

# news

November 2011 Issue 63

In this edition, the UKCGE calls for nominations to stand on the Executive Committee and welcomes new institutional members to the council. The Higher Education Academy report on the Postgraduate Student Experience Surveys and the book review recounts in a variety of ways the failure of governance, leadership and vision in the university sector in Thomas Docherty's "For the University: Democracy and the Future of the Institution".

The minutes of the Business Meeting are included, the full programme of events for this Academic Year is also available and the Council look forward to the third International Conference on Professional Doctorates on 2 and 3 April 2012 in Florence.

## UKCGE Chair Elect Represents the UK in CODOC Project Launch

UKCGE Chair Elect, Professor Mick Fuller was the sole UK Representative at the first CODOC workshop to explore strategic doctoral education collaboration in an increasingly global landscape.

Bringing together 51 institutional leaders in doctoral/graduate studies from four regions of the world, the first workshop of the EUA-led CODOC project (Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe) was launched in Bangkok, Thailand on 25 – 27 September 2011.

Hosted by the ASEAN University Network (AUN) and Chulalongkorn University, the event was the first in a series of three workshops, each taking place in a different region (Latin America, Southern Africa, Asia) and tackling both regionally and globally relevant topics in doctoral education development. The event focused on the strategic value of doctoral education collaborations with a wide range of international partners, highlighting the impact on the university research agenda.

Participants discussed case studies from Asian, Latin American, Southern African and European universities, as well as the extent to which collaboration agendas are driven top-down (influenced by government and donors) and/or bottom-up (driven by university and faculty interest). The workshop also examined the extent to which collaboration addresses global imbalances in knowledge development, and the role of capacity building in both 'North-South' and 'South-South' paradigms. In this context, participants stressed the importance of finding compatible agendas between institutions to create mutually beneficial partnerships.

The preliminary results of a survey on doctoral education trends in Southern Africa, Asia and Latin America were also presented, which revealed the strikingly small number of 'South-South' partnerships across regions currently in place. For the AUN, opening partnership possibilities with new regions, as well as building and diversifying European partnerships, was identified as a primary aim in the project.



A workshop outcome report and proceedings will be posted at [www.codoc-project.eu](http://www.codoc-project.eu). The second CODOC workshop will take place in South Africa in March 2012.

CODOC is co-funded by the Erasmus Mundus programme of the European Commission and managed by a consortium of EUA, SARUA, AUN, OUI-IOHE, OBREAL, the Karolinska Institute and the University of Bonn ZEF.

## Welcome to New Members

The Council would like to extend a very warm welcome to new institutional members who have joined this year:

- University Campus Suffolk
- University of Sheffield

The Council would also wish to welcome RMIT University, Australia as Associate Members and one new individual member. We very much look forward to working with you in the future.

## Election to the Executive Committee of the UK Council for Graduate Education 2012

Nomination paperwork has now been sent out to all member institutions for colleagues interested in becoming involved with the Council at Executive Committee level. There are four vacancies on the committee this year and elected members will serve on the committee for three years. The four vacancies will be filled by postal ballot and announced at the Annual General Meeting to be held at the Winter Conference, The Grand Connaught Rooms, London on 10th February 2012. There is no restriction on the number of nominations that can be made from each institution. Nominations must be proposed by a representative of any member institution and seconded by the representative of another

institution. Nomination papers have been sent to link members at institutions however if you require further information on the nomination and voting process please contact Carolyn Raven on telephone: 01543 308 602 or email: [c.l.raven@ukcge.ac.uk](mailto:c.l.raven@ukcge.ac.uk)

## HEA Nationwide Postgraduate Experience Surveys

The two national Postgraduate Experience Surveys, one for taught postgraduates and one for research postgraduates, are run by the Higher Education Academy. The national findings for 2011 were published in September, while the call for institutions to participate in the Postgraduate Taught Experience Survey (PTES) 2012 closes soon.



In 2011, 38,756 taught postgraduates from 81 institutions participated in PTES while 31,202 research postgraduates from 102 institutions participated in the Postgraduate Research Experience Survey (PRES). The encouraging message from both surveys is that most respondents rated their experience positively, both overall and broken down across a range of elements.

For instance, PTES found that 80% or more of the taught postgraduates surveyed nationwide in 2011 experienced intellectually stimulating courses, taught by enthusiastic staff, using effective teaching and learning methods. The development of both research and transferable skills was also rated highly, and 78% of respondents believed their employment prospects were improved as a result of their programme.

Taught postgraduates' experiences of assessment and feedback, however, were more mixed with fewer than two-thirds agreeing that feedback was prompt and arriving in time to apply to their next assignment, or that it helped them clarify things they didn't understand. The survey also found that while the decision to undertake a postgraduate taught course was heavily dominated by employment goals, only 16% had chosen their course and institution based on the employment prospects of its graduates, raising questions over the availability of such information.

PRES 2011 found very positive experiences of supervision (around four-fifths of survey respondents having good experiences), which is particularly encouraging as supervision had the biggest impact on the overall experience of their programme. However, departments with intellectual climates that were integrative and stimulating for research postgraduates were only experienced by just over half of respondents. Also concerning was the limited encouragement to reflect on career and professional development needs, despite nearly half of research postgraduates not anticipating a career in higher education and some of the 44% who anticipated going into a lectureship perhaps also needing to explore alternative options.

The full national reports on PTES and PRES 2011 can be found at [www.heacademy.ac.uk/student-experience-surveys](http://www.heacademy.ac.uk/student-experience-surveys)

PTES will run again in Spring 2012 to ensure the experiences of this year's cohorts can be captured, while PRES will run next in 2013. PTES is the only national survey collecting feedback on the views and experience of postgraduate taught students from across the UK. The only direct cost involved is £450 for Bristol Online Surveys licenses, and many institutions will already have these, making PTES a very cost-effective way of surveying an institution's entire taught postgraduate cohort. Institutional level results for PTES are confidential to each institution and the focus is on enhancement rather than league tables.

However, institutions can compare their own performance with the sector average and within benchmarking clubs of similar institutions. With the UK Higher Education White Paper raising the prospect of a future public survey of taught postgraduates, at least at English HEIs, participating in PTES now will allow institutions to benchmark their performance privately and identify where they need to act.

Institutions should register their interest in participating in PTES 2012 by emailing the Higher Education Academy's Surveys Team by 5 December 2011: [surveys@heacademy.ac.uk](mailto:surveys@heacademy.ac.uk)

*Dr Paul Bennett, Academic Lead for Surveys and Consultancy at the Higher Education Academy*

## UKCGE and Middlesex University Professional Doctorates Special Interest Group – New Frontiers for the Professional Doctorate: What is its Impact in Practice - 1 July 2011

This event organised by the UKCGE's "Special Interest Group for Practice-Led Doctoral Research", took place on Friday 1st July at the Strand Campus of King's College London. It attracted thirty colleagues from Australia, Germany and Norway and a wide range of locations in the UK, reflecting a strong desire within the community to collaborate on and share best practice in developing professional doctorates. At issue for us all are the many complex questions concerning the development of research at doctoral level at the workplace, in the context of a multiplicity of different settings for practice. Against the backdrop of the successful "2nd International Conference on Professional Doctorates" held in Edinburgh in April this year, there are clear indications from international colleagues that the UK is now considered to be in the vanguard of developments on the global stage – with recent developments featured on the dedicated SIG website: <http://www.professionaldorates.org/>

Professor David Scott from the Institute of Education opened proceedings for the day with his Plenary presentation on 'The production of knowledge in relation to its impact on practice', which generated many questions for us all. What followed were a series of challenging workshops and presentations which continued to promote considerable debate, bringing together colleagues from a range of different disciplines and practices, who were all attempting to clarify the standard ideological representations of how professional doctorates are organised.

In the morning Margaret Malloch from UEL chaired a discussion around the issue of how much research actually impacts on practice, while Kate Maguire from Middlesex University opened questions on how the standing of professional doctorates can be further enhanced. Working from a phenomenological standpoint, Michele Westhead from King's College London and Kevin Flint from Nottingham Trent University explored issues arising from the experiences of three candidates involved in professional doctorate programmes at one university in the East Midlands. This was followed by two parallel workshops, where one group of colleagues working with Susan Melrose from Middlesex University considered issues of 'epistemics', while the other group considered many issues for the dissemination of research with Annette Fillery-Travis, also from Middlesex.

In the second Plenary, Carol Costley and Kevin Flint sought to create a synthesis of the themes emerging from the workshops. Finally, we were treated to an evaluation of the event from Margaret Malloch (UEL) and Len Cairns (Monash University, Australia) who urged us all to continue our work in developing the SIG.

*Kevin Flint, Chair, Special Interest Group for Practice-Led Doctoral Research, in association with the UKCGE*

# Minutes of the Business Meeting 5 July 2011

## Nottingham Conference Centre

Present: Dr Tina Barnes, University of Warwick; Mr Gavin Boyce, University of Sheffield; Dr Donna Brown, MRC – National Institute for Medical Research; Mr Angus Burns, UKCGE; Professor James Elliot, De Monfort University; Professor Mick Fuller, University of Plymouth; Dr Cathy Gibbons, University of Exeter; Professor Sarah Hainsworth, University of Leicester; Dr Richard Hinchcliffe, University of Liverpool; Ms Louise Honey, King's College London; Professor Lisa Hopkins, Sheffield Hallam University; Dr Naomi Irvine, University of Leicester; Mrs Claire Jones, Birmingham City University; Miss Rehana Ladha, University of Edinburgh; Professor Malcolm McCrae, University of Warwick; Professor Catherine McCrohan, University of Manchester; Professor Richard McGregor, University of Cumbria; Miss Carolyn Raven, UKCGE; Dr Andrew Rawnsley, Teesside University; Dr Elizabeth Robertson, Cancer Research UK; Miss Danielle Sheerin, University of East London; Dr Sandrine Soubes, University of Sheffield; Ms Rachel Tod, Aberystwyth University; Ms Sally Todd, University of Cambridge; Dr Stephanie Walker, Nottingham Trent University.

In attendance: Carolyn Raven, UKCGE Principal Officer, Angus Burns, UKCGE Events Officer.

### 1. Minutes

The minutes of the AGM held on 7th February 2011 were agreed subject to a small alteration. Proposed by Professor Mick Fuller, University of Plymouth and Seconded by Professor Catherine McCrohan, University of Manchester.

### 2. Chair's Business

#### (a) Executive Committee Membership

The Chair reported on Executive Committee membership:

- that Dr Tina Barnes (University of Warwick) was newly elected to the Council on 7th February 2011.
- that Dr Andrew Rawnsley (Teesside University) was newly elected to the Council on 7th February 2011.
- that Professor Lisa Hopkins (Sheffield Hallam University) was newly elected to the Council on 7th February 2011.
- that Dr Douglas Halliday (Durham University) has been co-opted to the Council for one year.
- that Dr Tina Barnes (University of Warwick) had been elected to serve as Honorary Secretary for 3 years.
- that Professor Jeremy Bradshaw (University of Edinburgh) had been elected to serve as Honorary Treasurer for 3 years.
- that Ms Gill Clarke (Bristol University) had been elected to serve as Vice Chair for the 3 years from February 2012.
- that Professor Mick Fuller (University of Plymouth) had been elected to serve as Chair for 3 years from February 2012.

### 3. Honorary Treasurer's Report

#### a) To DISCUSS the projected end of year accounts

The Principal Officer presented the year-end accounts for 2010-2011. It was noted that Council are running at a modest surplus. This was due to a number of reasons in particular the second International Conference on Professional Doctorates in Edingburgh. It was therefore on that basis that a 3rd ICPD event was planned in Florence, Italy in 2012, again with co-sponsorship with Middlesex University. A number of savings have been made by the office.

Given the healthy surplus and in sympathy with the imminent sector budget tightening, it was proposed that the existing Membership fees be frozen at the current level however this would be reviewed on a yearly basis. Proposed by Professor Mick Fuller, University of Plymouth and Seconded by Professor Catherine McCrohan, University of Manchester.

#### b) To DISCUSS the budget for 2011-2012

The Principal Officer outlined the budget for 2011-2012. This was a cautious budget given the economic climate. ICPD Sponsorship from Middlesex University £6,000, to launch the 2012 event is included. Proposed by Professor Mick Fuller, University of Plymouth and Seconded by Professor Catherine McCrohan, University of Manchester.

### 4. Events

#### a) To NOTE the events hosted between January and July 2011

The events hosted during the year were noted.

#### b) To NOTE the diary of future Council Events

Future events have been proposed until July 2012. The Council are always very keen to hear of areas or issues from the floor that people feel would be useful for us to talk over, usually a Workshop.

### 5. Publications

The Council's latest publication was noted and those concerned with their production thanked. The title concerned is:

*'Professional Doctorates in the UK 2011'*

This publication was launched at the 2nd International Conference on Professional Doctorates in April 2011.

### 6. Internal Policy Issues

It was noted that there were no internal policy issues to discuss.

### 7. External Policy Issues

The Chair noted that there was nothing specific to discuss under this agenda item. It was noted by the Chair that the Council continue to address issues around the ongoing debate on PGT fees and drew attention to the submission made by the Council to the HEFCE consultation.



## 8. Proposals from the Membership

The Chair offered the opportunity for the membership to raise suggestions or discussion. None were noted.

## 9. Any Other Business

No items of any other business had been notified beforehand and none were raised from the floor.

## 10. Date of Next Meeting

It was noted that the nineteenth AGM of the Council will take place during the Winter Conference 2012.

*Dr Tina Barnes, Honorary Secretary*  
*Carolyn Raven, Principal Officer*

July 2011

## Book Review

### T. Docherty, *For the University: Democracy and the Future of the Institution*



Thomas Docherty describes a uniformly dystopic world. This gloomy volume recounts in a variety of ways the failure of governance, leadership and vision in the university sector. Insofar as there is an alternative sketched out, it is one which even the author regards as more or less destroyed by the reforms of 2011 to student fees, which are treated with perfunctory misery in a four page afterword.

This jeremiad is well written and for those inclined to believe in the pernicious impact of quality assurance, modularisation, managerialism, research assessment, the heightened attention to the student experience and the changes in university financing, it will afford a comforting companion, well-written, relentless and impassioned. Our concern in this review is what anyone engaged in postgraduate education may draw from this volume, although in fairness to it, and yet mildly surprisingly given the alleged principles of the argument, the postgraduate is largely absent from the text.

Leit-motifs of the argument include the authoritarianism of government and the potential liberating freedom of the university space. The University should be committed to 'search' – for that which we call true in science, for that which we call good in social science and for that which we call beautiful (in aesthetics, arts and humanities). This search tends to underpin a diverse and democratic public sphere. Docherty calls the kind of institution in which this might take place 'the University of the Idea.'

However, more or less everything in the modern university is stacked against this. The concept of the student experience, especially as defined in 2007 by the 1994 Group, is alleged to be the descendant of the Butlins approach to post-war holiday making; a myth and a distortion of legitimate concepts of play which tends to coercion and conformity. Research, which should be untrammelled exploration, is confined to smaller and more internal realms, and shorter timeframes of impact and relevance. Current university leadership is condemned as a

system of the delegation of praise and blame; it simply is failing to be sufficiently engaged with the community. Assessment is seen as a sphere in which arguments for consistency and so forth have led to mechanistic judgements, sometimes based on dubiously financial arguments, leading to conformity and grade inflation, in which the QAA are a complicit body. The focus on skills degrades the value of the use of knowledge. All this leads us to a world in which the student pays for an education which is intended to deliver them a financial gain – and therefore a world in which value for money is more important than money for values. Whilst most of the book tends to find governmental engagement with the university to have had nothing but pernicious effects, the afterword argues that politics should engage us with the public sphere not alienate us from it, and a free market ideology in higher education needs to be replaced with a political will towards a better university system.

Thin-skinned managers or those who occupy the more political edges of the university sector will perhaps feel a little bruised. The most extreme version of the tone of a book (which at one stage asks for money to be distributed with a tone of grace) comes at the beginning of chapter 6 on finance. In essence Docherty says 'I bet if you are a vice-chancellor or one of those who calls themselves a pragmatist you will have turned to this chapter first – which just proves you are a bad person and need to go back to page 1 to learn how to be a better one.' This may be an attempt to imitate satirically the coercive authoritarianism of systematic modularised learning; alternatively it may just be rude. One can argue of course that the universities are in profound decline as a result of a series of sinister decisions made to destroy a world of prelapsarian freedom and replace it with a sadder and gloomier world of modules, questionnaires and plummeting ambition. One could also argue that a world which has privileged mass participation in higher education and to which the public purse has contributed, and continues to contribute substantially, whilst students themselves desire and demand a role in the nature and outcome of their education, will inevitably be transformed by that history. This is after all not just a British phenomenon, and arguably we have avoided many of the worse expressions of the student voice and the most misguided reforms.

Docherty might legitimately argue that the postgraduate experience is simply of a kind with everything he has written, but if so, there are both some caveats that need to be entered and also some arguments that need to be developed. First, I am not sure where the professional masters and doctorate fit into this account. It may be that Docherty does not think that they are fit for the university sector, but it is hard to see how they can be other than fairly rigid in approach and at least at some level outcome driven.

Moreover, I would suggest that whilst the Roberts agenda has swung the pendulum a long way towards the generic side of skills acquisition in doctoral education, and that needs to be addressed, the introduction of at least some sense of standards and process in doctoral work has been an appropriate response to a sector which could throw up some real concerns over quality and equality. Docherty might argue that some of these are products of the kinds of pressure which universities are under to deliver on financial targets, but it should also be said that the still relatively light external regulatory framework in the postgraduate area may not be a thoughtless response to the nexus of demand, mobility and sustaining the value of a postgraduate degree. This is less a matter of the breakdown of trust and more the recognition that the personal investment of time and resource deserves to be met with a professionalism and the expectation of a fair outcome. There is an equally dangerous myth that somehow when we all trusted each other everything went well, and it was precisely the introduction of regulation which destroyed trust. Others might argue that regulation was a response to pressures within the university system, which responds inevitably to broader social trends.

On the other hand, there is an argument to be had about the research constraints which currently exist. Even leaving aside the issue of

whether research postgraduates should be located in only a few institutions, the tendency towards doctoral grants and large research applications with postgraduates nested inside is that research is increasingly directed – and not only in science. Is this good or bad? Does it really reflect the removal of play and experiment – and if so, what consequences are there for future teaching? What role do postgraduates have in teaching at the University of the Idea? And finally, what does it mean to be a university without postgraduates at the research level?

Docherty's volume does not answer these questions, but it raises them, and reminds us that the postgraduate sector is too easily omitted from the current culture of complaint. If the idea of the university – or the University of the Idea – needs supporters, and that at least seems indisputable, then we need to understand the place of postgraduates within that idea. Certainly they must not simply be the footsoldiers who provide the leisure within which great professors pursue their work – and the structure of support for the teaching they do should not be insignificant. Nor should they be left behind in any debate about the future direction of research within the academy more generally. It is also the case that as many postgraduates develop high degrees of professionalism, and both expect, and manage to operate in the environment of work within the modern university, we ought not to be left behind by the institutions which they are beginning to inherit and create. Docherty must be right that then we should be attentive to the future of universities; he may be right that some of the changes that have taken place constrain us; but his academy is too vague to be a persuasive alternative.

*Professor Christopher Smith, Director, British School at Rome and UKCGE Executive Committee Member*

## Recent Events

### Strategies for Supervisor Development – 18 October 2011

The objective of this workshop was to provide an overview of supervisor development models that have been used successfully in different institutions and to enable sharing of effective practice. The workshop included some institutional and subject-specific case studies and included strategies for development of supervisors at all levels of experience.

The workshop also provided opportunities to consider each of the four precepts on Supervision in section 1 of the QAA Code of Practice: Postgraduate research programmes.

Participants were encouraged to share with others and to evaluate the effectiveness of their institutional and subject-specific experience in supervisor development.

### Postgraduate Research Symposium – 1 November 2011



The Postgraduate Research Symposium provided a unique occasion bringing together doctoral researchers, supervisors, librarians and other researcher developers to discuss how we can improve the doctoral experience. The format was the result of collaboration between the UKCGE, National Union of Students, Vitae and the British Library.

The academic apprentice model, where a doctoral candidate learns only from their supervisor, is changing and for the first time, it was discussed to what extent the doctoral experience is a collaborative process and what roles the different parties do or should play in shaping and enhancing the doctoral experience.

Using a mixture of facilitated discussion and inputs from researchers in the field the symposium resulted in a report with a matrix of recommendations for the use of students, institutional staff and external organisations.

The symposium included an exhibition showcasing examples of practices designed to promote engagement between doctoral researchers, researcher developers, librarians and doctoral supervisors.

## Mercia Award 2011 Winner

The Mercia Award is given for a postgraduate paper describing how engineering techniques are being used for the advancement of medical treatment.



*Mercia Award winner 2011 Joanna Li receiving her award from the Master, Mr John Banyard OBE FREng*

Joanna Yuen Sai Li won the 2011 award for her paper entitled: "Computational modelling as a clinical tool for identifying suitable High Tibial Osteotomy patients and assessing surgery effectiveness"



describing her studies for her PhD in the Arthritis Research UK Biomechanics and Bioengineering Centre team at Cardiff University. Her research is primarily based on creating a finite element model of the knee joint and incorporating specific gait loading data to examine changes due to interventions such as total knee replacement surgery.

Joanna was awarded a bursary of £500 together with a certificate and medal at the Company's Awards Livery Dinner held on 12 July 2011 at the Plaisterers' Hall, in recognition of her achievement.

## Mercia Award 2012

### Postgraduate bursary in Medical Engineering

The Worshipful Company of Engineers is one of the City of London Livery Companies, membership reflecting a balance between the principal disciplines of the Engineering profession. The objects of the Company include the development and advancement of the science, art and practice of engineering for the benefit of the public. Through its Charitable Trust fund, the Company gives awards and prizes to encourage excellence amongst qualified engineers and those in training and education.

The Mercia Award in Medical Engineering is made annually to a student under 30 to provide a bursary of £500 towards the cost of a taught or research programme of postgraduate studies in Medical Engineering.

**The closing date for applications for the 2012 award is 31 January 2012, and candidates must be aged under 30 as at 30 June 2012.**

Direct applications are not accepted; a candidate must be nominated by the University responsible for the programme, and not more than one candidate may be nominated by any Department in any one year. There is no formal application form; candidates are required to submit a CV together with a paper of not more than 1500 words, describing how engineering techniques are being used for the advancement of medical treatment, either within their own postgraduate project/research work or more generally.

Submissions should consist of a single paper copy and an electronic copy via e mail, and should be accompanied by a formal letter of nomination from the candidate's supervisor or Head of Department.

Selection will be carried out by a panel established by the Worshipful Company of Engineers. Heads of Department will be asked to provide a supporting statement for shortlisted candidates and the final selection may include formal interview if deemed necessary.

The successful candidate will have demonstrated high academic ability and a vision, enthusiasm, and commitment to the application of engineering within medicine or public health. The Award will be formally presented at the Company's Awards dinner, to be held in one of the City's Livery Halls in July 2012.

The Awards Coordinator for further enquiries and applications is:

Professor Peter Bullen  
Worshipful Company of Engineers  
48 Lyndhurst Gardens  
Finchley  
London  
N3 1TD

email: [peter\\_bullen@lineone.net](mailto:peter_bullen@lineone.net)



# 3rd International Conference on Professional Doctorates 2 & 3 April, 2012

European University Institute, Florence

Jointly hosted by Middlesex University &  
UK Council for Graduate Education



UK Council for Graduate Education

The 3rd International Conference on Professional Doctorates (ICPD-3) will be held at the European University Institute, Florence, Italy on Monday 2 & Tuesday 3 April, 2012. ICPD-3 follows the successful conferences held in London, November 2009 and Edinburgh, April 2011.

The European University Institute, located in an old monastery on the hills of Fiesole overlooking Florence ([www.eui.eu](http://www.eui.eu)), is one of the foremost European centres for postgraduate and postdoctoral education in Europe.

## Conference Themes

Over the past two decades interest in Professional and Practice-led Doctorates has generated some major questions on the global location of these programmes at the leading edge of doctoral education. ICPD-3 will offer a rapid up-date on current developments across the range of Professional and Practice-led Doctorates, with an opportunity to reflect on their wider impact on the international horizons of doctoral education.

Plenary Speakers at ICPD-3, internationally renowned for their work in doctoral education, will include:

**Dr Thomas Jorgensen** *European University Association, Brussels, Belgium*  
"The impact of international trends in doctoral education"

**Professor Alison Lee** *University of Technology, Sydney, NSW Australia*  
"Trans-disciplinary and practice-based knowledges: issues for doctoral research and pedagogy"

## Early Bird Registration for ICPD3

Early-bird registration for participation at reduced rates is available until Friday 16 December 2011.

## Call for Papers

Contributions to ICPD-3 are invited on a variety of critical responses in Professional and Practice-led Doctorates, connecting practice, theory and related developments.

Six broad themes at ICPD-3 will cover recent debates in Professional and Practice-led Doctorates, focusing on the many ways of understanding and developing practice. Researchers from diverse contexts will discuss these issues using a range of approaches and standpoints.

- 1 International perspectives on benchmarking doctoral qualifications
- 2 Developing practices and changing knowledge regimes
- 3 Philosophical and educational developments in pedagogy
- 4 Employer/community developments in professional practice
- 5 Sustainability issues of different models of professional doctorate
- 6 Accreditation issues, standards, quality assurance and quality enhancement issues

Paper submissions to the Conference can be made by visiting the UKCGE website.



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

UK Council for Graduate Education





# Forthcoming Events

18 November 2011

**PGR International Collaborations: Opportunities & Challenges**

University of Strathclyde, Glasgow

30 November 2011 – 1 December 2011

**Managing Postgraduate Appeals and Complaints Residential Workshop 2011**

Monkbar Hotel, York

18 January 2012

**Postgraduate Completion Rates**

London

10 February 2012

**Winter Conference 2012**

Grand Connaught Rooms, London

March 2012

**The Impact of Postgraduate Education**

w/c 5 March, Venue TBC

2 – 3 April 2012

**3rd International Conference on Professional Doctorates**

European University Institute, Florence, Italy



Middlesex  
University

April 2012

**The International Student Experience**

w/c 23 April, Edinburgh

24 May 2012

**Research Ethics**

York

June 2012

**Latest Developments in Research Council Practice**

Date and Venue TBC

July 2012

**Summer Conference 2012**

Date and Venue TBC

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