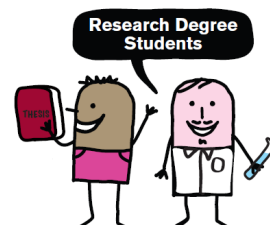


Graduate School Office Supervisor Update



August Edition 2

Student Experience

Writing Support for Students

The Centre for Learning and Study Support (CLaSS) is a team of six learning developers who offer a range of support to research students including:

- The Writing Group for Research Students
- Taking a Critical Approach to Your Research Course
- Monthly Thesis Drop-Ins
- E-Tutorials for Distance Learners
- One to-one tutorials
- CLaSS Workshops to offer guidance and practical ideas run throughout the year
- Online Resources

Colleagues in the CLaSS team work closely with the Graduate School Office to develop bespoke support for research students and this service is widely promoted amongst students through induction sessions and regular event communications. **Full details of the CLaSS service are included in an attachment to this bulletin.**

If you would like to discuss particular support needs for your students please contact Melanie Petch mpetch@dmu.ac.uk or 7944.

Student Information

Research Student Statistics

The following research student statistics may be of interest to supervisors:

Total students enrolled:

	FT	PT	Total
PGR Students	394	299	693
UK/EU	120	245	365
International	226	10	236
Int PhD	48	45	93

Number of awards conferred:

	PhD	MPhil	MA/MSc
2007/08	52	3	
2008/09	52	3	
2009/10	41	6	
2010/11	66	3	
2011/12	67	5	
2012/13	73	4	4

Recruitment :

	FT	PT	Total
2007/08	59	42	101
2008/09	83	50	133
2009/10	113	59	172
2010/11	125	53	178
2011/12	97	73	170
2012/13	78	52	130

Changes to Regulations

Amendments to the Writing up Period

An amendment to the tuition fee charging policy for research students has been approved. From 1st October 2013, students will no longer have to apply to enter the writing up period; all students will be automatically entered into a 6 month 'fee free' 'completion period' following three years full time study and five years part time study (and accompanying payment of fees). If, after the six month period, the student doesn't submit their thesis, a continuation fee will be charged at the rate of the part time equivalent fee.

What does this mean? Students no longer need to complete a form, seeking approval to enter the writing up period as the GSO will automatically place the student in the 'completion period' when the student has studied (and paid appropriate fees) for three/five years for full/part time studying retrospectively. Students who interrupt their registration will have the period of interruption added to the timeframe. Why is this changing? The rationale for this change arose from the need to ensure consistency and equity of student experience, the current system calls for students to apply for writing up and the timeframe in which students complete this process varies considerably. The new approach removes the burden of applying from students and of course reduces GSO/supervisor administration. It also brings DMU's PhD fee structure into line with sector norms.

Doctoral Training Programmes

Doctoral Training Programmes Announced

From October 2013, the University has established 12 Doctoral Training Programmes (DTPs) across the four faculties. An important development in the training of our research students, the DTPs will offer specialist courses to research students to enhance their research expertise but will also engender a supportive research community. In addition, they will be an effective route by which we can promote our areas of research training expertise. This recruitment opportunity will be developed further by the Director of Marketing and printed/web-based promotional information is currently being drawn up for each DTP. Most research students will be assigned to one of the DTPs at enrolment and will subsequently be contacted by the relevant Faculty who will provide details of the training programme. Although DTP training programmes will be aimed primarily at new research students, it is envisaged the sense of research community will also benefit existing students and some DTPs are adopting a peer-mentoring approach for the new academic session. The DTPs and lead co-ordinators are listed in the table below.

Doctoral Training Programme Title	Lead Co-ordinator(s)
ADH: Theory & Practice of Design & Innovation	Peter Ford/Grahame Hudson
ADH: Practice-Based Research	Ernest Edmonds
ADH: Textual History & Culture in the Digital Age	Deborah Cartmell/Gabriel Egan/Stuart Price
ADH: Visual Histories & Visual Methods	Elizabeth Edwards/Tim O'Sullivan, Douglas Cawthorne
BAL: Business & Law	Mel Kenny
Public Policy & Governance	Colin Copus/Steve Griggs
Human Resource Management & Organisational Behaviour	Phil Almond
Business & Law	Gavin Dingwall
HLS: Applied Social Sciences	Sally Ruane
Applied Health Pathway	Lorraine Culley
Crime & Justice	Rob Canton
Ethnicity & Diversity Pathway	Lorraine Culley
Social Work & Social Justice	Mary Larkin
HLS: Bioanalysis, Pharmaceuticals & Health	Martin Grootveld
Bioanalytical Science/Chemistry for Health Stream	Martin Grootveld/Randolph Arroo
Pharmaceutical Technologies	Martin Grootveld/Geoff Smith
Biomedical & Environmental Health	Parvez Haris
Pharmacology	Tyra Zetterström
Technology: Intelligent Systems	Jenny Carter/Shengxiang Yang/Francisco Chiclana
Technology: Cyber Security	Tim Watson
Technology: Information Society	Ben Fairweather
Technology: Engineering	Cristian Serdean/Alistair Duffy
Technology: Sustainable Development	Paul Fleming

Student Experience

Life Beyond the PhD Conference

The Graduate School Office were delighted to support the attendance of three PhD students at the highly prestigious 'Life Beyond the PhD' event at the Cumberland Lodge, Windsor Great Park in August. Taofeeq Ibn-Mohammed (TEC), Monica Pianosi (TEC) and Sally Crawford (ADH) attended the conference which is aimed at PhD students nearing completion and is a unique celebration of postgraduate research culture and research skills development in the UK. Speakers included leading public figures and HE policy experts who recalled their career journey following their own PhD completion.

PhD students from across the country attend the conference and it's an excellent opportunity to build networks and exchange ideas and experiences. In addition, each student gives a ten minute presentation on their research to an inter-disciplinary audience. Judging by the student feedback we received the conference was an invaluable opportunity:

"Attending the conference allowed me the opportunity to connect with postgraduates across multiple disciplines and share practice. I left the conference with new perspectives on how to continue my own research and inspiration for future projects with the potential for inter-disciplinary collaboration. It is always reassuring to meet other postgraduates in such a lonely task and commiserate together on our achievements, frustrations, and aspirations".

Sally Crawford

"Attending the conference helped me reflect on my choices after my PhD is finished because it has enriched and informed my understanding regarding the best approach to direct my scholarship, gaining from the colourful experience of successful PhD holders and allied professionals."

Taofeeq Ibn-Mohammed

"I am really glad I attended the conference because it boosted my motivation for approaching the writing up of the thesis and getting ready for future challenges. The opportunity of learning from the experiences of former and current students from the most different fields have been invaluable".

Monica Pianosi



L-R Sally Crawford, Taofeeq Ibn-Mohammed, Monica Pianosi