

Agenda Item 14

Enclosure 8

Paper ETC 24/02

Education and Training Committee

UK COUNCIL FOR GRADUATE EDUCATION: REVIEW OF 2001

Via the Secretary

FOR INFORMATION



UK Council for Graduate Education: Review of 2001



UK Council *for* **Graduate Education**: Review of 2001

INTRODUCTION



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

UKCGE 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

OPERATION and POLICY

UKCGE 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.

UKCGE was granted Charitable Status in 1997 (Registered Number 1061495) and is now working towards Charter Mark status. 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 UK 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 UKCGE 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 now employs a full-time Administrator and a part-time Secretary, who deal with the day-to-day running of the Council and maintenance of its membership database.



CONFERENCES

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

WORKING GROUPS, WORKSHOPS, AND SPECIALIST SEMINARS

- The Council establishes Working Groups to investigate and report on a range of current postgraduate issues and a full list of published reports can be found on our website.
 - It also runs at least two workshops each year, plus (usually over a weekend in May) another workshop for Graduate Deans, Senior Administrators and Directors of Graduate Schools which focuses on Graduate School issues such as funding, training, appeals and supervision, and is an opportunity for those new to Graduate Schools to meet with colleagues and fellow professionals from organisations such as HEFCE and the Research Councils.
 - Specialist seminars bring together (a maximum of) twenty expert participants to focus on areas of enquiry and/or practice which the Council feels needs further investigation.
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PUBLICATIONS AND WEBSITE

Regular publications include the Council's quarterly Newsletter, Working Group reports, and Conference and Workshop summaries. Our homepage can be found at www.ukcge.ac.uk There you can access information about the Council and its publications, plus links to member organisations and other sites relevant to graduate education. The site also advertises workshop programmes. Both delegate places and requests for publications can be booked electronically.

LISTSERV

The Council operates an email service, listserv, which any member may join and which incorporates the facility to send messages for all other subscribers by directing them to the one central address. The list is

- UKCGE, which acts as an information service (details of conferences, workshops and publications and requests for consultation information)

This email discussion group provides a valuable service to member institutions by facilitating 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 over 125 full institutional members and over 10 associate members. Full membership fees are £435 per year, associate membership £165, 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). A full list of the Council's members may be found on our web site; <http://www.ukcge.ac.uk>

Full membership is open to all institutions with fifty or more full-time equivalent postgraduate students, and 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. For example, delegates from both full and associate member institutions benefit from reduced rates at conferences and workshops.

UKCGE has reciprocal relationships with the National Postgraduate Committee (NPC) and the Society for Research into Higher Education (SRHE). 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.

INSTITUTIONAL LINKS

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

THE OFFICE

- ≈ deals with the day-to-day running of the Council
- ≈ maintains the UKCGE membership database and website
- ≈ oversees listserv
- ≈ publishes the newsletter, working groups reports and other documents, and responds to requests for copies of these documents
- ≈ provides information about the UKCGE and about membership in the organisation.

HOW TO CONTACT US

Clare McCauley
Administrator
UKCGE
College Hall (DC004)
Castle View
Dudley
West Midlands DY1 3HR

tel 01902 323310
fax 01902 323380
email ukcge@ukcge.ac.uk
www: <http://www.ukcge.ac.uk>



UKCGE's eighth operating year proved a particularly busy one for both the Council and for graduate education as a whole. Our winter conference, in February, was the best attended so far, and summer Conference took us to Edinburgh, where lively discussion took place in the excellent surroundings of Pollock Halls. These established, 'seasonal' events were complemented by a series of well attended workshops on a range of topical subjects, and we recently launched our Working Party's Report on Research Training in the Creative and Performing Arts. We are confident that this will make a significant contribution to the continuing debate on training across the disciplines.

We also developed the Council's work in other ways, most notably by achieving all the objectives itemised in the 'list of future activities' to which we committed ourselves in the Review of 2000. As there promised for 2001, we

- ≈ published further interim reports from ongoing working groups
- ≈ continued to produce Newsletter and conference reports
- ≈ organised a further Graduate Deans workshop (now confirmed for 29-31 May 2002, at the University of Warwick, to maximise the availability of facilitators and speakers)
- ≈ participated in the Swedish Higher Education Agency's Conference on 'Postgraduate Education in Europe: Past, Present, Future' (May, 2001).

Other activities involved the Executive Committee in responding to national consultation exercises and a round table meeting (January 2001) with Professor Nick Harris, Assistant Director, QAA, on the National Qualifications Framework.

Following the publication of the HEFCE Review of Research, the Council successfully bid for involvement in the Joint Funding Council's project, Promoting Good Practice in the Training, Supervision and Development of Research Students, and it will follow with interest the evolution of work undertaken by the Wellcome Trust and the British Academy on analyses of postgraduate development. All these initiatives will be reflected in future Council events.

Next year the Executive plans another full programme of events devoted to a diverse and timely range of topics which we are sure will be of interest to members: for example, the Council intends to

- ≈ publish further specialist reports from working groups
- ≈ continue producing its newsletter and conference reports
- ≈ organise a further consultation forum on the Improving Standards project, in conjunction with Dr Janet Metcalfe, on 12 February, at Universities UK
- ≈ organise its Annual Winter Conference at Regent's College, London, on 14 February
- ≈ organise a further workshop on the National Qualifications Framework at the University of Glasgow on 1 March
- ≈ launch the Professional Doctorates Working Group Report in late March.



- ≈ organise a symposium on Research Degree Examining at Regent's College, London on 29 April
- ≈ organise a workshop on Appeals at the University of Birmingham on 13 May
- ≈ organise a Graduate Deans workshop between 29 and 31 May at the University of Warwick
- ≈ organise its Annual Summer Conference at Gloucester University on 15 and 16 July
- ≈ organise a conference on European Issues in Postgraduate Education, in November

I look forward to meeting you on one or more of these occasions and hearing your own thoughts on graduate education and the work of the Council.

*Professor Howard Green
Chair, UK Council for Graduate Education
January 2002*

Part of the Council's work is to set up and support working groups to investigate key issues in graduate education with a view to producing documents of guidance and/or advice for the sector. Each group consists of distinguished academics/administrators with expertise in a specific field.

Late in 2001 the Council approved the convening of a Working Group on 'Defining the Doctorate' (details will follow in the earliest possible issue of Newsletter) and two other groups finished their reports; one on the MRes, the other on Research Training for Postgraduates in the Creative and Performing Arts and Design (see also under 'Publications').

A fourth Group, concerned with Professional Doctorates, was established in May 2000 with the following membership:

*Professor Jennifer Bone, (Convenor)
Chair of SRHE*

Professor Tony Fell, Bradford University

*Professor Stephen Hoddell,
UWE & UKCGE Executive*

Michael Jennings, Somerset LEA

*Dr Ingrid Lunt,
Institute of Education, London*

Professor Stuart Laing, Brighton University

*Professor Derek Portwood,
Middlesex University*

*Jonathan Slack, Chief Executive,
Association of Business Schools*

*Professor Frances Young,
University of Birmingham*

and this is due to report in March 2002.



Terms of Reference, agreed with the Executive, directed the Group to examine and report on current practice in the design, marketing, delivery, assessment and quality assurance of professional doctorates in the UK

- = comparisons, where appropriate, with professional doctorates in other countries
- = the purpose and role of professional doctorates in relation to the professions they serve
- = the educational outcomes that professional doctorates aim to achieve
- = the maintenance of academic standards in comparison with the PhD degree
- = the incorporation of taught elements within professional doctorates
- = other matters deemed relevant and appropriate by the working group

The Group has now examined these issues from a number of perspectives and its surveys have clarified how current provision is seen by both employers and other academics. It is clear that because professional doctorates emerged as the result of pressure from various client groups there is a considerable degree of variability in the way the programmes are structured, delivered and assessed. The report will examine the implications of this variability in the context of developments such as the QAA National Qualifications Frameworks.

A fifth Group, on Creating a Research Culture in the Healthcare Professions and Professions Allied to Medicine, will report in early 2003. It comprises:

Professor Gerry McKenna (Chair),
Vice-Chancellor, University of Ulster

Professor David Baxter (Convenor),
UKCGE/University of Ulster

Tracy Bury,
Chartered Society of Physiotherapy

Professor Pam Enderby,
University of Sheffield
(Speech and Language Therapy)

Dr Irene Elliot,
College of Occupational Therapy

Professor Alison Kitson,
Royal College of Nursing

Professor Jackie Oldham,
University of Manchester
(Nursing/Rehabilitation)

Professor Julius Sim,
Keele University (Physiotherapy)

Professor Annie Anderson,
University of Dundee

Professor Chris Bailey,
Regional Director R&D
(Northern & Yorkshire)

Professor Tony Butterworth,
Nottingham Health Authority

Wesley Vernon,
Society of Chiropractors and Podiatrists
Research Forum

This Group was convened in March 2001 and held its first meeting on 12 December 2001 following the UK Council workshop on Research Training in the Healthcare Professions at Universities UK.

WORKING GROUPS



Work with and for the healthcare professions has grown significantly over the last two decades, as HEIs incorporated preregistration training for professions such as nursing, occupational therapy, physiotherapy and speech and language therapy. That rise in (essentially undergraduate) numbers will continue as the demand for new NHS recruits is maintained through the foreseeable future, and training linked to the statutory recognition of newly recognised professions such as osteopathy and chiropractice will provide further opportunities for growth.

Alongside these developments there have been increasing demands for healthcare based on evidence from sound research rather than sources such as (unchallenged) professional opinion or the pronouncements of clinical 'gurus' ('evidence-based medicine'). While such laudable calls for change are roundly supported by all the relevant stakeholders, including the NHS and the healthcare professions themselves, not to mention patients' groups and charities, there are three significant (and related) barriers to the widespread adoption of evidence-based practice:

- = the relative lack of high quality research studies, particularly randomised controlled trials, in many of the relevant areas (eg stroke rehabilitation, or the management of low back pain)
- = the relative lack of research capability, capacity and volume in the healthcare professions
- = the lack of a research tradition with the professional groupings, including in many cases relevant University departments, resulting in lack of research training opportunities, provision and supervisory expertise.

Overcoming these barriers will be a significant undertaking, and in an area of national importance to Higher Education, to the Health Service, to the healthcare professions, and, ultimately, to the quality of patient care. As the body representing graduate research and training within the HE sector, the UK Council is uniquely well placed to begin the process.

The aim of the Group is to encourage the development of a research culture within the healthcare professions. In broad terms, its main activities will therefore be:

- i a Scoping Exercise, to determine the scope of current issues, identify relevant stakeholders, and liaise with professional/statutory bodies, etc
- ii a Current Activity Survey, to identify current levels of research-training activity in the sector (including professional bodies and health service), current research capacity and expertise, examples of best-practice initiatives, etc
- iii target Setting, to determine required levels of research skills (particularly for NHS staff) based on current initiatives and trends
- iv proposals for Action - perhaps the most important aspect of the group's tasks - to formulate recommendations that will address issues such as models of training, targets for that training, funding arrangements etc.



REPORT OF THE WORKING GROUP ON RESEARCH TRAINING IN THE CREATIVE AND PERFORMING ARTS AND DESIGN

The launch of this Report, on 22 November 2001, was attended by over 50 invited delegates drawn from the academic community in the creative and performing arts and design. Members of the AHRB, including Michael Jubb, Professor Sir Brian Follett, and members of the Working Group were also present, and the launch was introduced by Professor Howard Green, Chair of the UKCGE, who noted that this Report was the ninth in a series of specially commissioned papers on issues facing the postgraduate sector. The Chair of the Group, Professor Elaine Thomas, then presented the findings of the Report (full text available on www.ukcge.ac.uk).

Membership of the Group took appropriate account of subject areas, disciplines, geography and gender:

Professor Elaine Thomas (Convenor),
Director, Surrey Institute of Art and Design

Professor Graham Barber,
University of Leeds

Professor Sandra Harris,
*Nottingham Trent University and
UKCGE Executive*

Dr Michael Jubb, *AHRB*

Professor Janet Lansdale,
University of Surrey

Professor Malcolm LeGrice,
Central St.Martin's College

Chris Rust,
Sheffield Hallam University

Professor Victor Sage,
University of East Anglia

Professor Martin White,
University of Bristol

Its terms of reference were:

- ≈ to survey existing training programmes or modules designed specifically to prepare students pursuing practice-based research in UK universities and specialist colleges
- ≈ to examine the relationship between work pursued at Masters and Doctoral levels, and the use of masters programmes as preparation for doctoral study
- ≈ to examine the feasibility of devising guidelines for the development of research training programmes for practice-based research
- ≈ to examine the implications for training of the different models of what postgraduates pursuing practice-based research can be expected to produce.

Since there was so little available information on research training programmes for postgraduates in CPAD subjects, the Group undertook a survey of current provision. The final Report was compiled on the basis of 71 survey returns from 59 institutions. Analysis showed that 45% of providers had 11 postgraduate students or less (which raised the issue of critical mass) while distinctive features of larger providers included flexibility, mutual support and interdisciplinarity. The group also arranged focus groups in order to canvass the opinions of research students and a number of case studies, looking at 10 research projects across the arts and design spectrum.

WORKING GROUPS



The Report's recommendations included:

- approval of a needs-based model for research training (as previously identified in the Report on 'Research Training for Humanities Post-Graduate Students')
- a specific menu relating to skills, subject knowledge and understanding which takes account of the particular needs of CPAD students
- provision of transferable skills relating to employability
- MA programmes in CPAD which offer research training targeted more specifically at students' needs to supplement basic research training
- strengthening the research environment and culture for CPAD students and making formal arrangements for collaboration between institutions
- a fully fledged Arts and Humanities Research Council to promote and support research capability in CPAD.

Among other concerns, two stood out.

1 Research Exemplars and Models

The lack of available models for both students and supervisors became evident from the survey, case studies and focus groups, and the Working Group saw value in the creation of a resource guide of CPAD research exemplars and models. Subject centres may also have a role to play in maintaining websites as a resource for the wider CPAD community.

2 Sharing Best Practice

Although consideration of supervisor training needs was not specified in the terms of reference, it became clear that this issue remains a concern for colleagues. The Group therefore recommends that efforts be made to provide specific supervisor training relating to practice-based research in CPAD, and to exchange best practice amongst peers. The UK Council and the AHRB may both wish to consider what role they can play in facilitating this through conferences, symposia et al.

A question-and-answer session followed the summary presentation by Professor Thomas.

- It was generally agreed that the MA still constituted the 'final degree' in CPAD subjects and that encouragement was needed to increase the critical mass of research students. The audience concurred with the perception that it was increasingly necessary to have an MA before undertaking an MPhil/PhD.
- Michael Jubb, for the AHRB, noted that a 1+3 model had been established in other Humanities subjects and that the steer from the CPAD sector was that it too wanted a 1+3 model.
- There was growing interest in other nations' practice-based models (eg from Sweden) but the UK leads the field in areas of CPAD research such as dance.



FIVE YEARS OF THE MRes

The MRes Working Group reported in November 2001, and from January 2002 its discussion paper will be available on the Council's website as a downloadable pdf file.

In the first stages of the group's work the membership was

Professor Tony Trincl, (Convenor)
*Pro-Vice-Chancellor,
University of Manchester*

Professor Richard Balment,
University of Manchester

Professor Bernard Buxton,
University College London

Dr M J Downie,
University of Newcastle

The paper gives an overview of five years of a degree created to meet the concerns of major stakeholders about the pattern of training to PhD (Research Councils and the British Academy, employer groups and Government). It explores the first MRes models, based on responses from 33 providers, to a 1999 UK Council survey which was designed to investigate how programmes developed in response to the concerns of the early 90s and which showed that programmes varied considerably in structure and across disciplines. The discussion paper also provides analysis of a web-based survey of MRes programmes and research-council funded programmes. It concludes with an overview of responses by students and employers, and a sample MRes programme.

Professor Alan Hay,
Canterbury Christ Church College

Mr Colm O'Muircheartaigh,
London School of Economics

Dr E A Patterson,
University of Sheffield

Dr R J Price, *BBSRC*

Dr Margaret Shewring,
University of Warwick

and the second stage of the work was carried out by

Professor Richard Balment,
University of Manchester

Professor Howard Green,
Staffordshire University, UKCGE Chair

Professor Anne White,
*University of Manchester,
UKCGE Vice-Chair*

2001 WINTER CONFERENCE: HIGHLIGHTS



Professor Christine King, Vice Chancellor of Staffordshire University, opened proceedings with her keynote on 'How the Access and Widening Participation Agenda can Apply at Postgraduate Level'. This was followed by the morning's workshops on Research Training in the Creative and Performing Arts and Design, Promoting a Research Culture in the Healthcare Professions, ESRC Postgraduate Funding, and EPSRC Doctoral Training Accounts. The afternoon's options included a question-and-answer Forum with Phil Sooben (Director of Postgraduate Training, ESRC) and David Leech (Director of Programme Operations, EPSRC), plus sessions on Professional Doctorates and Career Planning for Postgraduate Students. The final keynote, by Bahram Bekharadnia, reviewed responses to the recent HEFCE review of research.

ESRC/EPSRC FORUM

1 *Implications of the 1+3 Model*

Questioners were concerned about funding implications when students were registered for MPhil with the possibility of transfer to PhD. Reassurance was given that ESRC would find it acceptable when initial registration included the intention to proceed to a doctorate, and that calculation of submission rates would not be affected. Concern for the MPhil then resurfaced when the focus switched to the Qualifications Framework. It was argued from the floor that the MPhil might become defunct if, when rolled into a PhD programme, a third was at masters level. There was some consensus that students would not wish to 'go back' and do another year at masters level if they had already done the first year of a 1+3 programme. The view from the

panel was that there needed to be some flexibility on such issues.

2 *Future Trends and Issues*

The panellists suggested that their councils, in general terms, would not be making new demands and that current arrangements would remain in place for some time. They also recognised that 'salami slicing' of funding categories was potentially counter-productive. ESRC is not planning major changes and will initiate no major, new consultations for the next five years, though there might be some knock-on effects from EPSRC's introduction of doctoral training accounts. Both panellists then engaged in some crystal-ball gazing.

- ≈ Government might encourage more 'behind the wall' collaboration between Councils (on balance preferable to any reduction in the number of Councils).
- ≈ It was a general aspiration that increases in funding would lead to an increase in doctoral and postdoctoral recruitment with, in turn, a positive effect on the quality of HE staffing. Focusing funding resources on an ever-smaller number of institutions was viewed with disfavour by panellists and questioners alike.
- ≈ European legislation promoting the free movement of labour could lead to a situation where anybody in Europe might be eligible for full funding by a Research Council.
- ≈ Those applying to ESRC for recognition might need to make a case 'in spite of' RAE ratings of 3b or below. EPSRC however, would not use RAE ratings in its deliberations.



HEFCE REVIEW OF RESEARCH: IMPLICATIONS FOR RESEARCH DEGREES AND PG STUDENTS

This Review focuses on funding and ways to strengthen postgraduate education. Its aims are to enrich the research environment and to enable/support research through the familiar combination of core and specific-project funding (the dual support mechanism). However, it questions HE's ability to sustain research excellence without additional investment, and it believes the RAE, while the best evaluation scheme available, also needs continual improvement and explanation.

The Review identifies the main weakness in HEIs as the management of people, both staff and students, and it made a number of recommendations on these core human resources; collaboration should be facilitated and there should be minimum strands of funds for research training, separate funds provision for research students, and allocation of earmarked staff funds. The Review also makes a number of recommendations on funding.

- This should be selective, based on RAE scores, at an agreed rate for 5* units of assessment (and for 5-rated units if possible) but also allocated to 3a and 3b units.
- There should be no special funding for collaborative ventures, except for research students.
- There should be no earmarking of QR.
- HEFCE should investigate whether matched funding is available for a capability development stream.
- Teaching funding should be deemed to include scholarships.
- HEROBC funding should be increased, and targeted.

However, it was stressed that HEFCE did not wish to dictate how HEIs how should spend their funds; rather, HEFCE aimed to give greater leverage to those concerned with research students and to increase the level of recognition of the funds given to them. (It should be remembered here that HEFCE funds constitute only the majority of HE public income, not of its total funding).

Delegates expressed concern at the implicit managerialism of the recommendations, though it was accepted that HEFCE intended no reduction in academic freedom. The issue of training for research supervisors was also raised, and it was noted that HEFCE would look into this. It had also been noted that the UK Council had expressed its concern about where responsibility lies for ensuring minimum standards for research training, and had also suggested that facilitating collaboration between HEIs was not best approached as a funding-council function.

2001 SUMMER CONFERENCE: HIGHLIGHTS



LOCAL AND GLOBAL TRENDS IN QUALITY ASSURANCE FOR COLLABORATIVE POSTGRADUATE EDUCATION

Dr Derek Pollard,
(Chairman, Council of Validating Universities (CVU)) and Vice-Chancellor's Advisor, The Open University).

CVU was established in 1982 to support universities engaged in collaborative activity. It now has a subscribing membership of 85 universities and 52 FE colleges, publishes an influential Handbook for Practitioners, offers workshops and practitioner groups, and sponsors research into issues of common interest to its members. Increasingly, it also fulfils a representative or advocacy role.

Large numbers of postgraduates are enrolled on collaborative programmes: 196,000 FTEs in 1999 (many in the growth area of CPD) of whom 29,400 were overseas students. The Bologna Declaration seeks to define a postgraduate cycle for all European programmes. However, global competition is a particular issue for the UK. Others are more willing to seek ISO 9001 certification to evidence their commitment to appropriate quality and standards, while yet others (eg the Australian universities) tend to be far more entrepreneurial than their UK counterparts.

Dr Pollard asked whether we should be addressing separately the issue of good practice in postgraduate collaborative provision and if so which issues should form the agenda. He suggested that we needed to articulate different sets of objectives. While there was a need to distinguish between 'learning', 'education' and 'training', these terms themselves were sometimes unhelpful. We should concentrate instead on academic, professional and vocational learning objectives. Appropriate

assessment criteria were needed to ensure effective assessment in each area. Some delegates were sceptical about the ISO 9001 standard, despite its extensive use in other HE systems, by comparison with the potential value of the Business Excellence Model. Participants also commented on the need for more data on competitor universities overseas - there was concern about the lack of hard information on tariffs and services which (it seems) the US aims to extend to include education services - and potential collaborators who may try several HEIs before finding one prepared to validate their programmes. Speed of response was certainly important, but this had to be weighed against sufficient time for quality and standards to be ensured.

GRADUATE STUDY IN AN INCREASINGLY BORDERLESS WORLD

Professor John L Davies (*APU*) and Dr Svava Bjarnason (*Director of Research at the Association of Commonwealth Universities*).

New technology, mobility, competitiveness, access and the needs of undeveloped nations are calling into question the 'traditional' models of face-to-face learning support, and there is a potentially enormous global market emerging (counted in \$US billions) in distance and e-learning; hence the dissolving of boundaries, whether of geography, time or access.

The UK is not yet a leading player. Should it wish to become one, it will need to consider such issues as collaboration and branding, customer focus, and moving from cottage-industry assumptions to embrace multiple service provision by spe



INTER-INSTITUTIONAL COLLABORATION IN POSTGRADUATE EDUCATION: THE EXPERIENCE OF REGIONAL INITIATIVES AND WEB DELIVERY

Dr Christine Leigh, (*Leeds University*).

cialists in a global marketplace. It will also need to build partnerships with overseas and public and private education institutions as well as private companies, professional associations and government agencies, and to develop newer modes of curriculum delivery that take account of the new types and circumstances of those pursuing lifelong learning and continuous professional development. Technological 'solutions' can also raise their own range of problems, especially in the third world, and the barriers presented by diverse cultures, languages and learning orientations must be acknowledged.

A recent survey indicated that approximately 80% of UK Higher Education institutions thought 'borderless' developments were important and 70% had some level of activity focused on building partnerships for regional and overseas markets, mainly in Business, Nursing, Engineering, IT and Languages. However, the UK's emerging position is under threat from its narrow range of subjects offered, the gulf between academics and practitioners, lack of investment, erosion of monopoly in degree-awarding powers, and unhelpful trade regulations. To prosper in this increasingly competitive global marketplace, HEIs need to be mindful of locating initiatives at the best institutional level(s), developing sustainable strategies for growth, linking development to mission, and playing to strengths while building strategic alliances and partnerships to compensate for weaknesses. They will also need to recognise and deal with a host of issues in human resource development, quality delivery and assurance, legal and regulatory matters, and infrastructures.

Professor Leigh began by sketching the background to the Yorkshire and Humberside Universities Association that evolved from the Regional Research Observatory established in the early 1990s. She outlined the many drivers of collaboration, from sharing skills, experiences and equipment to establishing critical mass. The latter had been particularly important, both in accessing and packaging funds and in establishing research credibility to the extent that the 'White Rose' group (Sheffield, Leeds and York) had developed a research 'cluster' equivalent to Oxford or Cambridge on a range of performance measures. Innovations in delivery were also important for initiatives such as the Virtual Science Park or the Masters in Broadcasting developed for the BBC.

Professor Leigh did not gloss over the difficulties of regional collaboration - not the least of which were funding, institutional competition, and territorial ambitions - but her two case studies demonstrated the importance of what could be achieved.

- ≈ The White Rose Centre for Enterprise is involved in business development, research and enterprise learning as part of a DTI five-year programme to create a dozen Centres of Enterprise. The objectives are to foster commercialisation of first-rate research and widen curriculum-based appreciation of business needs and practice in a disciplinary context.
- ≈ The World University network is a grouping of UK, American and Chinese Universities with the objective of developing advanced research activity.

2001 SUMMER CONFERENCE: HIGHLIGHTS



ARE WE COLLABORATING EFFECTIVELY WITH OUR POSTGRADUATE STUDENTS?

Dr James Groves
(General Secretary,
National Postgraduate Committee).

Dr Groves affirmed that there is no 'typical' postgraduate student: students have different reasons and motivations for taking a postgraduate qualification. More and more, however, students see themselves as customers rather than as part of the academic community, and Dr Groves wished to address the issue of whether these students' needs are being met by universities.

The experience of many postgraduates is that their university's IT facilities are not up to scratch, and they experience feelings of isolation. Both are damaging perceptions, spread by word of mouth, especially overseas, and there was an obvious case for enlightened self interest in the improvement of systems and facilities, either by extending the concept of the academic community or by treating postgraduate students as clients.

Dr Groves wished to share ideas on best practice and address issues such as whether students can be given a greater sense of collegiality, whether effective provision exists for all postgraduates, how universities deal with complaints, and policies in Intellectual Property Rights (IPR). Delegates variously reported that the following helped integrate postgraduates in the academic community

- departmental social events such as part-academic, part-social welcome meetings after matriculation and/or involving postgraduates in facilitating/running these social events
- web-based discussion/bulletin boards and/or email networks
- poster sessions by postgraduates for the whole department
- workshops on common interest topics (for example, career planning, writing skills)
- treating postgraduates as members of staff
- electing student representatives to department, faculty and university committees
- annual monitoring questionnaires
- personal development planning

Delegates agreed that what is expected of postgraduates must be made clear to them, as well as what they should expect of their supervisors, Department and wider university. Some delegates suggested that it would be preferable to take fewer PhD students and offer them a higher stipend, thereby increasing students' sense of self-worth and feeling of inclusion in the academic community. All delegates agreed that support infrastructures need to be improved.



'HEARD IT ON THE GRAPEVINE': PhD CANDIDATES' EXPECTATIONS OF THE VIVA

*Dr Penny Tinkler (University of Manchester) and
Dr Carolyn Jackson (Lancaster University).*

The presenters identified two key questions relating to the PhD viva; how candidates prepare (or are prepared) and what kind of expectations students hold. Data underpinning these considerations came from 20 institutional policy documents, questionnaires directed at examiners (both external and internal) supervisors and final candidates, and interviews with candidates about pre- and post-viva experiences.

A clear gender difference was evident. Women tended to view the viva as a fluid, unpredictable, interpersonal event whereas men tended to regard it as a fixed process, less affected by interpersonal dynamics. Male candidates also seemed more likely to perceive the viva as within their own locus of control. The speakers then took the audience through a series of other points relating to the viva and made full use of excerpts from interview transcripts. These led them to suggestions that students should be encouraged to

- ≈ seek information from a range of sources (rather than rely exclusively on the grapevine)
- ≈ take every opportunity to present and defend their work orally in order to practice the art of presenting views and defending arguments (the mock viva was debated in this context and its advantage and limitations outlined)
- ≈ recognise the different purposes (overt and covert) that the viva may serve
- ≈ recognise the interpersonal dimension to the conduct and process of the viva

Supervisors also need to work out their understanding of the particular and general processes of the viva so that their guidance is based on more than personal experience alone. Moreover, there needs to be open, full and informed discussion of the possible benefits and disadvantage of the presence of the supervisor (where institutional policies allow/recommend this). In sum, all concerned need to look to the entire process of doctoral study for opportunities that might be used to enable candidates to perform to their full potential in their vivas.



**THE JOINT FUNDING COUNCILS' REVIEW
OF RESEARCH TRAINING:
IMPROVING STANDARDS IN POSTGRADUATE
RESEARCH TRAINING.**

An 'Improving Standards' team, led by Dr Janet Metcalfe and including members of the UKCGE (for more details, see below) ran the first of two consultation fora on 11 December 2001 at The British Academy. Over 25 invited delegates from a number of HEIs and other stakeholder organisations attended an event which was designed to

- = explain the purpose of the project
- = draw on participants' experience as to what constitutes good practice in research training
- = explore the concept of minimum standards and develop potential indicators

Themes for Group Discussions included the following

- = Institutional QA processes, including assuring quality of intake, degree awards, adherence to policies, performance measures.
- = Research environment, including research culture, critical mass, academic interactions, facilities and support services.
- = Monitoring progress of students, including supervisor arrangements, annual progression, progress logs, skills development.
- = Feedback mechanisms, including student satisfaction, external bodies: examiners, employers, funding bodies.

There will be a further, formal consultation with members of the UKCGE's Executive Committee on 17 January 2002 and a third, widely consultative forum at Universities UK on 12 February.

**RESEARCH DEGREE EXAMINING
UWIC, 26 March**

Following a specialist seminar and a workshop on Research Degree Examining (in June and November 2000) this event was organised to explore emerging issues and reflect on the implications of QAA level descriptors for examining research awards, offering participants the opportunity to work through the kinds of problems that may arise in the context of examination.

The opening 'Outline of Situation' in the UK stressed the range of expectations of examiners across the sector, the need for transparency (rather than uniformity) of practice, and suggested common principles. This was followed by a session on identifying learning outcomes in relation to QAA level descriptors. Delegates were then divided into four groups for the completion of a case study on degree examining and a discussion of action they would have taken in their own institutions.

The degree of similarity and divergence in examining was enlightening for many participants and the Council will extend its work on research degree examining into a Symposium, on 29 April 2002, at Regent's College, London.



INTERNATIONAL POSTGRADUATE STUDENTS

London Voluntary Sector Resources Centre, 26 October

Thirty-eight participants gathered to

- survey the ways in which the recommendations of the Council's 1999 report on International Postgraduates (IPGs) have been addressed by HEIs and support agencies
- reflect on the implications of subsequent changes in the regulatory and competitive context
- explore current best practice in student recruitment and support

1 Strategic Issues

1.1 The Regulatory and Competitive Framework: Strategic Choices for HEIs *Professor J Drummond Bone*

A four-year period increase of 3.3% in the proportion of IPGs to 42.5% of all PGs, masks differences between Teaching (+7.7%) and Research (+1.6%). PgC/D programmes were not growing. Development of funding by 'institutional mission' was anticipated and might be set against the potential benefits of liberalisation following GATS, the requirements of the Bologna Declaration, overseas confusion still resulting from the QAA NQF, and the counter-productivity of League Tables. Among threats are institutions operating overseas as private bodies but with regulatory frameworks and the impact of the feeling that UK HEIs overcharged IPGs (and thus penalised developing countries). It is therefore the more important, post 11th September, to foreground the safety of study in the UK.

1.2 The Changing World of Research Training and Funding Bodies' Responses *Professor Michael Gibbons*

There is a shift from Mode 1 (RAE) to Mode 2 (though funding still flows to and from the former), new definitions of 'good' research are emerging, the raised profile of Social Sciences research/interdisciplinarity is central to Government thinking, and a second level of inter-institutional competition is fuelling the explosion of collaborative activity among 'competitors', as exemplified by the Universitas 21 group. One counter to the Mode 1 effect of stripping institutions of their best staff might be the split PhD, being promoted by ACU. However, split PhDs usually require that students be awarded a degree from their own institution, rather than the 'host'. Delegates raised the issue of logo control. No solution was offered.

2 Recruitment and Marketing

2.1 The Institutional Balance Sheet *Anthony Gribbon*

Three years of statistical evidence showed constant proportions (one third EU to two thirds non-EU IPGs) while numbers increased overall. Taught outstripped research, and increases in EU numbers offset decreases in other IPGs. The UUK annual survey of fees showed a 13% increase, well in excess of inflation, and with growing gaps between the lowest and highest bands. Related issues included caution, safety, and competition from countries which charged lower rates (eg other EU countries that taught in English); so where self-financing is the principle of charging, benefits such as additional



staffing need to be highlighted. Subsidy was no longer an issue but it is far from certain that institutions know the true cost of recruitment initiatives to retain numbers from key regions (eg the costs of recruitment agents and of cultural support for students). Reduced Government funding for 'matched' sponsorship schemes had also affected institutions. Welfare responsibilities, following events such as 11th September, were obviously important, but are these longer-lasting problems?

2.2 Institutional Best Practice *Dr Iain Bride*

Here again full-costs awareness is vital. Strategies should differ for PGT and PGT and according to institution, student (eg the 'right' type of learning/training for those returning home to heavy teaching loads for which much training may be irrelevant) and sponsor (eg value for money, staff development, collaborative research to build up expertise). We should also be responsive to the needs of different countries; developed (seeking research excellence and collaboration) recently developed (looking to establish research groups) developing (needing to strengthen teaching staff). HEIs should also understand their own reasons for recruiting research students and consider the potential benefits of fee waivers while making full use of academics recruiting overseas (eg by ensuring their engagement in negotiations for collaboration or other academic links). It was important to be realistic about the needs of clients, fee levels, and the benefit of recognising individual student's prior status. Best practice in collaboration involved targeting a select number of partner institutions, developing a cohesive programme over a number of years, ensuring longevity of staff commitment, being prepared to invest, and using Alumni.

However, only a consortia approach, including joint publicity on expertise, can respond to the needs of individual institutions in a variety of subjects.

3 Support for Recruitment and Student Provision

3.1 Developments in British Council Policy for IPG Recruitment *Dr Neil Kemp*

The Prime Minister's initiative to attract international students was contextualised by two statistics; 40% of international students have visited the UK prior to entering HE here, and more students are enrolled on UK external programmes than in the USA and Australia combined. Institutions were encouraged to adopt the 'Education UK' Brand to help promotion; although there was conflicting evidence about the success of this initiative, it was certain that the UK did not spend enough on international marketing. There are benefits in approaches that integrate recruitment with other initiatives, but the British Council needs to know institutional policies effectively to market UK HE. Use of inter- and post-programme student surveys to assess student satisfaction is strongly recommended, as is responsive review of programmes and comparability of treatment between UK programmes and those delivered overseas. The impact of the current global crisis showed that institutions had to be prepared to support affected students, country by country, and an international student policy was recommended.

3.2 Supporting Institutions and Students *Beatrice Merrick*

UKCOSA's lobbying has helped change Government policies on entry clearance procedures, spouse and family issues and



**THE NATIONAL QUALIFICATIONS
FRAMEWORK:
A CASE OF SQUARE PEGS AND
ROUND HOLES?**

University of Hertfordshire, 1 November

work permits. Now its research shows a widespread feeling that fees exceed the true cost of tuition, that, after funding, the second greatest hardship to IPGs is over-run on completion of PhDs (though, contrary to perceptions, international students achieve better completion rates than Research Council students) and that there are high levels of satisfaction with the standards of supervision, teaching and the academic experience, if only a middling level of satisfaction on advice and guidance. There were also criticisms of the amateur way in which HEIs disseminated knowledge gained from the experience of teaching international students. Better monitoring through use of improved HESA statistics was recommended.

4 Conclusions

- Institutions need to consider more carefully how and why they are recruiting IPGs, to calculate the true costs of recruitment, marketing and teaching (including the indirect/infrastructure costs) and to investigate pricing strategies.
- Collaboration was a way forward in all areas of IPG promotion and provision.
- Market forces could permit increases in some fees, to permit reductions elsewhere, eg for students from developing countries or key subject areas.
- Improved student support mechanisms and specific policies were required so that responses to changed international situations were not ad hoc or ill considered.
- International alumni represented a valuable but poorly utilised resource.

1 Implementation and Issues

Andy Maslen, Associate Dean (Graduate School), Staffordshire University vividly described the battle to interpret one University's modular schemes in terms of the NQF and the developing Credit Guidelines. It was recognised that compliance with the NQF would have to be policed and assessed, and reporting structures devised to monitor scheme standards, but there was a danger that 'award leaders' might perceive change as purely bureaucratic, so it was essential from the outset that they had ownership of the schemes. However, the notion that module outcomes should be mapped through to the scheme outcomes proved a change too far, and this created tensions between forces for and against centralisation. On the other hand, those responsible for conversion awards saw NQF as an access opportunity rather than threat, and Graduate Certificates were introduced as a vital 'conversion bridge' by being directly accredited against two-thirds of a PG Certificate.

**2 Implementation and Issues II:
Conversion Masters**

Professor Robert Slater, University of Hertfordshire, noted that the Bologna Declaration aspires to an international system of comparable degrees, a credit system, clear progression routes, EU co-operation in quality assurance, and the promotion of an EU dimension in HE. Full Masters outcomes, informed by the PG Benchmark Statements, will be needed for the award of a Masters degree, and UK institutions will be required to show that each qualification is allocated to the appropriate level, with a sufficient volume of



RESEARCH TRAINING IN THE HEALTHCARE PROFESSIONS: THE CHALLENGE FOR HE.

10 December, Universities UK, London

This forum, attended by over fifty delegates from member institutions and the health service, considered the work in progress of the Council's recently formed Working Group. Presentations provided an overview of the challenges faced by HEIs, the NHS, and the healthcare professions in developing research capacity in these areas, and considered a draft model for research training.

1 Introductory Presentation

Gerry McKenna, Chair of Working Group, outlined the need to promote a research culture in Nursing and Professions Allied to Medicine (PAMs) where a somewhat resistant attitude towards research coexisted with recognition of the need to maintain clinical skills underpinned by a more questioning approach to practice. We might begin to square this circle by more short-course provision for academics and practitioners while also addressing the shortage in clinical leaders. Career paths for researchers have been limited, and a more forceful approach was needed to develop an R&D workforce committed to improved patient/client care and policy formulation. Funding Councils too have seemed reluctant to push R&D forward despite its growth in Nursing/the PAMs, and public support for increased funding in this area. HEIs and the NHS must also recognise the need to adopt more flexible approaches to accommodate researchers from the predominantly female workforce of Nursing and the PAMs.

2 The Challenge for the NHS: An R&D Office Perspective.

Professor Cliff Bailey, Regional Director of R&D, Northern and Yorkshire Region, acknowledged the NHS was going through a period of massive change of which R&D was very much a part. The regional R&D programmes have now ceased and been replaced by a more daunting national award scheme. There will be four R&D directors covering the North, Midlands, South and London regions, with smaller teams working under the control of these directors. In the future there would be need for work on capacity building by forming closer links with staff confederations and by encouraging each trainee and practitioner to be aware of the need for research. We would also need to adopt more appropriate career pathways. NHS and Department of Health awards programmes have a positive discriminatory attitude towards nursing, though these public awards should be open to all professions in primary care. Professor Bailey made the first public announcement of further funding for Doctoral and post-Doctoral Awards in the Nursing and Allied Health Professions; an extra £4.3 million over a five-year period. This sum of 'new money' and will be reviewed annually.

3 The Challenge for Healthcare Professions.

Tracey Bury, Chartered Society for Physiotherapy, and Dr Irene Illot, College of Occupational Therapists, questioned whether there was a sufficient critical mass in the Allied Health Professions to create a research capacity. Their presentation noted inadequate training, the lack of centres of excellence, and the general narrowness of methodological expertise. Dr Illot



then outlined the practical challenges of developing a research capacity, from difficulties in recruiting to lack of available funding in particular fields.

4 Models For Research Training.

Professor Dave Baxter, University of Ulster (and UKCGE Executive Committee), noted that the undergraduate experience of research is frequently off-putting and thus a bar to subsequent CPD. Those who continue into graduate education tend to do so as a result of 'professional courses' often provided by manufacturers. Though everyone who works with patients/clients should be totally 'research aware' to encourage better working practice, only half current researchers have an MSc background. Masters programmes should be further developed to rectify this skills shortage with 'plugged-in' CPD.

JOINT FUNDING COUNCILS' REVIEW OF RESEARCH TRAINING: IMPROVING STANDARDS IN POSTGRADUATE RESEARCH TRAINING.

As part of its Fundamental Review of research policy, HEFCE is investigating the characteristics of good practice in research training through a Group comprising

Dr Janet Metcalfe (lead),
Consultant & Coordinator of the Research Councils' Graduate Schools Programme

Prof. Howard Green, Chair, UKCGE

Clare McCauley, Administrator, UKCGE

Prof. Stuart Powell,
Executive Committee, UKCGE

Quentin-Thompson, *Education Consultant*

Dr Hichem Trache,
Researcher, Leeds Metropolitan University

The objectives of this research are to

- ≈ identify the quality criteria for research training used by the major funders of PhD grants and studentships and how they feed into funding mechanisms
- ≈ survey the procedures for the recruitment, induction, training, support and supervision of research students
- ≈ identify examples of good practice in research training within a sample of UK institutions and more generally in the international community
- ≈ explore whether a set of indicators or benchmarks can be identified against which progress in developing good practice can be monitored
- ≈ produce a good-practice guide providing for HE practitioners and administrators.



LOBBY OF THE HIGHER EDUCATION STATISTICAL AGENCY (HESA)

Data collection, survey and interviews took place from September to November 2001 and included

- ≈ a survey of current practice in all HEIs
- ≈ interviews with a representative sample of universities
- ≈ interviews with relevant national and professional organisations
- ≈ interviews with the UK Research Councils, charities and other funders of PG research
- ≈ a survey of international good practice

The results are now being analysed. A final report with supporting Good Practice Guidelines will be available from the end of February.

RESPONSES TO CONSULTATIONS

The Council responded to the following national consultations (full texts of responses are available on our web site www.ukcge.ac.uk)

- ≈ Joint Statement of the Research Councils/ AHRB's Postgraduate Skills Requirements
- ≈ Consultation Paper (May 2001) on Guidance to Support the Use of Credit within the Higher Education Qualifications Framework
- ≈ HEFCE 01/45 July 2001 Quality Assurance In Higher Education: Proposals for Consultation

The Council also wrote to the new Chief Executive of HESA, Professor Robin Sibson, urging

- ≈ user-friendly means of accessing data released by HESA so that the less technically able may manipulate and interrogate the data, possibly by means of a web interface
- ≈ improved means of accessing data by all sections of the higher education community
- ≈ improved counselling by the HESA team regarding the data required by member institutions in order to carry out individual or institutional-specific studies and research
- ≈ more transparent means of understanding the data collection processes
- ≈ broadening data field valid entries to include, for example, HE Distance learning (with 'country of location')
- ≈ some liberalisation of the rules concerning data use and publication.

'THE NATIONAL GATEWAY': AN ONLINE APPLICATION SYSTEM FOR POSTGRADUATE STUDENTS

For some time the UK Council has been in discussion with the HE Careers Services Unit (CSU) about the development of an on-line application system for postgraduates to enable electronic applications by potential postgraduate students to any participating HEI.

OTHER ACTIVITIES



It is widely recognised that the web is an essential part of institutions' recruitment strategies, particularly for postgraduate students. Surveys by CSU show that when considering careers or further study, 79% of students currently use the web to assist them in making choices. Virtually all universities have now placed a version of their postgraduate prospectus on the web, and the vast majority (85% in a survey carried out in June 2000) offer the facility to order a prospectus on-line. However, while an increasing number have a facility for candidates to download a hard copy application form from the web (for completion and mailing to the HEI) only a small minority have so far developed a system for transmitting the applications electronically.

There are a number of reasons for HEI's slow progress in developing on-line applications systems: the technical problems are manageable but not trivial, institutions need to ensure they can manage the progress of electronic applications, and there can still be delays in processing these caused by demand for hard copies of key documents such as transcripts. However, the potential benefits are significant. Universities that have developed on-line application systems indicate that these

- = are more user friendly to potential applicants
- = encourage more postgraduate applications, notably from prospective international students
- = result in more postgraduate registrations by enabling a quicker response to applicants

Development of a comprehensive on-line application service for potential postgraduates would thus help promote UK postgraduate education worldwide. It could also obviate the duplication of effort that would be involved if individual HEIs continue to develop separate systems.

The Harris Report recommended a comprehensive on-line directory that has been developed by CSU as the official reference source for postgraduate study in the UK (www.prospects.csu.ac.uk) and the UK Council is working with the CSU on a feasibility study to develop an on-line application service based on the current CSU Directory. That lists over 15,500 research and taught-course opportunities, and it allows prospective applicants to search the database by key word, institution or qualification. However, the current system does not allow on-line applications to individual institutions. This project aims to develop such a system

- = to produce an efficient, national gateway on-line application system for PG students
- = to ensure that all potential PG applicants with access to the web can complete an application form on-line and submit it to the participating HEI
- = to maintain the UK's competitive position with regard to PG recruitment

The project does not aim to control the admissions process or to establish a clearing house for postgraduate applicants. Its aim is rather to facilitate direct and immediate applications by individuals, and it is intended that the service will be free to both applicants and institutions. A feasibility study will consider the issue of what is an acceptable method for applicants to apply on-line and include such issues as the development of standard information, protocols for the application, and how the application should be managed.

Our initial objective is a two-part application form; a general set of biographical information in a standard format for all HEIs, and a second part tailored to individual institutions. This would ensure that any necessary guidance notes could be made available to individual applicants when they decide to apply to an HEI, but it would also

prevent applicants making multiple applications at the press of a button. In other words, our aim is an on-line application system which will be user friendly and designed to promote an increase in the number of applications, particularly from international students, but not so easy as to promote time-wasting multiplication.

The three-month feasibility study (to the end of June) will develop a pilot scheme with the intention of a launch at the start of the next academic year. For further information, please contact Dr A C Reed, University of Durham (a.c.reed@durham.ac.uk)



One of the items at the top of any Executive Committee meeting is how the Council can improve its service to members and its profile.

PROFILING THE COUNCIL

The Council is currently considering ways of improving its links with members and with other external organisations. In the case of the former, the Council is continuing to assess how it may improve participation at Council events as well as the wider dissemination of its material. In terms of the Council's links with external organisations, we hope to broaden our membership by consolidating our relationship with learned societies and professional bodies. We have also recently begun to explore enhancing our relationship with national bodies, noticeably CVU and RAGnet, and overseas organisations.

WEBSITE & NEWSLETTER

UKCGE's 'identity makeover' in 2000, along with the launch of its website, seems to have increased the Council's 'visibility', and there has been a noticeable increase in listserv 'traffic'. This is particularly pleasing because we are keen that as many members as possible contribute to discussions by using our group email facilities.

EXTERNAL LINKS *and* ACTIVITIES



- ≈ Ms Gwyn Arnold attended the CHERI conference on The Bologna Declaration.
- ≈ Professors Howard Green, Stephen Hoddell and Stuart Powell presented papers at a conference hosted by the National Agency for Higher Education in Sweden on Postgraduate Education in Europe - Past, Present and Future in May 2001.
- ≈ Professor Howard Green spoke at the Annual Conference of Microbiologists, UEA.
- ≈ Professor Howard Green gave a talk to the National Council for Educational Awards, Dublin in April
- ≈ Professor Howard Green was invited to speak at Limerick University on postgraduate examining in April
- ≈ Professor Howard Green attended, by invitation, the Annual Conference of the Canadian Association of Graduate Studies in Montreal in October
- ≈ Professor Stephen Hoddell presented a seminar on Professional Doctorates: the UK Experience, at the Dublin Institute of Technology on 5 November, and gave a talk on the same subject to the Association of Heads of Surveying on 15 November
- ≈ Professor Diana Woodward facilitated a session on supervisor training with Professor Hugh Matthews, University College Northampton.
- ≈ Dr Nicholas Watts attended meetings of the Foundation for Science and Technology (including the Zuckerman Memorial Lecture given by the German Minister for Education and Science, Edelgard Bulmahn) on behalf of the Council.

ACCOUNTS *and* DIRECTORY of CONTACTS ©

ACCOUNTS 2000/01

comparison of audited accounts for 2000/2001 and 1999/2000



INCOME	2001	2000
Subscriptions	59,387	48,240
Conference fees	39,280	41,377
Sponsorship and other income	4,931	3,337
Total	103,598	92,954

OTHER INCOME	2001	2000
Interest received (gross)	6,099	4,344
Total Income	109,697	97,298

Less: EXPENDITURE	2001	2000
Printing, Postage and Stationary	7,404	26,611
Advertising	1,456	—
Travel	7,599	7,830
Audit & accountancy	1,369	1,146
Legal fees	900	—
Rent	7,233	—
Conference costs	31,069	26,686
Special project grants	—	2,860
Staff development costs	—	605
Telephone	244	456
Computer expenses	1,232	600
Salaries & clerical assistance	41,652	50,922
Conference room hire	—	954
Books & journals	402	464
Book tokens & gifts	—	1600
Removal costs	—	247
General	460	254
Insurance	720	576
Bank charges	112	161
Depreciation – Office equipment	1,741	1,851
Total	103,593	123,823

Profit for the Year	6,104	(26,525)
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PROJECTED BUDGET 2000/01



Title	Budget
Salaries	45,000.00
Travel	7,500.00
Staff Dev	1,400.00
Accommodation	5,400.00
Stationary	935.58
Reprographics	997.23
Postage	1,500.00
Telephone	540.00
Fax	160.00
Printing	3,345.60
Room Hire	279.44
Books/Subs	500.00
Insurance/Audit	2,000.00
Working groups	3,000.00
Workshops	20,746.61
Summer Conf	16,250.00
Launches	2,000.00
Activity Charge	0.00
Publicity	2,000.00
TOTAL	113,554.46

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

Title	First Name	Surname	Institution	E-Mail Address
Mr	Steve	Cannon	University of Aberdeen	steve.cannon@abdn.ac.uk
Dr	Lynn	Christie	University of Abertay Dundee	L.christie@mall1.tay.ac.uk
Professor	John	Davies	Anglia Polytechnic University	J.Davies@anglia.ac.uk
Ms	Joanne	Penny	Aston University	J.R.Penny@aston.ac.uk
Dr	Paul	Davies	Bath Spa University College	p.davies@bathspa.ac.uk
Dr	Lisa	Isted	University of Bath	L.Isted@bath.ac.uk
Mrs	Sally	Mallard	University of Birmingham	s.mallard@bham.ac.uk
Dr	Paul	Birkett	Bolton Institute	p.birkett@bolton.ac.uk
Mr	Graham	Forbes	Bournemouth University	gforbes@bournemouth.ac.uk
Mr	Nick	Buck	University of Bradford	n.j.buck@bradford.ac.uk
Ms	Ingrid	Pugh	University of Brighton	I.pugh@brighton.ac.uk
Miss	E	Bell	University of Bristol	E.Bell@bristol.ac.uk
Professor	Adrian	Woods	Brunel University	
Dr	Anne	Evans	Buckinghamshire Chilterns University College	Aevans01@bcuc.ac.uk
Dr	Laurie	Friday	University of Cambridge	lef10@cam.ac.uk
Dr	Adrian	Holliday	Canterbury Christ Church University College	arh1@canterbury.ac.uk
Mrs	Rosemary	Dillon	Cardiff University	dillonr@cardiff.ac.uk
Professor	R L	Ashford	University of Central England	robert.ashford@uce.ac.uk
Ms	Lesley	Munroe	University of Central Lancashire	clmunro@uclan.ac.uk
Ms	Jacquelyn	Collinson	Cheltenham & Gloucester College of HE	jcollinson@cheit.ac.uk
Professor	David	Cotterrell	Chester College of H.E	d.cotterrell@chester.ac.uk
Dr	Andrew	Foster	University College Chichester	A.Foster@ucc.ac.uk
Ms	Saran	Simpson	City University	s.e.simpson@city.ac.uk
Mrs	Hilary	Mills	University of Coventry	h.mills@coventry.ac.uk
Professor	R S	Fletcher	Cranfield University	r.fletcher@cranfield.ac.uk
Professor	Roger	Linford	De Montfort University	rgl@dmu.ac.uk
Ms	Jean	Mutton	University of Derby	j.mutton@derby.ac.uk
Professor	John I	Saeed	University of Dublin	dngestd@tcd.ie
Professor	David	Swinfen	University of Dundee	d.b.swinfen@dundee.ac.uk
Ms	Samantha	Graham	University of Durham	s.j.turver@durham.ac.uk
Mr	Nick	Holland	University of East Anglia	n.holland@uea.ac.uk
Mr	David	Woodhouse	University of East London	d.g.woodhouse@uel.ac.uk
Mrs	Vanessa	Garner	University of Edinburgh	Vanessa.Garner@ed.ac.uk
Professor	Alistair	McCulloch	Edge Hill College of HE	mcculloa@edgehill.ac.uk
Mrs	Gill	Trerise	University of Essex	trerise@essex.ac.uk
Dr	Andrea	Taylor	University of Exeter	a.d.j.taylor@ex.ac.uk
Dr	Louise	Bright	University of Glamorgan	
Ms	Jean	Ash	Glasgow Caledonian Univ	J.Ash@gcal.ac.uk
Mrs	Hazel	Ruxton	University of Glasgow	h.ruxton@admin.gla.ac.uk
Mr	A	Dunstan	University of Greenwich	a.s.dunstan@gre.ac.uk
Ms	Marina	Bird	Goldsmith's College	m.bird@goldsmiths.ac.uk
Professor	AH	Cobb	Harper Adams University College	ahcobb@harper-adams.ac.uk

MEMBER INSTITUTIONS *and* LINK PEOPLE



Title	First Name	Surname	Institution	E-Mail Address
Professor	AC	Walker	Heriot-Watt University	a.c.walker@hw.ac.uk
Mrs	Janice	Allen	University of Hertfordshire	j.h.allen@herts.ac.uk
Professor	Michael	Page	University of Huddersfield	m.i.page@hud.ac.uk
Dr	Tim	Burton	University of Hull	t.p.burton@hull.ac.uk
Miss	M	Shirley	Imperial College of Science and Technology	e.shirley@ic.ac.uk
Ms	Renate	Divers	Institute of Cancer Research	renate@icr.ac.uk
Professor	Ingrid	Lunt	Institute of Education	i.lunt@ioe.ac.uk
Dr	Sarah	Anderson	Keele University	s.anderson@keele.ac.uk
Ms	Joanna	Lowry	Kent Institute of Art and Design	j.lowry@kiad.ac.uk
Dr	Stefan	Narkiewicz	King Alfred's College	s.narkiewicz@wkac.ac.uk
Mr	Brian	Salter	King's College London	brian.salter@kcl.ac.uk
Mr	John	Willcox	Kingston University	j.willcos@kingston.ac.uk
Dr	Michael	Seymour	Lancaster University	M.Seymour@lancaster.ac.uk
Ms	Stephanie	Allen	Leeds Metropolitan University	s.j.allen@lmu.ac.uk
Mrs	J Y	Findlay	University of Leeds	j.y.findlay@leeds.ac.uk
Mrs	Louise	Masterman	University of Leicester	lm1m@admin.le.ac.uk
Professor	N	Rees	University of Limerick	nicholas.rees@ul.ie
Mr	John	Lockwood	University of Lincolnshire & Humberside	jsmaje@humber.ac.uk
Ms	J L	Storey	University of Liverpool	j.l.storey@liverpool.ac.uk
Dr	Sue	Ziosnik	Liverpool Hope University College	ziosnis@hope.ac.uk
Ms	Susan	Ward	Liverpool John Moores University	s.p.ward@livjm.ac.uk
Ms	Val	Robbins	Liverpool School of Tropical Medicine	robbinsv@liverpool.ac.uk
Professor	Roland	Levinsky	University College London	r.levinsky@ucl.ac.uk
Miss	Judith	Gray	London Guildhall University	jgray@gu.ac.uk
Ms	Maureen	Skinner	The London Institute	m.skinner@linst.ac.uk
Mr	George	Kiloh	London School of Economics	a.kiloh@lse.ac.uk
Ms	Sharon	Huttly	London School of Hygiene and Tropical Medicine	Sharon.huttly@lshtm.ac.uk
Dr	B P	Vale	Loughborough University	b.p.vale@lboro.ac.uk
Professor	Angus	Duncan	University of Luton	Angus.Duncan@luton.ac.uk
Ms	Mary	Hughes	University of Kent at Canterbury	m.p.hughes@ukc.ac.uk
Dr	Andrew	Walsh	University of Manchester	
Professor	Peter	Gilroy	Manchester Metropolitan Univ	p.Gilroy@mmu.ac.uk
Mr	Ian	Bradley	UMIST	ian.Bradley@umist.ac.uk
Professor	Barry	Curtis	Middlesex University	B.Curtis@mdx.ac.uk
Ms	Anne	Pollock	Napier University Edinburgh	a.pollock@napier.ac.uk
Dr	R W	King	National Institute for Medical Research	r-king@nimr.mrc.ac.uk
Mrs	Gillian	Bell	University of Newcastle	gillian.bell@ncl.ac.uk
Mr	Matthias	Heger	University of North London	m.heger@unl.ac.uk
Professor	Hugh	Matthews	University College Northampton	hugh.matthews@northamp ton.ac.uk
Dr	Ruth	Siddals	University of Northumbria at Newcastle	ruth.siddals@unn.ac.uk

MEMBER INSTITUTIONS *and* LINK PEOPLE



Title	First Name	Surname	Institution	E-Mail Address
Ms	Jane	Watson	University of Nottingham	jane.watson@nottingham.ac.uk
Professor	Sandra	Harris	Nottingham Trent University	Sandra.harris@ntu.ac.uk
Dr	R	Allen	The Open University	r.f.allen@open.ac.uk
Mr	R O	Hughes	University of Oxford	Richard.hughes@admin.ox.ac.uk
Mr	Simon	Jones	Oxford Brookes University	simon.jones@brookes.ac.uk
Ms	Morag	Milner-White	University of Paisley	morag.milner-white@paisley.ac.uk
Mr	Martin	Quinn	University of Plymouth	m.quinn@plymouth.ac.uk
Mrs	Hilary	Gillians	University of Portsmouth	hilary.gillians@port.ac.uk
Dr	P G	Holiday	Queen Mary and Westfield College	p.g.holiday@qmw.ac.uk
Dr	Rosemary	Simpson	Queen's University of Belfast	r.simpson@qub.ac.uk
Professor	Dianne	Berry	University of Reading	d.c.berry@reading.ac.uk
Mrs	Rhona	Gibson	The Robert Gordon University	r.gibson@rgu.ac.uk
Ms	Sarah	Willcox	Royal College of Art	s.wilcox@rca.ac.uk
Ms	Sarah	Hordern	Royal Holloway and Bedford New College	s.hordern@rhbnc.ac.uk
Dr	Robert	Rees	Scottish Agricultural College	b.rees@ed.sac.ac.uk
Ms	Tracey	Shepherd	University of Salford	T.Shepherd@salford.ac.uk
Mr	Peter	Fearnley	University of Sheffield	p.fearnley@shef.ac.uk
Mrs	Gwyn	Arnold	Sheffield Hallam University	g.arnold@shu.ac.uk
Dr	Jenny	Littlewood	South Bank University	j.littlewood@sbu.ac.uk
Ms	Maria	McKay	Southampton Institute	Maria.McKay@solent.ac.uk
Mr	Mike	Smears	University of Southampton	ems1@soton.ac.uk
Mrs	Sonia	Mason	St Martin's College	s.mason@ucsm.ac.uk
Ms	Rachel	Johnson	Staffordshire University	r.a.johnson@staffs.ac.uk
Dr	F G	Riddell	University of St Andrew's	[gpffoce@st-andrews.ac.uk
Ms	Fiona	Cassidy	University of Stirling	fiona.cassidy@stir.ac.uk
Professor	Andrew	Slade	University of Sunderland	andrew.slade@sunderland.ac.uk
Professor	David	Airey	University of Surrey	d.airey@surrey.ac.uk
Dr	Neil	Taylor	University of Surrey Roehampton	N.Taylor@roehampton.ac.uk
Ms	Linda	Gee	University of Sussex	L.M.Gee@sussex.ac.uk
Dr	Geoff	Stoakes	The College of St Mark and St John	gstoakes@marjon.ac.uk
Mrs	Kathryn	Ludlow	University of Teesside	k.ludlow@tees.ac.uk
Ms	Nreen	Taggart	University of Ulster at Coleraine	NER.Taggart@ulst.ac.uk
Ms	Liz	Harmer	University of Wales College of Medicine	harmerL@CF.ac.uk
Professor	G N	Roberts	University of Wales College, Newport	g.roberts@newport.ac.uk
Ms	Diane	Rainsbury	University of Wales Institute, Cardiff	drainsbury@uwic.ac.uk
Professor	Christopher	Rodgers	University of Wales, Aberystwyth	pgostaff@aber.ac.uk
Dr	John	Perkins	University of Wales, Bangor	aos057@bangor.ac.uk
Dr	T D	Roderick	University of Wales, Lampeter	t.roderick@lamp.ac.uk

MEMBER INSTITUTIONS *and* LINK PEOPLE



Title	First Name	Surname	Institution	E-Mail Address
Mr	Andrew	Morgan	University of Wales, Swansea	a.j.morgan@swansea.ac.uk
Dr	Ken	Sloane	University of Warwick	aoscg@ dredd.csv.warwick.ac.uk
Ms	Margaret	Carter	University of West of England	Margaret.Carter@UWE.ac.uk
Professor	Michael	Trevan	University of Westminster	trevanm@wmin.ac.uk
Dr	Jonathan	Phillips	University of Wolverhampton	J.D.Phillips@wlv.ac.uk
Mrs	Caroline	Menadue	University College Worcester	c.menadue@worc.ac.uk
Mr	Phillip	Simison	University of York	ps17@york.ac.uk
Dr	Margaret	Atherden	York St John College	m.atherden@yorks.j.ac.uk

ASSOCIATE MEMBERS

Title	First Name	Surname	Institution	E-Mail Address
Mrs	Judith	Mudd	British Sociological Association	judith.mudd@britsoc.org.uk
	Louis	Maheu	Canadian Association for Grad. Studies	caggs@uottawa.ca
Dr	Paul	Jenkins	Edinburgh College of Art	p.jenkins@eca.ac.uk
Miss	Dionne	Jones	Falmouth College of Art	dionne@falmouth.ac.uk
Dr	Seona	Reid	Glasgow School of Art	s.reid@gsa.ac.uk
Dr	Martin	Gough	National Postgraduate Committee	npc@npc.org.uk
Mrs	Libby	Steele	Royal Society of Chemistry	steeleL@rsc.org
Professor	A	White	Society for Endocrinology	julle.cragg@endocrinology.org
Dr	Jane	Westwell	Society for General Microbiology	j.westwell@smg.ac.uk
Ms	Sally	Nicholson	University of Strathclyde	s.nicholson@mis.strath.ac.uk
Professor	Elaine	Thomas	The Surrey Institute of Art and Design	ethomas@surat.ac.uk
Dr	Pam	Walter	UKCC for Nursing & Midwifery & Health Visiting	pamwalter@ukcc.org.uk

the EXECUTIVE COMMITTEE



Professor Howard Green,
Staffordshire University, Chair

Professor Malcolm McCrae, *Vice Chair*
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*The Officers of the Council
met on three occasions,
and the full Executive Committee
on five occasions, during 2001.*

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Clare McCauley, Administrator
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