

# Supervisor Handbook: Guidance for Faculties

## 1. Overview and context

- 1.1 All Faculties should produce a handbook (or guidelines) for their supervisors. A supervisor handbook should contain key information that is consistent with the [General Academic Regulations for Research Students](#) (the Regulations) and the [Code of Practice for Research Degree Candidature and Supervision](#) (the Code of Practice), whilst at the same time reflecting differences in subject disciplines and local policies and procedures. First and foremost a supervisor handbook should provide practical advice to supervisors for day-to-day use.
- 1.2 This guidance document is intended to assist Faculties in the production of their supervisor handbook and provides a checklist of points that should be highlighted.
- 1.3 Aspects relating to student equality, diversity and inclusion (ED&I) are not specifically highlighted, but Faculties must consider students' differing needs (e.g. international students, students for whom English is not their first language, students with learning and other disabilities, part-time students, students studying at a distance, and students with caring responsibilities).

## 2. Introduction: setting the local context

- 2.1 Faculty and School governance structures (e.g. Faculty Graduate School Subcommittee, School Programmes Committee, Faculty Education and Student Experience Subcommittee, Student-Staff Liaison Committee).
- 2.2 Faculty and School responsibilities (e.g. the Faculty Director of the Graduate School (FDoGS), the Director of Doctoral Programmes (DPD), the Senior Tutor) and the role of the Faculty Graduate School directorate.
- 2.3 Professional Services responsibilities (e.g. the Doctoral College (Faculty) Team, the Faculty Operating Service).

Sources of help and support, contact details and weblinks.

## 3. Induction and supervisor training

- 3.1 Faculty (or School where disciplinary specialism dictates) induction arrangements for new supervisors, timings and expectations for participation/attendance.
- 3.2 Supervisor training and resources, expectations for participation/attendance.
- 3.3 Supervisor forums, including refresher training and University, Faculty and School updates (e.g. changes to regulations).
- 3.4 Mentoring.
- 3.5 Personal and professional development.

3.6 PGR Manager.

## 4. Recruitment, selection and admissions

- 4.1 Admission processes within the Faculty (and School where disciplinary specialism dictates).
- 4.2 Training and support.
- 4.3 The difference between the academic offer and any offer of funding (e.g. studentships).

## 5. Student funding and financial support

- 5.1 Sources of funding.
- 5.2 How to advise applicants regarding studentships as applicable in the Faculty and School.
- 5.3 Conference attendance and other travel (e.g. fieldwork): the availability of funding (e.g. Research Training Support Grant (RTSG)) and how to apply for it, what forms to complete and who to ask for advice.

## 6. Student training and professional development

- 6.1 A statement on training and professional development, including mandatory, compulsory and required training.
- 6.2 Faculty, School or discipline-specific information (e.g. additional safety training for lab work, seminars, forums, fieldwork).
- 6.3 University, Faculty, School or discipline-specific training resources (e.g. the [PGR Development Hub](#)). The processes for identifying student training needs (including generic/transferable, research skills, professional development, and careers support).
- 6.4 The academic needs analysis (ANA), its relationship to other processes (e.g. progression monitoring and review), timings and requirement for review.
- 6.5 The data management plan, its relationship to other processes (e.g. the academic needs analysis), timings and requirements for review.
- 6.6 The relationship between mandatory training (as detailed by the Doctoral College) and the second progression review (confirmation of doctoral candidature).
- 6.7 Local or discipline-specific information (e.g. seminars, conferences, forums or other sessions delivered by the Faculty (and/or School)).
- 6.8 Attendance recording and the procedures to be followed if a student's attendance is deemed unsatisfactory.

## 7. Supervision

- 7.1 Eligibility, nomination, and appointment.
- 7.2 Roles and responsibilities.
- 7.3 The supervisor-student relationship and sources of support should difficulties arise.

- 7.4 Supervisor availability (e.g. office hours, timescales for responding to student emails).
- 7.5 The responsibilities of the student.

Supervisor absence and changes to the constitution of the supervisory team.

## **8. Progression monitoring and review**

- 8.1 Informal and formal progression, monitoring and review processes, including timescales, criteria, feedback).
- 8.2 The role and responsibilities of the co-ordinating supervisor for nomination of assessors and the organisation of the progression review.

The conduct of the progression review.

## **9. Record keeping**

- 9.1 Responsibilities of the supervisor.
- 9.2 Responsibilities of the student.
- 9.3 Timeliness.
- 9.4 PGR Manager.
- 9.5 Data protection, freedom of information and subject access disclosure.

## **10. Nominal registration**

- 10.1 The role and responsibility of the supervisor in assessing a student's eligibility for transfer to nominal registration.
- 10.2 The maximum nominal registration period.
- 10.3 The nominal registration fee and when it should be paid.

## **11. Production of the thesis and the examination**

- 11.1 The intention to submit process and the decision to submit.
- 11.2 The format and production of the thesis (cross-reference to the [Submission and Completion](#) pages of the Quality Handbook).
- 11.3 The role and responsibilities of the co-ordinating supervisor responsibilities for the nomination of the examiners and the organisation of the examination and viva voce.

The examination process (cross reference to the [Examination and Examiners](#) pages of the Quality Handbook).

- 11.4 The availability and/or attendance of the supervisor at the examination and viva voce.
- 11.5 The conduct of the examination and viva voce.
- 11.6 The processes following the examination and viva voce, the procedures for amendments or resubmission, and for staying connected with and supporting the student.

## 12. Student support

12.1 Cross reference to the [PGR Handbook](#) which sets out University-level support services.

12.2 Faculty and School-level support (e.g. the role of the senior tutor).

12.3 The special considerations and pause in study process and the role of the supervisor.

## 13. Other

13.1 Ethics.

13.2 Academic responsibility and conduct.

13.3 Careers and employability.

13.4 Opportunities for teaching and demonstrating, including requirements for training.

13.5 Publications and thesis embargo.

13.6 Holiday entitlement and absence.

13.7 Academic appeals and student complaints.

## 14. Appendices

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