

news

March 2011 Issue 62

In this edition, the UKCGE welcomes three new members onto the Executive Committee and announces the Chair and Vice-Chair elect. The QAA report on their work towards "Defining the Characteristics of the UK Doctoral Degree" and the book review explores the philosophy of education in John Nixon's "Higher Education and the Public Good".

The minutes of the AGM held on Monday 7 February 2011 are included and the Council publishes their new Memorandum of Agreement with Vitae. The full programme of events for this Academic Year is also available and the Council look forward to the second International Conference on Professional Doctorates on 20 – 21 April 2011 in Edinburgh.

Election to the Executive Committee of the UK Council for Graduate Education 2011

There were five vacancies on the Committee this year and five nominations were received by the Council so no postal ballot was required and the results were announced at the Winter Conference 2011, held this year at The British Library. The Council is pleased to announce that Professor Jeremy Bradshaw, University of Edinburgh and Professor Alan White, University of East London have been re-elected to stand for another three years. The Council is delighted to announce that Dr Tina Barnes, University of Warwick and Dr Andrew Rawnsley, Teesside University have been elected as full Executive Committee members following co-option in 2010. The Council would like to extend a very warm welcome to Professor Lisa Hopkins, Sheffield Hallam University who joins the Executive Committee and we very much look forward to working with her over the next three years and beyond.

Lisa is a Professor of English at Sheffield Hallam University and Head of the Graduate School in the Faculty of Development and Society and has circa 200 PhD and Professional Doctorate students. She is currently completing a three-year term of chairing the university's research degrees sub-committee and co-facilitates the supervisor development programme. Lisa has supervised nine PhD Students to completion, of whom five are presently in academic posts and she has been the internal examiner for 4 PhDs and external examiner for 3 MPhils, 7 UK PhDs, and 1 overseas PhD. Lisa is also a trustee of the Association of Adaptation Studies.



The Council is also delighted to welcome Dr Douglas Halliday as a co-opted member of the Executive Committee and will serve for one year until February 2012.

Douglas was Dean of Durham University Graduate School from 2005-2010; he was responsible to senior management for University strategy,

policy and procedures for postgraduate students and chaired the Graduate School Committee. Over the five years of his leadership the Graduate School expanded by 50% to 1600 PGR students. He has contributed to postgraduate policy developments at national level in the UK through involvement in the pilot of the QAA Special Review of Research Degree Programmes. He has also contributed to postgraduate policy at European Level as a member of the UK delegation attending the official 2006 Bologna Process Seminar on Doctoral Programmes in Europe. He is also a member of the UUK Doctoral Policy Forum. In October 2009 the Graduate School received the 2009 Times Higher Education Award for Outstanding Support for Young Researchers in recognition of the substantial and wide ranging nature of the support and training offered by the Graduate School to postgraduate students. This included a project to reduce barriers to postgraduate and research degrees for disabled students. The Graduate School was the recipient of an IMS Global Learning Consortium Gold Impact Learning Award in 2010 in recognition of the positive impact to the student experience through the development of high quality on-line training and support for postgraduate students. Douglas is also a QAA auditor.



Defining the Characteristics of the UK Doctoral Degree

Based on discussions and research that have taken place to date, QAA intends to publish a document defining the characteristics of doctoral study in the UK.

(This will complement the *Masters degree characteristics* document that is already published.) The new publication will give guidance on setting and assessing the standards of doctoral (level 8) awards. A companion



document, the *Rough Guide to the UK Doctorate*, will provide information for students interested in doing a doctorate.

Helped by a sector representative advisory group, the concise guide to the characteristics of UK doctoral programmes will be set in a global context and provide information intended to be helpful to doctoral candidates, institutions, employers, and policy-makers, among others. The rationale for producing such a guide includes the following:

1. To emphasise the need for equivalence of different types of doctorate
2. To summarise the quality assurance mechanisms and frameworks within which UK doctoral programmes are located and which help to provide evidence at UK, European and global levels of the high academic standards of the UK doctorate
3. To demonstrate the distinctive nature of the research degree as a qualification rooted in original research (the creation of new knowledge or the novel application of existing knowledge) and the diversity of doctoral candidates
4. To show the range and relevance of research skills and other attributes acquired by doctoral graduates during their programme of study

The Doctoral degree characteristics document (PDF) defines what is expected of doctoral candidates and describes different types of doctorate, their purpose, their structure and how they are assessed.

Working with the National Union of Students the *Rough Guide to the UK Doctorate*, will provide information for current and prospective doctoral candidates. It is intended to help them make decisions about their study and know what to expect - and what will be expected of them.

Both documents are already at draft stage and QAA now seeks feedback from those with an interest in postgraduate research education. Comments and suggestions regarding the content and presentation of these documents can be emailed to doctorate@qaa.ac.uk before the 29 April 2011. Anyone attending this year's ICPD 2 conference in Edinburgh during April might prefer to give their views at a workshop Janet Bohrer and Gill Clarke are organising at the event. The session will be designed to encourage participants to consider the different awards made under the banner of the 'UK doctoral award', promoting discussion about equivalence.

After considering the feedback the final publications it is hoped will be made available in the summer 2011. QAA are grateful to Gill Clarke and to Professors Pam Denicolo and Chris Park for preparing the Doctoral degree characteristics document, and to Dr Debbie McVitty (postgraduate officer at NUS) for helping to prepare the Rough Guide.

Janet Bohrer j.bohrer@qaa.ac.uk

UKCGE and Vitae Memorandum of Agreement

The UK Council for Graduate Education and Vitae have recognised that, as two leading national organisations concerned with postgraduate education and researcher development respectively, there are some synergies in our aims and activities that could be harnessed to create greater impact and service to those that we represent. To this end we have agreed to work together to strengthen these shared aims and complement and support each other in our respective remits.



The UK Council for Graduate Education, UKCGE was established in 1994 for the public benefit to advance graduate education in all academic disciplines throughout the UK. The council aims to achieve its mission through a variety of activities such as the organisation of conferences, workshops and discussion forums debating and reflecting on topical postgraduate issues, engaging with members on a one to one basis and the publication of reports and newsletters. UKCGE also promotes and conducts research surveys and investigations into postgraduate education; as well as providing postgraduate data and information to both members and other interested parties.

Under its constitution, activities are managed by an elected Executive Committee of members individually nominated from member institutions. The UKCGE is therefore run by members for members and boasts a diversity of expertise from its strength of membership. The UKCGE is funded through membership, workshop and conference fees and as a non profit making charity, any surplus incurred is used to provide activities for its membership.

UKCGE helps its members contribute to the development of the culture within the UK's graduate education system through the enquiry, thought and critical analysis of postgraduate education issues. UKCGE events and publications support this aim while membership to the Council allows those who are involved in postgraduate education, whether as Academics, Administrators or Managers, to meet on regular occasions with others in their field of interest. UKCGE also provide opportunities to members to enhance the quality of their work through participation in expert networks.

More information about the aims and strategy of UKCGE can be found on their website at www.ukcge.ac.uk

Vitae is the national organisation championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes. Vitae plays a major role in the drive for high-level skills and innovation and in the UK's goal to produce world class researchers. Vitae's vision is for the UK to be world-class in supporting the personal, professional and career development of researchers. Vitae works closely with stakeholders, higher education institutions, researchers and employers to realise the potential of researchers.

Vitae is comprised of a national team with eight regional hubs located in universities across the UK. Vitae is funded through the Research Careers and Diversity Unit of Research Councils UK and managed by CRAC: The Career Development Organisation in partnership with regional Hub host institutions. It is supported by a range of sector based bodies and expert advisory groups drawn from across the sector.

More information about the aims and strategy of Vitae can be found on the website at www.vitae.ac.uk

The two organisations are committed to providing excellent and coherent support to our respective stakeholder groups. Areas of joint working explored by the two organisations include website resources and links, sharing information and resources via both the UKCGE and Vitae network, working together on specific projects and co-development of events and conferences.

Vitae's remit is specifically to support researcher development where the focus is on professional and career development for doctoral researchers and early career research staff. The UKCGE remit covers postgraduate education, including masters students, programme provision, quality assurance, admissions and recruitment, international marketing, models of graduate education and supervision. This Memorandum of Agreement therefore sets out that UKCGE will focus on the aspects of its remit that are not covered by Vitae activities and vice versa in order to better distinguish the two organisations and to signpost each other's activities more clearly.

For more information see:

www.ukcge.ac.uk

www.vitae.ac.uk

If you would like to get in touch, and have any comments, suggestions or feedback, please contact:

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Facilitating Teaching Opportunities for Early Career Researchers

Many postgraduates who are doing research degrees and research staff are interested in eventually becoming a university lecturer, since this is the primary route for obtaining a permanent post in higher education. However, increasingly an essential requirement of such posts is that the applicant already has experience of teaching at undergraduate and/or postgraduate level. Traditionally such experience has been gained within that person's institution, normally within their own department, in the form of hourly-paid teaching opportunities. For some departments or institutions, with a student body that is overwhelmingly postgraduate, this is problematic as they have few such opportunities. Conversely, other departments or institutions (particularly post-1992 institutions) have relatively large numbers of undergraduates relative to their numbers of such early-career researchers so have too many opportunities for internal candidates.

To address this problem, the Doctoral School at the Institute of Education, University of London, created a website called WouldLikeToTeach (WLTT) as a free resource to help post-graduate researchers and research staff to access opportunities to get teaching experience in Higher Education. Similarly, it was created to help Heads of Departments and Course Leaders to find people who are able to deliver teaching in Higher Education on an hourly-paid basis. (But it is not somewhere where someone could find a permanent, full-time or fractional appointment.)



Leading education
and social research
Institute of Education
University of London

The current version of the website (www.wouldliketoteach.org) has just over 500 registered profiles from early-career researchers from institutions in London. Initially, registration was restricted to colleges of the University of London, e.g. UCL, but now also includes institutions such as King's College and Imperial. The project proposes extending registration first to all HEIs in London and then nationwide. Over time it is hoped to extend registration across the United Kingdom.

To register, early career researchers enter their contact details, their institution, primary discipline, secondary discipline (if appropriate), current role in their institution and doctoral status. They are then prompted to give details of their HE qualifications, previous teaching experience, teaching qualifications and areas of teaching expertise. Finally, they are asked to indicate the types of teaching in which they are interested (e.g. seminar, lecturing), locations where they are available and there is a final option for any other information that might be relevant. A deliberate decision was made not to allow upload of CVs to ensure that registrants would fully complete the fields, enabling efficient computer searching of that information.

Those searching for 'teachers' are not required to register, but can simply use the site's search function to find suitable candidates for a particular

opportunity. Having done so, they can then contact those 'teachers' to invite them to an interview or whatever selection process that is used in their institution. Search criteria can include any combination of the following: institution, primary and secondary discipline, HE qualifications, previous teaching experience, teaching qualifications, areas of teaching expertise and teaching type sought. When registration is extended nationwide, 'location available' will be added to the search function.

It is worth noting that allocation of hourly-paid teaching is sometimes done on an ad hoc basis with Heads of Department or Course Leaders required to identify people who can teach a very specific topic at short notice to cover staff absence or unexpectedly large student numbers. These appointments are made independent of Human Resources and consequently are not subject to equal opportunities monitoring. The website simplifies this search enormously and has the added benefit of removing issues such as appearance, gender, age and ethnicity from the process as this information is not collected at registration.

Over the next few months further institutions in London will be joining the scheme. Institutions that wish their early career researchers to be able to register simply have to agree to promote the website to their Heads of Department or Course Leaders, but there is no charge to any user.

For further information on WouldLikeToTeach, please see the website (www.wouldliketoteach.org) or contact Dr Richard Freeman r.freeman@ioe.ac.uk

Minutes of the Annual General Meeting 7 February 2011

Minutes of the Seventeenth Annual General Meeting of the UKCGE took place on 7 February 2011 at the British Library Conference Centre, London

Present: Dr Stuart Anderson, London School of Hygiene and Tropical Medicine; Mrs Vivien Bacigalupo, The Open University; Dr Tina Barnes, University of Warwick; Professor Brad Blitz, University for the Creative Arts; Professor David Bogle, University College London; Ms Janet Bohrer, QAA; Dr Chris Bowerman, University of Sunderland; Mr Glen Bowness, University of Lincoln; Rachel Brennan, UKCGE; Mrs Kathryn Brown, Leeds Metropolitan University; Angus Burns, UKCGE; Gill Clarke, University of Bristol; Professor Pam Denicolo, University of Reading; Professor Martin Elliott, De Montfort University; Professor Tony Fell; University of Bradford; Professor Neil Forbes, Coventry University; Professor Mick Fuller, University of Plymouth; Dr Susan Grey, University of Hertfordshire; Professor Sarah Hainsworth, University of Leicester;



Miss Jan Hewitt, De Montfort University; Dr Kate Hone, Brunel University; Dr Yasmin Imani, University of Hertfordshire; Professor Dina Iordanova, University of St Andrews; Professor Geraint Johnes, Lancaster University; Miss Caroline Lake, University of East London; Professor Pam Maras, University of Greenwich; Professor Malcolm McCrae, University of Warwick; Professor Catherine McCrohan, University of Manchester; Mr Paul McDermott, London Metropolitan University; Professor Glen McHale, Nottingham Trent University; Mrs Claire Povah, Lancaster University; Dr Tina Ramkalawan, Brunel University; Carolyn Raven, UKCGE; Dr Andrew Rawnsley, Teesside University; Professor Alan Reed, University of Greenwich; Professor William Stephens, Cranfield University; Ms Denise Sweeney, University of Leicester; Professor Vernon Trafford, Anglia Ruskin University; Mrs Lindsay Unwin, University of Sheffield; Professor Alan White, University of London.

1. Minutes of the Business Meeting held on 7 July 2010

The minutes were agreed.

2. Chair's Business

(a) Changes to the Constitution

It was noted that all member institutions had been notified of the proposed change to the constitution and there had been no comments or objections received prior to the meeting. No further comments or objections were noted during the meeting. Acceptance of the change in the constitution was proposed by Professor Catherine McCrohan, The University of Manchester and seconded by Professor Alan Reed, University of Greenwich.

3. Elections to the Executive Committee

(a) Nominations for Election 2011

It was noted that there were 5 vacancies onto the Executive Committee this year and 5 nominations had been received by the Council. The following five people were elected onto the Executive Committee to serve for 5 years:

Dr Tina BARNES – University of Warwick
Professor Jeremy BRADSHAW – University of Edinburgh
Professor Lisa HOPKINS – Sheffield Hallam University
Dr Andrew RAWNSLEY – Teesside University
Professor Alan WHITE – University of East London

It was also noted that Professor Malcolm McCrae had been co-opted for a year to allow him to conclude his term as Chair and Professor Tony Fell had also been co-opted for a year.

It was noted that the following Executive Committee Members were standing down and were thanked for their contributions to the Council during their terms of office:

Professor Imelda WHELEHAN – De Montfort University

4. Treasurer's Report

The report was presented by the Honorary Treasurer, Professor Tony Fell.

A full written report was included in the meeting paperwork and the report was noted. No comments were received.

(a) Membership Fees

Approval was sought from the membership for the Council to freeze membership rates at their current levels for 2011-2012.

Acceptance of the new Membership Fees was proposed by Gill Clarke, University of Bristol and seconded by Professor David Bogle, University College London.

(b) Accounts 2009/2010

The audited accounts for the year 2009/2010 were considered. Acceptance of the accounts was proposed by Professor Vernon Trafford, Anglia Ruskin University and seconded by Dr Tina Barnes, The University of Warwick.

(c) The appointment of Council Auditors

It was noted that the Council had been using Haslehursts Accountants for the last two years and recommended to members that they continue to be appointed. Acceptance of auditors was proposed by Professor David Bogle, University College London and seconded by Professor Alan White.

Professor Tony Fell formally handed over the role of Honorary Treasurer to Professor Jeremy Bradshaw and wished to thank the Officers, Executive Committee and Office Staff for their support.

5. Proposals from Members

The Chair asked if there were any proposals from the membership, emphasising that this was the time to put forward any ideas for events or issues that it was felt the Council should be addressing.

No proposals were made.

6. Council Events/Activities

(a) The programme of forthcoming and proposed events for the remainder of the current academic year and for the start of the 2011/12 academic year was noted.

It was noted that the date of the "Good Practice in Information and Data Management" workshop was now 14 March 2011. The programme and date of ICPD2 was also noted.

7. Any Other Business

It was noted that Christine Worrall had now left the Council having worked as the Assistant Administrative Officer since August 2008. Thanks were given to Christine for her hard work and commitment to the council during this time.

8. Date of Next Meeting

The Annual Business Meeting would take place during the Summer Conference on 5 July 2011 at Nottingham Conference Centre.

Professor Mick Fuller, Honorary Secretary
Carolyn Raven, Principal Officer

February 2011

Book Review

Jon Nixon Higher Education and the Public Good: Imagining the University

Given the radical changes currently taking place in higher education, this book provides insightful reading on some important issues within the philosophy of education. However, this reader was disappointed by the book as a whole, which



seemed by its title to promise much more. Whilst agreeing with the position being argued for – that higher education is a ‘public good’ – there are significant problems with the way in which it is argued. This may seem a minor methodological quibble, but it goes to the heart of the author’s definition of the ‘public good’ and undermined the case being made.

The structure of the book is straightforward: The first chapter sets context; the remainder of the book consists of a sequence of chapters each of which could stand alone as an essay but which taken accumulatively build up the argument with brief linking passages bridging between them. In Chapter 1 ‘The Public in Retreat’ the author situates the book’s aims within the context of the recent ‘financial crisis’ by marshalling together a series of critical analyses of neo-liberal ideology, “encroaching privatisation”, and the effect of the free-market on higher education. Much of the account depends on a now well-rehearsed critique, familiar to many working in HE, of ‘managerialism’. The only aspect to which Nixon attaches any positive interpretation is that of widening participation. The following three chapters outline three themes upon which the ‘re-imagining’ of the university is based: social, civil, and cosmopolitan ‘imaginaries’. In Chapter 2 ‘Social Imaginaries’ sets out a strong account of the value of knowledge and sets this in a context of the inherent “mutuality” of education. Chapter 3 ‘Civic Imaginaries’ is a thoughtful consideration of education as basic to the development of responsible citizens. Particularly effective is a typology of institutional structures which allows Nixon to identify the need for “emergent” institutions in which such development can continue to transform the constitution of citizenry. Chapter 3 ‘Cosmopolitan Imaginaries’ uses the concept of cosmopolitanism to critique the way in which the internationalisation in higher education has taken place under the negative influence of neo-liberal ‘globalisation’. These three chapters are designed to describe the ways in which “Education originates in... basic ontological stirrings of the self in relation to others” (p.34). Each theme forms an element of the ‘ontological’ basis upon which Nixon’s argument rests.

Chapters Four, Five, and Six set out three aspects of being human – ‘capability’, ‘reason’, and ‘purpose’ – which are the core of the developmental and transformational benefits of higher education. Overall, these three chapters attempt to show how an education grounded in the themes set out earlier could act as a counterweight to a neo-liberal view of education reduced to consumer-led individualism. Whilst agreeing that this is indeed a case that needs to be made in the current climate, this reader found Nixon’s method of making the case to be unconvincing.

The reasons for this are not easy to discern initially, but perhaps are best explored by starting with the convictions articulated in Chapter 3 that “partisanship of any kind is alien to the University”, a view which Nixon uses to support the idea that higher education forms the major mechanism where a secular society reflects on itself. (pp. 42). These convictions are linked firmly to a definition of the ‘public good’; both in the introduction and in Chapter 1:

Higher education... has an important part to play in reclaiming the notion of the public good: ... it provides a dedicated space within which to debate what constitutes the public good... it supports the development of an educated public with the capabilities and dispositions necessary to contribute to that debate; and... it might be seen as a public good in its own right. *The purpose of this book is to argue that case...* (p. x)

The public good is not an abstraction, but the actuality of people working together for their own and others’ good. That good is a ‘common good’ but a common good which recognizes difference... The argument... is towards a notion of the public good as grounded in what we are as human beings. (my emphasis). (p.16)

It is here that I found the deepest difficulties. If, as Nixon states, the good is to be grounded in anthropology and ontology, then it is important that any such anthropology/ontology is adequate to the task. Much of the strength of Nixon’s argument depends on whether or not an anthropology/ontology based on social-civic-cosmopolitanism will sustain the weight of the concept of ‘public good’ that is central to the book. What Nixon doesn’t do is interrogate the *assumptions* underlying his anthropology/ontology. Whilst Nixon invokes some heavyweight thinkers in this area (Paul Ricouer, in particular), I found that the author’s failure to address the potential weaknesses of the anthropology, perhaps by giving even the briefest of surveys of alternatives, a major problem. A range of alternatives could be brought into play by any sensitive but critical reader picking up this book and it should therefore have been shown in more detail why the anthropology underpinning neo-liberalism – human beings as ‘rational choosers’ – is inadequate and/or misguided, and why the author’s starting point of social-civic-cosmopolitanism is better. Whilst this may ultimately be the aim of Nixon’s attempt to ground the argument in an anthropology, this is not made explicit. As it stands, the way in which this is presented in the book assumes that the reader will already be in possession of an assessment that the rational choice framework is obviously wrongheaded and so requires no further exposition. There is no lack of detail in setting out the themes underlying the proposed anthropology, so this seems a significant oversight.

A further problem is the commitment of the author to ‘difference’ as a theoretical tool. It is important to acknowledge that a basic aspect of a “world of difference” is that people *disagree with each other*; and, moreover, they disagree about fundamentals and commitments, such as ontology, anthropology, about what should be done in socio-political action, and not just over matters of preference. From this reader’s perspective, the question about the ‘public good’ of HE must have something to do with this ‘difference of commitment’, what the roots of disagreement are, how this difference is discussed, debated, negotiated, overcome, or even whether overcoming such disagreement is desirable. There is a serious weakness in the idea of debate if views which are *disagreeable are excluded* from the debate. For instance, there are plenty of thoughtful and ethically coherent views in which individual choice-making is prioritised, not in the service of neo-liberal economics but because a strong moral case is made on this basis for the preservation of liberty. The moral case being made in such instances is as valid as the case that Nixon makes for equality throughout the book, which shows the difficulties of dealing with fundamental disagreements of this kind.

Returning back to the critique of ‘managerial’ approaches to higher education first encountered in Chapter One shows us one pertinent example. It is possible that members of the ‘administrative cadre’, about whom Nixon is so disdainful, hold the view that what they are doing *is* a public good. We can imagine a person committed to the position that ensuring that HE is accountable to the public is *itself* a public good.



One can disagree with this commitment, treat it as misguided, shrouded in ideology, accept that it has some value but that it is low on one's list of priorities in comparison to higher ideals, or argue to show why it is wrong. One cannot treat this position as itself *outside* of the debate. If the latter, then it is the all too familiar division between academics and administrators writ large and it undermines what *could* be constructively accomplished by HE working together, "in the common good". Simply reinforcing the stereotypical division between academics and administrators seems strangely at odds with Nixon's very appealing case for 'emerging institutions' and "liminal professionals... who define their professionalism in terms of their cross-boundary knowledge... we no longer require those who are adept at boundary maintenance, but those who are committed to boundary transgression." (p41)

However, it could also be argued that the participatory benefits that Nixon's model makes very clear are actually in evidence in higher education. If inquisitive, critical attitudes and discursive capabilities are being developed by students; if research students are better supported by a range of staff with different expertise and influence; if staff and students are encouraged to engage with a wider range of activities unbounded by the traditional conception of the university as ivory tower, then this shows that the picture is not quite as bleak as Nixon paints it.

Dr Andrew Rawnsley, Teesside University and UKCGE Executive Committee Member

UKCGE Website and News Bulletins

We are always keen to hear from members with any suggestions for features that you would like to appear on our website. Please email ukcge@ukcge.ac.uk with any suggestions and ideas.

All features on the website are posted to subscribers to the UKCGE mailing list. If you would like to subscribe to this list please visit www.ukcge.ac.uk/news/subscribe

Recent Events

Current Issues for Research Managers and Administrators: The Research Office in the 21st Century – 9 December 2010

UKCGE were delighted to be able to host this workshop in association with ARMA to explore current issues in Research Management and Administration through guided discussions, exploration of case studies and sharing good practice. The workshop considered the current issues experienced by the Research Office, in particular how research support can assist in the delivery of Faculty and University strategies, "doing more with less" and exploring a joined up thinking approach with other university departments such as enterprise and knowledge transfer teams.

The workshop also explored a common way forward for the development and career progression of Research Managers with the development of Professional Development Framework by ARMA. Delegates had the opportunity to become more closely involved in the



development of the framework. In addition to a series of interactive workshop sessions and presentations, delegates had the opportunity to discuss the issues with colleagues from other institutions in order to understand and develop good-practice within the sector.

Researcher Skills and Career Development: Issues for Scottish Higher Education Institutions – 21 January 2011

UKCGE were delighted to work in collaboration with QAA Scotland to host this even, which shared practice and developments from across the UK



and internationally in the areas of generic and transferable skills, professional skills and career development for early-stage career researchers undertaking various types of doctorates.

Latest Developments in Research Council Practice – 24 January 2011

This one-day workshop provided the opportunity for delegates to gain an understanding of the developing strategies in relation to postgraduate schemes promoted by the research councils'. It considered the impact of these strategies on institutions and the future prospects for attracting and gaining successful student funding through these schemes. The workshop opened with Iain Cameron providing an overview of the Research Councils' strategy and this was followed by Alison Mitchell giving Vitae's perspectives on the current climate. In the afternoon there were sessions from individual research councils who presented their schemes, offering an insight into the eligibility, criteria and restrictions. There was also a focus on Research Council Delivery Plans, which have now been agreed with Government, as well information about Council's spending plans for PhD and Masters funding.

Good Practice in Information Literacy for Academic Research - 14 March 2011

The Research Information Network and UKCGE co-hosted this workshop and worked collaboratively in developing the programme.



Information is the lifeblood of academic research. The sheer volume of scholarly material, the ceaseless growth in its quantity, the enormously diverse and often complex forms that it takes: these factors create huge challenges for academic researchers faced with the discovering, accessing, reading, reviewing, manipulating, mining, managing and creating of information (which is also taken to include data) in all its guises. The workshop addressed issues of the ability of researchers in handling information, developing approaches and using innovative technologies to make the most of the information environment. The highly pertinent questions about how researchers develop appropriate skills and understanding, the support they receive, the training opportunities provided for them, and the take-up of such opportunities were posed to delegates and the breakout sessions considered the steps being taken to promote a more consistent and cohesive approach to this important but sometimes neglected aspect of researcher development.

The event provided the opportunity for delegates to discuss the experiences of workshop participants in information-handling training, current provision in their institutions, ideas that they might have about developing this provision, and the role of UKCGE in helping to develop the agenda. This was considered in the context of initiatives such as Vitae's Researcher Development Framework and the work currently being undertaken under the auspices of JISC and the Research Information Network.



2nd International Conference on Professional Doctorates 20 & 21 April, 2011

John McIntyre Conference Centre, University of Edinburgh, Scotland

Jointly hosted by Middlesex University &
UK Council for Graduate Education



UK Council for Graduate Education

The 2nd International Conference on Professional Doctorates (ICPD-2) will be held at the University of Edinburgh in the new John McIntyre Conference Centre. Following the successful Inaugural Conference, which attracted a capacity audience in London in November 2009 ICPD-2 will feature Plenary Speakers internationally renowned for their work in doctoral education. The Plenary Speakers will present papers on the following overall themes

Professor Bridget O'Connor *New York University, USA*
- Professional Doctorate Education and USA Perspectives

Dr Andreas Frijdal *European University Institute, Florence, Italy*
- European Perspectives on the Doctorate

Professor Tom Maxwell *University of New England, Armidale, NSW, Australia*
- The Professional Doctorate – Generational Change

Professor John Taylor *University of Liverpool Management School, UK*
- Doctorateness and the Professional Doctorate

Themes and Topics

The Conference themes and topics for submitted papers will cover all aspects of Professional and Practice-based Doctorates – including:

- International perspectives on developments in the Professional Doctorate in North America, Australia and Europe
- Employer/community expectations of the Professional Doctorate
- Philosophical and educational developments in the pedagogy of the Professional and Practice-based Doctorates
- Approaches to doctoral training & professional development
- Practical experience in the delivery of Professional Doctorates
- Special issues relating to Practice-based Doctorates
- Sustainability issues of different models of Professional Doctorate
- Comparison of Professional Doctorates in various professional arenas
- Strategies for effective formal and informal assessment
- Critical reflective practice and the accreditation of experiential learning
- Quality assurance and quality enhancement issues
- Validation issues and audit practices
- Ongoing or completed case studies of research projects / theses of Doctoral Students

ICPD-2 will embrace innovative strategies for higher education, professional associations, industry, public service, NGOs and other stakeholders, to create new opportunities for personal development of the 21st century professional in and for the workplace.

The Conference will include a number of formats – based on Plenary and regular Lectures, Round-Table discussions, Thematic Workshops, Poster sessions and short Poster-Discussion Sessions.

For further information & bookings, please visit:
<http://www.ukcge.ac.uk/profdocs>



UK Council for Graduate Education





Forthcoming Events

20 - 21 April 2011

2nd International Conference on Professional Doctorates

John McIntyre Conference Centre, Edinburgh
Jointly hosted with Middlesex University



1 July 2011

Professional Doctorates Special Interest Group

Kings' College, London

4 - 5 July 2011

Summer Conference 2011

Nottingham Conference Centre

4 May 2011

Doctoral Training Centres – Models for the Future

University of Reading

19 May 2011

Good Practice in Research Ethics

Austin Court, Birmingham

7 November 2011

The Postgraduate Colloquium

The British Library, London



2 June 2011

Practice Based Doctorates in the Creative Arts

Bath Spa University – Corsham Court Centre

For further information & bookings, please visit:
<http://www.ukcge.ac.uk/events>