

UNIVERSITY OF BIRMINGHAM
CODE OF PRACTICE ON DISTANCE LEARNING

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1 Introduction

1.1 Definition

- .1 Distance Learning is a mode of study in which there is little or no requirement to attend campus in order to study for, or take part in assessment for University credit.
- .2 A programme will be defined as Distance Learning if it meets the above criteria, even when students are required to:
 - (a) Attend campus in order to undertake assessment;
 - (b) Attend campus for induction/re-induction; and/or
 - (c) Attend campus for intensive teaching/lectures/workshops.

1.2 Scope

- .1 This document applies to:
 - (a) Teaching and learning that bears credit only, and therefore does not cover materials made available by 'open access'.
 - (b) Taught and research programmes and modules whether delivered by the University or via collaborative organisations, and to full time and part time modes. Further details on the nature of the University of Birmingham Distance Learning PhD can be found in Appendix 1 which is supplementary and subordinate to this Code of Practice.
- .2 This document does not apply to:
 - (a) Students studying via flexible mode, as these students attend campus in the usual way, albeit over an atypical timeframe or study pattern.
 - (b) Placement learning, nor Split Location Study, for which there are separate definitions and codes of practice
(<http://www.birmingham.ac.uk/Documents/university/legal/placementlearning.pdf>), (<http://www.birmingham.ac.uk/Documents/university/legal/split-location-postgraduate-study.pdf>)

2 Approval

- 2.1 The University, through the Programme Approval Review Committee, is responsible for approving new undergraduate and postgraduate taught programmes, and postgraduate research programmes with taught elements, including those which are to be Distance Learning. College Education Committees, or their equivalents, are responsible for approving Distance Learning programme elements.
- 2.2 The University Programme Approval Committee will accept proposals as follows:
 - (a) New taught Distance Learning programme: Schools are required to complete the New Programme Approval process, which includes the submission of a Plan to Develop a New Programme form, followed by a Programme Proposal and Programme Specification. The Distance

Learning Checklist must also be completed and submitted to the Committee along with the New Programme Proposal.

- (b) Delivering an existing campus-based taught programme as a Distance Learning programme: Schools should submit a New Programme Proposal and include the Distance Learning Checklist.

2.3 College Education Committees, or their equivalents, will accept proposals as follows:

- (a) Introduction of a taught Distance Learning element to a campus-based programme: Schools should complete the New Module Proposal form along with the Distance Learning Checklist.

2.4 In the case of research-only programmes proposals, including the Distance Learning Checklist, must be reviewed and agreed by the Pro-Vice-Chancellor (Education) and the Director of the Graduate School, before submission to University Programme Approval Review Committee for approval.

2.5 These forms and guidance on completion can be found on the programme and modules development web pages:
<https://intranet.birmingham.ac.uk/as/registry/policy/programmemodule/index.aspx>

2.6 When seeking approval for Distance Learning programmes, or programme elements, Schools are required to address the requirements set out in sections 4-10, as appropriate.

2.7 Where the programme will be supported or delivered by a collaborative organisation, agreement in principle must first be gained from the Collaborative Provision Committee. Once full approval has been gained a legal agreement must be drafted and signed by all parties before commencement of the programme.

3 Review

3.1 The University, through the Quality Assurance Committee, is responsible for ensuring the quality and standards of Distance Learning through oversight of the Annual Review process.

3.2 Schools should review their Distance Learning provision as part of the Annual Review process. Assessment of Distance Learning modules should be subject to scrutiny by External Examiners in line with The External Examiner System for Taught Programmes. Further information regarding the Annual Review and External Examiners processes is available from the Academic Quality Unit:
<https://intranet.birmingham.ac.uk/as/registry/policy/quality/index.aspx>

3.3 There should also be mechanisms in place, via module evaluation for example, to solicit feedback from current and former students to ensure the quality and standards of the programme. Schools are required to ensure they have reviewed the Policy on Student Representation and received agreement from their College and the Student Representation System Advisory Board for any

required amendments to the standard model of representation in light of the particular needs of their Distance Learning students.

4 Academic Programme and Management

4.1 Strategic Fit

- .1 Development of all programmes and modules requires resource and consequently ongoing commitment from staff. The resource requirements for development of a Distance Learning programme may indeed be greater than for some on-campus programmes. For this reason it is important that the development aligns with the School and College strategies before significant work is undertaken on the proposal.
- .2 Where the development involves collaboration with an external organisation, strategic fit between the University and the collaborative organisation will be a significant consideration for the University.

4.2 Resource Allocation

- .1 Consideration of the staffing resource allocated for Distance Learning activity is essential. While students might not visit campus for scheduled learning activities, much time will be spent managing correspondence and updating/reviewing the relevant e-learning tools and resources. This is in addition to the typical tasks associated with managing a programme or module, such as marking, feedback and annual review.
- .2 There might be specialist or specific hardware and software used for the learning activities associated with delivery of the programme which will carry ongoing as well as one-off monetary costs.
- .3 Staff who provide support to learners should have the appropriate skills, and receive appropriate and ongoing training and development.
- .4 Consequently, financial viability of the programme must be clearly demonstrated at the approval stage.

4.3 Administration

- .1 Schools must contact the relevant sections of Corporate Services at the earliest opportunity to discuss any elements of the programme which might not fit with the usual University administration cycle. This might include discussion with Strategic Planning where a programme start date is after the census date, or where there are multiple cohorts per year, or discussion with Student Records or Graduate School where student processing might differ from the standard.

5 Academic Requirements

5.1 Admission

- .1 All admissions to the University will be managed in line with the Code of Practice on Admission of Students. Academic and English Language requirements for entry to a programme are set by the School and scrutinised by Admissions at the point of application. When setting these requirements Schools are advised to consult with Admissions, and consider how these requirements might vary from similar campus-based programmes, particularly due to the limited English Language support available to Distance Learning students.
- .2 Any additional admission requirements which are set by the School for either taught or research students, are subject to scrutiny by the School at the point of application. Additional admission requirements, such as evidence of ability to study independently, are particularly important for postgraduate researchers, for whom a 'Checklist to Accompany an Admission Decision Form' must be completed and approved by the supervisor and Head of School prior to any admission offer letter being sent to the applicant. The form must include detail of how the applicant has demonstrated:
 - (a) Evidence of the ability to study and undertake research independently;
 - (b) A minimum technological requirement e.g. the proficient use of Skype or Facetime;
 - (c) The suitability of the chosen residency location for research; and
 - (d) The reasons for Distance Learning rather than the standard mode of study.

5.2 Teaching, Learning and Assessment

- .1 In the development of Distance Learning programmes, Schools should ensure that the intended aims of the programme can be achieved at a distance, and that the relevant learning outcomes of taught elements can be adequately assessed.
- .2 The Information Classification Standard is used within the University, which may result in certain resources having limited online availability, i.e. because they are Confidential or Highly Confidential. Schools will ensure that any information they intend Distance Learning Students to access remotely, can indeed be accessed in this way.
- .3 Thought should also be given to other learning opportunities that could be afforded to distance learners, for example use of social media to bring together student groups, or utilisation of libraries and other resources local to the student.

6 Provision of Resources

6.1 University Resources

- .1 Students following Distance Learning programmes or modules have access to all of the support services afforded to on-campus students. These include:
 - (a) Membership of the Guild of Students, and access to its services;
 - (b) Access to counselling and guidance services, disability and learner support services and the Chaplaincy;
 - (c) Access to the personal tutor and welfare tutor system;
 - (d) Access to the Senior Tutor; and
 - (e) Information on the student representation system and how to get involved.

6.2 Learner Support

- .1 Students following Distance Learning programmes, as fully registered students of the University, will have access to the University's computing and library facilities. eLibrary and the services provided by Library Services to Distance Learning students will be of particular importance, as will any resources offered through the University's Virtual Learning Environment.
- .2 Postgraduate Researchers conducting their research via Distance Learning will have full access to the University's Graduate School and the training and support provided by this team.
- .3 Schools will ensure that students following Distance Learning programmes or modules have access to academic guidance and support at a similar level and frequency as similar campus-based students.
- .4 Distance learning is likely to be delivered via a variety of means across the University, and within a single programme, depending upon the specific learning being undertaken. Whatever system (which might include traditional hard-copy correspondence) is being used, the School will ensure that:
 - (a) The delivery system is fit for purpose, has an appropriate availability and life expectancy, and has had its reliability tested;
 - (b) Effective contingency plans are in place should the system fail;
 - (c) The delivery of any study materials direct to students remotely through, for example, e-learning methods or correspondence, is secure and reliable, and that there is a means of confirming its safe receipt; and
 - (d) Study materials provided for Distance Learning meet the University's expectations in respect of the quality of teaching and learning materials.

6.3 PhD Supervision

- .1 Supervisory arrangements for Distance Learning postgraduate researchers will be equivalent to those enjoyed by similar students studying by other modes, as stated in the Code of Practice on Supervision and Monitoring of Postgraduate Researchers. The primary difference will be that postgraduate researchers conducting their research by Distance Learning will participate in their supervisions via visual communication media such as Skype or Facetime, instead of on an 'in-person' face-to-face basis. Supervisors must be fully aware of the commitment required of them for supervision at a distance. The time and commitment for supervisors will be not less, and may even be more than for campus-based supervision.
- .2 Monitoring of progress will be equivalent to that for similar students registered on other modes of study; students will be expected to be in attendance at UoB for annual progress reviews. Exemptions for non-attendance at the annual progress review shall be granted by the University Research Progress and Awards Sub Panel, in which case the review will be held remotely via video conference.

- .3 Students and their supervisors will maintain a complete record of all correspondence between each other, including supervisory reports and a history of progress, using the online PGR Management System;

7 Provision of Information

7.1 Prospective Students

- .1 It is important that prospective students have a direct access to clear explanations of:
- (a) The admission requirements of the programme, particularly where these include access to resources, hardware, and/or software and whether ongoing access to these is a requirement for continued registration on the programme;
 - (b) The expectations, including time commitment, that would be placed upon them as distance learners;
 - (c) The nature and extent of independent, collaborative and supported study contained within the programme;
 - (d) Any requirement for attendance at any location at any time throughout the programme; and
 - (e) Additional costs which might be associated with the programme such as travel and subsistence, or necessary provision for personal tutors to visit the student's location.

7.2 Induction

- .1 As part of the induction process it will be necessary for Distance Learning students to receive information specific to their programme of study and study mode. This should include:
- (a) For taught programmes, or research programmes with taught elements, specifications for the programme of study and the modules contained within it, including the learning outcomes, teaching and learning methods, and the methods for assessment;
 - (b) For taught programmes, or research programmes with taught elements, information on the ways in which their achievements will be judged, and the relative weighting of modules of the programme in respect of assessment overall;
 - (c) For research programmes (with or without taught elements), research skills training, tailored project development planning, and agenda setting with supervisors;
 - (d) A clear schedule for the delivery of their study materials and for assessment or review of their work;
 - (e) A schedule for any learner support available to them through timetabled activities, for example tutorial sessions or web-based conferences;
 - (f) Clear and up-to-date information on the resources available to them as students;
 - (g) Documents that set out their own responsibilities as learners, and the commitments of the School;
 - (h) From the outset of their study, a supervisor (for postgraduate researchers) or personal tutor (for taught students), who can give them constructive

feedback on academic performance and authoritative guidance on their academic progression; and

- (i) From the outset of their study, an identified contact, either local or remote through email, telephone, fax or post, who will act as administrator for the programme.

7.3 Current Students

- .1 Throughout their programme of study, Schools will ensure that students have information about:
 - (a) The mechanisms for providing formal feedback on their experience of the programme, including access to External Examiner reports, meetings with the External Examiner, and interaction with the Student Representation System (see 3.3 for further information);
 - (b) Opportunities for inter-learner discussion, both to facilitate learning and to provide a basis for facilitating their participation in the quality assurance of the programme; and
 - (c) If the programme is delivered via a collaborative organisation, the respective responsibilities of the awarding institution and the programme presenter for the delivery of the programme or element of the programme, as set out in the legal agreement.

8 Assessment

8.1 Taught Elements

- .1 The methods of assessment used for any programme or module will vary depending upon the nature of the learning to be assessed. In the case of Distance Learning, the range of methods of assessment may be restricted if the students are not required to visit campus on any occasion. In considering the suitability of an assessment method, the School should also ensure that:
 - (a) The mechanism(s) used for the submission of work are secure and reliable, and that there is a means of confirming its safe receipt;
 - (b) Students assessed work is properly attributed to them, particularly in cases where the assessment is conducted through remote methods that might be vulnerable to interception or other interference;
 - (c) Those with responsibility for assessment are capable of confirming that a student's assessed work is the original work of that student only, particularly in cases where the assessment is conducted through remote methods; and
 - (d) Where the students are required to sit written assessments overseas, the management of the examination will be in line with the University's Code of Practice on the Conduct of Centrally Coordinated Formal Written Examinations.
- .2 Once assessment has taken place the School will ensure that timely summative and formative feedback is provided to the students in line with the expectations of the Code of Practice on Taught Programme and Module Assessment. It is particularly important for distance learners to understand the School's approach to, and expectations for summative assessment.

8.2 Viva Voce

- .1 The examination of the thesis, as with all PhDs, will be held at the University, unless a request to hold it elsewhere or by video/telephone conference has been approved by the University Research Progress and Awards Sub-Panel. The School and the student will bear the respective costs of arranging suitable conferencing facilities in their locality.

9 Student Responsibilities

- 9.1 Students undertaking Distance Learning should be aware of their own responsibilities as well as those of the School. Specifically students will:
 - (b) Understand and comply with University Legislation for example, Codes of Practice on Plagiarism, Reasonable Diligence and the General Conditions of Use of Computing and Networking Facilities¹;
 - (c) Ensure they are aware of the schedule of learning activities, assessment deadlines and other important dates;
 - (d) Maintain an accurate record of correspondence with the University, including receipts for submission of work;
 - (e) Carry out their studies with diligence and inform relevant staff of any change of circumstances which might affect their ability to continue studying on the programme or module;
 - (f) Maintain access to relevant hardware and/or software as specified in the admission requirements; and
 - (g) Ensure that any visits to the University from overseas are completed in compliance with the requirements of the UK Government at the time of travel. More information can be obtained from the International Students' Advisory Service
<https://intranet.birmingham.ac.uk/as/studentservices/international/index.aspx>

10 Responsibilities of Collaborative Organisations

- 10.1 Distance learning programmes may be delivered with the support of a collaborative organisation, for example a facilitator who is local to the students.
- 10.2 The University's Collaborative Provision Committee has responsibility for approving all new collaborative arrangements. Agreement in principle must first be obtained from the Committee before proceeding with the development of a collaborative programme or programme element.
- 10.3 A legal agreement between the University and the collaborating organisation must be in place before any student can be registered upon the programme.
- 10.4 The respective responsibilities of the University and the collaborative organisation will be set out in the legal agreement, and will be made available to students.

¹ The Code of Practice on Student Attendance and Reasonable Diligence continues to apply to Distance Learning students. Whilst Distance Learning students may be required to be in attendance for specified sessions, the term 'attendance' may also be taken to mean interaction with specified scheduled events, such as webinars or video conferences.

Distance Learning PhD

1. Background

- 1.1 The University of Birmingham (UoB) permits postgraduate researchers (PGRs) to read for the degree of PhD on a full-time and part-time basis, ie PGRs must be resident for specified periods of time at UoB. PGRs registered on a split location basis spend the majority of their period of study away from UoB, with short periods of time at UoB: full-time PhD a minimum of six months and a maximum of 12 months over the whole period of study. In addition, through exemptions granted by the University Academic Policy and Regulations Committee (APRC), the requirement for students registered for the PhD Applied Linguistics to spend specific periods of time at UoB was lifted.
- 1.2 With modern-day communications and technology, particularly where research materials are available in a PGR's home location or home country rather than in the UK, and supervisory support equivalent to that set out in UoB Legislation, it is no longer deemed essential by academic staff for PGRs to be required to spend their entire period of study at UoB.
- 1.3 Senate, at its meeting held on 20 March 2012, approved the proposal that a distance learning mode of study for the degree of PhD should be introduced at UoB in the College of Arts and Law as a pilot, alongside full-time, part-time and split location and the distance learning PhD in Applied Linguistics. It is for this reason that, throughout this document, reference is made to practices within the College of Arts and Law.

2. Definition of PhD by Distance Learning Mode of Study (DL PhD)

- 2.1 PGRs registered for the degree of PhD by DL mode of study will undertake the majority of their research in a PGR's home location or home country away from UoB, with compulsory short visits to UoB, including attendance for the examination of the thesis.

Note: different institutions and/or other countries may use different terms for this mode of study, for example, distance without attendance, remote location scheme, distance-based, distance learning by electronic means, distance e-learning, external research.

3. Aims of the DL PhD

- 3.1 The aims of the DL PhD are:
 - to provide a new mode of study for PhD study at UoB;
 - to increase the recruitment of high-quality PhD PGRs;
 - to drive forward innovative pedagogic practice, and, ultimately,
 - to enhance UoB's global research reputation.

4. Principles of DL PhDs

- 4.1 The following principles, which will apply to DL PhDs, have been written with reference to UoB Legislation, including Codes of Practice particularly Admission of Students, Supervision and Monitoring Progress of PGRs, extant DL PhD platforms at UoB and the UK Quality Code for Higher Education: Part B Assessing and enhancing academic quality: Chapter B3: Learning and Teaching.

Initial Introduction at UoB

- 4.2 Within the College of Arts and Law (CAL) in addition to full-time, part-time, split location and distance PhD Applied Linguistics variants.

- 4.3 On a full-time and part-time basis. Normally non-EU PGRs are excluded from part-time study because of visa requirements (it is an exception to the usual UKBA requirement for non-EU PGRs to be registered on a full-time basis. This part-time mode of study is only permitted for non-EU PGRs for the DL PhD).

- 4.4 The DL mode of PhD is not available to Research Council-funded PGRs.

Marketing

- 4.5 Formal degree title for the DL PhD will be the generic Doctor of Philosophy, as with all other modes of study for the degree of PhD unless an exemption has been granted. A “marketing” title may be used in any promotional literature, which be accurate and make clear precisely to which mode of study reference is being made.

Admissions

- 4.6 Meet the normal admission requirements for the degree of PhD.
- 4.7 Further admissions criteria must be met and demonstrated prior to a formal offer for admission being sent to the applicant (by completion of the Checklist to Accompany an Admissions Decision Form (Appendix 2)):
- 4.7.1 a strong application which shows evidence of the ability to study and undertake research independently, for example:
- the successful completion of an MA (or equivalent) by distance learning with merit or distinction, thereby having already demonstrated their ability to conduct research successfully by DL;
 - papers/presentations at professional and academic conferences;
 - publications in professional journals, newsletters, conference proceedings, and other relevant material;
 - previous completion of an independent research project which can be assessed by potential supervisors.
- 4.7.2 a minimum technological requirement to be met. All applicants will be interviewed using the same technology that will be employed in supervisions (Skype or Facetime). This will enable the supervisory team

to check that the applicant can operate comfortably within the technological constraints of the programme;

- 4.7.3 the suitability of the chosen residency location for research must be demonstrated. Applicants will be required to demonstrate that they will be able to carry out their research where they are living. For example, they will need to demonstrate, and provide confirmation, that they will be able to access appropriate archives, data collections, and other relevant material;
- 4.7.4 full reasons (academic, personal and any other) as to why the DL rather than the standard modes of study are applicable.
- 4.8 Approval to study by DL will only be sought during the admissions process, and will not be made available to PGRs who are already registered on a full-time or part-time or split location basis.
- 4.9 DL PhD maximises flexibility and decreases the need for travel and actual presence at UoB, apart from key specified times, but it does not decrease the time and commitment required for serious and successful PhD study by the PGR. The Checklist to Accompany an Admissions Decision Form, will elicit such information, together with other arrangements, and must be approved by the supervisor and Head of School (or nominee) prior to any admissions offer letter being sent to the applicant.
- University legislation*
- 4.10 PGRs subject to University Legislation while studying on a DL basis.
- Annual Visits*
- 4.11 PGRs required to visit UoB on four occasions during normal period of study:
 - 4.11.1 a two-week visit at the start of each academic year (or as appropriate depending upon the PGR's start date) for three years;
 - 4.11.2 a final visit for the viva examination.

Note (1): Details of the visits should be agreed, using the Checklist to Accompany an Admissions Decision form, so that guidance can be provided to the applicant concerning visa and immigration requirements. Any variations to the schedule of visits must be agreed and notified to Academic Services so that no immigration rules are breached.

Note (2): Exemptions for non-attendance at the annual UoB visits shall be granted only in exceptional circumstances through the University Research Progress and Awards Sub Panel.
- 4.12 Visits to UoB will serve a number of functions:

- 4.12.1 *Induction activities:*
to include intensive research skills and resources training, alongside individually-tailored project development and agenda setting with supervisory teams, and educational and social visits around the campus and city.

PGRs should receive a clear and realistic explanation of the expectations placed upon them for DL study, and for the nature and extent of autonomous, collaborative and supported aspects of learning.

PGRs will have access to the new CAL DL induction package which will incorporate both skills and project development elements, together the WebCT-based training and career development resources available through the CAL Graduate School.

PGRs will have access to the online University Graduate School DR Essentials, which provides induction and related materials.

- 4.12.2 *Annual attendance at UoB*
to enable standard progress review panels to take place, in accordance with the UoB Code of Practice on the Supervision and Monitoring Progress of Postgraduate Researchers (Section 3).
- 4.12.3 *Promote a feeling of community among the DL PhD PGRs*
to provide an opportunity for PGRs to share experiences and network. Moreover, it will enable the CAL Graduate School to deliver supplementary face-to-face research and skills training.
- 4.12.4 *Introduction of GRS4 form*
to complete a confidential annual feedback form by the PGR. The form will request, for example, details of the number of supervisions which the PGRs have received. The information returned will be analysed by the University Graduate School, and appropriate action taken where any issues might have arisen.

Supervisory Arrangements

- 4.13 Supervisory arrangements will be equivalent to those enjoyed by PhD PGRs registered by other modes of study. The primary difference will be that DL PhD PGRs will participate in their supervisions via visual communication media such as Skype or Facetime, instead of on an 'in-person' face-to-face basis.
- 4.14 Those responsible for the allocation of supervisory arrangements in CAL must ensure that supervisors are fully aware of the commitment required of them for supervision on a DL basis. The time and commitment for supervisors will be not less, and may even be more, for DL supervision.
- 4.15 It is sometimes suggested that PGRs may suffer from isolation during their studies, leading in turn to a lack of motivation. This is much more likely to occur

with PGRs who are studying for a DL PhD. All of the standard support structures and those for DL students must be fully available to all PGRs. As with all PGR programmes, the supervisory team will take pastoral responsibility for the welfare of DL PhD PGRs throughout their study period.

Monitoring Progress

- 4.16 Will be equivalent to that for PhD PGRs registered on other modes of study. DL PGRs will be required to be in attendance at UoB for annual progress reviews, although this process, in exceptional circumstances, may be managed remotely using video conferencing.
- 4.17 PGRs and supervisors will maintain a complete record of all correspondence between each other, including supervisory reports, a history of progress, using the online PGR Management System.

Support Arrangements

- 4.18 DL PhD PGRs will have full access to support material through the CAL Graduate School website, including a handbook, which together with other relevant material, including financial arrangements, will be hosted on a dedicated WebCT resource, alongside e-library material;

Examination Arrangements

- 4.19 The examination of the thesis, as with all PhDs, will be held at UoB, unless a request (made by the PGR) to hold it elsewhere or by video/telephone conference has been approved by the University Research Progress and Awards Sub Panel.

Note (1): Exemptions from attending at UoB will only be granted in exceptional circumstances.

Note (2): Existing arrangements within the PhD Applied Linguistics programme already allow for remote oral examination to take place (though it is not considered ideal), with the consent of the External Examiner.

4.20 *Financial Arrangements*

The tuition fee for the DL mode of study will be as for the standard PhD, and will include:

- 4.20.1 an economy flight and local transport per visit, including the final visit for the viva. (The ceiling for travel costs will be different for Home, EU and non-EU students.) Full-time students will be entitled to four visits, as will part-time, though for the latter they will be two years apart;
- 4.20.2 accommodation (normally University Conference Park) expenses for PGRs on each of their visits to UoB;
- 4.20.3 small stipend to cover any local library costs that the PGRs may incur.

1 PhD by DISTANCE LEARNING (DL) MODE OF STUDY:
CHECKLIST TO ACCOMPANY AN ADMISSIONS DECISION FORM

This form has been designed to assist the School to consider a range of requirements above the normal admission criteria for PhD study.

While the DL mode of study PhD maximises flexibility and decreases the need for travel and actual presence at UoB, apart from key specified times, it does not decrease the time and commitment required for serious and successful PhD study.

As well as the academic entry requirements, prospective students, who wish to register for the degree of PhD by DL mode of study, must provide evidence that they have the time, commitment and facilities needed to work at a distance, with good reason for not residing in the UK whilst undertaking their research, and a clear and focussed research proposal.

1.1 Applicant's Details

Surname	
Forenames	UoB ID No
Previous qualifications, grade and subject (especially distance and research related) and English Language proficiency	
1.1.1	
Extent of postgraduate research experience and ability to work independently, for example: <ul style="list-style-type: none"> • papers/presentations at professional and academic conferences • publications in professional journals, newsletters conference proceedings, etc • previous completion of an independent research project which can be assessed by potential supervisors 	
Subject and focus of research topic (if not already provided with application form)	

Distance Learning Mode of Study

i) Full-time/part-time*
*Please delete as appropriate

ii)	Please provide full reasons (academic, personal and other) for registering for a PhD by DL mode of study rather than by standard full-time or part-time modes of study.
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Place of Study

Please provide details and evidence of the following:	
i)	access to library facilities
ii)	access to IT facilities
iii)	access to communications, including e-mail
iv)	access to and availability of research materials, archives, data collections, other appropriate/relevant material and/or equipment
v)	contact with other experienced research workers and academic staff
vi)	access to local seminars
vii)	access to facilities to support any study-related disability

Individual Study Plan (including time available for study), and Attendance at the University of Birmingham

	Date	Duration
Year 1		
Year 2		
Year 3		
Year 4		
Additional Information:		

Induction

Please specify what arrangements will be put in place for the Induction to be undertaken.

Training Needs Analysis (TNA)

Please specify:	
i)	What arrangements will be put in place for the TNA to be completed?

ii)	What skills training opportunities might exist near to the place of research?
ii)	What budgetary arrangements are in place for attendance at commercially available training should it be available (for example project management training)

Supervisory Arrangements

Please list names of supervisory team, with information concerning how its expertise matches that of the applicant's proposed area of research

Arrangements for Supervisory Contact

Please give details of how it is planned that supervisory contact will be maintained in accordance with the University of Birmingham's Code of Practice for Supervision and Monitoring of Progress of Postgraduate Researchers:

- Technology to be employed
- Frequency of supervision sessions
- Procedure for arrangement of supervision session
- Proposed method of contact for supervision session

Arrangements for Annual Progress Monitoring

Please provide details of the arrangements for annual progress monitoring.

Records of Supervisory and other Contact

Please provide details of how it is planned that a log of supervisory and other contact is maintained by both the supervisor and student (to be made available to UoB when requested).

Approval (1)

Signature (Supervisor)	Date
Name (Please print)	

Approval (2)

Signature (Head of School/Department or nominee)	Date
Name (Please print)	