





taken seriously by all concerned . an upgrade without sufficient rigour is not in the long term interests of students or Supervisors.

The purpose of the upgrade, as set out in the Code of Practice for Graduate Research Degrees, is to ensure that research degrees are awarded within a reasonable time frame. The assessment is not confined simply to the research material but also includes the student's ability to demonstrate generic skills.

The Research Student Log is key to monitoring research student progress by the supervisory team, the Departmental Graduate Tutor and the Faculty Graduate Tutor. Use of the Log is mandatory for all research degrees and failure to engage with the Log in a meaningful way can itself be an indication that there is a problem. The formal review stages of the Log, including the upgrade, provide an opportunity for reflection on behalf of both student and Supervisor that all is proceeding as could be expected and allows student and staff to flag problems and ensure that issues, planned action and outcomes are properly documented . evidence that will be important

## 4. Managing Poor Performance from Informal Interventions to Formal Academic Insufficiency Process

### 4.1 Informal Actions Arising from Poor Performance

#### Student and Supervisor

When there is evidence that an individual is not performing at an acceptable level, the Supervisor should investigate this without delay and endeavour to ascertain the reasons for the unsatisfactory performance (see above).

It is good practice to involve the Subsidiary Supervisor at an early stage, and the supervisory team should arrange as soon as possible for an informal meeting with the student to discuss the supervisory team should explain the grounds and evidence for believing that the student is under-performing, with the aim of identifying any problems or reasons for the under-performance and discuss possible resolution. Solutions could include additional more regular/closer supervision, training, providing a mentor, coaching or some other kind of ongoing additional support.

The Supervisor should ensure that the student is aware of the level of performance / productivity required in relation to each element of the work and responsibilities about which there is a concern. At this point, the student should be given the opportunity to explain their under-performance and to raise any concerns they may have about their research project, or the support and guidance they have been given to do it and any general concerns they have regarding their work and place at UCL.

It is important to set a reasonable time frame, agreed by all parties, within which improvement is expected and arrange a further meeting at the end of this time to review the situation. When the complexity of the tasks involved in relation to the qualifications and experience of the individual, but 1 month is typically sufficient. To reduce the chance of misunderstandings, the actions and time scale agreed should be confirmed by the Supervisor in writing to the student.

research students. This is not always easy, and informal support and advice from senior colleagues might be useful at this stage (whilst maintaining the confidentiality of the student). Supervisors must bear in mind the provisions of the Disability Discrimination Act, in particular the obligation to make reasonable adjustments when dealing with students with disabilities. In cases where physical or mental health issues are or are believed to be contributory factors to the under-performance, advice should be sought from the Director of Student Support and Wellbeing who will be able to advise on appropriate educational and pastoral support for the student, and whether a period of interruption is advisable/necessary (see [Student Mental Health Policy](#)).

## **4.2 Formal Actions: Referral to DGT and Academic Insufficiency Procedures**

### **Referral to Departmental Graduate Tutor**

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Graduate Tutor should write a report to the Faculty Graduate Tutor summarizing the case and  
including any relevant correspondence with the student. A formal interview will then be held with  
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notice in writing of any formal interview arranged with the Faculty Graduate Tutor. At all such  
interviews (in Stage 1 and Stage 2) c @ Á c ă ^ } a @ Á @ Á a @ Ä Á ^ Á a & | { ] a ā a Á ^ Á a / a } a + Á

be aware that this meeting may be difficult and the student not necessarily in agreement with the decision. It is advisable for the Faculty Graduate Tutor to involve a third party at this stage and careful thought should be given to the selection of an appropriate person. A senior colleague or administrator from the Faculty would be an appropriate choice. In the case of students with mental health issues or who are considered to be in a vulnerable state, the Director of Student Support and Wellbeing must be informed and if necessary consideration given to asking a member of the Student Psychological and Counselling Services to be available for the student immediately following the meeting.

### **Appeals**

The student has the right to appeal the decision of the Faculty Graduate Tutor via the Academic Insufficiency appeal procedure.

## **5. Overview of Process and Indicative Timescales**

**Student/Supervisors** [informal]