review of 2007

UK Council for Graduate Education

UK **Council** *for* **Graduate Education**

review of 2007

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 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 at this Conference, during which the results of the elections to the Executive Committee are announced, and a report is given 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 2007 Summer Conference focused on the impact of electronic and digital systems on postgraduate education and was held at the University of Leicester.

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, and published reports. 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, as well as links to member organisations and other sites relevant to graduate education. The site also advertises workshop and conference programmes and delegate places can be booked online.

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, 7 associate members and 7 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 £550 per year, associate membership £240, 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 that 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 the Council's 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 2007

In the main this year has been one of consolidation for the Council and its activities.

There has been one change in Council staff, Suzanne Hayward who has provided the clerical support for the office over the last five years and also provided cover during the lacunae surrounding other staff changes has decided to spend more time pursuing her many other interests. I wish to acknowledge Suzanne's contribution to our activities and wish her well for the future.

Turning to various events mounted by the Council, as this Review demonstrates we have been covering a wide range of issues in the postgraduate arena during this year.

Of particular note in this year has been our involvement in promoting the dissemination of good practice in Research Degree Programmes (RDPs). This began with our hosting the launch of the QAA's report of the Special Review of RDPs at our Winter Conference in York and has continued with a jointly sponsored event at Warwick to showcase examples of good practice identified by the review. We hope to continue this collaboration with QAA to make available a database of good practice in RDPs in the future.

The Council has also tried to keep members abreast of the continuing developments in Europe through the ongoing Bologna process by providing several topical briefing sessions during this year. Finally we were pleased to hold our Summer Conference focused on the Impact of the Digital Age on Postgraduate programmes at Leicester where we were hosted by its current Vice Chancellor Professor Bob Burgess who was of course the founding father and first Chair of the Council.

Professor Malcolm McCrae
Chair, UK Council for Graduate Education
December 2007

publications

During 2007 the Council published a new report; Access to Doctoral Examiners' Reports. The publication is freely available to download from the Council website at www.ukcge.ac.uk

Access to Doctoral Examiners' Reports
Professor Stuart Powell and Ms Kathryn Brown, UKCGE
(ISBN 978-0-9543915-5-3)

A survey by questionnaire of 125 UKCGE member institutions was undertaken, focusing on their regulations and operational procedures in respect of access to doctoral examiners' reports. A response rate of 58% (72 respondents) was achieved.

Responses revealed considerable variation within the detail of practices across the sector but in general indicated that access to reports is often subject to restrictions of one kind or another; for example access may be restricted to certain post-holders within institutions and to the members of the examining panel, with candidates and/or supervisors gaining access only under limited circumstances. Ready access to reports for doctoral candidates and their supervisors is not commonplace across the sector. 'Preliminary and Final' reports are often afforded differential treatment in terms of any access given.

Many of the variations in practice have arisen over time and reflect, in some cases, legitimate differences of view with regard to the place and purpose of reports within the overall examination process but they do also result in quite different experiences of that process for candidates across the UK sector.

The report concludes with some recommendations, which relate to (i) the usefulness of reviewing practices regarding access in the light of the intended purposes of the reports themselves, (ii) the possibilities arising when access to preliminary reports is given to candidates prior to the viva, (iii) the seeming contradictions that arise when a candidate has responsibility for submission of a thesis yet his/her supervisor has a preferential right of access to reports on that thesis, and (iv) the possibilities of reviewing low up-take by candidates of any right to see examiners' reports. Finally, areas where national guidelines might be helpful are considered.

2007 winter conference: highlights

The annual Winter Conference was held on Tuesday 13th February 2007 at the Hilton, York. Its theme was UK and European Quality and Training Issues in Postgraduate Education and included the national launch of the 'QAA Final Report on the Special Review of RDPs'. The keynote address was given by QAA Director Dr Peter Williams on 'Quality and Training Issues in Postgraduate Education'. Three parallel themes explored Quality and PGR, Quality and PGT and broader Policy Issues.

Sustainability of Generic Skills Training – Quality Parameters for Doctoral Candidates and Post-Docs
Dr Iain Cameron (RCUK)

A structured talk was given around the forthcoming RCUK document 'Research Careers – A Strategy for Success' which was informed by the Leitch and Warry Reports of 2006 and Government statements by Gordon Brown. It was noted that the Skills Agenda is firmly based for postgraduates now and evidence is apparent from the Roberts Reviews and QAA Special Report. The focus now needs to move to the postdoctoral level and this will be a major issue for the next few years. RCUK are due to publish a refreshed version of the Concordat which will feature the 'one-stop shop for careers management'. One driver is to evaluate whether the £20 million Roberts money is value for money and effective.

It was noted that there was a conflict between employing a post doctorate as a PI on a Research Council project, and giving them the time and facilities to carry out their career development programme, as ultimately this could detract from achieving the project deliverables. It was felt that the whole issue of generic skills training still seemed to be very Science and Technology driven, although it was acknowledged that the Arts and Humanities were not deliberately omitted by RCUK and could be countered with AHRC Creative Arts Industry concepts.

Overall it was evident that:

- Roberts's monies have firmly established skills into the research agenda for postgraduates but not yet for post doctorates.
- RCUK is very active in producing its next round of documentation which will be published shortly
- Concerns were expressed about non Research Council funded students and part-time students and mature students who do not fit the model of the 22 year old 2.1 graduate with a Research Council studentship

Innovative Approaches to Generic Skills Training – Impact of the National Database of Practice
Ms Ellen Pearce (UK GRAD)

It was noted that the National Database of Practice is being increasingly populated, and is also being increasingly made use of as users seek to learn about good practice.
It was commented on that 20% of entries have some kind of e or digital element. Meanwhile the top areas for development are:

- Bringing stakeholders together
- Enterprise and Entrepreneurship
- Collaboration
- Research led activities

Key points of discussion

- Innovative activities have a long and high cost investment
- All need to be monitored and stage evidenced for impact
- New development areas may include: leadership; coaching; mentoring

Research Supervision – Reflections on Sustainable Quality in Europe
Professor Pam Denicolo (University of Reading)

Key points of discussion

- Without Supervisors on board we cannot deliver quality in Postgraduate Development
- Initial Training is useful but is not enough
- SWOT reveals that many Supervisors are not on board, don't own and are often disaffected from the Roberts Agenda
- What can be done?
  - Durham - one to one mentoring if experienced/less experienced;

- Supervisor Excellence Awards – winners give Master Classes
    - Newcastle - School briefing sessions once per year
    - De Montfort, Northampton - all Supervisors must update once every 4 years
- What is Needed:
    - Briefings on language of Roberts to Supervisors, e.g. TNA, PDP
    - Invite best Supervisors to share best practice
    - Get top managers, PVC's to drive the Supervisor training agenda

Impact of the Research Student e-log on Management of RDPs – a Progress Report
Professor David Bogle (University College London)

The session began with a summary of the University context (UCL) in which the e-Log was developed as Professor Bogle explained that his presentation was not intended as a demonstration of expertise but was rather the story of the real-life practice of developing and introducing an initiative in an HEI. As such, the story was well-structured and detailed conveying, by both examples of texts and anecdotes, some of the frustrations of the development of the e-log from its paper version over a period of three years or so, its launch, implementation and evaluation over the next three years and plans for the future.

The benefits expected from an on-line version as opposed to a paper version were expounded with examples provided of its varied content, capacity and flexibility. Lest the audience leave with the view that a panacea was now available to mend all the ills related to the development of generic and transferable research skills, time was given to elaborating on the practical problems that had emerged during the use of the e-log, many of them stemming from the original need to translate the paper version very quickly into an electronic one. We were all reassured that staff had learnt from the process and that the revised version built on feedback from students and supervisors and addressed all of the problems formerly experienced. The student feedback also revealed other problems that students faced while engaging in skills development. This feedback has therefore, in turn, led to improvements in both supervisor practice and training and in institutional practice.

The session concluded with a discussion about the pros and cons of e-logs – many of the audience were cheered by the hope that the revised version of the e-log might soon become available for them to use, with suitable amendment to fit context, in their own institutions while most were relieved to hear that others too struggle with the general reporting aspect of skills development, as well as particular issues of 'resistance to change'.

The Impact of Graduate Schools on establishing Quality Standards for Research Degrees
Professor Mary Ritter (Imperial College)

This session was attended to capacity and covered three main areas: (i) the scope of the issues under consideration, (ii) the processes for defining and maintaining quality standards and (iii) the impact of Graduate Schools on these processes. Professor Ritter's very interesting presentation on these three areas concluded by setting them in an international context and was followed by a discussion that revealed differences in both individual views and institutional approaches in relation to them.

To summarise both presentation and discussion:

(i) Professor Ritter outlined the range or 'research-rich' and 'research-only' masters level awards as well as the different kinds of doctorate available in the UK and showed how the development of standards may occur across a broad base within an institution and may be enhanced by sharing within a group such as a Graduate School. She also noted that, while there may be no designated body with overall responsibility for quality assurance processes that ensure and maintain standards in an institution, such things are usually the responsibility of a designated body such as a central committee or Graduate School.

(ii) In terms of the identification, sharing and dissemination of good practice, which are emerging from the QA reviews, the usefulness of things such as discussion groups on key issues, teaching development grants and student and supervisor awards were discussed.

In terms of assuring quality, the kinds of information considered for existing Masters

level awards were discussed such as: the application and results statistics, course structure and content, course information and materials, external examiners' reports and student feedback. For new, proposed, Masters programmes the kinds of issues looked at in any initial internal review were discussed, e.g.: the 'fit' with the existing HEI portfolio, the agreed institutional research agenda and perceived external demands; the course structure and content; the availability of teaching staff and facilities; the financial plan (here wide variation was apparent from discussion regarding what might be expected from proposers in relation to business plans), the identification of interdisciplinary areas and finally shared content with other courses. The location of the final decision making was then reviewed and again wide variation became apparent in terms of where recommendations were made in individual institutions and where decisions on those recommendations were taken (with discussion about the timing of these phases).

(iii) The third part of the presentation and discussion was specifically directed at any characteristics of a graduate school that might be seen to mark it out as different to other [committee] structures. For example, there was a sense in which a graduate school might be firmly embedded in the academic structure, yet different from the institution as a whole, students may feel they 'belong' and have a sense of ownership of resources and their own learning. There clearly needs to be close liaison with the Faculties and activities need to be dovetailed with those of the Faculties. It was agreed that a crucial element in the success of graduate schools is that directors of them should sit on key faculty committees. There was also a broad consensus that Graduate Schools need to be tied in, overtly, to the university's academic mission (both research and education) and should be associated with a range of research activities including interdisciplinary academic activities and transferable skills training as well as quality assurance matters. There was, in short, an agreed need for a positive, creative image to be attained if success is to be ensured - Graduate Schools need to have a role that extends beyond policing. There was some consensus that, by their academic nature and unique position within an HEI, Graduate Schools can do much to promote the establishment of quality standards and the sharing of good practice for research degrees. They have the potential to ensure quality for both PGT and PGR and, by managing QA processes, promote development and the enhancement of postgraduate training and excellence. The sway of the discussion was towards a view that all of these things may be more difficult without, or outside of, a Graduate School.

Reflections on the QAA Special Review of RDP: How has it affected Institutional Policies?
Dr Douglas Halliday (University of Durham)

Briefly setting the scene with the History of the PhD, increased numbers, the external drivers for review, including the global context, Dr Halliday reflected on the mechanisms undertaking the QAA Special review at the University of Durham across three faculties, incorporating twenty-seven departments, a university-wide Graduate School, and a PGR roll of 1139 students. Durham's response had been to review the precepts initially and identify those which required further consideration or action. Eight required no action. An institutional code was developed over three months and the QAA Code was used to stimulate debate about the nature of doctoral programmes, skills development, supervision, the role of other doctoral awards, and assessment issues. The QAA was also invited to give a presentation at which research students were also present.

During the discussion, a number of main issues arose around the management of supervision including the maximum number of students per supervisor and policies on contact, around assessment including the use of Independent Viva Chairs, and around Generic Skills Training.

It was noted that departments were required to lodge with the Graduate School approved policies on management of supervision and training, but the Graduate School was asked to provide evidence of the need for an Independent Chair, which was gleaned from a twelve-month pilot of taped vivas, use of chairs, and sampling individual vivas. The University now has clearer structures, an institutional rationale for doctoral programmes, articulated expectations, and perhaps most importantly, a focus on the student experiences and on-going dialogue.

Employer's views on employment skills were canvassed, but whilst there were positive comments about the skills, and calibre of the students, some misgivings about the nature of the PhD and the appropriateness of skills training emerged and their effects on the

quality of the PhD product. The benefits of Professional Doctorates in enhancing professional practice were also emerging.

It was noted that new and innovative practices emerging at the University were Collaborative awards. Training, Professional Doctorates and, though a common feature in other universities, part-time study.

There was some resistance in the attitudes of Senior Management towards broadening the agenda of Doctoral education, and some tensions between internal and external drivers and views about the nature of Doctorates, but the Graduate School was proactively engaging with Departments in discussion on their terms and using language appropriate to their subjects. It was felt that the impact of Bologna made it all the more necessary to engage with the process, and important that the UK has a voice in the Bologna process, informed by continued debate and reflection on the QAA review.

The Potential Impact of European Directives on the UK Masters Degree
Jessica Olley (UK Higher Education Europe Unit)

Jessica first explained the three objectives of the UK Higher Education Europe Unit – raising awareness and acting as a central observatory, coordination of the UK's involvement in the European debate on Higher Education and the production of collective statements on behalf of the UK to assist effective lobbying.

Briefly describing the history of the Bologna process from the original 1999 Bologna declaration, it was noted that the position had now been reached where there was an expectation that the European Higher Education Area would be "fully" operational by 2010, the process being seen as crucial to achieving:

- enhancement of the employability and mobility of citizens in Europe
- increasing the international competitiveness of European HE.

It was noted that the Bologna process was an inter-governmental process, not one driven by the European Union and that its intention was to create comparability, compatibility and transparency not a complete harmonisation of HE.

Jessica emphasised that within the three cycles the one that was creating the most discussion in the UK was the Masters. While Bologna does stipulate a three year Bachelors degree it does not, in spite of earlier publicity, expect a 3+2 arrangement, i.e. a two year Masters. In fact, the Bologna process has moved significantly to a learning outcomes-based approach for all three cycles.

In the case of the four year integrated Masters (generally only available in science, technology and mathematics) the Europe Unit's advice was that:

- consideration might be given to boosting the M level element in many programmes
- HEI's should consider awarding both Bachelors and Masters certificates along with a full and clear Diploma Supplement.

In the discussion that followed it was evident that it would be appropriate if the various Professional and Statutory Bodies with an interest in four year Masters courses were to get together to agree a coordinated approach if they wished to maintain the concept of such courses.

Research Training for Social Scientists – an International Perspective
Dr Joan Chandler (University of Plymouth)

Dr Joan Chandler examined the issues of research training for Social Scientists from the point of view of Faculty Dean, and in particular looked at what is happening to the postgraduate student/programme. She also identified trends in doctorate studies and some of the ways her University are responding to them. The impact of transparency with regard to the approach to costing and the FEC data collection exercise was also examined. As was the fact that Institutions have to respond to HEFCE asking them to cost their activities. Discussion also centred on the different types of research training across Europe, as well as in other disciplines, and the subsequent cultural specifities which can be seen as a result.

The Inclusion of Transferable Skills in Taught Masters in Science and Engineering
Dr Jon Turner (University of Edinburgh)

This session by Dr Jon Turner examined the growing demand for 'bespoke' training programmes. He discussed some of the

training provided at Edinburgh University, as well as other issues such as context, operational detail; and what happens on the ground with students. It was noted that this transferable skills training had been the result of significant growth in demand not least from students themselves. This led to discussion about whether Taught Masters have very variable training needs (more so than PhD Students?) and the variability of demand for generic/transferable skills. Other issues discussed included:

- The rapid growth of e-learning – even to support students before they arrive
- Variability of demand for generic/transferable skills - Is it dependent on 'cost' to a department?
- The percentage of a unit's time servicing Masters as opposed to PhDs

Enterprise and Innovation Skills in OPGT Training
Samantha Aspinall (University of Leeds)

The importance of enterprise training was highlighted through the breadth of the definition of enterprise: "having ideas, acting upon them, recognising and taking advantage of opportunities, and 'making things happen' ". Associated skills include negotiation, networking, creativity, business planning, marketing, finance, IP, and so on. The session outlined ways in which enterprise training is embedded within the postgraduate curriculum at the University of Leeds and discussion concentrated on the means by which staff and students could be most effectively persuaded to engage in this form of training.

The key points of the presentation focused on examples of ways in which enterprise skills are developed at Leeds. This included the use of "enterprise taster days" in which, for example, lists of good and bad business ideas are evaluated through group work and where help in writing 'business plans' is provided. The advantages of building a community of practice amongst academics, post-docs and PhDs were discussed, and there was discussion about the development of variety of new materials in enterprise for PhDs at Leeds. This included, for example, a video in which students made use of creative thinking techniques to solve problems presented by an academic researcher. The benefits of having space for researchers to develop new ideas and access to advice to explore new business ideas was discussed and it was noted that, in Leeds, the University's CETL in Enterprise and Careers provided this alongside workshops and materials to promote enterprise skills.

The main issue raised in the group's discussion centred on the difficulties in evaluating the success of enterprise training given that the returns to the training can often be recognised only in the fullness of time. It was observed that, in these circumstances, it is even more difficult than usual to persuade hard-pressed academics and students to engage in this type of training. The advantages and disadvantages of compelling students to attend the courses were discussed. It was noted that compulsion reduces the chances of students and academics opting out, ensuring a good critical mass of involvement, but it also means that some individuals attend with (sometimes destructive) reluctance. A useful compromise was suggested in which students, post-docs and supervisors are free to choose to attend any of a range of offered sessions but there is compulsory minimum attendance on the programmes.

2007 summer conference: highlights

The Summer Conference was held on 2nd - 3rd July 2007 at the Gilbert Murray Conference Suite at the University of Leicester. This year's theme was Masters and Doctorates in the 21st Century: The Impact of the Digital Age.

Learning Futures
Professor Gilly Salmon (University of Leicester)

Professor Salmon dealt with different phases of developing the use of electronic technologies in Higher Education. She argued convincingly for four phases:

(a) use of established technologies on existing cohorts

(b) exploiting new technologies on existing students

(c) using established technologies to develop new markets

(d) developing new technologies to attend new types of student

The Evolution of Electronic and Digital Systems – Keystones for the Diversity Agenda
Professor John Gibbins (University of Newcastle), presented by Professor Tony Fell (University of Bradford)

Professor Fell gave a wide ranging review of issues relating to the introduction of digital systems into Higher Education focussing particularly on the impact of these technologies on access.

The main point of discussion centred on the impact of new technologies for course delivery, on the expectations of students in relation to assessment process and the extent to which HE institutions will be able to accommodate changes whilst maintaining their brand identity.

Supervision On-line: New Frameworks for E-Collaboration and e-Mentors
Dr Peter Scott (The Open University)

The workshop highlighted how the Open University is using technology to promote a virtual supporting environment for its staff and students. The presentation concentrated on the technological side of the equation and said little about the underlying demand requirements. The following three ways outline the type of technology that is available:

Tele-support: provides an online forum to encapsulate expertise, for example bringing winter/summer schools to a wider audience without having to physically attend. Researchers can develop their own personalised video blog, capturing and reflecting on their work and also using the opportunity to share it with others. Staff can link to the web and download information for students using podcast.

Tele-presence: telemeetings (flash meeting) provide a virtual meeting opportunity for those who are not able to come together physically. It promotes the discipline and structure of meetings as each one is recorded. They have a facilitator a 'community of practice' allowing people who are interested in the same topics to share and network. Students own their work and are encouraged to make it public. These can also be used for staff and student meetings to discuss progression and as they are recorded they provide an evidence trail.

Tele-community: hexagon – is in effect a series of live video rooms which are interlinked with open microphones and cameras so anyone who wishes to listen or participate in the seminar or meeting is able to do so. It can also be used to identify where certain staff are at any particular time and the work they are undertaking.

Discussion focussed on a series of points as follows:

- How can technology assist in bringing staff and students together and promote a supportive working and learning environment. The layers of technology allow visual and remote access to students providing a virtual network and the sharing of good practice. This community is operated and driven by students who organise meetings of which they own and can decide on who they wish to have access via a unique code.

- What are the issues of confidentiality and data protection of students work and who owns the recordings.

- Concerns were raised over the recording of meetings particularly as this could be used as evidence against staff if an appeal is made.

- Ethical issues surrounding the monitoring of what is being discussed in the meetings and who checks for abusive content.

It was thought that this type of technology could be used for the purpose of mentoring and supervising and be of particular benefit if the student or supervisor was remote. It could reduce the amount of time getting to meetings as the supervisor or student would not have to travel. However, concerns were raised having students work going public before completing their studies and on the data protection of personnel.

The workshop was very technology–led which left some of the audience wondering whether this was really a question of technology searching out a use – rather than an academic need searching for a solution. One was left with the feeling that as with many 'E' solutions, the former is the case

Multinational Networks for Research & Communication in the Digital Arts: Challenges for Research Supervision
Professor Roy Ascott (University of Plymouth)

This session provided a guide to the planetary collegium established by Plymouth to service the developing research area of digital art. A picture emerged of a niche area which is exploiting a distributed network with nodes of activity. It also highlighted the arrangements that challenge the traditional way in which academic research is pursued.

The main point of the discussion was the extensive training and infrastructure required to establish this type of arrangement in a defendable and quality assured way.

From Enquiries to Registration – E2R
Maggie Donnelly and Angela McNeill (University of Newcastle)

This session covered a project completed at the Newcastle University that had brought about a step-change in the admissions procedures of that University, and involved electronic procedures from the point of initial enquiries from prospective students to registration.

The system in question was demonstrated by the speakers in real time, with a fictitious application being made and 'accepted' (by prior arrangement) during the session itself. This enabled the audience to get a real feel for the immediacy of the process and its completeness in terms of the way it subsumed all the usual procedures of candidate enquiry and subsequent institutional responses. There was a sense in which the application was always 'with someone' and being acted upon and therefore there seemed less likelihood, than in more conventional systems, of it falling between any gaps in administrative procedures. The system also enabled other interested parties such as agents to log in see progress being made with individual applications without troubling administrative staff.

The electronic application form allowed prospective students to attach documents such as research proposals and in this way seemed to offer flexibility that impressed the attendees at the session. It also, for example, automatically called for references in certain circumstances. It seemed therefore to combine both automation and flexibility. From the perspective of the academic 'selector' (the person charged with making an academic decision on acceptance/rejection) the system offered the possibility of seeing the whole process on screen with all documents in one place and all attendant statistics to hand.
The features embedded in the system may be summarised as follows:

- A secure on-line form for applicants.
- Offer letters and certificates of acceptance.
- Functionality to manage conditions.
- A deferral function.
- Workflow to refer applicants to Academic Selectors.
- Automated messages to applicants.
- Document scanning and Document archiving.
- 'Quick Entry' screen for data input of paper applications.
- A range of flexible reports
- An agent portal.
- CRM system for enquiries management.
- CRM for communication with applicants

The system was described as fine-tuned at the front end with a lot of back end support and attendees in their comments and questions concurred with this view.

E-Portfolios and E-Booking – The North-East Region Solution
Simon Cotterill (University of Newcastle)

This session covered the topic of ePortfolios for postgraduate researchers and focussed upon the e-system developed at Newcastle University in this respect. The development at Newcastle was called the 'Postgraduate Research Training Portfolio was originally based on the Joint Skills Statement (Research Councils) and is now used to complement faculty based training programmes.

The package developed at Newcastle included electronically stored in formation concerning:

- research plans;
- records of supervisory meetings (with shared access);
- records of achievement against core research skills;
- self-assessment and PDP;
- self-assessment of project specific skills;
- CV material;
- an unstructured area with shared folders /file upload.

From the supervisor's perspective this ePortfolio system means that institutionally owned data (e.g. personal/programme details and training records) can readily be accessed while from the student's perspective they can see, for example, research plans and lists of meetings with supervisors with any outcomes of those meetings etc. Indeed most of the architecture is private to the student and/or the student can choose what to share with stipulated others – i.e., students can grant access to others to view specific parts of their portfolio. In this sense, students are encouraged to take a more active role in their own development.

During discussion it was clear that most attendees could see the clear advantages of the system and many were beginning to see the possibilities of using it themselves and indeed extending it in the future.

2007 workshops

During 2007, the Council ran five workshops, three discussion fora on Bologna, a Residential Workshop, and the Inaugural Colloquium on Graduate Education held in Dublin.

Bologna Discussion Forum: The impact of proposals for Doctoral Programmes in Europe after the EUA Brussels/Nice Seminars, 22 January 2007

This was the first UKCGE Bologna discussion forum and focused on the European debate on Doctoral Programmes under Bologna, as well as the potential impact on HEI policies and practice in the UK.
Concise, documented briefings on the EUA Seminars in Brussels (October) and Nice (December, 2006) were presented in order to clarify the relevance to the UK research community of the key issues likely to impact on UK doctoral programmes under Bologna. In addition to this, a short review of the UK's strategic position on Doctoral Programmes in the Bologna context was provided and discussion followed on the key issues for UK HEIs and their potential resolution.
The UKCGE Bologna Discussion Forum provided an excellent opportunity to update on the issues and input to the debate in preparation for the London Ministerial Meeting on Doctoral Programmes (3rd cycle) in June 2007 and the ensuing London Communiqué.

Bologna Discussion Forum (Repeat), 6 February 2007

Due to the overwhelming popularity of the first Bologna Discussion Forum, a repeat session was held. This second discussion forum followed the same agenda as the previous event, and therefore examined issues such as the link between Masters and doctoral level, the state of doctoral programmes in Europe and the impact of Bologna on UK HEIs.

Postgraduate Retention and Completion Rates, 8 March 2007

Over the past two or three years, retention rates and completion times on doctoral programmes have become a major issue, particularly in the light of HEFCE's intention to publish annual lists of qualification rates. The aims of the workshop were to look at the answers to two questions, namely why students did not complete or took over-long to do so, and what could be done about it.
The morning was spent on the first question, with group work in syndicates followed by a presentation summarising international research findings. In the afternoon, delegates considered a range of possible interventions to improve retention rates and reduce completion times, again followed by a presentation outlining a range of initiatives from the US, Australia, and the UK.

In terms of the 'why?' question, perhaps the most significant point to emerge from the discussion was the disjuncture between the model of research students seemingly held by many policymakers as young, full-time, and fully-funded, and the reality. In many of the institutions represented at the workshop, a majority of research students – particularly outside the natural sciences - were mature, often had family commitments, and were studying part-time while holding down jobs.

Given this, many delegates felt that the presumption that departments could wield a 'big stick' to keep candidates in the programme and force them to keep to time was too simplistic. Instead, delegates identified a range of ways in which improvements could be made to recruitment and selection, supervision, the programme environment, and the institutional environment to facilitate higher retention rates and lower completion times. Delegates noted with concern that, whereas in the US a range of measures were being trialled and evaluated in terms of their effectiveness, there was no comparable initiative in the UK.

Intellectual Property Rights & Knowledge Transfer, 20 April 2007

IPR and KT are issues of prime importance to all UK universities, where institutional policies for IPR are at many different stages of development. This timely topic, presented for the first time by the Council, attracted 30 delegates from a wide range of Institutions throughout the UK, offering a rare opportunity to share experiences with seasoned IP professionals and newcomers alike. The four themes were expertly presented, covering "*Online teaching of IP awareness*" (Prof Ruth Soetendorp, Bournemouth), "*IP generation through PGRS and Post-Docs*" (Dr Sue Boulton, Plymouth), "*Spinning out companies from HEI's*" (Dr Sarah McNaughton, Oxford)

and "*Management of KTPs*" (James Best, Wales). Although undergraduate and PGT issues were addressed, the Chair ensured that the PGR agenda was strongly focused throughout.

A key feature of the programme was the Case Study on "*IPR issues with an externally funded PGRS*", which was very well received by participants. This had been specially written by the Chair, based on his personal experience. Three break-out groups discussed this scenario page-by-page, prior to sharing the issues in plenary session – many turned out to be common sense, perhaps, but some really delicate points emerged as to who *really* owns the IPR in a sponsored studentship – and how can academics protect the IP rights of their research team more effectively.

The protection of IP through Patents was discussed in context with other methods, such as Copyright and Trade Marks. Licensing constituted a major route for knowledge transfer of ideas. However, it became clear that there is often a long lead time before apparently successful projects (in terms of publicity and publications) showed a positive financial return to the University.

As regards support from the Research Councils and Charitable Foundations, it is evident that these organisations make few claims on the IP emanating from research projects, often allocating the entire IPR to the Institution. By contrast, research funding from industrial sources was very often tied in with an expectation that the IP would at best be shared, or allocated solely for the benefit of the commercial sponsor – sometimes with prejudice to the publication rights of the PGRS, and this could ultimately impact on the quality of the thesis.

One key issue that emerged is the relative emphasis that HEIs put on the value of IP and KT in the Science and Technology arenas, by comparison with research in the Arts and Humanities. Yet the creative arts area has a significant potential for generating IP, although it appears that the management of IPR at some HEIs may be restricting the opportunities for academics to exploit their IPR in the Arts and Humanities. This topic would merit further reflection and discussion at a future UKCGE meeting.

'What is a Doctorate?', 4 May 2007

The day began with a summary from Chris Park of the main points and issues explicated in his HEA Discussion Paper: Redefining the Doctorate (Feb 07). This was followed by four presentations (Howard Green, Mick Fuller and Simon Felton, Pam Denicolo and Chris Park) outlining particular potential topics for debate (Quality and Standards; the Student Experience; Convergence –whether inevitable and welcome; the Purpose of the doctorate). After lunch, participants joined their discussion of choice, each group responding to key questions from the Park document. Each group reported back briefly and the day ended with a lively debate that drew the strands together.

It was evident that there are not only a variety of forms of doctorate in the UK and abroad but the doctorate itself means different things to different stakeholders. Although it was agreed that we cannot pin 'doctorateness' down once and for all, because it is dynamic and evolving, we do need to provide a better definition of criteria (essential elements- in what combinations) in order to withstand criticism and make cases for continued practice. We need to identify the value of doctorates but not just in economic terms (although there is a demand from Treasury for this) because all stakeholders are becoming more discerning and critical. The sector needs to own the debate and draw conclusions before others do and this is urgent. Supervisors are very significant in this and participants decided that it was important to take this message back to institutions.

In different ways, it was expressed that the topic was too large for one day although participants were pleased to begin the debate and continue it later.

Bologna Discussion Forum (2): Doctoral Futures and the Bologna Process: The London Communiqué and its potential Impact on Postgraduate Education in the UK, 6 June 2007.

This *Bologna Discussion Forum* was the first major UK meeting to follow up and review the implications of the Ministerial Summit of 46 nations on the Bologna Process, hosted by the UK in London on 16-18 May. The Council was very fortunate to have secured the services of three very experienced presenters who gave eye-witness accounts of the Summit - namely Professor Drummond Bone (VC, Liverpool)

who had represented UUK as adviser to Minister Bill Rammell, Chairman of the Bologna Summit, the others as observers for UUK (Jessica Olley, Acting Manager, UK HE Europe Unit) and the UK Universities (Professor Mary Ritter, Pro-Rector, Postgraduate and International Affairs, Imperial College).

The *Forum* was designed as a natural follow-on from UKCGE's 2006 Summer Conference (*"New Dimensions for Doctoral Programmes in Europe – Training, Employability and the European Knowledge Agenda"*) and two earlier Fora on the outcomes of the European University Association meetings held in preparation for the international 'Bologna Follow-up Group' position paper, which served as the baseline for the London Ministerial Summit.

Professor Drummond Bone, Chair of UUK, gave a wide ranging and very open description of the Ministerial meeting based on the key issues in the final communiqué and his viewpoint as a participant sitting at the Ministerial table. His presentation acted as an excellent scene-setting plenary session and clarified the important issues arising on the London Ministerial agenda, as noted below. Professor Mary Ritter gave an analysis of the situation regarding master's entry to the PhD cycle, presenting evidence from a recent survey at IC on the time-commitment of full-time master's students during a one-year registration. This showed clearly that, at least in IC, all the requisite learning outcomes at master's level were supported by a time-commitment approaching the norm for 90 ECTs, especially when the additional time for write-up and presentation were considered. Jessica Olley confirmed that the issue of acceptance of the one-year Master's degree under Bologna (as in the UK and Ireland) had not been fully resolved at the London Summit and that discussion would continue.

In the presentations and break-out group the volume of discussion on facts and ideas was wide ranging and stimulating. The authors of this report have drawn out the key points to illustrate the breadth of the output.

As regards the comparison of UK Master's programmes with those in other Bologna signatories, it was concluded that rather than the time taken to graduation, what really mattered was the extent to which the learning outcomes and skills achieved by the graduate student were of value to the eventual employers, whether in the UK or overseas. There was also a need to understand the demography of the most highly qualified sector in the UK workforce: while almost 40% of PhDs in the STEM workforce in the UK are from overseas (NB the figure is almost 50% in the US), there appeared to be a potential demographic time-bomb impacting on much of Europe in terms of the lack of sufficient doctoral graduates. It was clear that this would demand a range of solutions: if universities were to respond to the wide-ranging requirements for employability in different sectors of the doctoral workforce, it would be essential for diversity of provision to be the key factor, rather than risk the negative impact of over-regulation.

It was noted that a key outcome of the Ministerial Summit was to empower the EUA to survey the development and employability of doctoral candidates and to support doctoral education through the formation of a "European Council for Graduate Education". Progress on these issues would be reported at the next Ministerial Summit.

The key issues and concerns raised by presenters and delegates included:

- concern about the position of the 4-year UK integrated Masters courses (so-called 'undergraduate masters')
- whether the standard Master's programmes in the UK would be acceptable in their own right and for entry into the doctoral cycle, by colleagues in the rest of Europe by the target date of 2012 - though Professor Bone indicated that in his opinion "the one-year Masters would win out"
- whether a Master's year integrated into a doctoral programme would resolve the dilemma in the UK over its Master's courses
- the relatively poor facilities (offices, etc) offered to international doctoral students relative to those for example, in the US
- whether the resistance of UK HEIs to a two-year Master's programme would change if students (and universities) were fully funded for them – and in response to the need for candidates (UK and overseas) to acquire 90 ECTs.
- the continuing need for the UK to lobby politely and constructively wherever and whenever possible over the full range of issues relating to Master's and Doctoral programmes

- whether Master's students in the UK should be eligible for a student grant (or loan)
- the increasing competition for postgraduate students throughout Europe from countries with lower (or no) fees, where English is increasingly used as the language of tuition and discussion
- the feasibility of a 'golden hello' for doctoral students
- a view that merely achieving compatibility with Bologna would not guarantee the quality of a doctoral award
- the need to involve employers in the design and validation of master's and doctoral programmes
- the over-riding need to ensure diversity of candidates and flexibility and diversity of types of doctorates and modes of study
- the complexity of funding and quality issues for joint/double doctoral degrees
- a need to continue to have a flexible approach to the entry requirements of doctoral programmes
- the challenge and potential conflict between professional/career development and intellectual development in doctoral programmes

The *Forum* was fully subscribed and attended by probably the widest range of delegates at any UKCGE workshop. The most significant message that emerged was the need for academia in the UK to be as actively engaged as possible with the Bologna agenda, as it moves forward to the watershed of 2012, when a wide-ranging Ministerial review is scheduled – preparation for which will commence at the next Ministerial Summit, to be held in Leuven, Belgium, in March/April, 2009.

Meeting the Needs of Part-time Research Students, 11 October 2007

There was a great deal of recognition that part-time research students are the least catered for in HEIs, but that often they are the most in need of support (both academic and pastoral). Research training was a big issue, with most participants in agreement that the Joint Skills Statement and consequently their current training programmes are not appropriate for part-time students (most of whom are already in employment). Other issues included low completion rates, and finding means to integrate part-time students into peer, research, academic and institutional cultures. There was a general agreement that there is not currently enough information about part-time research student numbers or profiles, and that current statistics do not breakdown into the kind of formats which would be useful.

Participants gave largely very positive feedback. The venue received mixed responses (some people felt that too much time was lost to the library tour, which was not the principle purpose of their being there, whilst others really appreciated it). The speakers provided a good mix and it was felt that it was definitely worth having all four there. The presentations by Murphy and Brice provided statistical and research-derived evidence for discussions, while Woodward and Chandler provided the experience and more informal knowledge that comes with being a supervisor of part-time research students or a part-time research student oneself.

Finally, it was very noticeable how concerned participants were that there is not enough information about either the number or profile of part-time research students, how their needs are different from other research students, or how best their needs can be met. This is clearly an area in which more work can be done to support and inform HEIs.

Inaugural Colloquium on Graduate Education Strategies for Generic Skills Training, Development of Research Supervisors and Innovation in Doctoral Programmes, 24-25 October 2007

The UKCGE "Colloquium on Graduate Education" was the first of a series of events intended to establish a new platform for discussion of Graduate Education issues in the UK, Ireland and across Europe. The 1½ day format with an evening Plenary on Bologna followed by the Colloquium Dinner and extensive Workshop Group Discussions throughout, was based on successful international events run by UKCGE in London and Florence. The Colloquium offered a rare opportunity for networking and reviewing areas for potential collaboration between professionals in Ireland & the UK.

Issues covered during the event included:

- Strategic Policy for Research Career Development of Doctoral Candidates and Post-Docs
- International Perspectives on Mobility of Researchers

- Doctoral Education – Challenges for the Future
- "… a School is a School is a School" (Gertrude Stein) – Doctoral Education in the Context of the Graduate School
- Generic Development of Essential Skills for Research Supervisors
- Design and Implementation of Personal Development Planners for TNA and Effective Management of PG Research Students
- Strategies for Securing Sustainable Funding for Postgraduate Training
- The Challenge of Updating Established Supervisors
- Trials and Tribulations of the Research Student: Case Histories
  Doctoral Programmes as a Strategic Dimension in Science, Technology and Innovation in Ireland
- The Perspectives of Post-Docs on Postgraduate Education in Ireland
- Delivering High Quality Doctoral Training Programmes: A Scottish Perspective

Residential Workshop 2007: Strategies for Institutional Audit of Research Degree Programmes – Key Issues for MPhil, PhD, Professional Doctorates and Extramural Programmes, 14-15 November 2007

This residential event focused on the strategic issues arising from Institutional Audit applied in practice for the first time to Research Degree Programmes. In addition to this, audit issues relating to Professional Doctorates including the DBA, part-time registrations, and extramural and franchised research degrees were also covered. These aspects were discussed in Syndicated Workshop format based on small facilitated groups and in plenary sessions.

Topics included:

- Lessons as an Auditor on the Special Review of RDPs
- Strategic issues in validating the Professional Doctorate
- Audit challenges with extramural and franchised Research Degree Programmes
- Essential Audit and Policy Issues for Research Degree Programmes
- Key aspects of Audit - focus on part-time research students
- Auditing the QAA / RC Skills Training agenda
- Funding, Qualification and Completion Rates – Insights into the Funding Council Agenda
- Graduate School contribution to the audit process
- The potential role of PDPs in facilitating audit
- Practical approaches to acquiring the input of stakeholders

Looking at Examples of Good Practice from the QAA's Special Review of Research Degree Programmes. Joint workshop with QAA, 6 December 2007

This workshop was a follow on event from the launch of QAA's report on the Special Review of RDPs which they undertook at the end of 2006. It was designed to showcase examples of good practice in the different facets of these programmes that had been identified by the Special Review. The programme was divided to cover seven of the areas dealt with in the review namely:

(i) Selection, admissions and induction.
(ii) Support and development for supervisors.
(iii) Student feedback.
(iv) Institutional arrangements and the research environment.
(v) Progress, review arrangements and assessments.
(vi) Development of research and other skills.
(vii) Student representations, complaints and appeals.

Speakers from fourteen of the Council's member institutions presented brief synopses of their good practice and in addition to discussion of the areas covered by these presentations their was also some general discussion of other issues such as resourcing arrangements likely to impact on RDPs over the medium term. Finally there was a presentation from UKGRAD on their web accessible database of practice. The popularity of this event and the feedback on the value of having some longer term arrangements for the dissemination of good practice in RDPs that is identified during the continuing programme of Institutional audits has prompted the Council and QAA to consider how this might be best achieved.

other activities

Responses to Consultations

The Council responded to the following national consultation:

- QAA Discussion Paper on Doctoral Programmes (the full text of this response is available on our website www. ukcge.ac.uk)

external links and activities

Professor Malcolm McCrae (Chair) represented the Council at the following:

- Attended the UK GRAD Policy Forum, Chancellors Hotel and Conference Centre, Manchester. Wednesday 10 January 2007
- Acted as Conference Chair at the Neil Stewart Associates Fifth Annual Postgraduate Conference – Looking to the Future. Thistle Marble Arch Hotel, London. Thursday 15 March 2007
- Continued to serve on the UK GRAD Steering Group.

Professor Alistair McCulloch represented the Council:

- wrote the article, 'Proof of the PhD is not in the reading', THES, 17 August 2007
- Professor Alistair McCulloch and Peter Stokes wrote, 'Normalising the Part-time Student Experience: Making the Rhetoric of Diversity Real', in R. Hinchcliffe et al, Skills Training in Research Degree Programmes: Politics and Practice. Routledge (2007).
- Continued in his capacity as Joint co-ordinator (along with Professor Pam Denicolo) of the SRHE Postgraduate Issues Network, and an editor of the SRHE Postgraduate Guides series of publications.

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

- Co-authored the publication, Powell, Stuart and Green, Howard, 'The Doctorate Worldwide'. Open University Press (2007).

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

- Member of the Rugby Team 07, producing the Skills Training and Research Supervisors' Survey.
- Gave a presentation on *The Skills Agenda through the eyes of supervisors: outcomes from the Rugby Team survey trial* at the UK GRAD Sixth Annual Conference – Profiting from Postgraduate Talent: Making the most of the skills agenda. London Euston Novotel. Wednesday 12 September 2007
- Attended the SRHE Annual Conference 2007 – Reshaping Higher Education. Thistle Hotel, Brighton. 11-13 December 2007
- Continued in her capacity as SRHE Chair of the Postgraduate Interest Network and executive editor of the Guides series: Issues in Postgraduate Education: Management, Teaching and Supervision.
- Secretary/Treasurer of ISATT (International Study Association on Teachers and Teaching) and lead of HE interest group.
- Involved in workshops on Graduate Education topics in HEIs in Ireland, Iceland and Canada.

Mrs Kathryn Ludlow represented the Council at the following:

- Liaison with the Academic Registrar's Council Postgraduate Group.

accounts and directory of contacts

UK Council *for* Graduate Education

accounts 2006/2007

INCOME	**2007**	**2006**
Subscriptions	£66,505	£66,700
Conference fee & workshop income	£85,225	£88,475
Sponsorship & other income	-	-
HEFCE income	-	-
OTHER INCOME	**2007**	**2006**
Interest received (gross)	£3,981	£4,237
TOTAL INCOME	**£155,711**	**£159,412**
LESS: EXPENDITURE	**2007**	**2006**
Printing, publicity & website	£11,150	£5,004
Postage & stationery	£1,212	£1,823
Travel	£3,177	£3,507
Audit & accountancy	£2,056	£1,763
Legal fees	-	-
Rent	£7,272	£7,067
Conference & workshop costs	£48,359	£49,485
Telephone	£669	£960
Computer expenses	-	-
Salaries & clerical assistance	£71,693	£68,990
Repairs & renewals	£12	£112
Books & journals	£682	£688
General	-	-
Insurance	£1,163	£1,130
Bad debts	-	£2,015
Bank charges	£60	£47
Depreciation –Office equipment	£1,105	£1,247
Staff development	£185	£197
AGM expenses	-	-
Total	**£148,795**	**£144,035**
INCOME OVER EXPENDITURE	**£6,916**	**£15,377**

projected budget 2007/2008

Title	Budget (£)
Salaries	**74,478.00**
Travel	**4,500.00**
Staff Dev	**1,000.00**
Accommodation	**7,535.00**
Stationery	**1,000.00**
Reprographics	**1,100.00**
Postage	**1,000.00**
Telephone	**900.00**
Printing	**6,500.00**
Room Hire	**300.00**
Books/Subs	**1,000.00**
Insurance	**1,500.00**
Winter Conference	**8,000.00**
Workshops	**34,500.00**
Summer Conf	**26,500.00**
Publicity & website	**3,000.00**
Equipment	**1,000.00**
Audit & accountancy	**2,750.00**
TOTAL	**176,563.00**

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
Aberystwyth University
Anglia Ruskin University
Aston University
Bangor University
Bath Spa University
University of Bath
University of Bedfordshire
Birmingham City University
University of Birmingham
University of Bolton
Bournemouth University
University of Bradford
University of Brighton
University of Bristol
Brunel University
Buckinghamshire New University
University of Cambridge
Canterbury Christ Church University
Cardiff University
University of Central Lancashire
University of Chester
University of Chichester
Coventry University
Cranfield University
University of Cumbria
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

Institution
Glasgow School of Art
University of Glasgow
University of Gloucestershire
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

Institution
Queen Mary, University of London
Queen's University of Belfast
Ravensbourne College of Design & Communication
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
Staffordshire University
University of Stirling
University of Strathclyde
University of Sunderland
University of Surrey
University of Sussex
Swansea University
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, 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
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 2007.

THE OFFICE

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