UNIVERSITY OF LEEDS

Postgraduate Research (PGR) Periodic Review

General Guidance

Page

Version: session 2024-25

Doctoral College Programmes

University of Leeds

PGR Periodic Review

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Introduction
QAA Expectation

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The QAA Quality Code on Research Degrees sets down the expectation that Higher Education providers should have effective procedures in place to routinely monitor and periodically review their programmes and provision.

This expectation is one that the University is required to meet. It extends to all research degree awards: PhD, Integrated PhD, Professional Doctorates, MPhil and Masters by Research. This also extends to any collaborative awards that the University offers whether Leeds-only awards or Dual / Joint awards.

The PGR Periodic Review is the institution's 'periodic review of the continuing validity and relevance of programmes offered' and it forms part of an increasingly more systematic approach to the monitoring of the PGR experience. As a result there is an expectation that the Faculties and their constituent school will draw on the available data in the maintenance of academic standards and the assurance and enhancement of quality for its research degree provision. This process sits alongside the existing IPE and SAER (L&T)[1] review exercises.

As Review processes mature they also adapt to include new elements. With all Cycle 2 reviews now complete each Faculty has established an action plan to develop their provision in line with the recommendations of the Review Team. This activity runs in tandem with their own stated plans and priorities for enhancement which were outlined during the review and are aligned to their own particular strategies.

This next Cycle of Reviews will therefore have a greater focus on:
- Enhancement
- The Use of data in the maintenance of academic standards
- Institutional KPIs for PGR

Enhancement
The evaluation document and discussions during the review itself will present a greater focus on 'Enhancement' asking faculties to identify their priorities for enhancement both those introduced since the last review and those identified for the period of this review cycle 2024-2028. Review Teams will also look at the various enhancements identified or introduced for different cohort groups, such as part time, under represented groups, distance learning and those on collaborative programmes.

Data
With newly provided guidance by the QAA (June 2024) related to the Quality Code, the PGR Periodic Reviews will require Graduate Schools to draw on the available data and use this to analyse how this can act as an enabler to understand and respond to the needs of their PGR cohorts, and by promoting equality, diversity and inclusion.

The Review Teams will look to see how the Faculty and its constituent schools have drawn on available data both quantitative and qualitative to support their identification of areas for enhancement and as well as action to be taken in response to issues raised. (This data would typically include: Recruitment Data; Progression and Submission Data; EDI data; PRES data, International Student Barometer Data; Graduate Outcomes Data). There will continue to be a review of data typically found in the GRAD dashboards and

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[1] The SAER (L&T) considers any taught modules that form part of a doctoral award such as Integrated PhD and Professional Doctorate. It also looks at the contribution of postgraduate research students to any teaching in the School through their roles as postgraduate demonstrators or Teaching Assistants etc.

other associated data in relation to candidatures within cohorts such as number of suspensions and extensions, numbers engaged in SPS process and recording of engagement with supervisions.

PGR Periodic Review will also consider the Faculty's progress in working towards the University's KPI measures for Postgraduate Research.

 For PGR, these institutional KPIs focus on :

- o 4a & b Securing Successful outcomes for students

- o 5d Delivering Impactful research and innovation

- o 6a & c Providing a healthy, safe and inclusive environment and enriching experience for staff and students

- o 9d Ensuring a sustainable and balanced cohort mix

Data wlll be provided in relation to these KPIs.

In accordance with the QAA code, the PGR Periodic Review process will encompass:

- the PGR experience (including supervision and training)

- PGR progression and achievement (including formal monitoring arrangements for PGR cohorts and progression outcomes at Transfer and Viva for the various cohort groups) This will include data on suspensions and extensions as well as SPS and other points of the candidature including the number of withdrawals and completion.

- the research culture and environment (including the continuing availability of staff and physical resources)

- the measures taken to obtain feedback from PGRs on the provision within the School and the process by which external feedback including the PRES is reviewed and acted upon

- enhancement of the provision and the PGR experience including the development of the PGR Community

- consideration of programmes delivered in collaboration with a partner institution / organisation (UK or international) (CDT/ DTPs, Split Site PhD, Joint PhD, industrial partner, and Horizon Europe)

It will also include the following areas identified by the Doctoral College such as:

- the impact of the Leeds Doctorate and PGR Strategy on the provision including University strategic developments

- any changes in PGR recruitment and demand

- skills development including opportunities for placements / internships

- consideration of Graduate Outcomes data in terms of employability and future careers

PGR Periodic Review

What's reviewed

Timing of visits

Outcomes

The Unit of Review for a PGR Periodic Review
The PGR Periodic Review will review Postgraduate Researcher (PGR) experience at the level of the Faculty. This will include the schools, institutes and divisions that comprise the Graduate School including Centres for Doctoral Training (CDTs and DTPs). If a CDT spans across more than one Faculty within the University the Periodic Review will review this according to the lead Faculty for the arrangement. The Periodic Review will also consider the processes that link each school with the Graduate School, in particular those that assure and support the academic experience of the postgraduate researchers in the Faculty.

Timetable for a PGR Periodic Review and frequency visits

This one-day review will take place every 5 years. If any substantive issues are identified as part of a Periodic Review, the Review Team will agree a timetable with the Faculty when an additional visit can be arranged to address any outstanding issues.

Timetable 2024/25 – 2027/28

2024/5	2025/26	2026/27	2027/28
EPS	Social Science	FBS	M&H
LUBS	ENV	AHC	Overview of cycle 3 (to include a reflection on developments towards requirements of the Leeds Doctorate)

The Outcome

The outcome of the visit will be a short report agreed by the Periodic Review Team and will comment on the PGR experience: the arrangements in place for the support and supervision of the postgraduate researcher; the arrangements for meeting the requirements for assuring the standards of the awards as well as adherence to the codes of practice. It will also comment on areas of enhancement and note any recommendations for action.

As part of its findings the review team may consider that one area of the Graduate School's provision necessitates additional consideration. If this is the case the findings will indicate this and a timetable for further discussion will be identified.

PGR Periodic Review

Short Overview of the arrangements for PGR Periodic Review

Timetable and Meetings

The Review Process
Deliberate steps to engage and involve PGRs, staff and external expertise in monitoring and evaluation activity

The Faculty's self evaluation document together with the supporting data provided and meetings with PGRs will form the basis for the discussions in the various meetings on the day of the review.

1. Whilst the intention is to resume the on campus setting for these reviews there may be occasions when some additional on line (MS Teams) arrangements will be included to ensure that those PGRS and Supervisors unable to attend in person can contribute to the discussion. This is likely to be in the form of additional but separate meetings with the PGRs and supervisors on-line as well as the face to face meeting arranged in advance of the review day. This will also allow the External Reviewer the opportunity to attend at least one meeting with PGRs in advance of the Review itself.

2. **Meeting with PGRs:** The Review will continue for the most part as a one-day event. The exception will be the meeting of the review team with the PGRs from the Faculty as this will be arranged to take place a few days in advance of the Review Day itself. To ensure that this allows the maximum number of PGRs to be involved this may include an additional second opportunity to meet with PGRs facilitated through MS Teams so that those PGRs not on campus on that day or on field work can still contribute to the review. This will also include PGRs who are Part Time, registered on a Distance Learning, Dual or Split Site Programme and those PGRs whose personal circumstances mean that on-line involvement is a more suitable way to contribute to the review. These meetings will take place at least 2 weeks before the review day itself.

3. **Self Evaluation Document:** It is the Head of the Faculty Graduate School who is responsible for drafting the Self Evaluation document along the lines of the template provided and this will be considered by the Review Team together with a range of data and additional documentation that supports the provision.

4. **Data sources and review:** The Head of Graduate School will have access to the dedicated PGR Contextual Information contained on the Student Number Planning Tableau Sharepoint site and the range of data available there: PGR Contextual Information (sharepoint.com). [2] This data will include that for CDTs. Other data will come from Doctoral College Programmes (progession, numbers of suspensions and extensions, submission and completion rates, supervisory team splits). Graduate Schools can also access Graduate Outcomes through Power BI.

5. Any of the data that has to be generated specifically for the faculty, will be provided to the Graduate School several months in advance of the visit so this can be used to frame the Self Evaluation document as required. The timing of the provision of data and submission of the self evaluation document will be agreed with the Graduate School as part of a preparatory meeting with the Head of Graduate School and Graduate School Manager. Other more local data will be sourced by the Graduate School. This supporting documentation and data will be included in the Desk-based component of the Review and there will be a meeting with the Head of Graduate School in advance of the review to consider the data.

6. This specific data meeting will be held at least 2 months in advance of the visit. This will be an opportunity to discuss any additional data requirements and any particular trends that emerge from the data set. It is hoped that this will be a supportive mechanism to help identify areas for inclusion within the Self Evaluation which will be provided by the Head of Graduate School .

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[2] This includes: PGRs per academic FTE, Registrations, Application Monitoring (applications, offers , acceptances), Market Data Analysis.

7. **Timetable and Meetings**: A combination of in person and on-line meetings will be piloted this year. Three dedicated meetings will continue to provide the main framework for the review as follows:

The Meetings		Typical Timetable for the Review Day
Meeting : **PGRs from Schools across the Faculty**	(held several days in advance of the Review Day):	10.00 – 11.30 Meeting with Senior Team (in person) 12.30 - 13.30 Meeting with Supervisors (in person or on line) 15.00 – 15.30 Clarification meeting (if needed) 16.00 Feedback
Meeting: **Faculty Graduate School (Senior) Management team**	Head of Graduate School, Head of School and School Directors of PGR Studies Members of Graduate School Committee who are not included above including CDTs.	The meeting(s) with PGRs will be scheduled at least 2 weeks before the Review Day.
Meeting : **Supervisors**	This meeting should include a range of supervisors (recently trained or experienced supervisors / main or co supervisors) from across the different subjects and disciplines of the faculty including CDTs / DTPs. This should not include supervisors who have already attended an earlier meeting in a different capacity. We would prefer to call only on their time once.	The meeting relating to clarification of Data will be held at least 2 months in advance of the Periodic Review Day

PGR Periodic Review

Review Team Composition

The External Reviewer role: nomination and approval

The composition of the PGR Periodic Review Team

Chair (Dean of the Doctoral College*)

External reviewer (from another university)
In the case of large faculties then two externals will be appointed for the review

Faculty Head of Graduate School (from a different faculty)

Member of PGR Programmes and Quality Group

Member of Progression and Examinations Group

Director of Postgraduate Research Studies (from a cognate discipline where possible)

Postgraduate Researcher Representative

- *in the case where the faculty under review is the same as that of the Dean of the Doctoral College the Dean will step down from chairing the review and another Chair will be appointed.

The External Reviewer for the PGR Periodic Review Team

Higher education providers (should) ensure that individuals external to the higher education provider involved in programme monitoring or review are appropriately qualified, in terms of their expertise in relation to the programme, and are provided with clear information on the process and their role within it.

The nature and extent of external input to programme monitoring and review is proportionate to the scale of the process involved. For example, periodic review draws on a wider external contribution than ongoing monitoring.
The QAA Quality Code.

Nominations

It is expected that the external member will normally be of the rank of Professor, Associate Professor, Reader or Senior Lecturer and will have experience of supervision of research degrees to completion and of the PGR environment at another university. Previous experience of external review would be helpful, but not, essential. Once decided the nominees will be invited to act by Doctoral College Programmes.

Eligibility

When nominating an external review team member Graduate Schools must avoid the following:

- A current external examiner for any taught programme[3]
- Someone who has acted as an external examiner at Leeds (taught or research) in the last 5 years
- A former member of Leeds University staff
- A nominee from outside the University sector
- Retired member of Leeds University staff
- A nominee from the same institution as a previously approved external for an earlier Periodic Review visit.

Heads of Graduate Schools are responsible for ensuring that there are no 'reciprocal' arrangements between university schools.

Fee and Expenses

An agreed fixed fee of **£300** is paid by the Doctoral College, along-with associated travel and accommodation expenses. These are arranged / reimbursed by Doctoral College Programmes. The levels of reimbursement are the same as for University staff and are outlined on the reverse of the expenses form.

Cases of Disagreement

In the University's experience it is highly unlikely that a team will fail to reach a consensus on an issue at the final meeting of the review team. If, however, such an exceptional event should occur the University will usually seek to reconcile the impasse 'internally'.

Doctoral College Programmes, will arrange for the circumstances to be considered by a Head of Graduate School who will take into account the views of at least two other Heads of Graduate Schools in proposing the action needed to reconcile the differences of view.   Should this proposed action prove unacceptable to the external reviewer and other members of the team, the issue will be referred to the Deputy Vice Chancellor for Research and Innovation.

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[3] If any School has an Integrated PhD or Professional Doctorate, the external examiner could have acted for these awards.

PGR Periodic Review

Postgraduate Researcher (PGR) Involvement in the Process

The Review Team's discussion with PGRs

PGRs and PGR Periodic Review

There are several opportunities for PGRs to be involved in the review process:

- An opportunity to comment on the Self Evaluation through the wider consultation process led by the Graduate School

- Each PGR periodic review team will include PGR representation. The member of the team will be a full member and from a different Faculty to that being reviewed

- PGRs may wish to provide a written submission for the review team to read. This is not a requirement of the review process but remains an option available. There is no template for the written submission but it should be a concise document, no more than 3 pages.

The following areas might be a useful starting point to gather feedback for the submission:

- The Information provided for PGRs in the form of handbooks or web pages, sharepoint etc
- Do PGRs know what is expected of them in order to be successful and what is required at each progression stage
- What is the PGR experience like: the support received and access to facilities and research environment
- Do PGRs have opportunities to provide feedback to the School and is this listened to?

Engaging with PGRs and seeking their Feedback
Supporting PGRs to achieve their potential

The published QAA document on Doctoral degree characteristics (2011) and the QAA Quality Code (2018 & 2024) provide additional areas for discussion

There will be an opportunity for the Review Team to speak to PGRs in person and on-line as the review team will wish to engage with as many PGRs as possible. Recognising that cohorts of PGRs can be part time, at a distance, have particular requirements that mean that they cannot be on campus, are part of a collaborative or split site programme then the Team will hold a meeting with PGRs on line so that those who are not on campus can still be involved in the review and their feedback can be obtained.

Choosing the University
- Why choose Leeds? (Awareness of the School's reputation for research; Research Council funding)
- Awareness of selection process
- Visits to the School; interview, etc.
- Adequacy of pre-registration information

Induction process
- Information from the School before / after arrival
- Induction for new PGRs including Health and Safety
- What is the main source of information in relation to their research candidature
- Preparation for independent research. Any 'methods' training?
- Information on research activity in the School and the wider research community that they will join

Funding arrangements
- Any scholarships available? Are they advertised?
- Are sponsorship arrangements transparent?
- Funding for attendance at conferences

Guidance and supervision
- How was your supervisor (s) chosen and appointed?
- How often do you meet with your supervisors?
- Use of GRAD? What records are kept (a) by you, (b) by the supervisor?
- What guidance do you get on your progress?
- Understanding of arrangements for formal assessment of progress at the end of year 1
- Were expectations to write your thesis in a particular time frame made clear
- Were the hours of work, holiday entitlement, etc., and expectations made clear to you
- What if you have a complaint, do you know the process in place?

Facilities
- IT - provision, access, equipment, software/hardware adequacy, etc.
- Library - access, adequacy of texts, staff support, specialist journals
- Laboratory space, equipment, maintenance
- Research Environment and Research Culture of the school/faculty
- Study accommodation
- Social facilities
- Opportunities to meet with PGRs from other faculties
- Views of general University facilities

Training courses
- Were you encouraged to seek out training opportunities?
- Was the relevant information given to you?
- Was it easy to register on the course you wanted?
- Were the courses useful?

Opportunities for teaching?
- How are opportunities advertised?
- What training is available?
- What support are you offered?
- Are you involved in assessing student work?
- What courses do you attend to support you with assessments?
- Do you get any feedback on the teaching you have undertaken?

PGR feedback
- How does the School obtain feedback from PGRs?
- Is there research representation on the Staff-PGR Forum?
- How do PGRs find out how issues raised have been dealt with?

PGR Periodic Review

Self Evaluation document & Data

Self Evaluation Template

Referencing the Leeds Doctorate

PGR KPIs

Enhancements to the PGR Experience

Using the Data

Summary of the requirements of the Faculty Self Evaluation Document

It is the Head of the Faculty Graduate School who is responsible for drafting the Self Evaluation document. There are 3 components to the submission:

	Provided by
Cover Sheet Data overview (template provided)	Faculty Graduate School and Doctoral College Programmes
Organisational structure for the Graduate School	Faculty Graduate School
SWOT analysis	Faculty Graduate School
A short self evaluation (template provided) : the strategy to include a reflection on the PGR KPIs.	Faculty Graduate School (drafted by the Head of the Graduate School)
Data Annex	Doctoral College Programmes

Self evaluation document

There are a number of areas from the Leeds Doctorate that fall within the different sections of a Self Evaluation Document (a template is provided).
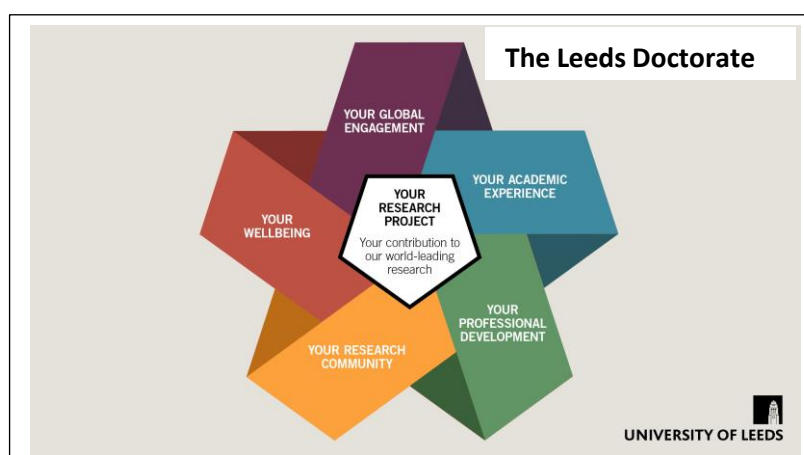
Areas covered in the self evaluation template:

- The Faculty's Strategy for PGR provision for next 5 years: future developments including faculty priorities and initiatives (e.g. Recruitment, scholarships, research council funding, programme portfolio developments) Please reflect how these inform the PGR KPIs.

- An outline of the facilities for PGRs (including social space) and how this supports the **PGRs' academic experience**

- A short overview of research activity and how this supports the development of PGR experience through PGR opportunities. **PGR research community**, environment and research culture.

- PGR support and academic guidance across the faculty (i.e. Information, support mechanisms including academic support, pastoral support) and how this supports **PGR Wellbeing**

- Research training for PGRs including current and future developments as well as teaching opportunities and how PGR Opportunities in the areas of global engagement, placement and internships, collectively support **PGR professional development**

- Managing the candidature: allocation of a supervisory team; supervision; progress monitoring; academic feedback mechanisms; preparation for key progression points such as transfer and the viva and how this supports the **PGR academic experience**

- Enhancing the provision and **academic experience of PGRs** including enhancements introduced as a result of evaluation and / or as a result of working in partnerships with PGRs whether through feedback; PGR internship projects, or PRES action planning

- How the use of data (progression, submission / qualification rates, complaints/appeals, graduate outcome destination statistics) have helped to identify trends and enhancement activity including CDTs– Explain how this is used to monitor the **PGR experience** and how and where is this data discussed. ie FGSCs, by DPGRS in Schools

- Any additional guidance and training provided for supervisors

- **Annex 1** will be completed predominantly by Doctoral College Programmes, with additional sections to be completed by the Graduate School at least 6 weeks before the visit. Doctoral College Programmes will complete the relevant sections and then forward the Annex to the School for any remaining data to be provided.

  Graduate Schools should draw on the data provided by Doctoral College Programmes when drafting the Self Evaluation.

Self Evaluation Cover Sheet (Template)

Faculty of ………………………………………………….

Details of the programmes that are delivered, mode of study and pgr profile *(to be completed by DC Programmes)*

Degree Type	Named Research Degree	PGR Profile Home	International	FT	PT
PhD					
Distance Learning PhD					
Professional Doctorates					
Integrated PhDs					
Practice-led					
Collaborative					

2021/22 (Data)

	PhD	MPhil	Prof Doc	MbyR	Integrated PhD	Distance Learning
Submissions						
Completions						
Suspensions						
Extensions						
SPS						
Withdrawals						

2022/23

	PhD	MPhil	Prof Doc	MbyR	Integrated PhD	Distance Learning
Submissions						
Completions						
Suspensions						
Extensions						
SPS						
Withdrawals						

2023/24

	PhD	MPhil	Prof Doc	MbyR	Integrated PhD	Distance Learning
Submissions						
Completions						
Suspensions						
Extensions						
SPS						
Withdrawals						

Self Evaluation Template to be completed by the Head of Graduate School

1. Overview of the strategy and research activity for PGR provision for the next 5 years

- Strategy for PGR provision: developments from the last action plan, future developments including faculty initiatives and priorities e.g. recruitment strategy, equality, diversity and inclusion developments, external funding opportunities including Research Council, Horizon Europe and university scholarships. Collaborations in the delivery of PhDs, CDT PhDs, Split Site, Joint Awards. A short overview of research activity and how this supports the development of PGR experience through PGR opportunities. PGR research community, environment and research culture.

- Development towards PGR KPI outcomes including 5D, 6A and 9D.

2. Brief outline of facilities for PGR (including social space)

An outline of the facilities for PGRs (including social space) and how this supports the PGRs' academic experience. (Policy on desk space allocation etc. RTSGs etc)

3. Supervision, progress monitoring and assessment including any additional commentary on submission and qualification rates for the School / Faculty

Managing the candidature: allocation of a supervisory team; supervision; progress monitoring; academic feedback mechanisms; preparation for key progression points such as transfer and the viva and how this supports the PGRS academic experience.

The data will present an opportunity to consider how this section might be addressed. Consideration can also be given to the data indicating the number of PGRs who submit by the end of their period of study and those after this period, including CDT / DTPs. Does the annual analysis of progression and completion data identify any implications for support mechanisms at school, faculty or University level? Schools may wish to draw on information provided as part of the IPE for this aspect of the Evaluation.

4. **PGR Academic Experience: enabling PGR development and achievement (including how the School /Faculty ensures that there is a clear and effective method for reporting and discussion of issues and matters of policy in relation to PGR development and enhancement[4]).**

To include: academic guidance, ethics and research and transferable skills training, any reference points that impact on this such as the Researcher Development Framework (what is done at school/faculty/ODPL levels and how this is coordinated); induction; role of supervisor, DPGRS and support staff.
Any specific support provided to PGRs in preparation for the key progression points during the candidature (mocks / training sessions); current developments and any future plans currently under discussion by the Graduate School and Schools' PGR Committees. Please provide information on PGR achievement such as prizes awarded to PGRs, including research excellence awards, conference presentations and posters as well as publications that have been recognised for the quality of the submission. Also note how this impacts on the experience of the different cohorts (joint awards, split site, distance learning) and modes of study (full time and part time) .

5. PGR support and how best practice is shared across the various Schools in the Faculty

PGR support and academic guidance across the faculty (i.e. Information, support mechanisms including academic support, pastoral support) and how this supports PGR Wellbeing. Links with the various central support services including careers, ODPL, Library etc. and faculty enhancement strategies to identify best practice. How is this enhancement cascaded as practice to adopt.

6. PGR Engagement: to include how feedback is obtained from PGRs on their experience; where feedback including results from the last PRES has been discussed and how this partnership has contributed to enhancement of the PGR experience.

Enhancing the provision and academic experience of PGRs including enhancements introduced as a result of evaluation and / or as a result of working in partnerships with PGRs whether through feedback; PGR internship projects, or PRES action planning

7. Availability of PGR Opportunities for placements, internships and global engagement .Availability and transparency of teaching opportunities for PGRs and how PGRs are involved in the review of that aspect of the curriculum

Research training for PGRs including current and future developments as well as teaching opportunities and how PGR Opportunities in the areas of global engagement, placement and internships, collectively support PGR professional development.

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[4] This is a requirement of the University's Code of Practice for Postgraduate Degree Candidatures

8. **Enhancement of the PGR Experience and the use of data to support this**
How the use of data (progression, submission / qualification rates, complaints/appeals, graduate outcome destination statistics) have helped to identify trends and enhancement activity – Explain how this is used to monitor the PGR experience and how and where is this data discussed. ie FGSCs, by DPGRS in Schools

PGR Periodic Review
Self Evaluation Report
Annex 1

The following data is completed by Doctoral College Programmes and the Graduate School as part of the review

	Provided by

1. Narrative in response to the data. To include:
   (a) Self Evaluation
   (b) Faculty organisational structure (including Divisions, research groups and PGR Committee structures)
	Faculty

2. Faculty Graduate School Committee minutes (2023–2024)	Faculty
3. Faculty-specific PGR guidance and information (can include induction, PGR Handbook(s), Supervisor Handbook etc.)	Faculty

4. Total number of PGRs (academic year 2023/24):
   a. By programme
   b. By year of study
   c. By fee rate
   d. By method of study
	DCP

5. Admissions data 2021-2024 Applications; Offers; Acceptances	DCP
6. New Starters by Academic Session (2021– 2024)	DCP
7. New Starters by Academic Session (2021– 2024) (Integrated PhD and master and Professional Doctorate) if relevant	DCP
8. Scholarships – applications received per award	DCP
9. Number of Suspensions approved (2021-2024)	DCP
10. Number of Extensions approved (2021-2024)	DCP
11. Number of SPS initiated (2021-2024)	Faculty
12. Submission rate data for full-time PGRs – all programmes and modes of study	DCP
13. Examination Outcomes (PhD and Masters by Research)	DCP
14. Withdrawals	DCP
15. Number of extensions & suspensions granted in session 2022/3 & 2023/4	DCP
16. Supervisors supervising 10 or more PGRs	DCP
17. Numbers of PGRs undertaking teaching duties (Demonstrating and Tutorial Assistance)	DCP
18. PRES – data and action plans (2023 only)	DCP
19. GRAD Compliance	DCP
20. Previous PGR Periodic Review Report and Action Plan	DCP
21. Programme specifications and external examiners reports– integrated PhD and Professional Doctorate (if appropriate)	DCP
22. List of current collaborative arrangements for schools in the Faculty (eg. Joint Awards and CDT arrangements) if relevant	DCP
23. Graduate Outcomes Data 2024	DCP
24. Career Readiness data :Work Experience Headlines and breakdown for Placements; Internships etc	DCP