



review of 2006

UK Council for Graduate Education

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The Council promotes the interests of graduate education across the disciplines in the United Kingdom's Higher Education Institutions which make up its membership. It carries out surveys, establishes expert working groups on issues of interest and relevance to the postgraduate sector, runs workshops and conferences, and publishes conference summaries and policy documents. The Council also brings together the United Kingdom's Institutions which have active degree programmes and other organisations with an interest in postgraduate education. Institutions in this latter group include the Research Councils, the National Postgraduate Committee, professional bodies, such as HETAC, and academic research organisations, such as the Foundation for Science and Technology.

The Council was established to promote

- the interests of graduate education across all disciplines in Higher Education Institutions (HEIs)
- a distinct identity for graduate education and research in Higher Education
- the development of quality and quality measures for graduate education and research conducted in HEIs
- the effective leadership and management of postgraduate students
- the status, education and training of postgraduate students
- effective infrastructural provisions for graduate education (including appropriate funding)
- equal opportunities for students in graduate education
- the professional development and status of staff and supervisors in HEIs

Role of the Council

All the Council's activities must help in the fulfilment of its role, which is clearly defined within the Constitution. It has been agreed by the Executive Committee that this role can be encapsulated within the following:

- An authority on postgraduate activity in the UK
- A forum for discussion about PG issues and developments
- A commentator on policy developments within postgraduate work

operation and policy

The Council was established in 1994 under the Chairship of Professor Robert Burgess, now Vice Chancellor of the University of Leicester. A major thrust behind its foundation was the growing interest in the UK of the Graduate School concept adopted by many North American Universities to manage and develop their postgraduate portfolios.

The Council was granted Charitable Status in 1997 (Registered Number 1061495). Under its Constitution, activities are managed by an elected Executive Committee of members individually nominated (from member institutions) who serve a term of three years and have special responsibilities within the year-to-year operation of the Council. There are four Honorary Office Positions; Chair, Vice-Chair, Treasurer and Secretary; and the Executive may co-opt members in particular specialisms. Ordinary members have opportunities to discuss proposals, including the budget and audited finances, as well as to review the Council's activities at the annual AGM, during the Winter Conference, and the Business Meeting, during the Summer Conference.

The Council helps its members contribute to the development of the culture of the UK's graduate education by systematic enquiry into, creative thought about, and critical analysis of educational and other issues. Council events and publications support this aim, while membership of the Council gives people involved in postgraduate education - whether as academics, administrators or managers - regular occasions to meet others in their fields of interest, as well as opportunities to enhance the quality of their work through participation in expert networks.

The Council is based at Staffordshire University, Lichfield Campus, and employs two full-time members of staff, an Administrator and an Events Officer, and one part-time member of staff, a Clerical Assistant.

what the council does

Conferences

The Council runs two conferences, in Winter and Summer each year. The Winter Conference is a one-day event and usually includes two plenary speakers and a series of workshop sessions. The Council's AGM is held during this Conference, which is also the occasion for elections to the Executive and a report to members including a review of Council business and accounting procedures. The Summer Conference takes place over two days, usually in July, and includes plenaries and self-help workshops as well as the Business Meeting, Conference Dinner and the opportunity for delegates to meet informally. The 2006 Summer Conference had a European focus and was held at the European University Institute, Florence.

Workshops

The Council runs a full programme of workshops each year which focus on a wide range of postgraduate issues, both postgraduate taught and postgraduate research. The workshops consist of presentations and break out groups. Much discussion takes place and delegates are able to raise and discuss issues.

Working Groups

The Council establishes working groups to investigate and produce a report on a range of current postgraduate issues. A full list of published reports can be found on the Council's website, www.ukcge.ac.uk.

Publications

Regular publications include the Council's quarterly Newsletter, Annual Review, published reports, and Conference summaries. All these publications are available on the Council's website, www.ukcge.ac.uk.

Website

The Council's website can be found at www.ukcge.ac.uk. Enquirers can access information about the Council and its publications, links to member organisations and other sites relevant to graduate education, and postgraduate data and information. The site also advertises workshop and conference programmes and delegate places can be booked electronically.

JISCmail

The Council operates an email service, JISCmail, which any member may join. Members are automatically added to the Jiscmail service. JISCmail is a mailing list service sponsored by the JISC, for the UK Higher and Further Education communities. The list:

- enables members to stay in touch and share information by e-mail, by providing a facility for members to send messages for all other subscribers by directing them to the one central address
- enables the Council to update members on relevant issues and Council business
- acts as an information service, providing details of conferences, workshops, and publications and requests for consultation information
- facilitates the sharing of information and ideas as well as alerting the Council's Executive to those areas of interest that may also be usefully addressed in other fora.

membership

The Council has 125 full institutional members, 8 associate members and 9 individual members.

A full list of the Council's members may be found on our web site; <http://www.ukcge.ac.uk> and at the end of this publication.

Currently full membership fees are £520 per year, associate membership £230, and individuals who wish to receive information about the Council directly rather than by way of their institution(s) may do so on payment of a personal fee (please contact the Office for further details). Full membership is open to all institutions within the area of benefit in receipt of public or private funds for the delivery of postgraduate programmes. Full members have voting rights at Council meetings during which individuals from member institutions may stand for election to the Executive Committee. To qualify for associate membership, institutions or organisations must have an interest in postgraduate work. Although associate members may neither vote at Council meetings nor stand for election to the Executive Committee, they do enjoy all other benefits of membership. Applications for membership are approved by the Council's Executive Committee. All members must subscribe to the objects of the Council.

The Council has reciprocal relationships with various organisations including the UK GRAD programme, National Postgraduate Committee (NPC) and the Canadian Association of Graduate Schools. It is also committed to expanding the base of such reciprocity, and the profile of graduate education, by encouraging more professional organisations and learned societies with an interest in graduate education to join the Council. In 2004 the Council developed a joint statement with the UK GRAD programme to show how the two organisations work together to strengthen shared aims and complement and support each other.

Institutional links

Via a 'link person' in every member institution, the Council distributes information about its activities and publications and maintains contact with members. These link persons provide a valuable, voluntary service, and take responsibility for distributing Council material and information to those staff within their institutions who have a particular interest in postgraduate education.

Service to members

The Council constantly considers how it can improve its service to members and its profile. Ideas and suggestions are always welcomed from members.

The Office

- manages the day-to-day running of the Council
- administers Council Executive Committee and Officer meetings
- manages and coordinates all Council events
- maintains the Council's membership database
- maintains and updates the Council website
- oversees JISCmail
- publishes the newsletter, published reports and other documents, and responds to requests for copies of these documents
- provides information about the Council and about membership to the organisation
- provides an information resource on postgraduate issues
- acts as first point of contact for general enquiries and publication requests

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review of 2006

This year has been one of significant activity for both the Council and more broadly for graduate education.

It has been a year of considerable personnel changes for the Council. I took over as Chair of the Council from my predecessor Howard Green in February, and my previous role of Vice Chair has been filled by Pam Denicolo. I would like to acknowledge the debt of gratitude that we all owe Howard for all his efforts on behalf the Council and wish him well in his semi-retirement. We have also seen change in our Office staff with Barbara Wilson leaving us for pastures new and Angus Burns joining us as the new Events Officer.

As the Review demonstrates, the Council has been involved in many activities covering a wide range of issues associated with post graduate work.

Of particular note in this year has been our increasing involvement in the growing European Agenda associated with the changes in Higher Education being driven by the on-going Bologna process. A clear indicator of our wish that the Council should remain fully engaged with these changes was the holding of our normal Summer Conference at the EUI in Florence in July as the second Council sponsored European meeting following on from that held three years ago in London.

Professor Malcolm McCrae
Chair, UK Council for Graduate Education
December 2006

2006 winter conference

The winter conference was held on 14th February 2006 at the Novotel, York. The Council was pleased to welcome Anthony McClaran, Chief Executive of UCAS to give the keynote speech on the 'Case for Centralised Postgraduate Admissions Service'. There were three themes to the conference; Recruitment, Marketing and Admissions in the Postgraduate arena; Ethics and Governance with particular regard to Health and Social Care Research; and the Implications of Concentration Trends in Postgraduate Research.

Herding Cats: Recruitment and Marketing in the PG Arena

Simon Oldknow and Sophie Withnall, (HEIST)

The session covered practical issues surrounding recruitment and marketing of PG students. The authors began with an overview of the current state of the postgraduate marketplace noting that, while the overseas market is growing, it is also becoming increasingly competitive. This was explained by growth in Australia, US and continental Europe, by increasing home provision in Indonesia and China and by growth in global online provision. At the same time, students are increasingly acting as 'consumers'. They have greater awareness of the choices available to them and ever-growing expectations. With more students taking PG degrees, there might be a perception that the value of a PG degree is diminishing, especially when balanced against debt, but certainly students are increasingly looking for value-for-money and a good return on their investment. In brief, students have growing expectations and make greater demands on HE providers.

Against this background, the authors provided useful advice on marketing. Emphasis was placed on the distinctiveness of the PG market, compared to the UG market, noting that entirely different marketing strategies were required and that a structured approach to enquiry management was required. It was argued that PGT students broadly understand their subject area and that promotional materials would more usefully focus on the unique selling points of the programme of relevance to the target audience.

Advice on enquiry management was presented by drawing comparison with recruitment practices in private-sector companies. KPMG, for example, describe clearly their entry requirements and provide thorough application

and interview tips. Applications are taken electronically, acknowledged within a day and processed within one week. Royal Bank of Scotland is keen to develop a single message for their organisation (despite the many types of jobs on offer); they target campuses, develop relationships and have pre-joining welcome days for incoming staff. These measures contribute to their achieving a 98% retention rate.

A number of helpful tips on communications were provided, including: emphasis on establishing points of difference; developing relationships; understanding students' motivation for undertaking particular programmes and ensuring these are all covered; ensuring that programmes keep up with technological innovations; and being as flexible as possible on practical issues (payment terms, for example). Good practice was noted as including learning from your competition (including the private sector), focusing on speed and accuracy of communication at every level, ensuring that expectations of current students are met, and providing clear funding information.

Discussants noted the complexity of the sector (for example, on the needs/relevance of particular M-level programmes for progression to doctoral programmes) and doubted that these are always readily understood by students and that they can be conveyed easily. The difficulties of conveying a single institution-wide message was noted also, but the authors emphasised the usefulness of this in marketing terms.

Admissions for PGR and PGT – the Case for Review

Paulo Lisboa (Liverpool John Moores University) and Jenny Keeley (University of Birmingham)

This session focused on the important practical issues surrounding PG admissions. It was noted that admissions are now strongly informed by various regulatory frameworks. These include, in the PGR context, the QAA precepts which describe requirements on academic standards (on research environment and critical mass, for example) and on the quality of service provision (covering selection processes, equal opportunities, and so on). They also include the various legal aspects of admissions. To illustrate it was noted that a student's acceptance of an offer of admission constitutes a legal contract. Although this is binding both ways, it was noted that it is unequal because a university is unlikely to pursue a student who breaks the contract. However the legal status of the relationship established on admission means that universities need to take care and recognise the significance of admissions processes.

Against this background, it was recommended that universities periodically undertake systematic reviews of admission processes to ensure that procedures comply with all legal requirements, that statutory returns (e.g. to HESA) are accurate and that fees are collectable. The review should cover the enrolment process (including the offer letter), handbooks, induction procedures, and so on. An example was developed around the offer letter to illustrate the issues involved. In this, the offer was explicitly time-bound, the start-date specified, tuition and bench-fees clearly stated, a statement made on resources to be made available, and so on. It was argued that universities also need to formalise, through a service-level agreement, the responsibilities of the university and of the student, noting explicitly that all parties will abide by the regulations, procedures and Codes of Practice so that universities are able to defend themselves against litigation, complaints and appeals.

The session then provided a useful and detailed description of the admissions processes and administrative structures at the University of Birmingham, focussing on PGT admissions. The advantages of centralised online applications were outlined, including the improved speed of responses and turnaround times and the accumulation of expertise in dealing with enquiries on fee status/quality control/fraudulent applications. It was noted that control of offer letters is also more easily achieved. Finally, a number of challenges for the future were outlined, including issues relating to visas and administrative demands arising from increasingly competitive overseas markets.

2006 summer conference: highlights

The Summer Conference was held on 6 – 8 July 2006 at European University Institute, Florence.

In 2004 the Executive Committee of UKCGE took the decision to hold its 2006 Summer Conference on a European theme and locate it outside the UK on the European Mainland. This conference was the culmination of much effort and eventually attracted a wide audience from over 20 European countries as well as attendees from the US, Australia and New Zealand.

Plenary Sessions

The plenary sessions were given by Dr Georges Bingen, Head of Strategy & Policy Unit, Directorate of General Research, European Commission, Dr Debra Stewart, President, Council of Graduate Schools, Washington, USA, Lesley Wilson, Secretary General, European University Association, Belgium, Karsten Vandrup, Senior Research Manager, Nokia Corporation, Denmark.

Georges Bingen presented a wide overview of EC issues, emphasising the critical significance of research to the European agenda, the mobility of researchers and the increasing importance of career development of researchers and the European Charter for Researchers.

Debra Stewart's overview of the current position in the United States recognised the many pressures to which US universities are giving attention. She noted the declining US share of the international postgraduate market due to the increasing international competition created in part by the commitment of some developing countries to increase the numbers of research students by up to 10 fold over the next decade. This was to be seen in the context of the reliance of the US on overseas science and engineering doctoral students (from ca 1980 the percentage of doctorates awarded to US citizens has reduced from c 77% to 40%). PhD completion rates were at a worrying level prompting much consideration of strategic, supportive interventions. Statistical analysis shows that those less likely to complete were minority groups, women and domestic (rather than international) students.

Lesley Wilson gave the first of two plenary lectures substituting for Professor Sir Roderick Floud who was unable to attend to give his

plenary on Defining Doctoral Programmes in Europe - the EUA Role. OECD and other data illustrated the growth in student numbers, including demand from international students, and the increased income and employment rates for graduates compared with non-graduates. In the context of the expected demand for up to 700,000 additional researchers in Europe there was some disturbing data. If current HE participation levels were maintained until 2018 the demand for HE places in the EU would drop by 20% with wide in-country variation of "excess" or too few places (ranging from Poland with 91,000 excess places to Germany with a 182,000 shortfall). Of particular note was the observation that while the EU25 produced many more PhDs than the USA or Japan, the proportion of researchers in their labour force was lowest (5.5 per 1000; US = 9.1, Japan = 10.1).

Karsten Vandrup's plenary presented an essentially academic audience with some interesting challenges, particularly in the context of a multinational company. In facing up to the commercial global challenges it was made clear that doctoral candidates who wanted to work in consumer-product led industries needed to develop understanding of more than one discipline, to understand consumer issues and "to know the business".

In the final plenary presentation Lesley Wilson gave a view of the doctoral discussion in Europe, including a description of the many activities with which EUA is, or has recently been, engaged. Lesley summarised the main issues emanating from various meetings (Bologna, Lisbon, Bergen, Salzburg) and looked forward to the meeting of Ministers to be held in London in 2007. The results of the TRENDS survey indicated considerable movement across Europe to degree structures based on three cycles with half of respondents indicating that they now include taught courses in their doctoral programmes, 30% having established doctoral schools and 67% considering the employability of their future graduates to be "very important".

Keynote Presentations

Keynote presentations were given by Professor Ella Ritchie, Pro Vice Chancellor (Teaching and Learning), University of Newcastle upon Tyne, UK, Anders Steinwall, Ministry of Education, Research and Culture, Stockholm, Sweden, Professor Rune Nilsen,

University of Bergen, Norway and Dr Iain Cameron, Head of Research Careers and Diversity, Research Councils UK.

Ella Ritchie, who had coordinated the Quality Network of the EUA Doctoral Programme in 2005, discussed the diversity of doctoral programmes in Europe. This manifested itself *inter alia* in structure, length, the extent of any research training programmes, supervision, national identity, the status of the doctoral candidate and variations between disciplines. It was made clear that doctoral education is affected by a range of academic, institutional and national cultures and, while it is important to share and learn from good practice and ensure a level of comparability to allow for mobility of early stage researchers, it is also necessary to allow for a continuing variation in practice.

Anders Steinwall gave a Scandinavian perspective on the doctorate. An analysis of Denmark, Finland, Norway and Sweden had concluded that all four countries with different requests for doctoral award had many similar challenges: low completion rates, too few degrees awarded, long timescales for completion of a doctorate with graduates considered too specialised and not well prepared for work outside universities. Salaried and industrial doctoral students, requirements to agree individual study plans and pan-Scandinavian Research Schools have all assisted the reform process and have resulted in improved PIs including, an increase in the number of doctorates awarded, better structured training in most disciplines, better student funding, shorter completion times and increased collaboration with industry.

Iain Cameron gave a detailed review of the UK's approach to skills training in the context of Government priorities particularly for the supply of scientists and engineers and increasing diversity in the workforce. Iain noted the need to ensure that employers were more satisfied with new doctoral graduates and the need to continue to change the way researchers are perceived and managed.

Rune Nilsen's presentation on innovative developments in doctoral programmes in Europe began with the premise that new knowledge comes most frequently from the intersection of disciplines and the consequential need for the development of interdisciplinary research groups. He created some discussion as to what constituted the critical mass of researchers needed to create an "excellent" research environment and the

extent to which size was important. The need for similar patterns for doctoral programmes across Europe was noted if there was to be significant mobility of early stage researchers.

Good Practice and Discussion workshops

Good Practice and Discussion workshops presented by Professor Tony Fell, University of Bradford, Dr Padraig Walsh, Irish Universities Quality Board, Dr Tine Ejdrup, Vice-President, Eurodoc, Professor Stuart Powell, University of Hertfordshire, Professor Maresi Nerad, Director, Centre for Innovation & Research in Graduate Education, Washington, USA and Dr Andreas Frijdal, Head of Academic Service, EUI, Italy. All these sessions were run in duplicate so that they could be attended by all delegates.

Tony Fell considered the national and international context of research supervisor training ranging from the UK's QAA Code of Practice to the EU Charter for Researchers. He described the key elements required in training programmes emphasising the importance of the use of real life case studies.

Padraig Walsh presented a summary of recent developments in Ireland in career development of doctoral and postdoctoral researchers. Being a relatively small country Ireland had taken a national approach to its modernisation of such training with strategic innovation funds of €1.2B. Using the Bologna principles and the Salzburg descriptors and investing in a Graduate School system and introducing generic and transferable skills development with a quality assurance scheme for a contractual framework between student, supervisors and institutions there are already indications of reduced PhD completion times and increased completion rates.

Tine Ejdrup gave the view of students as recognised by Eurodoc. She described the concerns of doctoral candidates which include the quality of their experience, labour/salary conditions and future career prospects. There is clearly a concern across Europe about the low pay of PhD candidates and lack of attractive salary and career opportunities for researchers. Tine also questioned whether the PhD experience in most countries is an appropriate preparation for a career outside academia.

Stuart Powell summarised various issues relating to doctoral programmes using data from a survey of a number of countries. The examples chosen to illustrate the theme of the

presentation indicated a very wide range of practices but some relatively common themes about time to completion, change in the number of doctoral candidates, etc.

Karsen Vandrup talked about enterprise and innovation in graduate programmes. He emphasised the need to include *inter alia*, consideration of innovation and the bringing together of knowledge from traditional disciplines, innovativeness, risk management, detailed research codes of conduct, recognition of the different timescales between academia and industry and training in enterprise skills.

Maresi Nerad and Andreas Frijdal considered how to define and measure successful PhD career outcomes. The Centre for Innovation and Research in Graduate Education (University of Washington) had developed and is using a longitudinal survey of doctoral students which has been tailored for different subject areas. This has led to a range of interesting outcomes that debunk a number of assumptions about doctoral students, their career aspirations and their final career destinations.

Outcomes and Final Comments

Delegates' responses in the conference feedback forms were strongly positive and confirmed the original basis for organising this international dialogue between UK delegates and our European colleagues. The organisers could not have hoped for a better and more supportive response. It would be difficult to summarise the broad range of outcomes of the Florence Conference, however some key issues emerged, *inter alia*:

- the importance of doctoral research training and mobility of researchers, development of their generic skills, the move to increase attractiveness of research careers, and the need to regard doctoral students as "early stage researchers," with appropriate rights.

- the need to coordinate policy on three main themes: the scope of research programmes, institutional issues (including programme structures, Graduate Schools), and to clarify the role and responsibilities of the State in funding and in setting legal frameworks, with the overall aim of influencing the May, 2007 Bologna Ministerial meeting in London in its consideration of third (doctoral) stage issues.
- a broad understanding that a PhD should represent a contribution to knowledge or an original application or interpretation of current knowledge, and to recognise that the doctoral training processes could and indeed should follow a range of well defined pathways, as expressed in different EU States, avoiding the "one size fits all" approach.
- that the future development of doctoral programmes should further facilitate mobility, and emphasise ethics, Intellectual Property Rights and their exploitation, innovation, skills for Small & Medium E, skills training for diversity, knowledge and understanding of business, and "grantsmanship".
- the need for Universities and doctoral candidates to make explicit to potential employers, the skills gained through doctoral research.

The UKCGE wishes to thank the European University Institute and Dr Andreas Frijdal, its Director of Academic Services, for their comprehensive support and for making their splendid facilities available for this Conference. We also thank Research Councils-UK for sponsorship.

2006 workshops

The Council ran eight different workshops during 2006 one of which was repeated due to popular demand.

Training the Trainers: Good Practice in Research Ethics for Research Managers and Postgraduate Research Supervisors. 23 March 2006

The first of the speakers, Simon Webley, Research Director for the Institute for Business Ethics, set out Key Issues in Business and Research Ethics in HEIs. As the workshop had attracted a full-house of 45 delegates, a "waiting list" had to be operated, and delegates may be forgiven therefore, for seeing some irony in the fact that the last speaker was Richard Nicholson of the Association for Research Ethics Committees and Editor of the *Bulletin of Medical Ethics*. He gave a presentation around issues of Governance and Ethics in the NHS. However, there was no debate about the ethics of operating waiting lists...

In between these presentations, delegates elected to attend three groups in each of three sessions. Session leaders included Professor Tony Fell, Dr John Gibbins and Kathy Ludlow of the UKCGE Executive, and Professor Trevor Wood-Harper of the University of Manchester. Under the theme of Raising Awareness and Ownership amongst stakeholders, Issues of Customer Care for Postgraduates and Post-Docs, Supporting Supervisors – CPD, and Supporting the Ethical Needs of Research Managers were covered. Three further groups discussed issues of Policies and Professional bodies, Creating and Embedding Procedures, and Research Governance under the second theme of Ethics Policy, Procedures and Governance. Finally, Case studies on Whistle blowing, IPR and Supervisor issues, and Ethical issues of projects and questionnaires, were explored.

Discussion reinforced a view that using the term "training" for Staff and Postgraduates is a turn-off. Awareness Raising through networking was more profitable, but there was a need for a deeper understanding of ethical issues from as early as possible in course delivery, and using issues such as Plagiarism at undergraduate level could be a useful springboard. It was also necessary to include staff involved in the administration of Research Grants to ensure that the pressure of short timescales did not lead to short cuts being taken on ethical consideration. Using

legislation as a stick was not the answer. People should be able to want to act ethically and personal ownership of Professional Skills development could be a vehicle for promoting this. However, delegates felt also that there was the need for strong leadership from the top coupled with discipline-based champions, and for effective engagement with Research Offices and Committees. The idea of holding Ethics Clinics was promoted to ensure PGR Supervisors are aware of their responsibilities and to advise on completion of forms.

One example of an ethical dilemma raised, involved an early stage researcher who had been faced with a complex and conflicting issue leading to a "dammed if you do and dammed if you don't" decision on whistle blowing having to be made. It was difficult to know what advice should have been given, and the individual had to make their own decision. Issues of Governance and Appeal were discussed, including the need for specific Appeal processes for participants, or researchers, which may even require consideration of Equality and Diversity issues. All information sheets should also contain contact information for concerns to be aired, and Disaster and Near-Miss Policies need to be clear.

A best model for implementation might be a framework for Policy and Procedures around which different disciplines could operate subject-specific procedures, although there was some need for independent scrutiny to ensure objectivity and appropriate checks and balances. Additionally, there were benefits to be obtained through cross-faculty or school debate to exchange good practice and resolve differences.

Delegates raised issues of timescales and the need for getting through lengthy ethical clearance procedures without disadvantaging students on courses. One model for dealing with lower level clearance might be for undergraduate projects to receive block release clearance on each programme, having initially approved their type per module at course approval level, and for non-complex postgraduate projects to be given ethical release by the project supervisor and Chair's Action, leaving the more complex cases to be considered for approval by Committee. However, there were no easy solutions for cases that required Local (Medical) REC approval and early submission was required.

On-going monitoring of projects was important, so that changes in protocol could be given ethical clearance, and it was necessary to ensure that replacement Principal Investigators understood ethical issues. This led delegates to consider how staff were inducted in Ethical issues and as statements in Staff Handbooks may be overlooked a two –pronged approach was needed.

Concerns about sponsor influence were aired, as was the need to ensure that students engaging in research projects in sensitive areas had the full co-operation and permission of sponsors and employers. Delegates also considered whether there was a need for proscribed lists for ethical sponsorship. Finally, the need to ensure that aspects of good and bad practice were captured and fed back into training will result in a change to annual School Ethics report proformas in at least one University.

Training the Trainers: Postgraduate Admissions Procedures – Academic and Statutory Implications. 7 April 2006

The structure of this workshop, led by Professor Paulo Lisboa, Liverpool John Moores University, was centred on participative group work discussing case studies, interspersed with relevant talks. A background scenario still evident in some institutions was research students not being picked up until after registration, hiding a potential minefield of future problems.

The first presentation on Academic and Statutory implications, given by Simon Underwood, Academic Registrar of the LSE was as ever a highly entertaining and informative talk. He explored the regulatory context of the law, the QAA, and the Office of the Independent Adjudicator (OIA); different constituencies and different admissions, and the administrative impact on this from the offer, contact between offer and arrival, induction, subsequent developments and statutory and other reports, and finally the academic impact – the need for early supervision and early decisions. His talk was illustrated with both serious and amusing quotations from various documents and publications, including Lord Dahrendorf's reminiscences of his haphazard admission to PhD study.

Jane Penrose of Education, Euro RSCG Riley gave a presentation on Segmentation of Market and Premium Pricing, arguing that the one-size-fits-all policy can be counter-productive. Portfolio analysis was important to

ensure that programmes and costs were not being duplicated. Her colleague, Jim Tudor, Regional Director talked about good practice in Advertising, Application and Selection. It was necessary to ensure that the institution was consistent with information on websites, prospectuses and other documentation as these form part of the contract with the student.

The case studies highlighted that institutions should consider the need for:

- appropriate admissions administrative structure and support with shared information via a central admissions unit and clear demarcation between central and local processes
- admissions decisions to be taken by senior personnel
- admissions criteria, clear and transparent policy,
- admissions training in selection
- adequate record keeping of the admission and later processes
- candidates to be interviewed
- clear criteria for and expectations between student, supervisors, institution on matters of student facilities, training, resources
- official written offers, not individual E-mails by individual supervisors
- admissions deadlines
- organised, un-interrupted supervisory sessions
- clear understanding of obligations of the institution and student, through a Code of Practice and Handbook
- clear identification of responsibilities for matters such as remedial action in the case of equipment breakage
- Induction: obligation and facilities
- Supervisors' training; feedback and complaints
- Complaints and Appeals procedures
- Appropriate environment
- Verification process for entry qualifications

Finally, Simeon Underwood stressed the potential effects of poor admissions' practice. There were risks of damaging the reputation of the University or the course, and of annoying applicants, wasting money, and damaging internal relationships. The potential for litigation leading to compensation of applicants or students was also high.

Additionally, care needed to be taken in course establishment and approvals. Ideally there should be a structured process for approval, led from the top. Quality Assurance units must

be used for approving programmes but initially, market research needs to be done to ensure there is a demand for courses.

Clear internal communication routes must be set up that involve all concerned, including Finance and Marketing as well as Admissions and Registry, and Agencies must know the processes. Fail-safe procedures must be employed and there were costs in continual updating and induction of new staff. Joint training sessions could be utilised, reaching a common ground and understanding, sharing case law, and promoting how academics can be helped by administration. However, responsibilities must be defined and shouldered when matters go awry.

Contrary to popular belief, the 'customer' is not always right, but does have a right to expect promises to be kept, and a right to query discrepancies. However, the Institution's duty of care to students may mean being brutally honest, advising them that they are not progressing to the required standard, and they should consider withdrawal.

It was important to set and monitor Performance Indicators. Completion rates were a good measure, and taking the right students, supervised by the right staff, setting target admission levels with the appropriate resources may help achieve these.

Simeon Underwood's presentations may have been responsible for sales of the last available copies of Denis Farrington's 1994 edition of "The Law of Higher Education". Attempts to source this from a well-known on-line book seller failed to elicit a copy after a few weeks of their searching. However, delegates may like to know that this is being re-published in August.

Training the Trainers: Developing Doctoral Supervisors – Responding to changes in Context, Pedagogy and Diversity. 9 May 2006. Repeated 19 October 2006

A keynote address was provided by Professor Howard Green on "Training and Professional Development for Supervisory Practice" in which he emphasised the (sometimes unsatisfactory) process by which policy had been formulated, the need to attract supervisors and potential supervisors to the agenda in a positive and constructive way, and the possible models for developing supervisor training.

There followed a series of breakout sessions, interspersed with presentations by Dr Stan Taylor on the "Changing Context of Research Education" and "Diversity, Pedagogy, Retention and Completion", which addressed the practical and pedagogical challenges of development provision for supervisors.

The discussions highlighted a number of points: that it was worth stressing good practice and the positive benefits of continuing professional development, rather than pointing the finger at academics and assuming bad practice from the start; that there are a variety of ways in which academic supervisors can be encouraged to buy in to the notion of supervisor development; that students have varying requirements of their supervisors (part-time, full-time, international, students with disabilities, varying learning styles etc) and that supervisors need to be provided with a range of possible responses and skills; that there is a wide base of pedagogical research which can be drawn upon support staff in their efforts.

Attendees definitely appreciated the extensive handouts provided by Stan Taylor, in particular the bibliographies.

The Effective Management of Plagiarism. 8 June 2006

This workshop held at Goodenough College, London was the first to be organised on the issues and growing problems surrounding plagiarism at postgraduate level. The 22 delegates were treated to excellent presentations by both speakers (Dr Fiona Duggan and Dr Karen Clegg) and even the cancellation of a plane could not deter their commitment to ensuring the day was focussed and tailored around the needs of the audience.

The opening gambit was to ask the audience for a definition of plagiarism. This was then followed by fascinating presentations outlining not only the problems and issues but the ease of which essays or theses can be bought via the internet. In addition, academic theft of ideas and the human and technological detection processes were discussed. A demonstration of the software using short pieces of work submitted by some of the attendees resulted in the various methods in which plagiarism can be detected from direct copying, patchwork texting to the actual site it was originally sourced. Support for students particularly those with disabilities or where English was the second language posed

questions about the level of responsibility and support.

A series of breakout sessions was centred on small groups discussing specific questions allowing them the opportunity to break down barriers, share good and bad practice and ultimately open up the diversity of practice.

Overall the workshop was stimulating and raised common themes. Training and explicit guidelines were identified as the key to promote good practice and a common approach to plagiarism across all subject areas. The need to educate staff and students, to raise awareness and to encourage good academic practice is essential. Simply telling students they are plagiarising is not enough!

Florence Summer Conference Discussion Forum. 12 September 2006, London. 13 September 2006, York

These two half-day Discussion Forum sessions were intended both for those unable to attend the Summer Conference in Florence and for those who did. The forums provided a rapid update on doctoral education in the European context and presented an overview of presentations and key outcomes from the Conference, supported by a full Conference Documentation pack. Delegates had an excellent opportunity to present their views and observations on the Florence outcomes and make an active input to the Council's European Agenda – prior to the publication of the Florence Conference Report.

Good Practice in Research Ethics for Research Managers and Postgraduate Research Supervisors. 5 October 2006

This workshop gave an update on the emerging policies for Research Ethics and Research Governance in Higher Education Institutions – coupled with an opportunity to network with professionals and share best practice on how to develop and embed policies for ethics in research. Case studies were discussed and evaluated covering IPR, the ethics of survey design and delivery, ethical issues in clinical research and implementation of a “whistle-blowing policy” – plus the need to protect the whistle-blower. The differing ethical perspectives of key stakeholders, including the Research Councils, the NHS and the Charitable Institutions, were also reviewed and the

guidance on good practice available from CIHE, CST and the NHS was discussed.

Residential Workshop for Graduate Deans, Administrators and Research Supervisors – Professional Doctorates and the Skills Training Agenda. 15 – 16 November 2006

This residential event focused on the key QA issues relating to Professional Doctorates in Business, Medical Sciences and Education. The design, development and delivery of these rapidly expanding doctoral pathways was discussed in Syndicated Workshop format based on small facilitated groups and in plenary sessions.

Both for Professional Doctorates and for the regular doctorate, training needs analysis and the challenge of designing and delivering generic and transferable skills training was also considered – in the context of the QAA / Research Councils' skills agenda. Best practice and effective solutions were shared in small group discussions. The sustainability of PGRS skills training was reviewed with reference to the impact of Roberts funding and post-Roberts funding policy on the sector.

Management and Supervision of International Postgraduate Students. 5 December 2006

The objective of this workshop was to enable participants to identify the key and unique issues for supervisors when working with international research students, and to develop strategies for managing these issues. A keynote address by Dr Christine Humfrey of Nottingham University assessed how UK HEIs deliver support and supervision to meet the needs of international research students. This was followed by three sessions devoted to identifying the particular needs of international research students, examining issues and strategies for supervisors of international research students, and examining institutional and departmental structures for managing and supporting both students and supervisors. The sessions were evidence-based, and drew on break-out groups sharing their experience and current practice, as well as presentations and referenced hand-outs. Participants were provided with a summary of what the evidence of research on the subject can teach us, and were encouraged to consider where supervisors fit within the structure for meeting the needs of international research students within their own HEI. They also explored

possible and appropriate supervisor responses to the challenges faced by international research students.

It was generally agreed that international research students had a range of particular needs. Supervisors were required to develop particular skills and knowledge, which addressed the practical, cultural and pedagogical heterogeneity of the student experiences. Institutions and departments needed to focus on developing a joined-up support structure which operated right through from the application and induction processes to preparation for examination and even alumni experiences.

The workshop was evaluated very positively by participants, with particular emphasis on the excellent content, speakers and handouts.

external links and activities

Professor Howard Green (Chair 2000 – January 2006) represented the Council at:

- Euro RSCG Riley Postgraduate Networking Group, Royal Society of the Arts, London. 31 January 2006

Professor Malcolm McCrae (Chair, February 2006 onwards) represented the Council at the following:

- Euro RSCG Riley Postgraduate Networking Group, Royal Society of the Arts, London. 31 January 2006
- UKGRAD Strategy Forum, Great George Street, London. 24 March 2006
- Gave a presentation on *Improving Standards on Taught Postgraduate Courses* at the Neil Stewart Associates 4th Annual Postgraduate Conference – Maintaining Quality & Growth. Barbican Centre, London. 4 April 2006
- Gave the Conference Chair Address at the HEIST Conference on Postgraduate Market in Transition: Opportunity or Threat? (held in association with UKCGE). Mermaid Conference Centre, 13 June 2006
- The 17th Annual National Postgraduate Committee Conference, Aston University, Birmingham. 3-5 August 2006
- Gave the keynote address on *The Generic Skills Training Agenda* at the HETAC Colloquium on Research Skills Needs, Dublin. 25 September 2006
- Survey of Taught Masters Programmes, Advisory Board Meeting, York Consulting, Leeds. 4 December 2006.

Professor Pam Denicolo (Vice Chair) represented the Council at:

- SRHE Postgraduate Interest Group Meetings
- Member of UUK Working Group on the Implementation of the European Code and Charter for Researchers
- Member of RG06. Sector Working Group on the evaluation of Research Skills Development of Early Career Researchers (UKGRAD)
- Keynote speech and workshops on Support for Postgraduate Researchers and their Supervisors at University College Dublin; Waterford Institute of

Technology; and the University of Iceland

Professor Stuart Powell (Hon Secretary) represented the Council at:

- Euro RSCG Riley Postgraduate Networking Group, Royal Society of the Arts, London. 31 January 2006
- As a Session Chair at HEIST Conference on Postgraduate Market in Transition: Opportunity or Threat? (held in association with UKCGE). Mermaid Conference Centre, 13 June 2006
- Presented a paper *Issues for the Doctorate within Europe* (Powell, S.D. 2006) at the UKGRAD Annual Conference, 'Profiting from Postgraduate Talent – supporting researchers: our investment for the future'. Guoman Tower, London. 7 September 2006

Professor Tony Fell (Hon Treasurer) represented the Council at:

- Conference Chair at the Neil Stewart Associates 4th Annual Postgraduate Conference – Maintaining Quality & Growth. Barbican Centre, London. 4 April 2006

Professor Alistair McCulloch attended:

- The Neil Stewart Associates 4th Annual Postgraduate Conference – Maintaining Quality & Growth. Barbican Centre, London. 4 April 2006

Professor Mick Fuller attended:

- HEIST Conference on Postgraduate Market in Transition: Opportunity or Threat? (held in association with UKCGE). Mermaid Conference Centre, 13 June 2006

Professor Ian Haines:

- Gave the Keynote Introduction '*Developments in the Postgraduate Agenda*' at the 17th Annual National Postgraduate Committee Conference, Aston University, Birmingham. 3-5 August 2006



accounts and
directory of contacts

accounts 2005/2006

INCOME	2006	2005
Subscriptions	£66,700	£69,422
Conference fee & workshop income	£88,475	£78,269
Sponsorship & other income	-	£460
HEFCE income	-	-
OTHER INCOME	2006	2005
Interest received (gross)	£4,237	£4,719
TOTAL INCOME	£159,412	£152,870
LESS: EXPENDITURE	2006	2005
Printing, publicity & website	£5,004	£5,173
Postage & stationery	£1,823	£1,718
Travel	£3,507	£4,864
Audit & accountancy	£1,763	£1,468
Legal fees	-	-
Rent	£7,067	£7,117
Conference & workshop costs	£49,485	£49,191
Telephone	£960	£840
Computer expenses	-	-
Salaries & clerical assistance	£68,990	£72,972
Repairs & renewals	£112	£282
Books & journals	£688	£773
General	-	£170
Insurance	£1,130	£1,117
Bad debts	£2,015	£1,195
Bank charges	£47	£125
Depreciation –Office equipment	£1,247	£1,467
Staff development	£197	-
AGM expenses	-	-
Total	£144,035	£148,472
INCOME OVER EXPENDITURE	£15,377	£4,398

projected budget 2006/2007

Title	Budget (£)
Salaries	74,478.00
Travel	4,500.00
Staff Dev	750.00
Accommodation	7,173.00
Stationery	750.00
Reprographics	750.00
Postage	750.00
Telephone	900.00
Printing	3,500.00
Room Hire	300.00
Books/Subs	1,100.00
Insurance	1,200.00
Winter Conference	7,000.00
Workshops	28,000.00
Summer Conf	18,000.00
Publicity & website	2,500.00
Equipment	500.00
Audit & accountancy	3,000.00
TOTAL	155,151.00

member institutions and link people

These details were believed to be correct as this review went to press.

Please notify the Administrator of any errors or omissions by emailing ukcge@ukcge.ac.uk.

FULL MEMBERS

Institution
University of Aberdeen
University of Abertay
Anglia Ruskin University
Aston University
Bath Spa University
University of Bath
University of Bedfordshire
University of Birmingham
University of Bolton
Bournemouth University
University of Bradford
University of Brighton
University of Bristol
Brunel University
Buckinghamshire Chilterns University College
University of Cambridge
Canterbury Christ Church University
Cardiff University
University of Central England
University of Central Lancashire
University of Chester
University of Chichester
Coventry University
Cranfield University
De Montfort University
University of Derby
University of Dundee
University of Durham
University of East Anglia
University of East London
Edge Hill University
University of Edinburgh
University of Essex
University of Exeter
University of Glamorgan
Glasgow Caledonian University
Glasgow School of Art
University of Glasgow
University of Gloucestershire

Institution
University of Greenwich
Harper Adams University College
Heriot-Watt University
University of Hertfordshire
University of Huddersfield
University of Hull
Imperial College of Science and Technology
Institute of Cancer Research
Institute of Education
Keele University
University of Kent
King's College London
Kingston University
Lancaster University
Leeds Metropolitan University
University of Leeds
University of Leicester
University of Limerick
University of Lincoln
Liverpool Hope University
Liverpool John Moores University
University of Liverpool
London Metropolitan University
London School of Economics
London School of Hygiene and Tropical Medicine
London South Bank University
Loughborough University
Manchester Metropolitan University
The University of Manchester
Napier University
National Institute for Medical Research
University of Newcastle upon Tyne
North East Wales Institute of HE
The University of Northampton
Northumbria University
Nottingham Trent University
University of Nottingham
The Open University
Oxford Brookes University
University of Oxford
University of Paisley
School of Pharmacy, University of London
University of Plymouth
University of Portsmouth
Queen Mary, University of London
Queen's University of Belfast
Ravensbourne College of Design & Communication

Institution
University of Reading
The Robert Gordon University
Roehampton University
Royal College of Art
Royal Holloway College
The Royal Veterinary College
University of Salford
Sheffield Hallam University
University of Sheffield
Southampton Solent University
University of Southampton
University of St Andrews
The College of St Mark and St John
St Martin's College
Staffordshire University
University of Stirling
University of Strathclyde
University of Sunderland
University of Surrey
University of Sussex
University of Teesside
UHI Millennium Institute
University of Ulster at Coleraine
University College for the Creative Arts
University College London
University of the Arts, London
University of Wales Institute Cardiff
University of Wales, Aberystwyth
University of Wales, Bangor
University of Wales, Newport
University of Warwick
University of the West of England
University of Westminster
University of Winchester
University of Wolverhampton
University of Worcester
York St John University
University of York

associate members

Organization Name
The Athens Graduate School of Management
British School of Osteopathy
British Sociological Association
Canadian Association for Graduate Studies
National Postgraduate Committee
Royal Scottish Academy of Music & Drama
Royal Society of Chemistry
Society for General Microbiology

the executive committee

Professor Malcolm McCrae, University of Warwick, Chair
Professor Pam Denicolo, University of Reading, Vice Chair
Professor Tony Fell, University of Bradford, Honorary Treasurer
Professor Stuart Powell, University of Hertfordshire, Honorary General Secretary

Mrs Kathryn Brown, Leeds Metropolitan University
Professor Michael Fuller, University of Plymouth
Dr John Gibbins, University of Newcastle upon Tyne
Professor Ian Haines, London Metropolitan University
Professor Kevin Lee, University of Leicester
Mrs Kathryn Ludlow, Teesside University
Professor Alistair McCulloch, Edge Hill University
Dr Emma Murphy, University of Durham

The Officers of the Council met on four occasions, and the full Executive Committee on four occasions, during 2006.

THE OFFICE

Nicola Crouch, Administrator
Angus Burns, Events Officer
Suzanne Hayward, Clerical Assistant