

“Is there enough time for the
doctorate? Time to degree and
pressure to finish”

Structures to support the
doctoral lifecycle to timely
completion

Carolyn Wynne
Coventry University



Structures and Strategy in Doctoral Education in the UK and Ireland

Dr Rebekah Smith McGloin and
Carolyn Wynne

Continued focus on PGR tracking changes since 1994
Expansion of synergies between UK and Irish HEIs in the
support and approaches to doctoral education
Reflect on findings, predictions and policy changes from
2015 report
Strategic ambitions and institutional vision

Key areas investigated:
Existence of Graduate School/Doctoral College (or other
discrete structure);
Remit;
Strategic priorities and KPIs;
Growth in PGR;
EDI policy and priorities

<https://ukcge.ac.uk/assets/resources/Structures-and-Strategy-in-Doctoral-Education-Smith-McGloin-Wynne-UKCGE-2022.pdf>

Four phases

Establishment of the Graduate
School

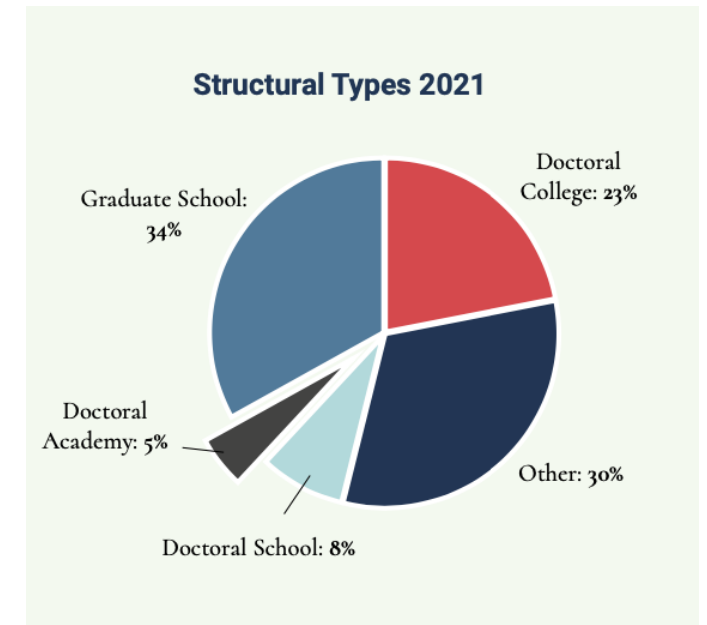
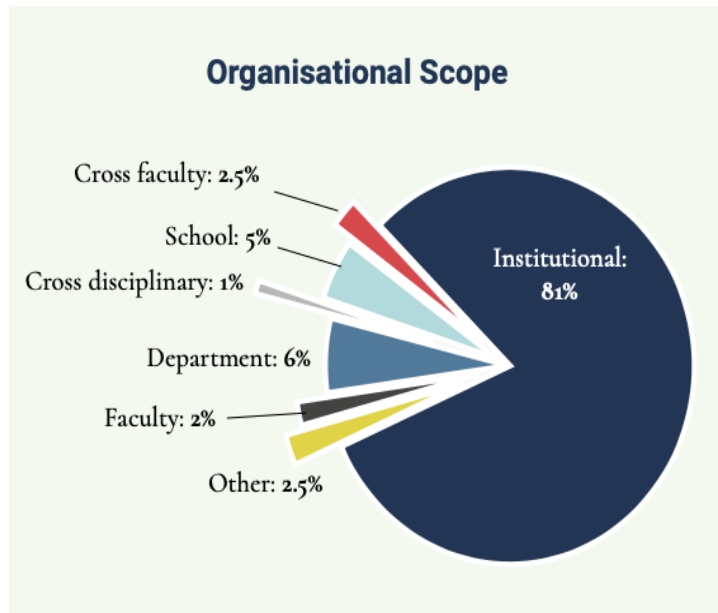
Consolidation and regulation of
quality

Collaboration and diversification of
models

Continuation and development of
policy and practice in collaboration

Headline results: Structures – name and position in the organisation

	1994 Survey	2021 Survey	2021 Survey excluding specialist colleges
Percentage of institutions with a structure supporting doctoral education	38%	75%	80%



Remit— who is in and who is out?

Remit	UK institutions	Irish institutions	Total
Doctoral candidates	113 (100%)	10 (100%)	123
Masters by research students	79 (70%)	6 (60%)	85
Taught masters students	10 (9%)	2 (20%)	12
Early career researchers	46 (41%)	4 (40%)	50
All research staff	30 (27%)	4 (40%)	34
Other	11 (10%)	1(10%)	12

Table 6: Which of the following groups fall within the remit of this organisational structure? (n=123)

100% support PGRs, 41% support ECRs, and 27% support research staff.

ECR support up from

17%

Only 9% support PGT students - a significant fall since 2015.

Down from

53%

FTE of support in Graduate Schools

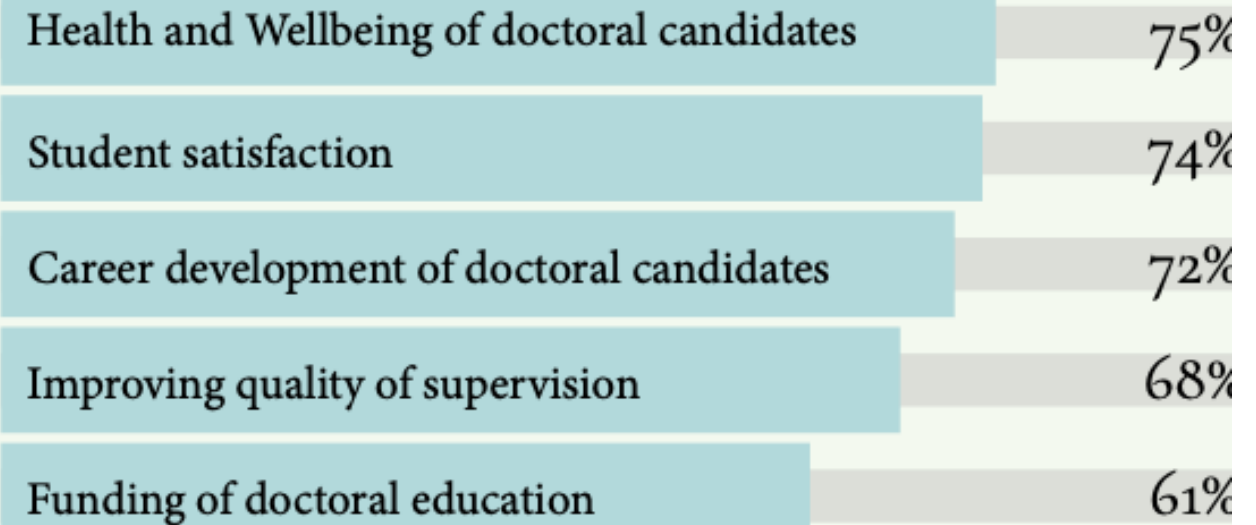
	Number of FTE staff				
Number of PGR registered by HESA/HEA Ireland	0-2	3-5	6-10	11-20	Over 20
0-500	3	8	4		2
501-1000	5	4	14	4	1
1001-2000	3	1	4	1	2
2001-3000	2		2	2	3
3001-4000		1		1	
4001-5000		1	2	1	
5001-6000	1				1
Over 6000		1			

Table 7: How many full-time equivalent staff are employed within this organisational structure? (n=74)

- No relationship between number PGR and the FTE of GS support
- Largest number of FTE were because there was a more integrated larger support infrastructure, smaller numbers of FTE was when support was dispersed across the institution

Strategic Priorities

Top 5 Priorities



Most common activities with high level of involvement from Graduate Schools were:

92% Representing Doctoral issues within the Institution

92% Improving the PGR experience

89% gathering opinions of PGR

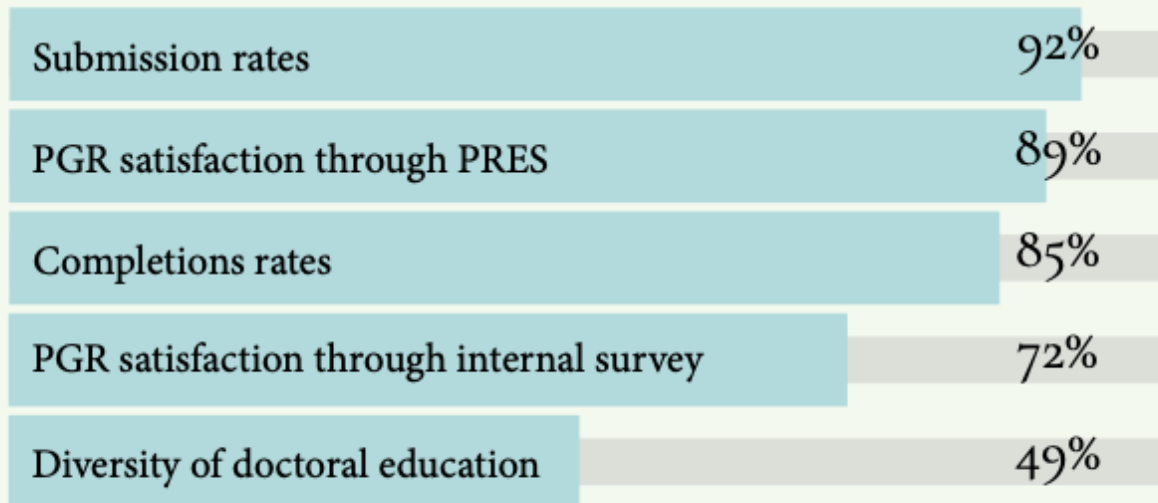
84% Training and development of Supervisors

81% Generic skills training

77% progression – submission and completion

Measurables to evaluate Doctoral Education

Top 5 measurables to evaluate Doctoral Education (marked as always or usually)



Respondents were asked to consider to what extent a range of indicators were used to evaluate doctoral education in their institution.

Equity, Diversity and Inclusivity

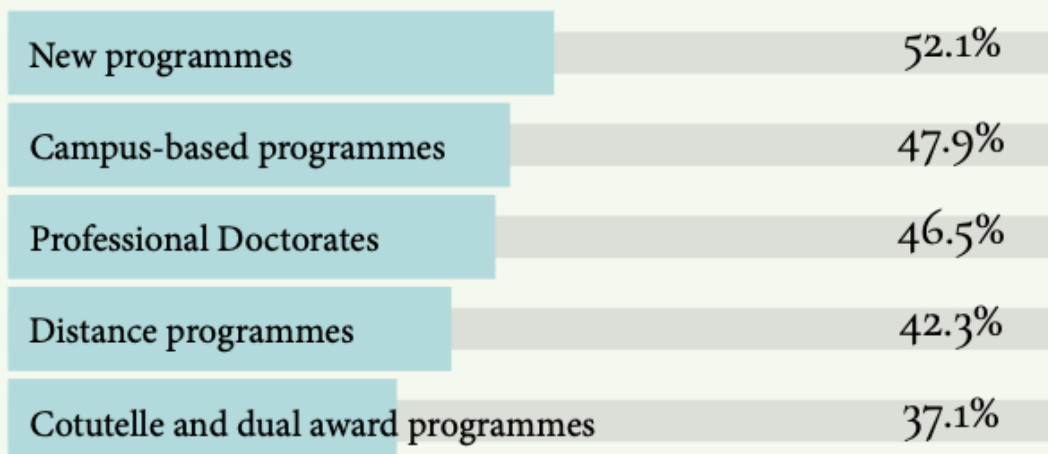
- 84% of respondents indicate the EDI considerations are used in decision making
- Embedded in the ways of working rather than a strategic priority in their own right
- Data collected to support EDI varies across institutions and metrics across protected characteristics utilized for different purposes (refer to page 51 for more detailed data)

Raising awareness of postgraduate opportunities among widening participation undergraduates	54%
Targeted funding opportunities	45%
Pre-enrolment bridging activities	22%
None	18%
Other	18%

Table 13: Measures implemented over the past five years to support equality, diversity and inclusion in doctoral education. (n=74)

Growing the PGR community

Growing doctoral population through development of:



Growing PGR Numbers

78%

Want to grow their doctoral population over the next 5-10 years.

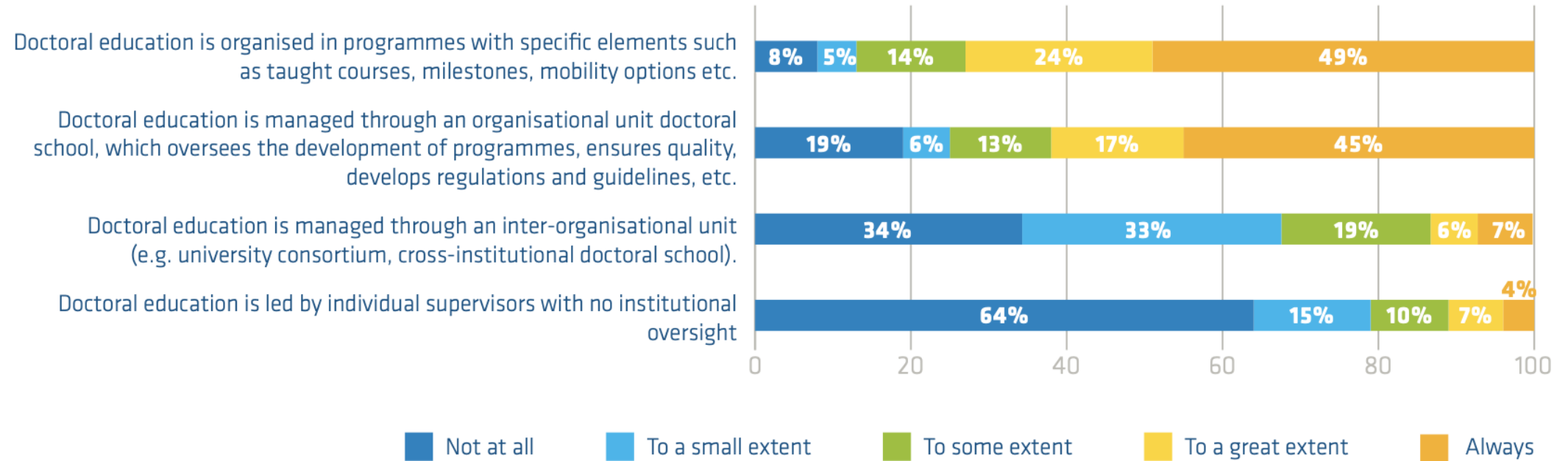
43%

Indicated an intention to also increase MRes registrations.

Where the percentage increase was specified, the mean average increase for the doctoral population was 53% (over 5 years) and 30% for MRes.

C₃ O₁ M₃ P₃ A₁ R₁ E₁

Figure 2: Organisation of doctoral education



Source: Hasgall, A., Saenen, B., Borrell-Damian, L., et al. (2019)

Figure 20: Strategic priorities

To what extent are the following issues currently considered a strategic priority in doctoral education within your institution?

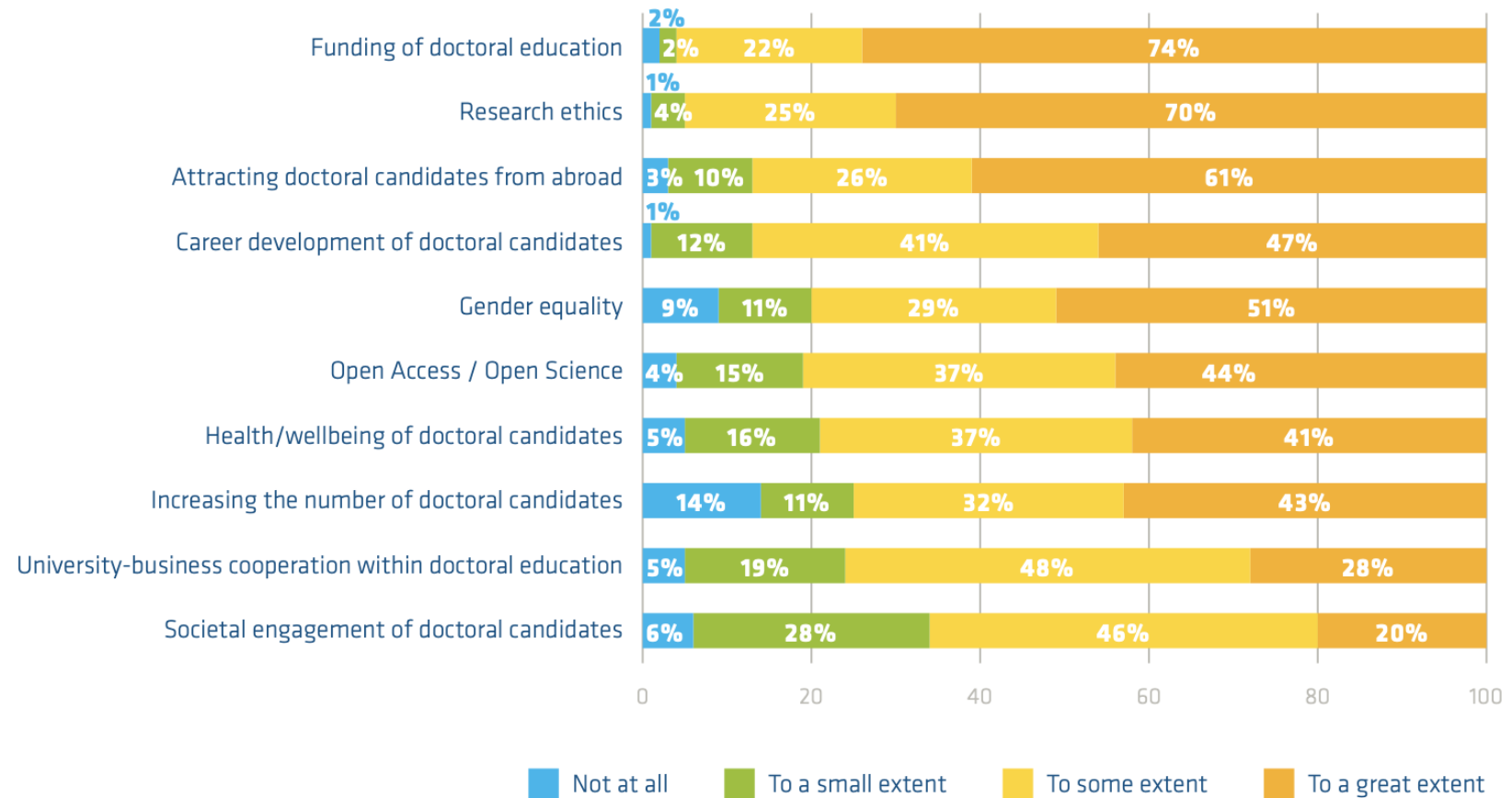
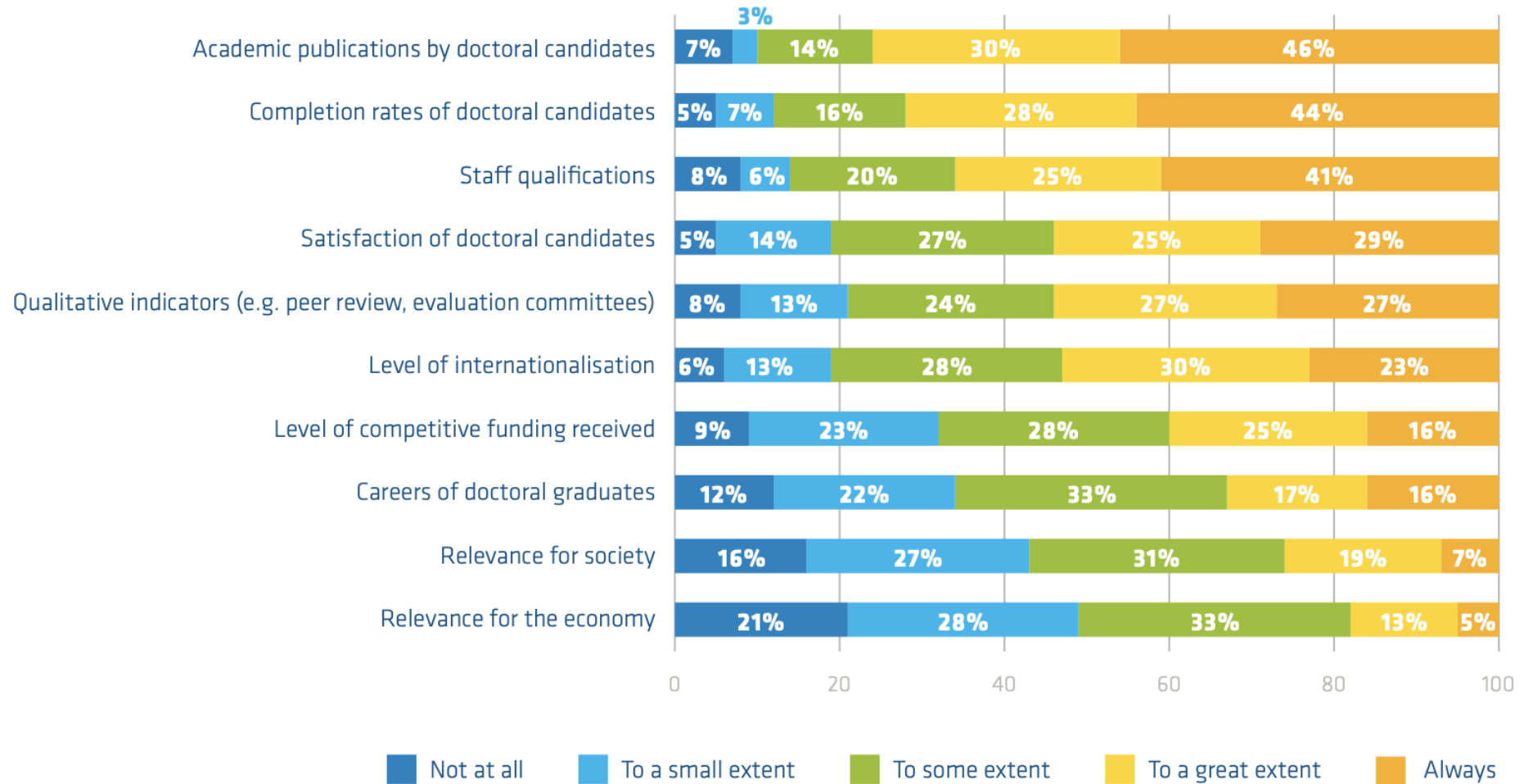


Figure 22: Indicators used for assessment

In your institution, to what extent are the following aspects/criteria used to assess/evaluate doctoral education?



Source: Hasgall, A., Saenen, B., Borrell-Damian, L., et al. (2019)

Figure 12: Institutional priorities

Which of the following topics are a priority in the area of doctoral education at your institution?

Number of respondents: 134-137/138

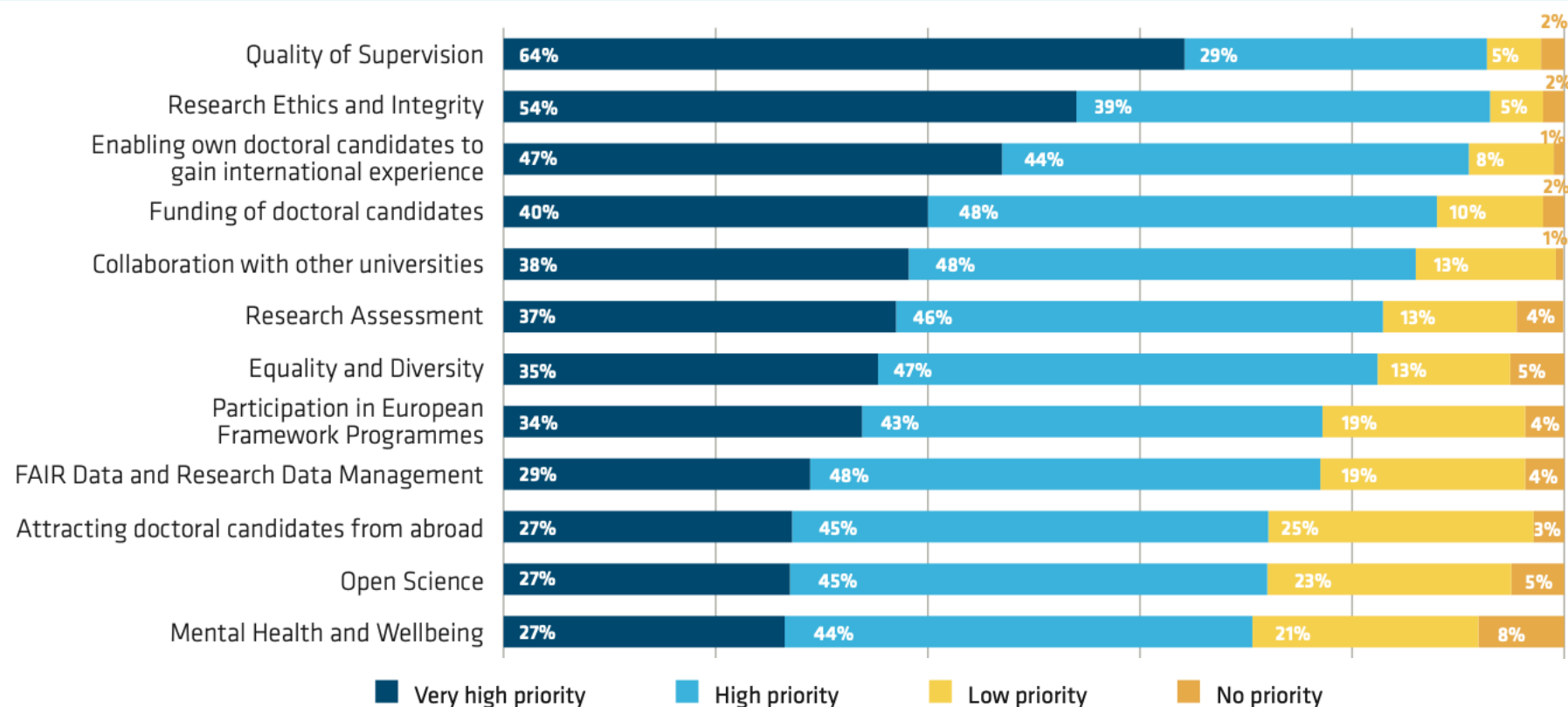
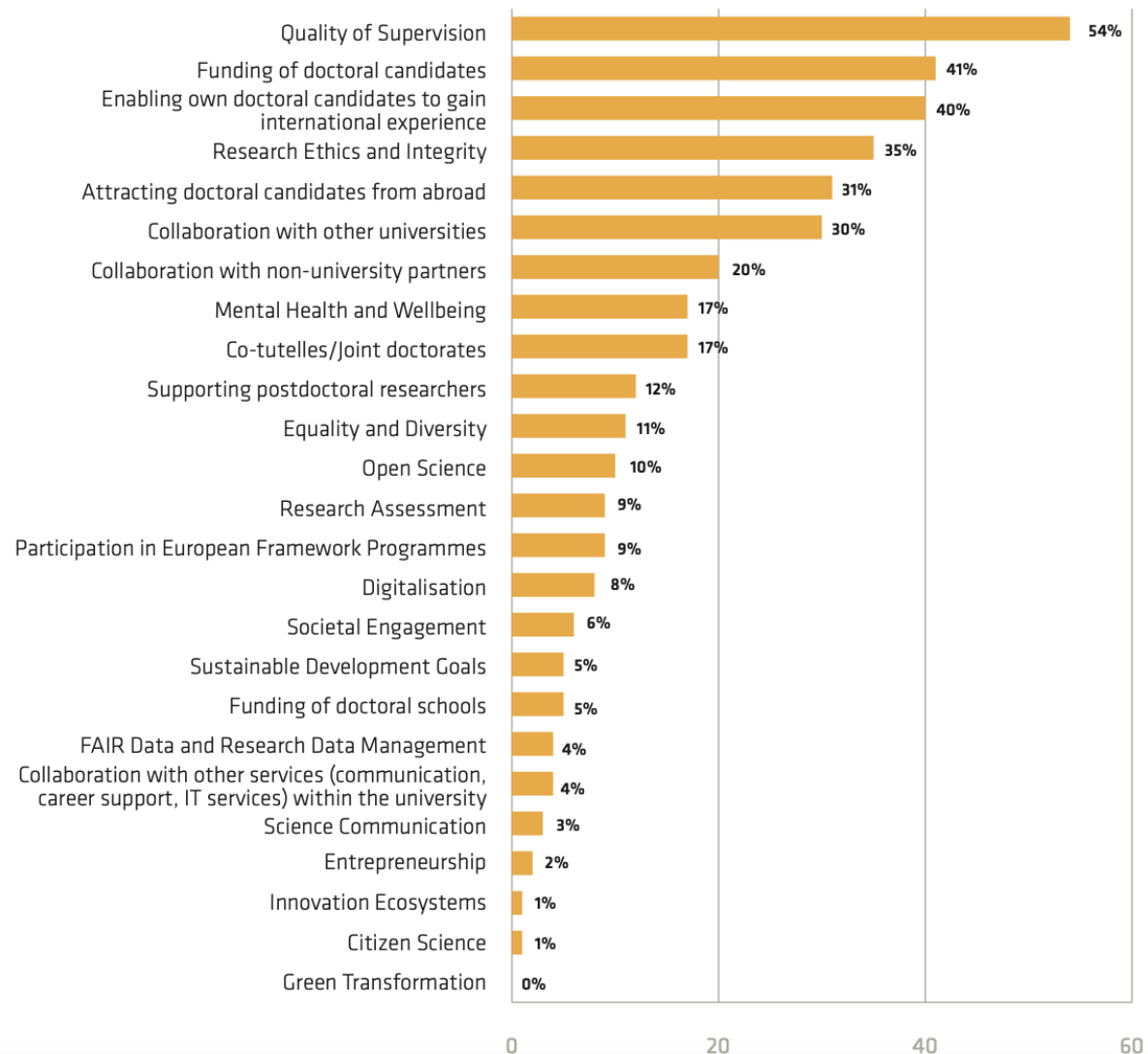


Figure 13: Top priorities

Please identify which of the following topics you consider most important for doctoral education at your institution. Please indicate max. 3-4.



Synergies across the three surveys show:



Greater emphasis on the doctoral candidate experience



Quality of the doctorate



Quality of research supervision and emphasis on training



Alignment with broader policy such as EDI and Health and Wellbeing



Career Development



Specific institutional structure

Completion times and rates

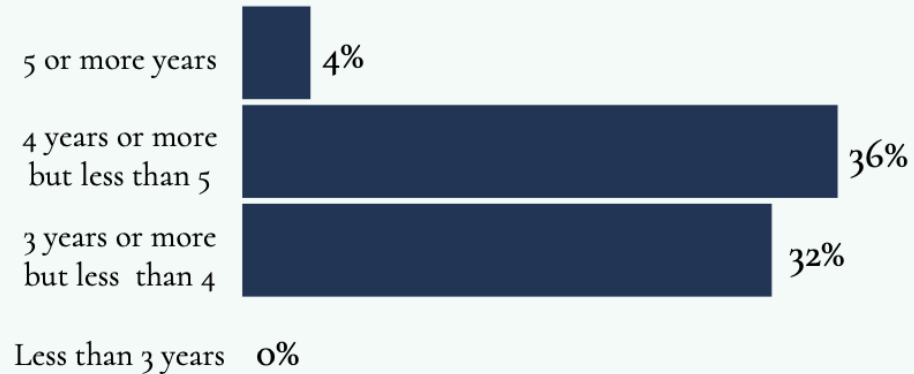


Figure 8: In your institution how long do your graduates on average take to complete their full-time doctoral studies (years)?

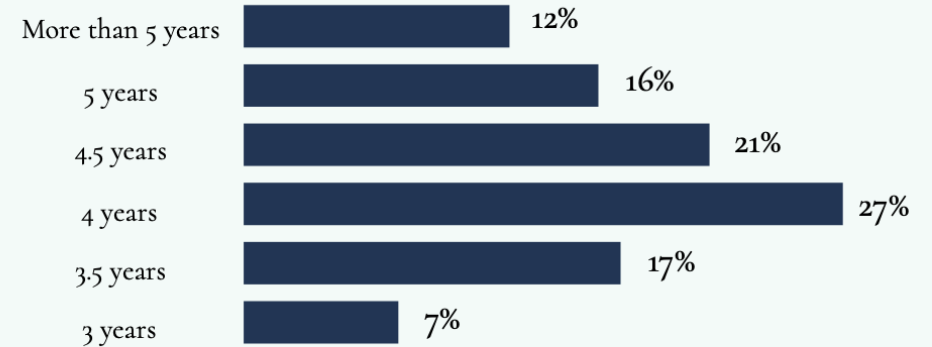


Figure 8a: For comparison: excerpt from EUA-CDE *Doctoral Education in Europe today: approaches and institutional structures* (2019) “In your institution how long do your graduates on average take to complete their full-time doctoral studies (years)?” (Reproduced with kind permission from EUA-CDE)

Completion times and rates

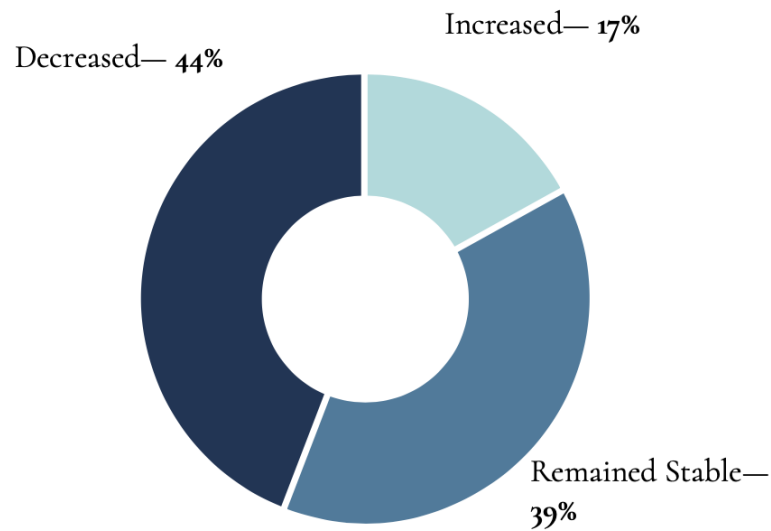


Figure 9: Compared to ten years ago, in your institution has the average time to complete a doctoral programme, decreased, remained stable or increased?

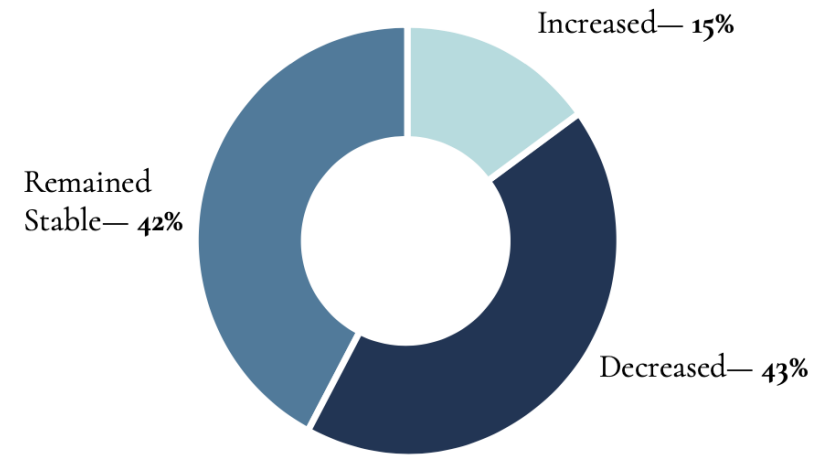



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A close-up, low-angle shot of a person's head in profile, looking through a telescope. The person is wearing a dark cap. The background is a bright, hazy sunset or sunrise sky with warm orange and yellow tones. A bright light source, likely the sun, is visible through the telescope's eyepiece, creating a strong lens flare effect. The overall mood is contemplative and forward-looking.

*Looking ahead: areas
of focus and
considerations*

- Broadening of the type of doctorate
- Equity and inclusion in doctoral education
- Funding
- Emerging and future policy
- Part time doctoral candidates



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OBRIGADO

GRAZIE

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HVALA

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