

Delivering the UCD 4th Level

UCD Graduate Schools

National Association of Fellowship Advisors

3 July 2006



UCD Office of the Dean of
Doctoral Studies & Postdoctoral
Training

UCD Oifig Dhéan an Léinn
Dochtúireachta agus an Oiliúna
Iar-Dhochtúireachta

UCD Delivering the 4th Level - Strategic Context

Implementing the 4th Level in UCD was identified by President Hugh Brady in December 2005, as a UCD Transformative objective for 2006.

The UCD Graduate Schools project is one of a number of projects that have been initiated in response to the following key strategic drivers:

- ➔ The UCD Graduate Schools are identified in UCD's Strategic Plan 2005-2008 as critical to the further development of UCD as a research intensive university;
- ➔ Commitment by the Government to provide significant funding to the Strategic Innovation Fund (SIF) for higher education over five years to develop the 4th level;
- ➔ Commitment by the Government to provide significant funding through a national research plan;
- ➔ Continuing UCD's aim of being a driver for developing Ireland's knowledge economy and society;
- ➔ Continuing the transformation of UCD: through the modularisation of its graduate taught programmes and the development of a hallmark research masters and structured PhD.

2

A Leading European Graduate University

UCD Graduate Schools Vision

- Be a European leader in 4th Level education;
- Coordinate the provision of novel, innovative programmes for graduate and researcher training;
- Be recognised internationally as a premier training environment for world class researchers;
- Attract scholars of the highest international standing.

Strategic Objectives

- Establish the UCD Research Masters and PhD as hallmarks which are considered premier research training programmes of international repute;
- Establish five new UCD Graduate Schools covering all the disciplines;
- Retain the best and brightest undergraduates for graduate programmes;
- Establish Masters / PhD programmes that include structured and modularised approaches;
- Actively recruit the best overseas students;
- Provide clear provisions for mentoring, career advice and development;
- Recognise and reward performance

Principles

- Programmatic Approach
- Professionalism
- Highest Ethical Standards
- Reward & Incentivise
- Diversity/Access
- Interdisciplinary
- Life long learning
- International
- Inter-institutional
- Linkage to Knowledge Society encompassing enterprise, civil society, policy, etc

Goal

A European leader and *'the University of choice'* for graduate research and education

3

Current Focus of Graduate School Project

The UCD Graduate Schools will coordinate and provide for the delivery of the 4th level in UCD. There are a number of definitions for what constitutes the 4th level across the sector.

In UCD, all graduate programmes from certificate through to doctoral and post doctoral, taught and research are contributors to delivering the 4th level and as such fall within the coordination of the UCD Graduate Schools.



Current focus of Graduate Schools

The main focus of work to date is on actions for implementing a Hallmark Research Masters and Structured PhD.

A companion project has focused On the modularisation of all Taught Graduate programmes

4

Related Projects

The following related projects have provided input into our analysis and recommendations for the UCD Graduate School project

ACSCE Review Andrew Deegan, Chair of Review Group	<ul style="list-style-type: none"> A review group was established by the Academic Council Standing Committee on Examinations to review the PhD processes and regulations in UCD. The findings of this group are the forerunner to our analysis. This report expands on the original output of this group in the context of the design of the new Graduate Schools.
ACEC Process Project Patricia McCarron, Project Manager	<ul style="list-style-type: none"> This project is responsible for reviewing and making recommendations for enhancements to the ACEC process for approvals. In particular this project has enabled decisions related to Graduates at various stages in the Graduate Lifecycle to be devolved down to the Graduate School level to facilitate a more rapid decision making process.
Doctoral Programmes Project European Universities Association (EUA), October 2005	<ul style="list-style-type: none"> This EUA project identified the essential conditions for successful doctoral programmes in Europe; and to promote and encourage cooperation and best practice in the development of doctoral programmes at a European level.
Good Practice in the Organisation of PhD Programmes (National Guidelines) Irish Universities Quality Board (IUQB) 2004	<ul style="list-style-type: none"> The aim of this project was to improve the organisation and efficiency of PhD programmes in all Irish universities including administrative arrangements, development of research related skills and project supervision.
Postgraduate Credit Framework Philip Nolan, Registrar	<ul style="list-style-type: none"> The key output of this project was the development of the modular framework, module credits and pathways for all graduate levels covering both taught and research from Graduate Certificate through to structured PhD.
Reform of 3rd Level and Creation of 4th Level Ireland Irish Universities Association (IUA), October 2005	<ul style="list-style-type: none"> IUA framework proposal submitted to government with a strong emphasis on the creation of 4th Level Ireland and the critical attributes required of a 4th Level graduate;

5

We Consulted Widely with Over 450 Individuals

Focus Groups	Interviews
FG1 – Research Supervisors from the five Colleges	Mary Clayton – Vice-President for Students
FG2 – Research Student Representatives from the five Colleges	Lynn Foster – Academic Policy
FG3 – Directors consulted with their College committees	Deirdre Grattan – Fees & Grants
Workshops	Marie Lawler,
W1 – Key Administrative Staff from Colleges of... - Arts and Celtic Studies - Business and Law - Engineering, Mathematics and Physical Sciences	Carl Lusby &
W2 – Key Administrative Staff from Colleges of... - Human Sciences - Life Sciences	Catherine Convery – International Office
Questionnaires	Paula Tarrant,
Q1 – Research Supervisor Experience - 83 responses received	Mary Bradley – Registration
Q2 – Graduate Student Experience - 122 responses received	Aisling O'Grady,
Surveys	Ronan Murphy,
S1 – Prospective Student Surveys at Graduate Fairs - 260 Survey responses completed by UCD Smurfit Marketing Development Programme	Colleen Blaney,
	Mary Finlay,
	Moss Garde – Student Advisors
	Catherine O'Brien – Student Services
	Susan Mulkeen – Online Registration
	Colm Tobin – Careers Office
	Sinead Critchley – Examinations
	Triona McCormack – Research Management Service
	Susanne Shorten,
	Tony Nichol – Accommodation Services
	John Bennett – Disability Officer
	Ros McFeely – New ERA
	Abey Campbell - Governing Authority Graduate Student Rep

Graduate Student Lifecycle

Key Recommendations

- Enhance scholarships
- Improve web-site/marketing and recruitment
- Streamline process of application
- Streamline process of acceptance, registration
- Treat graduate students as “business class”
- Provide more structured programmes with high quality experience
- Enhance facilities
- Graduate centre

Taught Postgraduate Modularisation

- Graduate Certificates, Graduate Diplomas and taught MA and MSc
- 226 Taught Postgraduate programmes
- 4110 Taught Postgraduate students
- 85% of existing/running taught postgraduate programmes set to be modularised
- 1500 Taught postgraduate modules available

Structured Ph.D. Programmes

Key Features

- Research
- Training programme
- Generic skills modules
- Transferable skills modules
- Credit framework

1 ECTS = 20-25 hours of student time

Postgraduate modules can include 2.5, 5, 7.5, 10, 15 and 20 ECTS

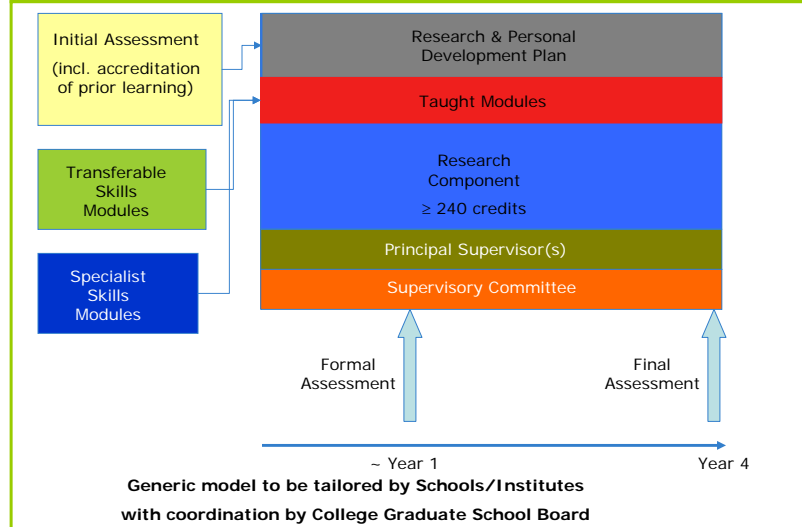
Research Masters 90 ECTS of full-time research (1 full calendar year)

Structured Ph.D. 270-360 ECTS, 240 original research

9

Structured PhD Programmes

Key Features of a UCD Research PhD Degree



10

Skills Training Required for 4th Level Graduates

Core Research / Transferable Skills

Core Research / Transferable skills are those which are determined as being essential to research and structured programmes and are therefore mandatory. The actual mandatory modules will be tailored by programme.

In addition, UCD Graduate Schools may identify **specialist skills training** specific to their disciplines which are also considered mandatory requirements of structured research programmes within their Graduate School;

There will be a number of courses required during induction as well as during the Programme. Where relevant, these coursework will be linked to progression.

Advanced Research / Transferable Skills

Some **Advanced Research / Transferable skills training** will be mandatory whilst a suite of offerings will also be available on a voluntary basis;

11

Approach to Supervision

Key Features of a UCD Research Degree

- Principal Supervisor(s)
- Supervisory Committee
- Thematic structured programmes
- Timing and frequency of supervision to be tailored
- Self-assessment
- Research and Personal Development Plan

12

Credits and Incentives for Supervision

- Credit within the Academic Workload model;
- Incentives for supervision;
- Reward and publicise outstanding supervisors;
- Induction of early-stage UCD supervisors;
- Implementation of a supervisor mentoring system;
- UCD network of supervisors

13

Summary of Key Changes

- A Graduate School in each College (5)
- University Graduate Schools Committee
- Graduate School Board in each College
- Coordination with UCD Research Institutes
- Recruit the best students nationally and internationally
- Enhanced scholarships
- Online applications and registration
- Modularisation of all Taught Programmes in UCD
- New supervisory arrangements for research programmes
- Structured programmes including Thematic PhD programmes
- Enhanced linkages with external institutions/industry/society
- Assessment after month 12-18, progression/exit
- Research and Personal Development Plan
- Transferable/generic skills modules
- Different models of theses
- Examination arrangements

14