A Review of
Graduate Schools in the UK

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with Suzanne Hayward and Elizabeth Long

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

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foreword

The importance of postgraduate education in the UK has increased significantly since 1994 when the UK Council for Graduate Education (UKCGE) was established. No longer can we speak of a cottage industry, as the activity was referred to in one of our early reports, Quality and Standards of Postgraduate Research Degrees (1996). In excess of 14,000 candidates are currently awarded doctorates annually. Well over 100,000 candidates are registered for doctoral study, both full and part time in a total of 129 institutions. Within the nomenclature of doctorate resides an increasing diversity of awards including professional doctorates, practice based doctorates, new route PhDs and of course the traditional PhD. This growth and its associated challenges have prompted a proliferation of reports dealing with various aspects of the management and delivery of doctoral programmes. The Quality Assurance Agency (QAA) (http://www.qaa.ac.uk/) will soon be launching the latest in this line of reports when it publishes its new Code of Practice for Postgraduate Research Students.

One major way in which postgraduate training provision has developed and changed is in its organisation and management and in the development of the graduate school, the subject of this report.

The organisation of postgraduate delivery was a concern of the Council in 1994, prompting the first survey of graduate schools, published in 1995. The current report highlights the significant changes which have taken place in graduate school provision since the original survey. It highlights the diversity of interpretation of the model across UK institutions and the range of activities for which graduate schools have responsibility. It reinforces the view that significant organisational improvements have taken place across the UK and that institutions are increasingly responsive to the demands of doctoral candidates.

The report is the result of the sustained work of the authors, Diana Woodward, Pam Denicolo, Suzanne Hayward and Elizabeth Long, to whom the Council is most grateful. The Council would like to thank all those in the member institutions who responded to the survey and completed the questionnaire. I am sure that the report will be a valuable addition to our understanding of postgraduate education in the UK and will provide a solid base from which to develop postgraduate organisation and management in institutions over the next ten years.

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summary

- This study of the present position of graduate schools at UK universities repeats a survey originally undertaken by the UK Council for Graduate Education in December 1994, (http://www.ukcge.ac.uk/ GraduateSchools.pdf). The 2003/2004 survey questionnaire was sent electronically to 127 member institutions, eliciting 96 responses (representing a 76 per cent response rate). A search of non-responding institutions' web-sites was conducted for information about their postgraduate provision.

- Graduate provision in the UK, both taught programmes and research degrees, has expanded considerably in recent years and now comprises almost a quarter of total student numbers. The gender balance has shifted in favour of women for all student groups except international students. International student numbers make up a quarter of the total postgraduate population. The UK is now second only to the USA in attracting international students.

- The 1995 report found that graduate schools were most common in the 'old' (pre-1992) universities, over half of which had graduate schools. They were less common in the 'new' (post-1992) universities, one-sixth of which had them, and in colleges of higher education, one-tenth of which had them. The 2003/4 survey found that the graduate school has become the dominant model for the organisation of graduate education across the sector. Two-thirds of the institutions responding to the survey now have graduate schools. Of the rest, five institutions no longer have a graduate school while six other institutions are considering establishing one.

- As in 1995, the most common model is the single institution-wide graduate school. This is particularly the case in the post-1992 universities and colleges. Most pre-1992 universities, where research degree student numbers are typically greater and there is more extensive experience of delivering and administering such provision, have moved to a devolved model where the graduate school is based in a faculty, department or group of departments.

- In institutions where there is no graduate school, faculties or departments usually manage the delivery and local administration of postgraduate education, with central responsibilities handled by a research office.

- The resources, facilities and responsibilities of graduate schools vary widely. Most have dedicated accommodation, at least for their own staff. In the pre-1992 universities it is common for graduate schools to be responsible

for taught postgraduate programmes as well as research degree work.
A broad range of activities including student skills training, student progress monitoring and quality assurance processes, student support, effective record-keeping, and other administrative and governance processes are now required to meet increasingly onerous internal and external requirements,. These responsibilities are shared between graduate schools and other parts of the institution, in a variety of ways.

1   introduction

The Council was formed in 1994 'to promote the interests of graduate education'. In 1995 the UK Council for Graduate Education published a report on Graduate Schools in the UK (UKCGE, 1995) prepared by a Working Group convened by Professor Peter Scott of the University of Leeds. Informed by a national survey undertaken in December 1994, it examined the reasons for the emergence of graduate schools in the UK, reviewed alternative organisational models, assessed the advantages and disadvantages of having a graduate school, and provided guidance on setting them up. This was the first in a series of authoritative reports on various key issues which have followed, representing one strand of the Council's activities, alongside its conferences, workshops, newsletter, lobbying, responding to consultations about postgraduate matters, and maintaining contacts with similar bodies in other countries.

In this, the Council's 10th anniversary year, it is appropriate to publish an updated survey of graduate school provision across the UK. Graduate education remains a significant matter for the higher education community, even though much has changed in the wider economic and political environment during the last decade. When the first report was published graduate schools were a relatively new phenomenon in Britain. Influenced by the North American model, this concept of an institutional structure dedicated to postgraduate provision was gaining hold, especially in what the report called the 'old' universities (differentiating them from those established after the 1992 Further and Higher Education Act, which created universities from the former polytechnics). Graduate education was becoming an increasingly important aspect of universities' provision.

The 1995 survey elicited a creditable 73 per cent response rate, with returns from 90 universities, constituent colleges of the Universities of London and Wales and those colleges and institutes of higher education which were members of the UKCGE. The results, representing a snapshot of the position in December 1994, identified 34 institutions which already had graduate schools (over one-third of the responding institutions) and another 28 (almost one-third) which were considering or planning to establish them. Just over half of all 'old' universities which replied had established graduate schools, compared with one sixth of 'new' (post-1992) universities and one college of higher education out of the 10 which responded to the survey.

The aim of this new report is to provide a comprehensive picture of graduate school provision at the beginning of the 21st century, charting their nature, their range of responsibilities and position within their organisational structures. It also revisits the arguments for and against their establishment. The report does not seek to review the broad contextual and policy issues in the same depth as the original, which, together with John Hogan's survey of graduate

schools in North America and Europe published in 1994, still provides a valuable source of information (Hogan, 1994).

The 2003/4 survey involved an e-mail survey of the UKCGE's 127 institutional members. The 96 responses represent a 76 per cent response rate. This represents institutions responsible for 71 per cent of doctoral students, full-time and part-time, registered in 2001/2 (HESA 2003). A decade after the earlier survey, it emerges that most universities and colleges have introduced graduate schools in one form or another. Some institutions which used to have them have disbanded them and are now managing these responsibilities in a different way. Later sections will explore the rationale for these developments.

The next section of this report provides an overview of the current position of postgraduate education in the UK, followed by a brief account of the development of graduate schools and a review of the dominant models, in terms of their remit and organisational structures. This is followed by a summary of the main findings of the 1995 survey. The results of the 2003/04 survey are then presented and discussed. Finally, the conclusion summarises the main points emerging from this report, and offers some insights on the likely future of graduate schools.

2 UK postgraduate education in the new millennium

The most authoritative source of data on the profile of postgraduate students is the annual reports from the Higher Education Statistics Agency (HESA), http://www.HESA.ac.uk/, compiled from institutional returns. These figures reveal the rapid expansion of UK higher education in recent years (http://www.HESA.ac.uk/holisdocs/pubinfo/stud.htm). Over the past twenty years total student numbers have grown from 863,000 in 1982/3 to 1,444,000 a decade later, despite government restrictions on growth applied in the mid-1990s, and by 2001/2 they stood at 2,086,075 (HESA, 2003). This is set to rise further in England to meet government aspirations to have half of the 18 to 30 age group entering higher education by 2010, a target already reached in Scotland.

The rate of growth in postgraduate student numbers has outstripped undergraduate expansion. This is partly because numbers have not been capped by the kind of government restrictions applied to funded undergraduate places for 'home' (UK domiciled) and European Union students. In addition, overseas students' fees have become an important source of revenue for many institutions, especially at postgraduate level. The number of overseas postgraduate students grew by 50 per cent between 1995/6 and 2001/2 to 120,000 (out of a total postgraduate population of 470,000), and this rapid growth rate seems likely to continue. A study by the British Council (British Council 2004) which showed that the UK is the second most popular destination for foreign students after the USA, with 24 per cent of the global market for higher education, predicts that by 2010 the majority of international students in the UK will be studying at postgraduate level.

Demand from home/EU students for postgraduate study has also grown, as it has become increasingly common for students to fund themselves through vocational postgraduate courses, often on a part-time basis. Their motivation may be to improve their employability or for personal development reasons, as has long been customary in North America. Research student numbers have also expanded. Research students are valued for their contribution to the vitality and productivity of research teams. They also provide a useful supply of skilled labour for laboratory demonstrating and teaching, and most receive formal training for these activities. In response to government and Research Councils' concerns about the employment prospects of PhD graduates, they are now encouraged or expected to acquire a wider range of employment-related skills, for example through the UK Grad programme (http://www.grad.ac.uk/) of training events funded by the Research Councils.

Funding for postgraduate research students is very diverse and is no longer dominated by the Research Councils, which now fund less than one third of all postgraduate research students. Other funding sources include self-funding UK students taking traditional research degrees or professional doctorates; part-time students funded by their employers; students funded by Knowledge Transfer Partnerships (a government-funded scheme to promote industry/higher education links leading to technological innovation within companies); those on studentships funded by universities using government funding based on research teams' good performance in Research Assessment Exercises; and international students, who may be self-funding or funded by their own governments or employers. Taking this last category alone, the number of doctorates obtained by overseas-domiciled students grew more than five-fold between 1995/6 and 2001/2, from 788 to 4,200 (HESA 2003).

Taught postgraduate programmes and research degree provision now comprise a significant part of most universities' and colleges' provision. Part-time postgraduate taught courses are not uncommon in further education colleges with substantial undergraduate degree provision. The UKCGE's 1995 Graduate Schools report remarked on the period of growth in postgraduate education which had taken place since the early 1980s. That trend has since accelerated. Postgraduate student numbers have expanded from 102,000 in 1982/3, representing 11.8 per cent of the student population, to 220,000 (15.2 per cent) in 1992/3, 370,000 (21.5 per cent) in 1995/6 and 470,000 (22.5 per cent) in 2001/2 - almost the same number of students as those studying for undergraduate degrees in the early 1980s (UKCGE 1995). Although the number of postgraduates grew by 100,000 between 1995/6 and 2001/2, their increase as a proportion of the total student population slowed as further expansion of undergraduate expansion got under way, with the change from Conservative to Labour government in 1997.

Taking the figures for postgraduate students in general over this period, the 2:1 ratio of part-time to full-time study has remained steady, with only a three per cent rise in the proportion of full-time students, from 36.6 per cent in 1995/6 to 39.6 per cent in 2001/2. Female students are now in the majority, comprising 54.8 per cent of all postgraduates, compared with 48.5 per cent in 1995/6. However, they are still in the minority of overseas students studying in the UK; this difference has narrowed from 36 per cent to 43.7 per cent over this period 1995/6 to 2001/2 (HESA 2003).

A few institutions, such as the Business Schools in London and Manchester, London University's Institute of Education and Courtauld Institute, the Royal College of Art and Cranfield University, have traditionally been exclusively or largely postgraduate. At others the growth trends noted above have promoted significant changes in the balance of provision between undergraduate and postgraduate education, in favour of the latter. Fifty-seven per cent of students at the London School of Economics were postgraduates by 2001, as were 37

per cent at Imperial College London, University College London and Birmingham University, and 34 per cent at Cambridge University (HESA 2003). Some 'research-led' institutions are adopting policies which will take this shift in favour of taught postgraduate provision and research degrees even further.

At the other end of the spectrum are institutions, particularly the post 1992 universities, which lack a tradition of substantial research activity and which were not eligible for central government funding to support research until the 1980s in England and after 1992 in Scotland. Without a solid base of staff with research expertise there is limited scope for developing postgraduate provision, especially in relation to supervising dissertations and theses. However, the disparities of earlier decades have narrowed. The volume and quality of the research in the 'new' universities' as measured by successive Research Assessment Exercises since 1992, (http://www.hefce.ac.uk/research/assessment/), has increased, albeit generally in a more limited range of subjects and with a lower proportion of academic staff submitted for assessment.

The pattern of postgraduate research however, remains concentrated, as is illustrated in Table 1.

Table 1   The Distribution of Doctorates awarded by institutions (2001)

Quartile	Number of institutions
Upper	5
Second	9
Third	18
Lower	97

(Source: HESA 2003)

The growing importance of postgraduate students to universities and colleges provides the context for this current report, which examines the development of the graduate school as an organisational device to manage this aspect of their provision.

3   the development of graduate schools in the UK

The concept of the graduate school as originated in North America has been a major influence on the development of the concept in the UK. As the 1995 report observed, graduate education in American universities is generally well resourced, well regarded, and indeed is often accorded higher priority than undergraduate education, attracting elite research scholars and sustaining universities' reputations for world-class research. Research and the teaching or training of postgraduate students are mutually supportive activities. Outstanding research units tend to have large numbers of research students. The long-standing North American model of an extensive taught programme of study in the early stages of a research degree blurs the distinction between research students and those on taught postgraduate programmes, a feature of UK postgraduate provision. The growth of taught professional doctorates and the development of formal training programmes for research students, in response to pressures from the UK Research Councils, are arguably softening these divisions here, too. The graduate school model has enabled the USA to combine mass higher education with extensive world class research.

The 1995 report defined a graduate school as,
> 'a distinct organisation concerned with the promotion of high quality graduate education and the administration of graduate education within an institution or across a number of institutions.'
> (UKCGE, 1995, p.7)

The report explained the development of graduate schools in the UK as a response to concerns about the quality of postgraduate education and poor quality assurance procedures, especially Research Council anxieties about research students' submission times and rates of successful completion. It was argued that across Europe efforts were being made to formalise and improve the quality of research degree and postgraduate provision. Part of the problem was the marginality of postgraduate work, when most universities were predominantly geared to undergraduate teaching in term-time. The expansion of postgraduate student numbers, the Research Councils' growing emphasis on the need for formal training for research students and pressures from various official sources to improve the quality of progression monitoring did not of themselves require the establishment of graduate schools. However, many universities and colleges found them a convenient device for managing postgraduate provision at the institutional level, moving away from the old 'personal apprenticeship' model of a research degree, as well as providing a useful organisational structure for representing the concerns and interests of this constituency at senior management level.

The 1995 survey found that most existing graduate schools were based in the pre-1992 universities (29 institutions), 16 of which were institution-wide. At that time only four post-1992 universities and one college of higher education had a graduate school, although they were under consideration at many institutions (13 'old' universities, nine post-1992 universities and one college of higher education). Comparable data from the 2003/4 survey indicates that in the 'old' universities the institution-wide model is still the most popular form of graduate school (21 have one). Ten institutions have adopted a devolved model. Twelve post-1992 institutions have a university-wide graduate school and four have adopted a devolved model. Eight colleges of higher education have an institution-wide graduate school.

This section examines various models for graduate schools, surveying their roles and functions. Differences in the size of the postgraduate population and in the internal organisation of matters such as resource allocation, quality assurance and monitoring processes, as well as oversight of teaching and research, make certain structures more appropriate than others for particular institutions. Before engaging with these issues it is useful to review the requirements for a successful graduate school, and to assess their advantages and disadvantages.

According to the 1995 report, the primary requirement for a graduate school is to have a clear identity within the organisational structure, with its own head and committee. These are essential in order to champion and represent the postgraduate community in forums where strategy and policy are developed and resources are allocated. In the institution-wide model, the head will typically be a Dean, Director or Pro-Vice-Chancellor. Devolved graduate schools based within a faculty, school or department, led by a Graduate Dean or Director of Research who sits on the faculty executive team, can only influence institution-level policy formation and resource allocation indirectly through the Dean of Faculty or Head of School or Department. This latter model is practicable where postgraduate student numbers are substantial, and where there is extensive experience of managing and delivering postgraduate education. It may be less suitable within institutions where undergraduate provision has been dominant, where awareness of the needs and interests of the postgraduate community will be less developed. In this case it is particularly important to have a powerful voice at senior management level to represent postgraduate and research student interests across the range of the institution's decision-making, and to secure the necessary resources. These resources might include staff with appropriate expertise and time, accommodation for staff and possibly students, formal recognition in academic staff workloads of research degree supervision time and postgraduate teaching commitments, and the provision of a staff development programme for supervisors and research degree examiners. Some of these issues are discussed in more detail below.

The head of the graduate school should be supported by a committee or governing body, in which all stakeholders, including students, are represented. The graduate school needs its own policy-making and implementation powers to be effective, whether operating at institutional or sub-institutional level. It also needs to be able to influence wider institutional policies on matters affecting the postgraduate student. These could be, for example, the allocation of study space and residential accommodation, library and information technology access and provision, and the availability of services at evenings, weekends and out of term time. This representational role can be exercised by the head of the graduate school, or handled indirectly through the head of the unit within which the graduate school is located. As the 1995 report argued, the constitution of a graduate school and the seniority of its head is a key factor in establishing its effective role within the institution.

A second basic requirement for a graduate school is access to adequate resources, especially dedicated administrative support. Clearly, administrative staff time and expertise is needed to carry out a range of functions associated with postgraduate provision. The question arises of whether to centralise these functions or disperse them across the institution. Again, the most appropriate solution will depend on how and where processes such as student recruitment, admission and induction, course leadership and administration, examinations and applications for research grants, the preparation of returns to external agencies, the management of research funds and oversight of the Research Assessment Exercise are located within the individual institution. In some cases all of the above are the responsibility of a graduate school. Typically, a perceived need to raise the profile of postgraduate activity has led to the formation of specialist teams within a graduate school office or research office or other postgraduate central management unit. Many would argue that this separate unit can be particularly useful for managing the central aspects of research degree provision (such as handling examinations and receiving regular monitoring reports, and liaison with the department which issues fee invoices), which may be seen as rather esoteric and individualised activities compared with mainstream undergraduate programmes, with which academic staff and administrators may be unfamiliar. Certainly, experience has shown that the accumulated wisdom of administrators provides an invaluable source of case law and precedent in handling queries, beyond the level of expertise that can be acquired where postgraduate student numbers are lower. In institutions without a graduate school, the administrative processes noted above may be managed differently with various levels of centralisation. Certainly, in many institutions postgraduate taught programmes are managed in the same way as undergraduate programmes, that is within schools and departments.

Other indispensable resources for a successful graduate school include its own budget, and preferably privileged access to or exclusive ownership of physical facilities. Ideally graduate schools should provide dedicated facilities

for their own staff and students. The National Postgraduate Committee suggests the provision of workspace, information technology support and common rooms for postgraduate students (Brown 2003). The original study found that under half of graduate schools had dedicated accommodation. This invariably included provision for its head and the administrative staff. Only half of these provided student offices or social space. In this sense the majority of graduate schools in 1995 could be described as 'virtual' in that they co-ordinated provision and managed aspects of the student experience, but did not provide a physical base for their students.

The information technology revolution of recent years means that many research students and postgraduates on taught programmes spend much of their study time working at home, rather than at their institution, apart from those who actually need to use laboratories or specialist facilities. This changes the nature of the facilities and support they require from the institution.

The final two requirements for an effective graduate school, as identified in the 1995 report, are a set of properly articulated aims and objectives and clear responsibilities for making and implementing policies for postgraduate education. These requirements ensure the graduate school is included within the institution's mission or processes, and so is able to exert the influence or authority needed to develop and maintain the postgraduate student experience. These findings signify that there is no single model appropriate for all institutions. The new survey has found, as did the 1995 one, that graduate schools display a range of responsibilities, and are located variously within institutional structures. The diversity of arrangements found corresponds only marginally with variables such as institutional history and size of the postgraduate population, as the new survey's results show.

4   models of graduate schools

The 1995 survey identified 34 existing graduate schools and reported that graduate schools were planned or under review in 23 other institutions, representing almost two-thirds of the 90 institutional responses. It found considerable variety in structure and responsibilities. Some were solely concerned with promoting the quality of courses and enhancing the student learning experience, whereas others had responsibilities extending to research policy. The most common structure was a single institution-wide graduate school, and the second most popular was one based on a faculty or department. A few were based on programmes, and one was inter-institutional.

By the time of the 2003/4 survey 62 of the 96 institutions which responded reported having graduate schools. Five which used to have them no longer do so, and they are under active consideration at a further six places. This suggests that the graduate school has been tried, or still exists, in over three-quarters of the universities and colleges which have responded. Thus, in one form or another, it is the dominant institutional device for dealing with postgraduate provision. As in 1995, the most common model identified in the new survey is the institution-wide graduate school. These institution-wide structures generally do not replace faculties, schools or departments as the providers of training and advanced education, and may or may not have responsibility for monitoring student progression and satisfaction. They are, however, able to exercise effective political influence within their universities by speaking with one voice on behalf of the postgraduate community.

Graduate schools based within faculties, schools or departments can only flourish successfully in institutions with large postgraduate student numbers. The 1995 survey found this model to be largely confined to universities in the pre-1992 sector, including Bristol, Edinburgh, Glasgow, Leicester, Liverpool and Manchester. In the new survey it is interesting to note that although most of the universities with devolved graduate schools are in the pre-1992 sector, several of the post-1992 universities have also adopted this model. The growth in postgraduate student numbers and the accumulated wealth of staff experience have made this devolved model viable in some new universities, whereas it may have been less appropriate for them in 1995.

5 the graduate schools survey 2003/4

5.1 Context, methodology and the classification of institutions

Following the decision to repeat and update the Council's 1995 study of UK graduate school provision, a revised version of the survey questionnaire was developed and piloted in several Executive members' institutions. The amended questionnaire was sent out electronically in November 2003 to the Council's network of named contacts in all institutions who were full members of the UK Council for Graduate Education at that time. This comprised 129 institutions, which are listed in Appendix 1. Non-respondents were sent three further reminders, with a final closing date of 12 January 2004. The final response rate was 76 per cent.

The results are grouped by sector category, using the categories detailed in the UK Higher Education Research Yearbook 2003 (Evidence 2003), as follows

- pre 1960 institutions, which include the collegiate Universities, the big civic institutions mostly founded in the 19th century, and the largest London colleges.
- 1960-1990 institutions, many formed in the expansion of higher education after the Robbins Report, including the 'Greenfield' universities created in the 1960s and those which existed previously in other guises, including former university colleges and technology institutes in regional cities. This category also includes some older institutions with a similar research volume and profile.
- post 1990 institutions, including the polytechnics which gained independent university status in 1992 and received a significant increase in core research funding after the 1992 Research Assessment Exercise.
- specialist colleges with significant research activity, but in only one or a few subject areas (colleges of art, design, music and drama; veterinary, medical and pharmacy colleges; specialist wholly or largely postgraduate colleges of the University of London).
- higher education colleges and other institutions with limited volume of research activity.

There were so few respondents from the sector categories Specialist institutions - Arts and Specialist institutions - Biomedical and social science, that responses from these two categories have been incorporated within other appropriate sectors. The notes to Appendix 1 indicate the institutions where this applies and the categories into which they have been moved.

It is useful to note that the information has been provided by one, usually authoritative, contact person within each institution but their responses may differ from the way others might represent their institution's structures and processes. In addition not all the answers were completed by all respondents, so that the totals on some tables do not always match the number of institutional responses.

A study of institutional web-sites for non-responding institutions provided some further information. Its comprehensiveness and depth are clearly dependent upon the information available on the web sites. In total, information has been found about a further 30 institutions, although this has involved some interpretation. For instance, an assumption was made that, if there was copious information about postgraduate provision but with no mention of a graduate school, it was unlikely that there was one. This information is summarised in Table 5, but has not been incorporated into the main findings because it has not been gathered in a comparable and systematic way, as the survey data were.

5.2   **Results and discussion**

Figure 1   Existing graduate schools (survey plus web analysis)
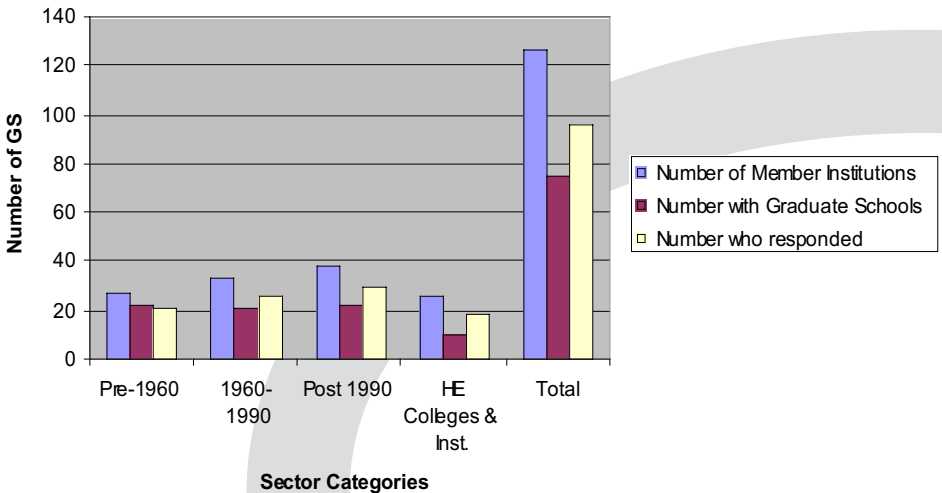
As discussed earlier, it is clear that the majority of those institutions who responded have some form of graduate school, as have many non-responding institutions (as indicated by their websites - see Table 5). Graduate schools remain more prevalent in institutions established before 1990 and in specialist institutions. The proportion of post 1990 institutions with graduate schools has increased since the previous survey.

Respondents' comments indicate that their graduate school (or schools) cover a range of different models. Some institutions have one graduate school which serves the whole institution, others have one graduate school only which serves one particular faculty, some have a graduate school for each faculty or for each school (some of which have central co-ordination), and there are further variations on these general themes. Thus the numbers from Figure 1 cannot be extrapolated to provide the exact numbers of graduate schools in the UK; rather, they indicate that the graduate school structure is being used widely but differently, in different institutions.

Figure 2   Institutions' response rates by sector
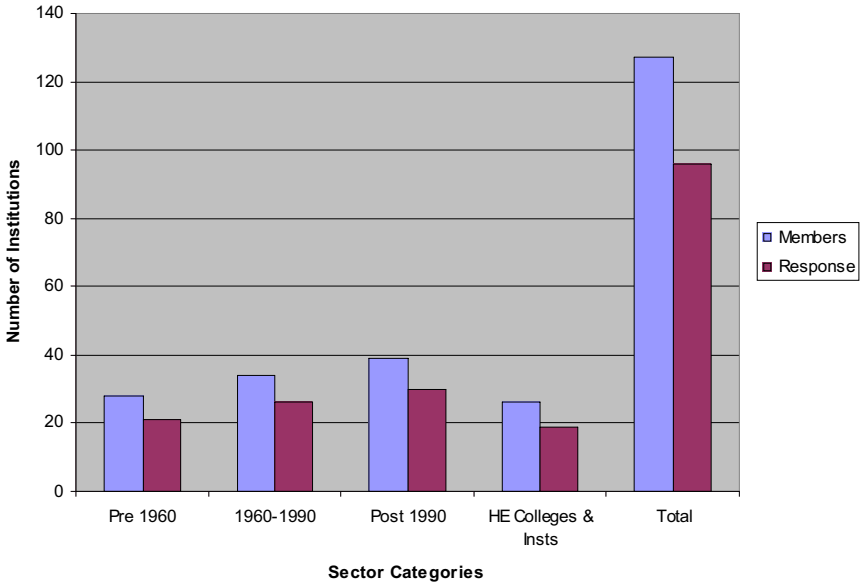
Figure 2 indicates a similar response rate to the 2003/4 survey between types of institution, with no particular sector bias in the tables that follow.

Table 2   Models of graduate schools

	Pre 1960		1960 – 1990		Post 1990		HE Colleges & Institutions		Total	
Institution-wide	8	*40%[1]*	14	*54%*	13	*43%*	9	*47%*	44	*46%*
Faculty/Department based	6	*30%*	3	*12%*	4	*13%*	0	-	11	*12%*
Programme based	1	*5%*	1	*4%*	0	-	0	-	2	*2%*
Inter-institutional	0	-	0	-	0	-	0	-	0	-
Other	2	*5%*	1	*4%*	0	-	0	-	5	*5%*
No GS	3	*15%*	7	*27%*	13	*43%*	10	*53%*	33	*35%*
Responses	20		26		30		19		95	

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[1] Please note on this and all subsequent tables percentages, where given, have been rounded up.

Table 2 elaborates on the data previously presented since it derives from answers to a specific question about the kind(s) of graduate school present in the institutions responding; that is, on which model the school is based. This reinforces the description provided earlier that the most common model of graduate school is the institution-wide version; 46 per cent of the responses (n=44) indicate operating such a model. The next most commonly cited model is the 'faculty or department based' - with 12 per cent (n=11) of respondents

noting its use. The 'other' category noted by five per cent of respondents (n=5) subsumes a variety of permutations, for instance institutions that have more than one graduate school where each serves a number of disciplines or schools grouped together but which does not fit into a faculty structure. The inter-institutional model appears not to be popular at the present time in the UK. It should be noted from Table 2 that 35 per cent of respondents (n=33) do not have a graduate school at all.

Table 3   Practice/intentions with regard to graduate schools

	Pre 1960		1960 – 1990		Post 1990		HE Colleges & Institutions		Totals	
Serves whole Inst	9	45%	12	46%	12	40%	8	42%	41	43%
More than one	5	25%	5	19%	4	13%	0	-	14	15%
One not whole Inst	3	15%	2	8%	1	3%	1	5%	6	6%
None	2	10%	7	27%	8	27%	6	32%	23	27%
Used to have one	0	-	0	-	3	10%	2	11%	5	5%
Considering GS	1	5%	0	-	2	7%	2	11%	6	6%
Total No. Responses	20		26		30		19		95	

Table 3 presents data from the question about the remit of the graduate school or schools. It provides a different way of looking at the data from the previous table, hence the apparent small disparities in the figures for 'institution-wide' compared with 'serves whole institution'. There are apparently some distinctions being made between a single graduate school that serves most, or a large part, of the institution and those that have institution-wide coverage. One specific added comment noted that some departments had no graduate work and therefore had no links with the graduate school, for instance. This table provides new information on the demise and potential growth of particular graduate schools.

In the post 1990 universities and the higher education colleges a total of five graduate schools have closed (10 per cent and 11 per cent of responses from post 1990 institutions and higher education colleges respectively) while four new ones are planned (7 per cent and 11 per cent of responding post 1990 institutions and higher education colleges respectively). There has been little change in the pre-1990 universities and colleges (with one pre-1960 institution considering a graduate school).

Respondents' supplementary comments added to the survey highlight the complexity of this moving picture, with two institutions declaring that changes were in progress, one entailing a move from a single faculty school to either three separate schools involving other faculties or to three schools closely linked with each other to cover the whole university. The other institution is working on plans to amalgamate several graduate schools into one that will have a wider remit than previously. Other respondents' comments within the

questionnaire indicated that their university structure is currently undergoing development (due to a merger) so it may well be that slight variations in responses under particular headings are due to these transitions.

Table 4 identifies the current status of graduate school provision, classified according to type of institution.

Table 4 **Practice/intentions with regard to graduate schools, by institution, based on survey results**

	Pre 1960	1960 – 1990	Post 1990	HE Colleges & Institutions
GS serves whole institution	Durham Edinburgh College of Art Glasgow School of Art Inst of Education Liverpool London School of Economics Nottingham Royal College of Art Sheffield	Bradford Exeter Essex Hull Keele Leicester Royal Holloway Salford Stirling Swansea UMIST Warwick	Anglia Polytecnic East London Hertfordshire Kingston Leeds Metropolitan Luton Northumbria Paisley Plymouth Robert Gordon Sunderland Wolverhampton	Bath Spa Canterbury Christ Church Chester Institute of Cancer Research King Alfred's Northampton St Martin's Worcester
More than One GS	Birmingham Edinburgh Imperial Manchester Newcastle	Cranfield Lancaster Queen Mary Sussex Ulster	Bournemouth Brighton Middlesex Nottingham Trent	
One GS not serving whole Inst	Aberdeen Cambridge Cardiff	Reading Strathclyde	Manchester Metropolitan	Bolton Institute
None	Leeds Wales College of Medicine	Aberystwyth Bangor Bath Dundee Goldsmiths Loughborough Surrey	UCE Coventry De Montfort Glamorgan Greenwich Huddersfield Napier Oxford Brookes	Edge Hill London Institute Roehampton Surrey Institute of Art & Design U. Wales College, Newport York St John
Used to have GS			Gloucestershire Sheffield Hallam Staffordshire	U. Wales Institute, Cardiff Southampton Institute
Considering setting up GS	Queens University Belfast		Glasgow Caledonian Teesside	Buckinghamshire Chilterns Liverpool Hope

Table 5   Practice/intentions with regard to graduate schools, by institution, based on web-site analysis

	Pre 1960	1960 – 1990	Post 1990	HE Colleges & Institutions
GS serves whole institution	Oxford University College London	Brunel	London Metropolitan	Wimbledon School of Art
More than One GS	Bristol Glasgow			
One GS not serving whole Inst	Kings College London Southampton		Central Lancashire	
None	London School of Hygiene & Tropical Medicine	Aston City East Anglia Heriot-Watt Kent at Canterbury Open St Andrew's York	Abertay Dundee Derby Lincoln Liverpool John Moores West of England Westminster	Chichester Falmouth Harper Adams Kent Institute Art & Design St Mark & St John

Table 5 replicates Table 4 but utilises the information from the web search of non-responding institutions.

There were 30 institutions which did not respond to the email survey, but for which useful information was obtained through a web search. This revealed their position in relation to graduate schools. This information is presented in Table 5, using the same format as for the survey returns, and summarised below.

- Six of the 30 were in the pre-1960 sector. Five of these mentioned graduate schools: one declared an institution-wide one while the remaining four had one or more such schools, each serving a particular discipline(s). One institution described a graduate office that served as a co-ordinating centre for postgraduate work.
- Nine institutions were in the 1960-90 sector. Six of these made no mention of a graduate school while two did and the remaining one described a research school that seemed to fulfil many of the functions of a graduate school.
- Of the eight institutions in the post-1990 sector, two mentioned a graduate school (one institution-wide and one serving a specialist area), one referred to a research centre that had some graduate school-like functions, while the remaining five made no mention of such an organisation, tending to refer to postgraduate work as being centred in schools or departments.
- Two specialist institutions were identified, one of which referred to a research centre, while no mention was made of such structures in the details provided about the other.
- None of the five higher education colleges mentioned graduate schools or similar structures but one noted that its graduate students have access to the facilities of a graduate school in a geographically adjacent university.

Thus this supplementary information tends to confirm the trends noted in Figure 1, with pre-1990 institutions being more likely to have graduate schools, which varied in structure and remit.

Table 6   Budget centres

	Pre 1960		1960–1990		Post 1990		HE Colleges & Institutions		Total	
Yes	14	82%	13	68%	13	76%	8	89%	48	77%
No	2	12%	5	26%	4	24%	1	11%	12	19%
Don't Know	1	9%	0	-	0	-	0	-	1	2%
Responses who have GS	17		19		17		9		62	

Table 6 shows that, where graduate schools exist, 77 per cent (48 out of 62 respondents) have their own budget or cost centres, reflecting the discussion in Section 3 earlier, about the importance of some budgetary autonomy, for a graduate school to function effectively. Nineteen per cent of respondents (12 out of 62 respondents) indicate that while they have a graduate school, it has no separate budget.

Table 7   Graduate school accommodation

	Pre 1960		1960–1990		Post 1990		HE Colleges & Institutions		Total	
Has dedicated accommodation	10	59%	14	74%	14	82%	8	89%	46	74%
- Head of GS/ Graduate Dean	7	-	10	-	8	-	5	-	30	-
- PG Admin staff	8	-	11	-	12	-	7	-	38	-
- Research students	1	-	7	-	6	-	5	-	19	-
- Taught PG students	1	-	3	-	1	-	1	-	6	-
- Visiting research staff	0	-	3	-	3	-	1	-	7	-
- Other staff	3	-	1	-	4	-	1	-	11	-
No dedicated accommodation	7	41%	4	21%	3	18%	1	11%	15	24%
Number of responses who have GS	17		19		17		9		62	

Note: the percentages quoted in Table 7 refer only to the main question - whether the graduate school has dedicated accommodation - and reflect the number responding *yes* or *no* in each category, out of the total responding within that category. In the final column, similarly, percentages are given only in relation to the yes/no question.

Table 7 combines answers to the question 'Does the graduate school have dedicated accommodation?' with answers to the question 'Who has allocated work space there?' It can be seen that 74 per cent of those graduate schools responding do have some form of dedicated accommodation, while 24 per cent (n=15) have no accommodation, i.e. are entirely 'virtual'.

Of those that do have accommodation, fewer than half have space for postgraduate research students while most use the space for the related administrative and managerial staff. Additional comments noted that in some institutions research students do have space in the school but it is unallocated ('hot-desking') while in other institutions students have dedicated study spaces in institutes/departments/schools and in residential accommodation. One institution observed that it is important that research students worked in close proximity to their supervisors' offices. There is clearly a tension between building a community of postgraduates and building a research community within a discipline. Several of those who reported that their graduate school was a new undertaking also noted that there were plans at various stages of development for allocating dedicated space for it. This suggests that given the general shortage of space in most institutions, the value of the graduate school as an organisational entity is under review before further scarce resources are allocated to this purpose. On the other hand, there are a few graduate schools that also make space for taught postgraduates. The mix of taught and research postgraduate students served by graduate schools is addressed in the next table.

Table 8   Responsibilities of graduate schools

	Pre 1960		1960 – 1990		Post 1990		HE Colleges & Institutions		Total
	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Research Students	15	1	19	0	16	0	9	0	59[2]
Committee Membership	15	1	17	1	14	1	9	0	55
Monitoring student progress	13	3	15	4	15	1	9	0	52
Website (internal/external)	13	3	15	3	14	2	8	0	50
Quality assurance/monitoring	9	6	16	2	15	1	9	0	49
Scholarships (internal/external)	14	2	12	6	12	4	8	1	46
Student training – research methods	14	2	10	7	14	2	7	2	45
Liaison with student organisations	7	8	15	3	13	3	9	0	44
Recruitment/admission	11	4	10	9	13	3	9	0	43
Grievance & appeals	2	11	14	4	12	4	9	0	40
Student training – career planning	10	5	12	5	11	5	7	1	40
Registration/matriculation	4	11	12	7	12	4	8	1	36
Student Records	4	11	13	6	11	5	8	1	36
Publicity/PG prospectus	9	7	11	6	8	8	8	1	36
Professional Doctorate Students	9	5	14	4	9	5	2	5	34
Student training – IT skills	9	7	10	7	8	8	7	1	34
Taught PG students	11	3	12	7	6	9	2	6	31
Student training – learning to teach	6	9	8	9	4	12	5	3	23
Student Support	4	11	3	15	7	9	6	3	20
Social provision for students	5	10	6	12	4	12	5	4	20
Student travel funds	3	12	4	14	2	14	6	2	15
Teaching assistantships	1	13	6	12	3	11	1	7	11
Support for International students	2	13	3	14	4	12	2	6	11
Degree congregations	0	14	3	14	1	15	3	5	7
Number of responses who have GS	*17*		*19*		*17*		*9*		*62*

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[2] Table ordered by total number of *yes* responses, in descending order

Table 8 presents a complex set of information to analyse. Interpretations of it are made even more difficult by comments from some respondents that they had answered no if this was not a prime responsibility, though they had some; from others who answered yes if they had responsibility for either co-ordination and delivery or for co-ordination only; from others that it varied between different graduate schools within the institution. Some clarity and insight is provided through the data in the next table that summarises the answers related to the degree of responsibility for different areas of work, so only generalisations from Table 9 are noted here.

The vast majority of graduate schools (59 out of 62) are responsible for research students. The rest of their responsibilities can be summarised as falling within three broad bands, in descending order, as follows:

> (i) Predominant common responsibilities include committee membership (the supplementary comments indicate that this is mainly representing postgraduate issues), monitoring student progress and quality assurance in postgraduate provision (results for both being then reported to committees) and website responsibilities.

> (ii) Responsibilities relate to recruitment (registration and scholarships), and retention (research methods training and liaison with student organisations). Involvement with student career planning and with grievances and appeals forms the next most common priority.

> (iii) Responsibilities relate to taught postgraduate and professional doctorate students (which includes just under half of the graduate schools responding).

Additional comments provide some explanation of why many graduate schools focus on research rather than taught postgraduates: often the two groups are served by different committee and administrative structures, for instance through Research Boards or through Teaching and Learning Boards. As was noted in an earlier section when the distinction between taught and research based degrees becomes less clear-cut, for instance with professional doctorates and research-based masters programmes being introduced within institutions, some problems with deciding which students might benefit from membership of the graduate school arise.

What is significant from this table is that a graduate school may assume, or be delegated, responsibilities covering a selection from a wide range of activities. From the comments made under this heading, it is clear that most graduate school staff are also involved with a considerable number of liaison activities, since they share numerous responsibilities with other departments and support services.

Table 9   Degree of responsibilities of graduate schools

	Pre 1960			1960 – 1990			Post 1990			HE Colleges & Institutions			Totals		
	High	Some	No	High	Some	No	High	Some	No	High	Some	No	High	Some	No
Oversight of Regulations	7	5	5	12	5	2	11	5	1	8	0	1	38[3]	15	1
Sharing good practice re: PG teaching & research supervision	7	9	1	11	8	0	12	4	1	8	1	0	38	22	0
Central co-ordination of responses to national consultations	6	5	5	9	6	4	12	3	2	6	3	0	34	17	0
Appointment of examiners	7	4	5	13	5	1	5	9	3	7	1	1	32	19	1
Research supervisor training	6	6	5	8	10	1	9	6	2	8	1	0	31	23	0
Liaison with research councils	9	4	4	7	9	3	8	8	1	3	6	0	27	27	0
Award of degrees	5	2	9	8	5	6	6	7	4	2	7	0	21	22	0
Providing information/advice on research funding	5	8	4	4	10	5	9	5	3	2	4	3	20	27	3
Central co-ordination of RAE submissions	2	5	2	2	5	12	10	2	4	5	1	3	19	13	3
Planning PG/research student numbers	5	6	6	3	11	5	6	9	2	5	4	0	19	30	0
Preparing returns to HESA, funding councils etc	1	10	6	1	7	11	11	4	2	4	5	0	17	26	0
Review of taught PG programmes	4	4	8	6	5	8	2	6	9	4	0	4	16	15	4
Research ethics approvals	3	5	9	1	6	12	8	7	2	4	3	2	16	21	2
Administration of RAE funding & funding council research funds	1	5	11	2	6	11	10	3	4	3	3	3	16	17	3
Producing the university's annual research report	2	6	9	2	3	13	9	6	2	2	4	3	15	19	3
Development of new taught PG programmes	3	8	6	5	6	8	1	8	8	3	0	5	12	22	5
Study facilities for PG/research students	2	5	9	3	14	2	1	14	2	5	3	1	11	36	1
IPR guidance for students	2	8	7	2	8	8	4	11	2	3	4	2	11	31	2
IT facilities for PG/research students	2	4	10	1	11	7	2	12	3	4	4	1	9	31	1
Health & safety for students	1	6	9	4	4	11	3	9	5	1	6	2	9	25	2
Learning resources for PG/research students	2	6	8	2	12	5	1	14	2	3	5	1	8	37	1
Liaison with employers/industry	0	4	12	1	3	15	2	7	8	0	4	5	3	18	5
Residential provision for students	0	1	15	0	3	16	0	2	15	1	0	8	1	6	8
Number of responses who have GS	17			19			17			9			62		

[3] Table ordered by total number of *yes* responses, in descending order

Table 9 demonstrates that, overall, respondents attributed a high degree of responsibility to graduate schools for 'sharing good practice in postgraduate teaching and research supervision', 'providing an oversight of regulations', 'central co-ordination of responses to national consultations', 'appointment of examiners' and 'supervisor training'. When the figures under categories 'high' and 'some' responsibility are combined, it appears that another set of important tasks include 'liaison with research councils', 'study facilities for research students', 'learning resources for research students' and 'providing information/ advice on research funding, opportunities, bids and grants'.

It is evident that many, but not all of the responsibilities encompassed by a graduate school relate to engagement with postgraduate students, particularly research students. Table 10 indicates how these responsibilities are shared across the institution in terms of operational levels. This demonstrates that in most cases there are links between the graduate school staff and those staff working at the institute, faculty and department/school levels in relation to different postgraduate research provision. Tables 9 and 10 emphasise above all that such work is complex within an institution and varies considerably between institutions in the importance attached to it, reflecting the historical development of divisions of responsibility.

Table 10   Responsibility for aspects of the Postgraduate/research student experience

	Pre 1960				1960-1990				Post 1990				HE Colleges & Institutions			
	Inst	Fac	Dept	Oth	Inst	Fac	Dept	Oth	Inst	Fac	Dept	Oth	Inst	Fac	Dept	Oth
Student recruitment & admissions	12	1	5	0	11	3	12	0	12	5	12	0	10	2	5	2
Induction	7	5	7	0	11	1	13	1	12	4	13	1	11	2	4	2
Registration of the student's programme of study	13	5	1	0	21	1	3	1	15	8	6	0	15	1	3	0
Maintenance of accurate student records	14	4	1	0	22	1	3	0	18	7	5	0	17	2	0	0
Oversight of transfer to PhD	7	6	5	1	8	7	11	0	14	9	6	1	18	0	1	0
Monitoring progress	4	6	9	0	4	9	12	1	15	8	7	0	14	2	3	0
Monitoring the student/supervisor relationship	5	3	10	1	2	5	18	1	11	8	12	0	15	1	3	0
Filling internal scholarships	5	1	10	0	7	5	14	0	5	5	18	1	12	2	5	0
Recruiting students to do paid teaching, demonstrating etc	0	0	18	0	0	4	22	0	0	5	25	0	2	4	12	0
Arranging training programmes in research methods	6	2	10	1	4	8	15	0	12	4	14	0	7	1	9	0
Training programmes – Learning to teach	11	1	5	1	19	3	3	1	21	2	7	0	12	1	4	0
Training Programmes – IT Skills	13	1	3	2	16	3	5	1	19	2	8	1	10	0	6	1
Training programmes – career planning & skills development	11	2	5	2	17	2	4	2	21	3	5	1	12	0	4	1
Awarding travel funds for conferences	3	0	16	0	2	3	21	0	0	8	22	0	6	5	7	1
Releasing funds to meet research expenses	2	1	16	0	2	2	21	1	1	8	21	0	7	5	7	0
Dealing with complaints	12	2	3	1	10	6	9	0	18	5	7	0	15	2	2	0
Arranging & delivering events for students	4	1	13	0	5	4	18	0	9	5	16	0	9	3	6	0
Liaison with central university services & departments	6	4	6	1	10	4	12	0	12	5	13	0	11	2	6	0
Support for international students	13	0	4	1	15	1	9	1	18	3	10	0	14	1	3	1
No. of responses who have GS	*19*				*19*				*17*				*9*			

Key: Inst = Institutional Responsibility
        Fac = Faculty
        Dept = Departmental/School
        Oth = Other

The responses to question nine in the survey reveal some patterns in the distribution of support activity concerning postgraduate/research student experience across the university or college, as depicted in Table 10. However, these patterns vary across the higher education sector. For instance, the following activities are mainly carried out at the institutional level: student recruitment and admissions; registration; maintenance of student records; training programmes about learning to teach, IT skills and career planning and skills development; dealing with complaints; and support for international students. Some activities are mainly devolved to the departmental level: induction; monitoring the student/supervisor relationship; recruiting students to do paid teaching, demonstrating, etc; arranging research methods training programmes; releasing funds to meet research expenses or awarding travel funds for conferences; and arranging and delivering events for students. Other activities included in the list appear to be less closely associated with either faculty or department levels when the sector as a whole is considered. It may be that they involve collaboration between departments, or between departments and faculty.

Additional comments from some individual institutions indicated that, even if responsibilities are demarcated in policy documents, in practice very close liaison occurs or responsibilities are shared across the three levels or related pairs of levels. For instance, many schools/departments have day to day responsibility for an activity but this is supported and monitored at faculty level and certainly reported at institutional level. Several respondents noted that in indicating 'institutional' level, this frequently should be translated as 'done by the graduate school', while others emphasised that the graduate school formed either a formal or informal bridge between the institution and the faculties or departments/schools. Yet others pointed out that the developing graduate school was gradually assuming responsibilities previously allocated to units at other levels within the organisation.

Table 11   Introduction of Personal Development Plans for postgraduate students

	Pre 1960	1960-1990	Post 1990	HE Colleges & Institutions	Total
Yes	5	2	5	4	16
- delivery by	School/Department Department Schools Supervisors Various	Graduate PDP Research Skills Generic Research Training	Schools Research Student Office Faculty Principal Supervisor Research Supervisor School/Department	Department Voluntary Academic Dean Graduate School	
- monitored by	School/Department Department Schools Various	Graduate Research Schools Research Skills Generic Research Training	Higher Degrees Committee Research Student Office Director of Studies School Research Committee Research Supervisor School/Department	Centrally Academic Dean Research Degree Board	
No	14	22	24	14	74
Number of responses	*20*	*26*	*30*	*19*	*95*

Table 11 deals with an issue which has assumed greater significance within postgraduate education since the earlier survey. From the data it is clear that personal development plans (PDPs) are not yet common (only 16 institutions in total making use of them), with uptake of them fairly evenly distributed across the pre and post 1990 sectors. The topic of encouraging postgraduate and research students to record information about their acquisition of employment-related skills was also mentioned on several web-sites, but this has not been recorded in Table 5. These PDPs were given a fairly high profile in national debates ensuing from the Joint Funding Councils' Improving standards in postgraduate research degree programmes (HEFCE 2003) and the Review of research assessment (HEFCE 2003). This is reflected in the additional comments provided, with ten institutions currently exploring the possibilities inherent in them or undertaking restricted pilot exercises with some student groups. Others reported using similar mechanisms to portfolios, but these tended to be described as voluntary rather than mandatory activities for students, usually research students, to complete. Even so, interest in these was relatively low at the time of collection of the results of the survey, which took place just as these national debates were beginning. The situation may well have changed in the interim period between data collection and publication of this report. Growing national concern regarding the employability of research degree graduates is fostering the development of research training programmes. These emphasise students' acquisition of transferable generic skills, based on individual training needs analysis. Government funding is being made available to help meet these training needs.

Table 12   Central Research and Commercialisation Offices

	Pre 1960	1960-1990	Post 1990	HE Colleges & Institutions	Total
Yes	19	26	24	13	82
No	1	0	5	6	12
Totals	20	26	29	19	94

Table 12 provides evidence that all the responding pre-1990 institutions do have a central research and commercialisation office. Most of the other institutions also have them, although they are less common in higher education colleges and institutions, probably reflecting the varying emphasis on research and commercial activities in the different types of institution. This question was not asked in the 1995 survey, but it was included this time to assess whether the changing national government agenda about the need for universities to diversify their income streams, and to expand their income from commercial activities, is being reflected in their internal organisational structures.

Table 13   Importance of listed aims and objectives of graduate schools

	Pre 1960			1960 – 1990			Post 1990			HE Colleges & Institutions			Total
	High	Med	Low	High	Med	Low	High	Med	Low	High	Med	Low	HIGH
Improving the quality of graduate education	14	2	0	19	1	0	16	1	0	7	2	0	56[4]
Representing graduate issues within and/or outside the institution	12	3	1	13	6	1	13	4	0	7	2	0	45
Improving taught PG/research degree administration	13	3	1	13	4	3	11	4	1	7	1	0	44
Increasing the number of PG/research degree students	13	3	1	11	8	1	12	4	1	7	2	0	43
Improving research management	8	5	4	13	4	4	10	7	0	6	2	0	37
Promoting interdisciplinary work	5	9	3	6	11	3	6	9	2	3	4	1	20
Other	2	0	0	4	1	0	2	0	0	0	1	0	8
Number of responses who have GS	*17*			*19*			*17*			*9*			62

[4] Table is ordered by total number of *high* responses, in descending order

Table 13 ranks the stated aims of graduate schools. The goals of improving the quality of graduate education, representing graduate issues within and outside the institution, and improving either or both taught and research degree administration, are clearly the most important professed aims for graduate schools across all the sectors, with the more commercially-oriented aim of improving the number of postgraduate students following close behind. Less emphasised, but nevertheless quite important, is the improvement of research management. Promoting interdisciplinary work is understandably less important to specialised institutions, whereas many of those in the other sectors noted that this has medium rather than low importance.

However, it is equally clear, from the responses noted in the tables, from the additional comments provided and from discussions in national and local meetings, that some aspects of research student support are being retained at the department/school or even individual supervisor level. It is also pertinent to note that, despite the time lapse since the first survey of graduate schools undertaken by the UKCGE, many of today's graduate schools are still reportedly in the 'experimental stage', with problems being ironed out as they arise and the benefits taking some time to impinge on and convince traditionalists within the community.

All of these points will come as no surprise to any academic who has been involved in introducing different styles and practices of education into a new context. There must be some flexibility and adaptation incorporated for any such initiative to be successful. Many of those involved in graduate education have welcomed the increased attention being paid to this previously neglected aspect of higher education, especially when it involves an increased resource allocation. However, we must remain alert so that we are not seduced by the 'one model fits all' suggestion and so that we learn from the experience of each other. Institutions contemplating establishing new graduate schools, or developing those in existence, should also try to identify suitable models to emulate from other institutions with similar internal organisational structures and missions to their own. Further, consideration should also be given to providing adequate information about the diversity of forms and functions of graduate schools to prospective students so that they might chose from those that most closely match their needs and expectations. One model does not fit all for them either. This current survey did not address or seek to elicit the postgraduate students' perspectives on graduate schools.....perhaps that is our next difficult task!

6   conclusions

Diversity in Organisational Processes and Procedures

A key defining characteristic of UK universities is their historical diversity in organisational structure and mission. Institutional missions may necessarily be changing for reasons of institutional adjustment to the current political climate, but any shifts in mission and in the balance of activities must nevertheless accord with each institution's current structures, or be realigned to reflect new imperatives. The latter is possibly the more difficult of the two options, as the survey data on the development and operation of graduate schools indicates. Although graduate schools are themselves relatively new additions to the organisational structures of institutions, assuming a range of responsibilities from a variety of other organisational sub-structures, they must sit comfortably with institutional tradition and culture. It is therefore not surprising that it is hard to define a generic set of roles, tasks and responsibilities, and the limits on them, that apply to the organisation of postgraduate education across all UK universities and colleges. The final table of data (Table 13) does indicate substantial similarity of aims, but suggests diversity in how these aims are translated in to practice.

The Benefits of Coordinating Postgraduate Provision

Evidently the concept of a central organising and administrative structure for postgraduate studies has gained much support. It is also clear that the benefits are widely recognised of having co-ordinating entities for the provision of some aspects of the postgraduate experience, such as economies of scale in the provision of generic and transferable skills training. As internal and external demands for accountability and information become ever more exacting and prescriptive, so it becomes increasingly necessary for postgraduate provision to be professionally administered. However, it may be that the political need has passed to have a champion at senior management level for postgraduate matters. If this aspect of the institution's provision has now become a recognised part of its operation, with an accepted place in strategic planning and resource allocation processes, there may no longer be a pressing need to struggle to secure resources or to point out how policies impinge on postgraduates and research degree students.

Centralised and Decentralised Graduate Schools

This survey confirms the findings of the earlier one, that the graduate school is seen as a useful device by many institutions. It also shows that, since the earlier survey, some institutions have moved away from the central institution-wide model, either towards several graduate schools based in faculties or

departments, or its responsibilities have been devolved to other units. These changes reflect the expansion of this area of institutional provision, and the accumulation of experience at managing it, so that these responsibilities can safely be handed on to other units.

The Future of Postgraduate Provision

Looking to the future, it seems probable that the expansion of postgraduate education will continue, as will the recruitment of international students. However, it is not clear that postgraduate qualifications confer advantages in promoting graduate employability or salaries for 'home' students. Changing patterns of funding for undergraduate study are likely to leave graduating students with large debts, which may make them averse to paying fees for further study. Shifts in the postgraduate student profile and in how learning takes place will require institutions to remain responsive to student demands. It seems likely that more learning will take place off-campus, using electronic media, and the delivery of learning is likely to become more flexible, for example, by using self-study backed up with workshops or short residential sessions. The distinction between part-time and full-time study may be further eroded, with instead an emphasis on the completion of tasks and assessments. Also, the formerly sharp division between taught postgraduate programmes and research degrees is likely to soften as research degrees involve more formal advanced training; individual postgraduate modules from taught programmes may be offered for continuing professional development; and professional doctorates change definitions of a research degree.

The next few years are likely to be marked by significant change, just as the past few have been. Universities and colleges will need to remain alert and responsive, to develop their postgraduate provision and to attract substantial numbers of fee-paying students, in order to contribute to the research capability and the finances of the institution.

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http://www.HESA.ac.uk/holisdocs/pubinfo/stud.htm

http://www.qaa.ac.uk/

http://www.ukcge.ac.uk/GraduateSchools.pdf

APPENDIX 1 UKCGE Member Institutions as of November 2003

Pre-1960 Institutions
University of Aberdeen
University of Birmingham
University of Bristol
University of Cambridge
Cardiff University
University of Durham
University of Edinburgh
Edinburgh College of Art[1]
University of Glasgow
Glasgow School of Art[1]
Imperial College of Science & Technology
Institute of Education[2]
King's College London
University of Leeds
University of Liverpool
London School of Economics & Political Science[2]
London School of Hygiene & Tropical Medicine[2]
University of Manchester
University of Newcastle
University of Nottingham
University of Oxford
Queen's University Belfast
Royal College of Art[1]
University of Sheffield
University of Southampton
University College London
University of Wales College of Medicine[2]
1960-1990 & peer foundations
Aston University
University of Bath
University of Bradford
Brunel University
City University
Cranfield University
University of Dundee
University of East Anglia
University of Essex
University of Exeter
Goldsmith's College (University of London)
Heriot-Watt University
University of Hull
Keele University
University of Kent at Canterbury
Lancaster University
University of Leicester
Loughborough University
University of Manchester Institute of Science & Technology

Queen Mary, University of London
University of Reading
Royal Holloway, University of London
University of St Andrew's
University of Salford
University of Strathclyde
University of Stirling
University of Surrey
University of Sussex
University of Ulster
University of Wales Aberystwyth
University of Wales Bangor
University of Wales Swansea
University of Warwick
University of York
Post 1990 Institutions including former polytechnics
University of Abertay Dundee
Anglia Polytechnic University
Bournemouth University
University of Brighton
University of Central England
University of Central Lancashire
University of Coventry
De Montfort University
University of Derby
University of East London
University of Glamorgan
Glasgow Caledonian University
University of Gloucestershire
University of Greenwich
University of Hertfordshire
University of Huddersfield
Kingston University
Leeds Metropolitan University
University of Lincoln
Liverpool John Moores University
London Metropolitan University
University of Luton
Manchester Metropolitan University
Middlesex University
Napier University
University of Northumbria at Newcastle
Nottingham Trent University
Oxford Brookes University
University of Paisley
University of Plymouth
The Robert Gordon University
Sheffield Hallam University
Staffordshire University
University of Sunderland
University of Teesside

University of the West of England
University of Westminster
University of Wolverhampton
HE Colleges & other institutions
Bath Spa University College
Bolton Institute
Buckinghamshire Chilterns University College
Canterbury Christchurch University College
Chester University College
University College Chichester
Edge Hill College of Higher Education
Falmouth College of Arts
Harper Adams University College
Institute of Cancer Research
Kent Institute of Art & Design
King Alfred's College, Winchester
The London Institute
Liverpool Hope University College
University of Wales College Newport
University College Northampton
Roehampton, University of Surrey
St Martin's College
The College of St Mark & St John
Southampton Institute
Surrey Institute of Art & Design[1]
University of Wales Institute Cardiff
Wimbledon School of Art[1]
University College Worcester
College of York St John
UKCGE members not in UK HE Research Yearbook classifications
National Institute for Medical Research[3]
Scottish Agricultural College[4]
University of Dublin[5]
University of Limerick[5]

Notes

[1]   Institutions with specialist missions – Arts

[2]   Institutions with specialist missions – Bio-medicine & social science

[3]   Students register for higher degrees with University College London or the Open University. Not included as a separate institution in this survey except for Tables 1 & 2 where the figures are included with pre-1960 institutions

[4]   Not included in this survey. For Tables 1 & 2 included with the figures for HE Colleges and other institutions

[5]   Not UK institutions and therefore not included in this survey

Graduate Schools Survey, Autumn 2003

Name of Institution:	
Your Own Name:	
Your Position in the Institution:	

Please annotate your answers if our questions do not fit your local circumstances very well. Our aim is to produce an authoritative national overview of how postgraduate/research degree provision is organised within higher education institutions.

Q1	Does your university have a graduate school (or other discrete structure(s) for postgraduate education)?	
		(Cross one box)
	Yes, one serving the whole institution	☐
	Yes, more than one (if so please describe their basis)	☐
	Yes, but not serving the whole institution (if so, please describe its basis)	☐
	No [Go to Q9]	☐
	No, but we used to have one (or more) [Go to Q9]	☐
	No, but we are considering setting up one [Go to Q9]	☐

Q2	What is its/their remit?	
		(Cross one box)
	Central, serving the whole institution	☐
	Serves a faculty or department	☐
	Programme-based	☐
	Inter-institutional	☐
	Other (please describe)	☐

Q3	How important are the following aims for your graduate school(s)	High	Med	Low
	Improving the quality of graduate education			
	Increasing the number of PG/research degree students			
	Representing graduate issues within and/or outside the institution			

	Promoting interdisciplinary work			
	Improving research management			
	Improving taught PG/research degree administration			
	Other (please state)			

		Yes	No	Don't Know
Q4	**Does(do) the graduate school(s) have its own budget/cost centre?**	☐	☐	☐

		Yes	No
Q5	**Does(do) the graduate school(s) have dedicated accommodation?**		
	(If no, please go to Q8)		

Q6	**If yes, who has allocated work space there?**	(Cross all that apply)
	Head of the Graduate School/Graduate Dean	☐
	Research degree/postgraduate administrative staff	☐
	Research degree students	☐
	Taught postgraduate students	☐
	Visiting research staff	☐
	Other staff (please specify)	☐

Q7	**Does the graduate school(s) have responsibility for the following?**		
		Yes	No
	Research students		
	Taught postgraduate students		
	Professional doctorate students		
	Recruitment/admission of any/all above		
	Registration/matriculation of above		
	Student records		
	Committee membership at university or faculty level, representing postgraduate provision		
	Liaison with student organisations		
	Monitoring student progress		
	Grievances and appeals		
	Scholarships (internal or external)		
	Student support (eg with IT, fees, employment, accommodation)		

	Student training programmes – research methods		
	Student training programmes – learning to teach		
	Student training programmes – IT skills		
	Student training programmes – career planning & skills development		
	Quality assurance/monitoring		
	Publicity/postgraduate prospectus		
	Website – internal and/or external		
	Student travel funds		
	Social provision for students		
	Degree congregations		
	Support for international students (pastoral support, arranging language skills training, visa advice etc)		
	Additional comments:		

Q8	Please indicate the degree of responsibility of the Graduate School(s) for the following:			
		High	Some	None
	Development of new taught postgraduate programmes			
	Review of taught postgraduate programmes			
	Oversight of regulations (postgraduate and/or research degrees)			
	Award of degrees			
	Appointment of examiners			
	Research supervisor training			
	Study facilities for PG/research students			
	IT facilities for PG/research students			
	Learning resources for PG/research students			
	Residential provision for students			
	Liaison with employers/industry etc			
	Liaison with research councils			
	IPR guidance for students			
	Research ethics approvals			
	Health & safety for students			
	Administration of RAE funding & funding council research funds			
	Central co-ordination of responses to national consultations			
	Central co-ordination of RAE submissions			
	Preparing returns to HESA, funding councils etc			
	Producing the university's annual research report			
	Planning PG/research student numbers			

	Sharing good practice re PG teaching & research supervision			
	Providing information/advice on research funding opportunities, bids & grants			
	Additional comments:			

Q9	In your institution, where does responsibility mainly lie for the following aspects of the PG/research student experience?				
		Institution	Faculty	School/Dept	Other
	Student recruitment & admissions				
	Induction				
	Registration of the student's programme of study				
	Maintenance of accurate student records				
	Oversight of the transfer to PhD				
	Monitoring progress				
	Monitoring the student/supervisor relationship				
	Filling internal scholarships				
	Recruiting students to do paid teaching, demonstrating, invigilation, etc				
	Arranging training programmes in research methods (including lab techniques)				
	Training programmes – learning to teach				
	Training programmes – IT skills				
	Training programmes – career planning & skills development				
	Awarding travel funds for conferences				
	Releasing funds to meet research expenses				
	Dealing with complaints				
	Arranging and delivering events for students such as research seminars and workshops				
	Liaison with central university services and departments such as Registry, Finance, etc				
	Support for international students – pastoral support, arranging language skills training, etc				

Q10	Do you have a central research and commercialisation office?	Yes	No
Q11	Has your institution introduced Personal Development Plans for postgraduate students?	Yes	No

Q12	If so, who is responsible for their delivery and monitoring their use?

Please feel free to add comments about your institution's arrangements for managing research degrees and postgraduate provision.

Thank you for taking time to complete this questionnaire.

Please return it electronically to E.A.Long@ukcge.ac.uk

UK Council for Graduate Education

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