**Confirmation of registration outcome document**

To be completed by the Chair of the Review Panel

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| **Name of Candidate** |  |
| **School** |  |
| **Enrolment date** |  |
| **Current Title of Project** |  |
| **Award applied for** |  |
| **Date of Confirmation of Registration Panel** |  |
| **Appointed Chair of Review Panel** |  |
| **Other Review Panel Members** |  |
| **Members of supervisory team present** |  |

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| **Will the completion of the proposed project realistically allow the student to achieve a research award at the designated level and within the period of registration?** (Please provide comments, addressing the original contribution to the existing body of work in the area and that the project can be delivered within the timescales). |
| **Is the student able to pursue the research project at that level?** (please provide comments addressing the following: background experience and qualifications of the candidate).  **Are there sufficient resources available?** (Please address the following: any projected research costs and the sources of funding. Access to appropriate equipment. Any fieldwork costs and travel and subsistence. Please consider the scale and access for fieldwork). |
| **Does the student have any training needs and have they begun their Training Needs Analysis for their RTP?** (please address the following: has the candidate attached their training needs analysis, have they identified their developments needs please comment on how these can be met?) |
| **Have any ethical issues been addressed?** (please address the following: what ethical issues are associated with this project, have they been appropriately considered as part of the project timeline?) |
| **Please comment on the student’s timeline?** (please provide specific detail of where the student should be at their first annual progression?) |
| **Please confirm the student’s supervisory team at present (list them below). Please state whether the team is appropriate to the project?**  **Director of Studies:**  **Supervisor:** |

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| **Outcome** - | **Comments / Further Information / Advice** | | | | |
| 1) **Confirmation of registration** for the award. (Tick appropriate award) | PhD/ Other PhD | | MPhil | |  |
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| The panel are welcome to make any suggestions or give any guidance here. | | | | |
| 2) **Confirmation of Registration for a lesser award.** | The panel should detail clearly the rationale for a lesser award and detail the major limitations with the proposal. | | | | |
| 3) **Termination of the Programme**  (The deficiencies of the proposal / reasons why the programme is being terminated must be specified in the section to the right) |  | | | | |
| **Chair of Review Panel**  Name | | **Signature** | |
| **Date** | |

**Appendix A – Extract from the ‘Framework for Higher Education Qualifications in England, Wales and Northern Ireland’ – August 2008 “Descriptor for higher education qualification at level 7: Masters Degree”.**

### Descriptor for a higher education qualification at level 7: Masters degree

The descriptor provided for this level of the framework is for any Masters degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

#### Masters degrees are awarded to students who have demonstrated:

* a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
* a comprehensive understanding of techniques applicable to their own research or advanced scholarship
* originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
* conceptual understanding that enables the student:
  + to evaluate critically current research and advanced scholarship in the discipline
  + to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

#### Typically, holders of the qualification will be able to:

#### deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

* demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
* continue to advance their knowledge and understanding, and to develop new skills to a high level. And holders will have:
* the qualities and transferable skills necessary for employment requiring:
  + the exercise of initiative and personal responsibility
  + decision-making in complex and unpredictable situations
  + the independent learning ability required for continuing professional development.

39 Much of the study undertaken for Masters degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

40 Masters degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a Bachelors degree with honours (or equivalent achievement).

41 Masters degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Masters degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

42 Some Masters degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

43 First degrees in medicine, dentistry and veterinary science comprise an integrated programme of study and professional practice spanning several levels. While the final outcomes of the qualifications themselves typically meet the expectations of the descriptor for a higher education qualification at level 7, these qualifications may often retain, for historical reasons, titles of Bachelor of Medicine, and Bachelor of Surgery, Bachelor of Dental Surgery, Bachelor of Veterinary Medicine or Bachelor of Veterinary Science, and are abbreviated to MBChB or BM BS, BDS, BVetMed and BVSc respectively.

#### Note

The Master of Arts (MA) granted by the University of Oxford and the University of Cambridge are not academic qualifications. The MA is normally granted, on application, to graduates of these universities with a Bachelor of Arts (BA). No further study or assessment is required, but the recipient may be required to pay a fee.

At the University of Oxford, the MA may be granted during or after the twenty-first term from matriculation and at the University of Cambridge, the MA may be granted six years after the end of the first term.

**Appendix B – Extract from the ‘Framework for Higher Education Qualifications in England, Wales and Northern Ireland’ – August 2008 “Descriptor for higher education qualification at level 8: Doctoral Degree”.**

The descriptor provided for this level of the FHEQ is for any doctoral degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 8 qualifications.

#### Doctoral degrees are awarded to students who have demonstrated:

the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication

a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice

the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems

a detailed understanding of applicable techniques for research and advanced academic enquiry.

#### Typically, holders of the qualification will be able to:

make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences

continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

#### And holders will have:

the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

44 Doctoral degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge which extends the forefront of a discipline, usually through original research.

45 Holders of doctoral degrees will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctoral degrees will have the qualities needed for employment that require both the ability to make informed judgements on complex issues in specialist fields and an innovative approach to tackling and solving problems.

46 Doctoral programmes that may include a research component but which have a substantial taught element (for example, professional doctorates), lead usually to awards which include the name of the discipline in their title (for example, EdD for Doctor of Education or DClinPsy for Doctor of Clinical Psychology). Professional doctorates aim to develop an individual's professional practice and to support them in producing a contribution to (professional) knowledge.

47 The titles PhD and DPhil are commonly used for doctoral degrees awarded on the basis of original research.

48 Achievement of outcomes consistent with the qualification descriptor for the doctoral degree normally requires study equivalent to three full-time calendar years.

49 Higher doctorates may be awarded in recognition of a substantial body of original research undertaken over the course of many years. Typically a portfolio of work which has been previously published in a peer-refereed context is submitted for assessment. Most higher education awarding bodies restrict candidacy to graduates or academic staff of several years' standing.