below:

Schedule Ai (PhD/MPhil)

PhD	MPhil
3.5 Years (FT)	2.5 Years (FT)
7 Years (PT only)	5 Years (PT)

Schedule Ai comprises of the following assessments:	
First Progress Assessment	Within 8 months of enrolment (FT and PT)
Second Progress Assessment	Within 20 months of enrolment (FT) 40 months (PT)

Schedule Aii (PhD with Integrated Training)

PhD with Integrated Training	MPhil (MA/MSc by Research) with Integrated Training
4 Years (FT)	3 Years (FT)
8 Years (PT)	6 Years (PT)

Schedule Aii comprises of the following assessments:	
First Progress Assessment	Within 14 months of enrolment (FT and PT)
Second Progress Assessment	Within 30 months of enrolment (FT) 60 months (PT)

Schedule Bi (Engineering)

EngD	MPhil (MA/MSc by Research)
5 Years (PT only)	3 Years (PT only)

Schedule Bi comprises of the following assessments:	
First Progress Assessment	Within 8 months of enrolment
Second Progress Assessment	Within 36 months of enrolment

Schedule Bii (Engineering)

EngD	MPhil (MA/MSc by Research)
5 Years (PT only, with a block period of FT study not exceeding 12 months)	3 Years (PT only, with a block period of FT study not exceeding 12 months)

Schedule Bii comprises of the following assessments:	
First Progress Assessment	Within 8 months of enrolment
Second Progress Assessment	Within 36 months of enrolment

Schedule C (Clinical Psychology)

DClinPsy	
3 Years (FT only)	
Schedule C comprises of the following assessments:	
Registration	During second semester of the second year
Final submission	Within 48 months of enrolment

Schedule D (Management)

DMan	MPhil (MA/MSc by Research)
3 Years (PT only)	2 Years (PT only)
Schedule D comprises of the following assessments:	
First Progress Assessment	Within 21 months of enrolment

Schedule E (Business Administration)

DBA	MPhil (MA/MSc by Research)
5 Years (PT only)	4 Years (PT only)
Schedule E comprises of the following assessments:	
First Progress Assessment	Within 12 months of enrolment
Second Progress Assessment	Within 36 months of enrolment

Schedule F (Health Research)

DHRes	MPhil (MA/MSc by Research)
5 Years (PT only)	4 Years (PT only)

Schedule F comprises of the following assessments:	
First Progress Assessment	Within 22 months of enrolment
Second Progress Assessment	Within 46 months of enrolment

Schedule G (Masters in Research)

MRes
1 Year (FT), 2 Years (PT)

Schedule G comprises of the following assessments:	
First Progress Assessment	Within 3 months of enrolment (FT), 6 months (PT)

Schedule H (Education)

EdD	MPhil (MA/MSc by Research)
5-7 Years (PT only)	4-6 Years (PT only)

Schedule H comprises of the following assessments:	
First Progress Assessment	Within 8 months of enrolment
Second Progress Assessment	Within 30 months of enrolment

Schedule Ji (Medicine)

MD	MPhil (MA/MSc by Research)
4 Years (PT only)	4 Years (PT only)

Schedule Ji comprises of the following assessments:

First Progress Assessment	Within 8 months of enrolment
Second Progress Assessment	Within 24 months of enrolment

Schedule Jii (General Internal Medicine)

Clinical MD Pathway 1	MPhil Pathway 1
27 months (FT only)	27 months (FT only)
Clinical MD Pathway 2	MPhil Pathway 2
27 months (FT only)	27 months (FT only)

Schedule Jii comprises of the following assessments:

First Progress Assessment	Within 6 months of enrolment
Second Progress Assessment	Within 18 months of enrolment

Schedule K (Masters by Research)

MA/MSc by Research
1 Year (FT), 2 Years (PT)

Schedule K comprises of the following assessments:

First Progress Assessment	Within 3 months of enrolment (FT), 6 months (PT)
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Schedule L (Fine Art)

DFA	MPhil (MA/MSc by Research)
3 Years (FT), 6 Years (PT)	2 Years (FT), 4 Years (PT)

Schedule L comprises of the following assessments:	
First Progress Assessment	Within 12 months of enrolment (FT and PT)
Second Progress Assessment	Within 24 months of enrolment (FT), 48 months (PT)

Schedule M (Design)

DDes	MPhil (MA/MSc by Research)
3 Years (FT), 6 Years (PT)	2 Years (FT), 4 Years (PT)

Schedule M comprises of the following assessments:	
First Progress Assessment	Within 12 months (FT and PT)
Second Progress Assessment	Within 24 months of enrolment (FT), 48 months (PT)

Schedule R (Heritage)

DHeritage	MPhil (MA/MSc by Research)
3 Years (FT), 6 Years (PT)	2 Years (FT), 4 Years (PT)

Schedule R comprises of the following assessments:	
First Progress Assessment	Within 8 months of enrolment (FT and PT)
Second Progress Assessment	Within 20 months of enrolment (FT), 40 months (PT)

Schedule T (PhD with Industry Experience)

PhD with Industry Experience	MPhil with Industry Experience	MSc/MA by Research with Industry Experience
4 Years (FT), 7 Years (PT)	3 Years (FT), 5 Years (PT)	1 Year

Schedule T comprises of the following assessments:	
First Progress Assessment	Within 10 months of enrolment (FT and PT)
Second Progress Assessment	Within 20 months of enrolment (FT), 28 months (PT)

Schedule Ti (MA/MSc by Research with Industry Experience)

MA/MSc by Research with Industry Experience or MPhil
1 Years (FT), 2 Years (PT)

Schedule Ti comprises of the following assessments:	
First Progress Assessment	Within 3 months of enrolment (FT), 6 months (PT)

Schedule U (Cyber Security)

CSecD	MPhil
6 Years (PT only)	4 Years (PT only)

Schedule U comprises of the following assessments:	
First Progress Assessment	Within 8 months of enrolment
Second Progress Assessment	Within 40 months of enrolment

Schedule V (Public Health)

DrPH	MPhil
5 Years (PT only)	4 Years (PT only)

Schedule V comprises of the following assessments:	
First Progress Assessment	Within 10 months of enrolment
Second Progress Assessment	Within 34 months of enrolment

Schedule W (Health and Social Care)

DHaSC	MPhil
5 Years (PT only)	4 Years (PT only)

Schedule V comprises of the following assessments:	
First Progress Assessment	Within 10 months of enrolment
Second Progress Assessment	Within 34 months of enrolment

Submission and Examination for Final Award

Submission

A Submission is what is given in to the Doctoral College to be sent to your examiners for your final examination. The submission must contain a dissertation which presents and defends a thesis.

All submissions must comply with the requirements that are set out below.

Some schedules also have course specific submission requirements so please ensure that you check your relevant schedule to see if this applies to you.

1. Structure: A submission must contain a written document (hereinafter referred to as the dissertation) that presents and defends a thesis. A thesis is an intellectual position capable of being maintained by argument. A submission may also contain other works or artefacts on which the thesis and its defence are based.

2. Length: Except with prior permission of the Research Degrees Board, the maximum word length for the textual portion can be found in the relevant schedule.

3. Format: Except with the prior permission of the Research Degrees Board, the dissertation will be in A4 format and be submitted in a typed, permanent and legible form.

The title page will give the following information:

- The full title of the submission
- The full name of the author
- The words 'submitted to the University of Hertfordshire in partial fulfilment of the requirement of the degree of...' followed by the name of a degree which may be awarded under this schedule
- The month and year of submission

The submission will contain an abstract, a table of contents, consecutively typed page numbers and a bibliography.

4. Copies: The candidate will ensure that they submit to the Doctoral College Central Office in accordance with the submission procedures outlined on our [HertsHub site](https://www.herts.ac.uk/herts-hub). Queries on the format or requirements for submission should be directed to doctoralcollegeexams@herts.ac.uk.

5. Non-Textual Works: Where the submission includes non-textual works the Research Degrees Board will, at the time of making examination arrangements, determine a protocol by which these works will be made accessible to the examiners and archived thereafter.

6. Compliance: The University will have the right to refuse to allow a candidate whose submission does not comply with the requirements of this section to proceed to examination. In such circumstances, the submission process will be deemed not to have taken place.

7. Final Version: After the Viva Voce examination and the examiners' recommendation for the award of the degree, the candidate will submit to the University one pdf copy of the final, approved submission.

The candidate will confirm in writing that the contents of the final, approved version of the submission are identical with the version approved by the examiners.

Examination Outcomes

Following the oral examination, examiners will make a recommendation to the Research Degrees Board. The following recommendations will be available to examiners (examiners may recommend more than one outcome):

1. Pass: The candidate be awarded the degree for which the work was submitted

2. Pass subject to amendments: The examiners may recommend the candidate be awarded any degree within the schedule subject to amendments being made to the submission to the satisfaction of one or more of the examiners within a period not normally exceeding three months (six months pro rata) from the date of the candidate's formal notification in writing by the Research Degrees Board of the changes required by the examiners.

3. Revise and be re-examined: The candidate be permitted to revise the submission and to re-submit for a degree, within the schedule, recommended by the examiners, within a period of one calendar year from the date of the candidate's formal notification in writing by the Research Degrees Board of the outcome of the examination. Re-examination will not include a further viva. After re-examination the available options are: – Pass – Pass subject to amendments – Fail

4. Fail: The candidate not be awarded any degree within the schedule and not be permitted to be re-examined.

Student Support

Ask Herts

[Ask.herts.ac.uk](https://ask.herts.ac.uk) is a wonderful resource for any questions you may have during your time with us. If you can't find what you're looking for – just let them know! AskHerts Hubs are located in the Hutton Hub and the Innovation Centre on the College Lane campus and in the M Block on the de Havilland campus. They provide advice, information and other services.

Herts Mobile

The University's mobile app is a useful tool to have as it includes maps, route finding, room locations and the availability of workstations in the LRCs as well as your Ask Herts questions and answers. Visit mobile.herts.ac.uk for more information.

Doctoral College HertsHub site

Please visit our [Doctoral College HertsHub site](https://doctoralcollege.herts.ac.uk) which has a whole raft of information to help you navigate your way through your research degree, including online copies of your Doctoral College Handbook and access to RSMS.

Student Immigration Team (Advice and Compliance)

The Student Immigration Team (SIT) is responsible for supporting overseas students during their stay in the UK. Before, during and after their studies, the team is available to assist students with advice and support on all aspects of their time in the UK including immigration, employment and personal matters. They can be contacted via email at SITAdvice@herts.ac.uk.

Pastoral support

Support is provided by the Doctoral College, from the Director of the Doctoral College to the Director of Academic Services and Doctoral College Administrators, and by your School from your Research Tutor, Associate Dean (Research) and your supervision team. The Doctoral College Hubs are a good place to start if you want to find out who to contact. The College Lane Hub is in B104 and supports the following areas: Physics, Astronomy, Maths, Engineering and Computer Science, plus Health, Medicine and Life Sciences. The second Hub is located on the Ground Floor of the MacLaurin building and supports the following areas: Humanities, Hertfordshire Business School, Creative Arts, Education and Hertfordshire Law School.

Bullying and Harassment

If you have any concerns regarding bullying and harassment, please visit the Bullying and Harassment section on the [Doctoral College HertsHub page](https://doctoralcollege.herts.ac.uk).

Health and Wellbeing

As a research student, you have an exciting journey ahead but you also face many challenges along the way; the pressure to produce work of a high standard, meeting deadlines as well as the difficulties of balancing your degree against other commitments. We recognise these challenges and are here to offer the additional support you may need.

Student Wellbeing delivers a range of professional, specialist services to support you with emotional, mental health, disability and health related issues. All of the services are delivered by trained and experienced staff. They take a holistic and multi-disciplinary approach to the delivery of their services ensuring that you get the best support possible. They can be found in Hutton Hub on College Lane Campus.



Counselling



Disability



Mental Health



Health Promotion

For further information regarding wellbeing support for research students, please click [here](#).

The Doctoral College also organises events throughout the year for you to meet with other researchers and feel part of the community here at University of Hertfordshire.

Student Forum

As a research student representative, you will be a representative for postgraduate research students in your subject area. You will have a key role to play in encouraging fellow students to contribute their views in all aspects of the student experience.

'Whilst I was in my second year of my PhD I was given the opportunity to become a research student representative. I chose to become a rep as I wanted to improve both mine and my fellow students learning experience. The committee meets every quarter, giving the forum for both students and the university to raise issues and highlight social events. My role as a rep is simply to pass information between the university and the students to ensure that both are equally informed. I have enjoyed my time as a research rep and would strongly urge all students to get involved.'

Nathan Counsel, former student rep for Doctoral College and member of the Research Degrees Board



'Being a research student representative has given me many opportunities to develop my skills and enhance my abilities in many ways alongside my research studies. As an international student, this role allows me to practice English language skills with many international as well as native speakers. Also, my communication and management skills have improved while liaising with both tutors and students. Furthermore, attending professional academic meetings and conferences has enriched both my knowledge and my academic experience which will enhance my future opportunities.'

Alaa Al-Sarraf, former student rep for the Doctoral College

If you are interested in becoming a student rep then please contact the Associate Dean (Research) for your school.

Social Events

Throughout the year the Doctoral College organises events bringing junior and senior researchers together to promote a stimulating research environment and cooperation across disciplines, including the Postgraduate Research Student Conference.



Glossary

Annual Monitoring	The process of ensuring your programme of research is adequately supported (see 'Research Student: Points to Note')
Appeals procedures	There are two appeals procedures. The 'Request for the Review of a Progress Assessment Decision – Research Degree Candidates (UPR AS20)' procedure should be used to appeal against the outcome of a progress assessment decision (the progress assessments are the First Progress Assessment and the Second Progress Assessment). The 'Requests for the Review of Examination Decisions – Research Degree Candidates AS16' procedure should be used to appeal against the outcome of a final examination decision. These procedures are available on the Doctoral College HertsHub site
Assessment Panel	The Assessment Panel for both the First Progress Assessment and the Second Progress Assessment will be approved by the Research Degrees Board before the panel convenes. Each Assessment Panel will contain at least one member of the supervision team and at least one independent member with appropriate experience of research degree supervision and examination ('appropriate experience' means 2 successful supervisions and 2 examinations at doctoral level).
Associate Dean Research	Responsible for the oversight of the admission, enrolment, induction, registration, monitoring, and academic development of all registered degree students in the School
ATAS	Academic Technology Approval Scheme – this is a UK Government system that means some postgraduate students need to get an ATAS clearance certificate before applying for their student visa or extension of stay
Canvas	The University's virtual learning environment
CAS	Confirmation of Acceptance for Studies (CAS) - required if you need to apply for a Student Visa

Complaints procedure	The complaints procedure is followed when a research degree student is not happy about something that is happening during the course of their research degree study. Use the 'Student Complaints UPR SA05', available on the Doctoral College HertsHub site
Conferment	When your degree is 'conferred' upon you, it means that it is awarded to you
Criteria	These tell you exactly what you must achieve in order to be awarded a particular degree – see Criteria for your respective Schedule
Dissertation	A written document which presents and defends a thesis
Enrolment	The process of becoming a student of the University of Hertfordshire
Ethics Committee	Ethics Committees have authority to approve and monitor studies involving human participants
EThOS	Electronic Thesis Online System – a system to search and store electronic submissions
Examiners	As part of your examination arrangements, the Research Degrees Board will appoint at least 2, and normally not more than 3 examiners, one of whom shall be an internal examiner. At least one examiner must have experience of a minimum of 3 examinations at doctoral level.
Extension of Registration	Your registration will have an expiry date. If you are unable to submit for final examination by that date, you need to extend your registration. You will pay fees during any period of extension.
First Progress Assessment	This is the first formal assessment. Passing this assessment formally registers your programme of research with the Research Degrees Board
Generic Regulations	'Generic Institutional Regulations' – the regulations that govern all research degrees awarded by the University
Intellectual Property (IP)	Intellectual property (IP) is a legal field that refers to creations of the mind such as musical, literary, and artistic works; inventions; and symbols, names, images, and designs used in commerce, including copyrights, trademarks, patents, and related rights. Under intellectual property law, the holder of one of these abstract "properties" has certain exclusive rights to the creative work, commercial symbol, or invention by which it is covered

LCS	Library and Computing Services
LRC	Learning Resources Centre (you'll find one on the College Lane campus and one on the de Havilland campus)
Phase	A phase of study is 1 year full time, 2 years part time
Principal Supervisor	Your main supervisor
RDB	Research Degrees Board
RDF	Researcher Development Framework
RDP	Researcher Development Programme
REF	Research Excellence Framework
Registration	The process of registering your programme of research. This is not the same as enrolment
RPID	Research Programme Information Document – a course handbook that will give you more information about the degree you are enrolled to do. Most professional doctorate students will have a RPID
RSMS	Research Degree Supervision Management System
Schedule	A schedule gives you the regulations specific to your research degree
Second Progress Assessment	The process of assessing your academic progress against your registered programme of research (see 'Research Student: Points to Note')
Submission	A Submission is what is given in to the Doctoral College to be sent to your examiners for your final examination. The submission must contain a dissertation which presents and defends a thesis
Supervision team	You will have at least two supervisors and one will be your Principal (main) Supervisor

Suspension	Suspending your registration means that you will not be a student of the University for a set period of time. You will not pay fees during a period of suspension as you will not be using any University resources or making any progress on your research
Thesis	An intellectual position capable of being maintained by argument
TurnItIn	TurnItIn is a text matching tool used to develop your academic writing. It is available on your module website on Canvas.
UHRA	University of Hertfordshire Research Archive – the University’s repository for electronic research submissions, articles, papers, etc
UPR	University Policies and Regulation
Viva Voce	Part of your final examination – the oral defence of your submission to an examination team

The University of Hertfordshire makes every effort to ensure the accuracy of the information in this booklet but readers are advised to check current information for themselves when seeking accommodation. The University reserves the right to modify or alter, without prior notice, any of the information published herein or otherwise advertised pertaining to its services.

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