

ISSUES IN POSTGRADUATE EDUCATION

A series of guides for those involved in the management, teaching and supervision of postgraduates

The SRHE Postgraduate Guides have proved a very popular series and meet a growing demand for advice and guidance on the practical issues involved in the management, teaching and supervision of postgraduates who come from a great variety of disciplines and backgrounds, often with widely different needs. The Guides are designed to be clear, practical and devoid of jargon. They form a valuable set of tools to support the delivery of high quality postgraduate training. For more details please email srheoffice@srhe.ac.uk



RESEARCH SUPERVISORS AND THE SKILLS AGENDA: LEARNING NEEDS ANALYSIS AND PERSONAL DEVELOPMENT PROFILING Martin Gough and Pam Denicolo Series Two, Number One

The first part of this thought-provoking Guide outlines Learning Needs Analysis and Personal Development Profiling and provides suggestions for their implementation. The second summarises national policy developments and their implications. In the third part, the authors develop positive arguments for embracing the skills agenda rather than merely complying with dictats from above. This Guide is aimed not only at supervisors, institutional managers and policy makers, but also at novice researchers themselves. By raising awareness of skills and personal development processes, common understandings between supervisors and novice researchers can be facilitated, to the benefit of the individual and the research.



A GUIDE FOR INTERNAL AND EXTERNAL DOCTORAL EXAMINERS

Carolyn Jackson and Penny Tinkler Series Two, Number Two

'This Guide provides a compact and intelligently prepared resource for all those involved in doctoral examinations. The first part handles preliminary questions while the next two parts take the reader through the process, including assessing the thesis, preparing for the viva, the viva itself and its aftermath. The work engages its subject with... authority, clarity, integrity and sensitivity in relation to all dimensions of the doctoral examination process... demonstrating a clear feel for the politics and realities of the event. Mindful of employing a wide range of disciplinary examples it also makes succinct yet highly relevant use of theory. This Guide will be of great value to all individuals, experienced and novice alike, who sit in the viva room.'

Dr Peter Stokes, Department of Strategy and Innovation, University of Central Lancashire



SUPERVISING DISABLED RESEARCH STUDENTS Val Farrar and Richard Young Series Two, Number Three

'This very practical Guide takes you to the heart of the issue. It is written from the researcher perspective using actual case histories encountered by the authors during their HEFCE-funded Premia project to improve provision for disabled postgraduate researchers. The Guide takes you through each stage of the PhD research degree by asking practical questions. If you are working with a disabled researcher it will give you the understanding and the confidence to ensure that you can respond to their needs. If you are working with non-disabled researchers it will also give you food for thought: inclusive practice is good for all.'

Dr Janet Metcalfe, Chair & Head, Vitae



SUPERVISING INTERNATIONAL RESEARCH STUDENTS 2nd Edition Eunice Okorocha Series Two, Number Four

'This short Guide provides a level of awareness of intercultural matters, yet should appeal to a wide variety of people with relatively little time for exploring such matters in depth. It deftly points the reader away from easy stereotyping, by opening up opportunities for reflection on practice and creating an awareness of the potential for constructive solutions to communication problems in a university or college context. The Guide presents issues which have remained fairly constant through the decades of the existence of research degree programmes.'

Dr Martin Gough and Dr Françoise Carénas, Guide editors



THE SILENT MAJORITY: MEETING THE NEEDS OF PART-TIME RESEARCH STUDENTS

Alistair McCulloch and Peter Stokes Series Two, Number Five

'In this Guide, Alistair McCulloch and Peter Stokes break new ground in addressing and foregrounding the needs of part-time research students. Whereas many standard sources assume a full-time context for doctoral study, the authors highlight the situation of the part-time majority of mainly mature students pursuing research degrees... McCulloch and Stokes point to the power relations encountered in the doctoral process, as between the student and the supervisor; department and institution; and as expressed in what they call the cultural web of doctoral learning and socialisation... To better the conditions for part-time students is, they believe, a way of improving the experience of all research students.'

Professor Gareth Parry, School of Education, University of Sheffield



SUPERVISION TEAMS: MAKING THEM WORK Anne Lee Series Two, Number Six

'This Guide provides a useful and very readable overview of teamwork in research degree supervision. Anne Lee draws on her own international research to alert the reader to a range of... issues which need to be considered and addressed for the supervisory team to work effectively. She gives some useful definitions of supervisory roles and responsibilities, and provides questionnaires to help participants to clarify their own expectations. A wealth of helpful advice is provided about addressing problems in team supervision and for supervisors' personal development.'

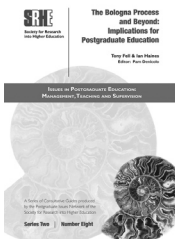
Professor Diana Woodward, The Graduate School, Napier University, Edinburgh



EVALUATING TRAINING AND DEVELOPMENT PROGRAMMES FOR POSTGRADUATE AND NEWER RESEARCHERS Tony Bromley Series Two, Number Seven

'This Guide provides an excellent and very practical contribution to understanding the issues and methodologies of evaluation of researcher training and development. It is the first of its kind specifically about evaluation of this area and builds upon Tony Bromley's work at the national level in developing an evaluation framework and methodology for the sector and in the implementation of that framework. In this Guide Tony explores the practicalities and issues surrounding the challenging topic of evaluation and offers valuable insight towards effective evaluation.'

Dr Iain Cameron, Head, Research Careers and Diversity, Research Councils UK

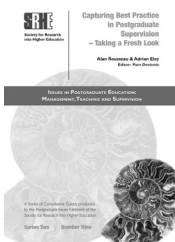


THE BOLOGNA PROCESS AND BEYOND: IMPLICATIONS FOR POSTGRADUATE EDUCATION

Tony Fell & Ian Haines Series Two, Number Eight

'This Guide will help to inform all of us engaged with the transformation of doctoral and other postgraduate education over the past decade about the purpose and the impact of the Bologna Declaration. With this information we can more readily understand emerging suggestions for the development of doctoral education and be intellectually armed to contend or be content with them. Here is an authoritative, digest, succinct, well-balanced and accessible review, supported by judicious commentary.'

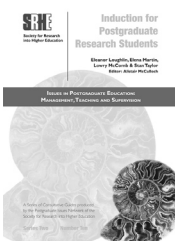
Professor Pam Denicolo, Vice Chair UKCGE, Member of the Rugby Team - a national sector working group evaluating the impact of researcher training and development, University of Reading



CAPTURING BEST PRACTICE IN POSTGRADUATE SUPERVISION - TAKING A FRESH LOOK

Alan Rousseau & Adrian Eley Series Two, Number Nine

There are now many formal programmes for inexperienced supervisors, but still often a mismatch between training provision and the needs of experienced supervisors. Promoting a better understanding of underlying principles and providing opportunities for self-development can potentially offer a more effective solution. The authors have combined their collective experience of supervision of postgraduate students and development training approaches to discuss such pivotal issues as: student recruitment; induction; the supervisory team and wider support networks; managing conflict; motivation; supervisory styles; and preparing for the viva. Their approach encourages discussion and reflection on what constitutes good supervisory practice.



INDUCTION FOR POSTGRADUATE RESEARCH STUDENTS

Eleanor Loughlin, Elena Martin, Lowry McComb, & Stan Taylor Series Two, Number 10

Over the past two decades or so, there have been fundamental changes in doctoral education. These, as one of the authors has described elsewhere, include variously: massification; internationalisation; diversification; commodification; McDonaldisation; regulation; capitalisation; and (in terms of types of doctorates) multiplication. The central contention of this Guide is that, in view of these changes, the induction of postgraduate research students can no longer be seen as a 'one-off' event at the start of their studies to inform students about the institution that they have joined, but that it has to fulfil a far broader range of objectives, including those relating to diversity, retention and completion, and also how regulatory requirements are addressed.

Issues in Postgraduate Education - Booking Form

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