Present: Pro-Vice-Chancellor for Research Professor A Thompson (in the Chair until MM 09/266), Professor E Spiers (in the Chair from MM 09/267), Dr T Batten, Professor M Chipperfield, Dr R Cochrane, Dr J Donnelly, Mr M Gladstone, Mr M Hubert (on behalf of the PGA), Professor I Kirkpatrick, Professor P Jimack, Professor S Kim, Dr P Knapp, Professor P Millner, Dr A Mullis, Dr W Rea, Professor P Seakins, Professor S Taberner, Professor M Wallis, Professor B Wedzicha, Professor D Westhead, Ms D Westmoreland (representing Dr G Chambers).

In attendance: Dr A Bromley, Mrs J Y Findlay, Mr R Gilworth, Mrs P Hatton (for MM 09/267 –272), Ms K Innis (for MM 09/260-266), Mr J Lillywhite, Ms H Love (for MM 09/260-266), Ms K Owen, Ms S Throp.

Minutes

The Minutes of the meeting held on 15 February 2010 were confirmed. 09/234

Matters Arising on the Minutes

The Board noted that there were no matters arising on the matters which were not mentioned on the agenda. 09/235

CHAIR’S STATEMENT

Congratulations and Expressions of Thanks

The Chair offered congratulations and thanks on behalf of the Board to those involved in the successful bid to AHRC for collaborative awards for 2010/11. 09/236

The Chair also thanked the following: 09/237

- Karen Innis and Hannah Love for their work on developing a PGR Marketing Plan;
- Sally Edwards for the Stock Taking Report on Faculty Graduate Schools;
- Dr Andy Mullis for serving as Chair of the Programmes of Study and Audit Group between 2007-10. Dr Mullis had now chaired his final meeting of the Group on 12 April 2010;
- members of the Steering Group for the PGR Conference for their ongoing work.
Research Degree Qualification Rates/Submission Rates

The Chair drew attention to the importance of maintaining good Research Degree Qualification Rates and Submission Rates across the University particularly with regard to securing and maintaining research degree funding. The University had recently received an annual communication from the AHRC which indicated that the University’s submission rates were now only 4% above the level at which penalties would be imposed by the AHRC. This was a matter of serious concern to the University and steps had been taken to draw the issue to the attention of the Faculties of Arts and PVAC. It was essential that the University maintained rates which were comfortably above the thresholds set by Research Councils to protect future bids for funding and avoid penalties. Further discussion of the issues would take place.

Roberts Payments

The University had recently received a one page statement of expectations from RCUK regarding researcher development activities. The statement indicated that the final confirmed payment of the current spending period would be made during October 2010. The Chair reminded the Board that it was the Research Councils’ expectation that Roberts payments would normally be used within the academic year in which they were paid and that it was not expected that a large proportion of the monies would be carried forward. However, if an organisation’s strategy is best met by some carry-forward of funds to the 2011/12 academic year it was possible to make a case for this in the annual report due in November 2010.

All Roberts funding received each year has been allocated to Faculties and central services by the allocation model agreed through the appropriate committee (latterly by the Researcher Training and Career Development Steering Group).

The Board agreed that a small representative sub-Group be established, chaired by Professor Bronk Wedzicha, to consider making a case to RCUK to retain unspent allocations of Roberts’ monies to carry forward the University’s strategy. The sub-Group would consult, where appropriate, and report to the Group established to investigate the challenges in maintaining support for training and skills development post Roberts funding which was chaired by Professor Steve Scott. The sub-group will also report to the Graduate Board in June.

MATTERS FOR DISCUSSION

PGR Project Progress Report

Professor Edward Spiers presented an update report on the PGR Project (2009-11) which included details of recent and forthcoming activities (GB/09/73).
He drew particular attention to the following matters:

- the document to showcase PGRs at Leeds was almost at the final draft stage. DOGES would be given the opportunity to proof read the document before publication;
- meetings were being held with Deans in advance of the ARER reviews. DOGES were involved in co-ordination of Faculty planning;
- a review of DOGES job descriptions was planned;
- co-operation with the student support services project would take place.

Update on the First Annual University of Leeds Postgraduate Researcher Conference

Dr Tony Bromley, Chair of the Steering Group for the PGR Conference 2010, presented an update report to the Board (GB/09/74).

The Board was informed that the conference entitled “Celebrating Excellence in Postgraduate Research” would be held on 14 December 2010. It was anticipated that the conference would be launched by early May.

The conference would include the following components:

- The University of Leeds Postgraduate Researcher of the Year 2010 competition
- Parallel sessions of postgraduate researcher presentations
- High profile keynote plenary speakers
- Postgraduate Research Image of the Year 2010 competition
- Arts and cultures exposition

Draft criteria for the “PGR Researcher of the Year 2010” were set out in paper GB/09/74. The Board held a short discussion of the criteria and some suggestions for amendment were made. Further comments on the draft criteria should be sent to Tony Bromley by email.

The importance of student involvement in the conference was recognised. Discussions would take place with the Chair of the Graduate Board to look at funding arrangements for this involvement within the next few days.

A further report on the Steering Group’s activities would be presented to the June meeting of the Board.

Stock Taking Report on Faculty Graduate Schools (April 2010)

The report outlined the current nature and scope of Graduate Schools’ functions, and challenges and opportunities for future development. It summarised responses submitted by the Academic Directors of the nine Graduate Schools in reply to structured questions about the structure, key functions, and key successes of the Graduate Schools, and the Academic Directors’ future visions for the development of provision for postgraduate students.

Professor Spiers advised the Board that this was the first review of its kind of Faculty Graduate Schools since they were established. It highlighted considerable success stories but also raised many questions. The report recognised the considerable diversity of provision and practice which, not surprisingly, had arisen across the Faculties through natural evolution and as a consequence of the varying levels of resource allocated across the nine Faculties.

Drivers affecting the future development of the Graduate Schools included the Student Services Review and the post Roberts environment. Any discussions about the future role and function of Faculty Graduate Schools would inevitably involve the post Roberts debate but it was agreed that evaluation had to extend more broadly than the training agenda.

One significant challenge for future provision was how the University could ensure commonality and consistency in the student experience. IT developments, including the planned development of a PDR System (see MM 09/273 to 275 below) had the potential to improve and deliver greater consistency of the student experience.

Further discussions would take place with DOGES and at the PGR Project Half Away Day in June. In the meantime any comments should be forwarded to either Professor Spiers or Sally Edwards by email.

One Step Beyond: Making the Most of Postgraduate Education (March 2010)

RECEIVED: an extract from the Report of the review led by Professor Adrian Smith, to the Government on postgraduate provision in the UK, One Step Beyond: Making the Most of Postgraduate Education (March 2010) (GB/09/76).

The Board noted that the full report could be found at www.bis.gov.uk/one-step-beyond

A summary of the recommendations of the review were set out in Annex I to the report. The Chair drew attention to the following key recommendations:

- the Teaching Quality Information Steering Group should consider extending the NSS to include taught postgraduates;
• the Higher Education Academy should work with UUK and Guild HE to extend the use of PRES by more HEIs and work to improve the student response rate;
• Universities UK and the SSCs should highlight and encourage best practice in the development and delivery of courses designed to involve and meet the needs of employers;
• The Council for Industry and Higher Education (CIHE) should promote the value for employers of investing in postgraduate skills, by building on existing evidence about the link between postgraduates and productivity;
• Research Councils UK should examine ways of opening up more postgraduate research studentships to international students;
• HEFCE should consider how to link future allocations of the research degree supervision grant more explicitly to research quality, rather than volume at present;
• HEIs should work together with the Research Councils to develop more multi-disciplinary DTCs

It was anticipated that, in due course, BIS would respond to the report and more information would then become available.

PGR Marketing Plan and Proposal for Web Developments to Support PGR Recruitment

Ms Karen Innis (Faculty Marketing Manager, Engineering and Ms Hannah Love, Communications, Marketing) attended the meeting for this item.

Marketing Plan (GB/09/77)

The Marketing Strategy had been revised following comments from members of Graduate Board, discussions with Faculty Marketing Managers and a series of focus groups with current students. A copy of the revised Marketing Plan (version 6) was laid on the table at the meeting (GB/09/77(a)).

Members were asked to reflect on the revised Marketing Plan. Comments could be forwarded to Ms Innis or Ms Love via email. In addition further discussions would be held at the PGR Project Half Away Day in June. A revised Marketing Plan would be presented to the Board in June. Work would then continue with Faculties and Schools to develop local level marketing strategies.

Proposal for Web Developments to Support PGR Recruitment (GB/09/78)

Ms Love reminded the Board that market research had shown that the Internet and particularly the University’s websites were key information sources for potential pgr students. Feedback from students suggested that Leeds should better articulate the support and development opportunities offered to postgraduate researchers. This would help differentiate Leeds from other institutions and help explain the benefits of pgr study.
There was broad agreement that the current websites (corporate and faculty/school pages) were not as effective as they could be in meeting the needs of potential pgr students. Two proposals for change were presented to the Board:

Option 1: Improve content on PGR pages of corporate website
Option 2: Re-develop PGR section of corporate website

The Board discussed potential areas for improvement to University websites and ways to achieve these. It also raised the need for information provided on the University’s corporate website and faculty websites to be consistent and emphasised that any development must be based on a view of how both sets of sites work together.

It was agreed that it was important to move forward as quickly as possible with improvements to the website and that Option 1, which required no ISS development and therefore no additional costs would be involved, was the most pragmatic approach at the present.

**Draft Refreshed Strategy for Personal and Professional Development for Postgraduate Research Students**

**RECEIVED:** comments from Faculty Graduate Schools and the Researcher Round Table Group on the draft refreshed strategy for personal and professional development for pgr students (GB/09/79).

In addition the following additional papers were laid on the table at the meeting:

- (a) a summary of comments from FGSCs (GB/09/79(a));
- (b) comments from the MAPS FGSC (GB/09/79(b));
- (c) student feedback provided by the Education Officer, LUU (GB/09/79(c)).

It was noted that the section headed Biological Sciences on the student feedback (GB/09/79(c)) should read Medicine and Health.

A number of matters were raised in the course of general discussion. These included the issue of whether training should be recognised by the issue of certificates to students, the provision of other modern language training, teaching opportunities, more integrated training packages to cover research specific as well as generic training, input from external bodies and industry, career orientated training in the later stages of research degree training. The future resourcing of the training was recognised as an issue of major concern.

Appropriate changes would be made to the draft refreshed strategy and it would be forwarded to the Group chaired by PVC Professor Scott. At the
same time the report was of relevance to the proposed Personal Development Record System (see MM 09/273-275 below).

The sub-group to be chaired by Professor Wedzicha (see M 09/241 above) would also develop a plan for delivery of the new strategy and report back to the Board in June.

Update on the Development of a Personal Development Record System for PGRs

Mr John Lillywhite, Director of Student Administration, provided a progress report on discussions about the development of the PDR system for PGRs. ISPG had now agreed funding for the project which was set to deliver a web based personal development record system, based on the more comprehensive design supported by Graduate Board. The detailed Project Plan is being developed and the target implementation date remains Autumn 2010. The first stage of the project, extensive consultation with faculties and students to refine the process and clarify business requirements, will commence shortly, and Directors of Graduate Schools are being contacted to arrange representative groups. It is a priority to ensure that the system delivers what is needed and following the consultation period the timescale may be revisited. A further appraisal would also take place of the system adopted by the Faculty of Biological Sciences to determine to what extent aspects of that system might inform the development of a University wide system.

It is intended that the PDR system will support a consistent University wide process and that all Faculties would adopt the new system when it became available.

An update would be made available to the Board at its meeting in June.

Enhancement Activity: Upgrading PGR Training – Leeds University Business School

Professor Ian Kirkpatrick reported upon changes that were underway in the Business School and the steps being taken to improve the training (generic and research methodology) for pgr students. The changes were influenced by the anticipated revised arrangements in ESRC accreditation for “training” Masters programmes. New modular courses were being put forward for approval in the Business School for implementation in 2010/11. These included the “Philosophy of Social Sciences” as well as a seminar series. Outcomes for the students (for example development of posters, presentations internally and at conferences) would be monitored. The Faculty Executive was providing funding to support the new development. In addition consideration was being given to recognition in the work load model of the contribution by individual staff to the new training modules. Information about the initiative would be included in web pages and brochures for prospective students.
The response of staff in the Business School to these new developments had been positive and helpful discussion was ongoing with pgr students. The Board noted the benefits of this enhanced training in preparing students for the transfer/upgrade process. Further discussions were taking place in the Business School about other enhancements that might be appropriate and other issues would undoubtedly come forward for discussion once the new modular courses were in place.

ISSUES FOR REPORT

Report from the Education Officer/Postgraduate Assembly

Mike Gladstone advised the Board that he was engaged in discussions with the Chair of the Graduate Board to determine how best LUU might support pgrs. LUU was planning to carry out a PGR Survey to inform these discussions and to identify areas of concern amongst students. Areas for inclusion within the survey included the following:

- skills development
- attendance monitoring
- facilities
- opportunities for teaching and preparation and support for the role

Dr Heather Sears in SDDU has agreed to assist LUU with the development of the survey.

Student Processes Project – Phase One (GB/09/80)

Mr John Lillywhite introduced the paper to the Board. Following the endorsement at Senate of the proposals for a programme of work on student services, plans were being developed as a first stage for a project to consider student processes across the University. Key objectives were to identify best practice, opportunities for improvements to processes or systems and ways to ensure consistency.

The process analysis will be carried out by teams of staff made up from representatives of all nine faculties and the services, based on a team approach as envisaged under the ‘One University’ methodology. The process reviews are also intended to cover all categories of students, taking recognition when appropriate of the differences in process where needed, but providing a consistent service level throughout. Requirements for IT developments would arise.

A project plan had been drafted and would be discussed by representatives from faculties and services at an away day for around 60 faculty and central staff on 7 May. The intention was to complete the first phase of the project by October 2010.

Ms Kath Owen confirmed that LUU wished to be involved as a stakeholder at each stage of the project.
Comments on the project should be forwarded to John Lillywhite via email. 09/284

Points Based System – Tier 4 Student Visa (GB/09/81)

The Board received an update on matters relating to the Points Based System which included the introduction of the “Confirmation of Acceptance for Students” (CAS) in February and corresponding University systems developments. 09/285

The UKBA had announced that there would be a new Highly Trusted Sponsor (HTS) category and the University anticipated that it would make an application for HTS status once further guidance was available. 09/286

Advice on International Research Student Visitors

The Board received a paper which had been produced by Research Student Administration in response to the new UKBA visa requirements for international student visitors (GB/09/82) and which set out specific proposals for handling international research student visitors. 09/287

Benefits of the proposals included: 09/288

- a clear policy which would make it easier for Schools to access information and support;
- Schools would no longer have to devote time and resources to negotiating access to facilities for visitors;
- Automatic eligibility for access to University facilities (e.g., computing, library, accommodation) and the receipt of a student ID card would result in an improved student experience for visitors;
- The University would have access to information on numbers (and countries) of international research student visitors which would benefit the international agenda).

The Board had no objections to the proposals. It was noted, however, that the level of fees to be charged, which was a matter for the Faculty Management Group, was important and would affect how favourably the proposals were received by Faculties/Schools. Currently the level of fees charged varied significantly with some students being charged international student fees pro rata whilst others were charged only a nominal amount. 09/289

It was agreed that RSA would make enquiries of Faculties/Schools to gather an estimate of the number of international student visitors to Schools as set out in Appendix C of the paper. To date no official records had been kept by the University. It was recognised accurate data would be difficult to obtain but an estimate of the numbers involved would be useful to further inform consideration of the proposal. 09/290
UNIVERSITY BOARDS/COMMITTEES

Learning and Teaching Board

RECEIVED: the unconfirmed Minutes of the meeting of the Learning and Teaching Board held on 24 February 2010 (GB/08/83).

Research Board

RECEIVED: the unconfirmed Minutes of the meetings of the Research Board held on 15 February and 15 March 2010 (GB/09/84 (a) and (b)).

University Research Ethics Committee

RECEIVED: the unconfirmed Minutes of the meeting of UREC held on 17 February 2010 (GB/09/85).

UREC had considered proposals from the Graduate Board for supporting the engagement of postgraduate research students and their supervisors with research ethics which included adding a section to the “transfer” report and thesis submission forms. UREC had made some comments on the proposed additions which were now under consideration together with those comments made by the Board at its previous meeting.

UREC suggested that the Graduate Board might wish to conduct an initial sample audit once the processes were appropriately established. UREC would give further consideration in due course to arrangements for auditing and monitoring of the process.

NATIONAL AND EUROPEAN ISSUES

Bologna Issues – Update

The Board received a report with updates on Bologna issues which had been prepared by Dr Martin Purvis, Chair of the Bologna Group (GB/09/86).

It was noted that Dr Purvis would attend the annual European Universities Association’s Council for Doctoral Education meeting in Berlin on 4-5 June 2010. Members of the Board, particularly DOGES, were asked to inform Dr Purvis or Mrs Findlay of any particular issues they wished to be raised at the meeting.

GENERAL SCHOLARSHIP MATTERS

REPORTED: (i) that the European Office had no matters to report to this meeting of the Board;
(ii) that the University had been awarded two full Dorothy Hodgkin Scholarships for 2010/11 (EPSRC) (1 Computing; 1 SPEME)
(iii) in future the setting up of DHPA would be via companies in the first instance. Faculties/Schools should be alerted to the requirement to build close partnerships;

(iv) 7 Collaborative Studentships had been awarded for 2010/11 from the AHRC (6 out of 10 applications from Leeds were successful; one application was for two studentships giving 7 awards overall);

(v) that BIS has announced a new Scholarship programme (to be administered by RCUK) for partial funding of international research students. Details were awaited.

Dr Andy Mullis, Director of the Faculty of Engineering Graduate School, drew attention to issues with regard the following two scholarships:

(i) **China Scholarship Council/University of Leeds awards**

- the difficulties encountered with the administration of applications as a consequence of the inconsistent deadlines and selection processes set by the Chinese universities involved in the scheme and the University’s deadline of 20 March 2010;

- In addition it had become clear that there was significant competition for the scholarships with some candidates holding several offers from different UK HEIs at one time.

(ii) **Fully-Funded International Studentships (FIRS)**

- the difficulties encountered by the Faculty in handling the large number of FIRs applications generated by the scheme.

The Faculty had made some recommendations within the Faculty Graduate School Committee Minutes (25 March 2010) for consideration by the Group on Scholarships, Studentships and Prizes. These would be forwarded to the Committee for consideration.

The Chair of the Group on Scholarships, Studentships and Prizes advised the Board that discussions were taking place to identify ways in which the number of FIRS applications might be controlled. Preliminary information available in RSA showed that at least 19 unsuccessful FIRS applicants had proceeded to register as students at the University.

**RESEARCH COUNCIL INFORMATION**

**ESRC Training Board Visit: 3 February 2010**

REPORTED: that the report on the ESRC Training Board visit to Leeds had not yet been received.
GROUPS AND COMMITTEES OF THE BOARD

Researcher Training and Career Development Steering Group

RECEIVED: the Minutes of the meeting of the RTCDSG held on 30/03/2010 (GB/09/87).

Faculty Graduate School Committees (GB/09/88 (a)-(i))

RECEIVED: the Minutes of meetings of FGSCs as follows:

(a) PVAC (03/03/10)
(b) Business (15/03/10)
(c) MAPS (18/03/10)
(d) ESSL (24/03/10)
(e) Engineering (25/03/10)
(f) Biological Sciences (30/03/10)
(g) Medicine and Health (13/04/10)
(h) Arts (14/03/10)
(i) Environment (19/04/10)

Programmes of Study and Audit Group

RECEIVED: the Minutes of the meeting of the Programmes of Study and Audit Group held on 12 April 2010 (GB/09/89).

Review of Practice-Led Research Degree Programmes

The Board noted that the Group had agreed guidance for practice-led research degree candidatures with effect from 2010/11 subject to RSA overseeing necessary amendments to administrative procedures.

The Board noted that the Group proposed an amendment to the alternative form of thesis submission permitted for practice-led research degrees (PhD and M Phil). It was proposed that the detailed arrangements in each School be replaced by a single (more generic) University statement which had been formulated after extensive discussion within the academic community and would provide increased flexibility within this developing area. Additional more detailed information about the form of the creative practice and media to be used in the submissions in each area will be specified within Faculty Protocols. Steps would be taken to prepare appropriate Protocols for implementation for new entrants to the relevant degree programmes with effect from 2010/11.

RESOLVED: that approval be given, with effect from 2010/11, to the amendment of the Regulations for Ordinance X as set out in Annex A in these Minutes.
Learning Outcomes

The Board noted that changes to the Learning Outcomes specific to each programme were proposed in response to the QAA Institutional Audit Report for the University. The Group had put in place a 2 stage project to review all research degree learning outcomes. Stage 1 had been completed but Stage 2 (which would ensure that all research degree programmes had been reviewed) would not be completed until the Group’s next meeting in November 2010.

RESOLVED: (a) that the Learning Outcomes, as set out in Annex B, for the following programmes be approved and included in the relevant Programme Handbooks with effect from 2011/12:

- Integrated degree of PhD and MSc (Oral Sciences)
- Integrated degree of PhD and MSc (Low Carbon Technologies)
- Integrated degree of PhD and MA (Educational Studies) and Doctor of Education (EdD)
- Doctor of Clinical Psychology (DClinPsychol)
- Doctor of Clinical Dentistry (DClinDent)

(b) that the Learning Outcomes for the degrees of PhD, M Phil and Masterships by Research be amended with effect from 2011/12 as set out in Annex C.

RSA was asked to undertake a review of current guidance to ensure that Learning Outcomes are appropriately and clearly referenced in relevant Handbooks and in advice and guidance to students and staff.

Integrated Degree of PhD and MSc (Biosciences)

RESOLVED: that the degree of PhD and MSc (Biosciences) be withdrawn with effect from 2010/11.

Split-Site PhD Programmes

The Steering Committee for Split-Site PhD Programmes has reviewed its PhD Model B (capacity building model) in view of the lack of interest from international potential partners. A new Model B has been proposed and supported by the Group. The proposed new model will, in many respects, mirror the existing Model A which has recruited.

* Decision taken by Chair’s Action following the meeting given that revised Learning Outcomes for all Research Degree Programmes would not be approved until the beginning of Session 2010/11 for implementation in 2011/12.
RESOLVED:

i. that the proposed new Split-Site PhD programme Model B replace the existing model with effect from 2010/11 as set out in Annex D
ii. that approval be given to the amendment of the relevant programmes of study set out in Annex E;
iii. that appropriate Marketing be undertaken to promote the new Model across the University
iv. that AQST be asked to ensure suitable arrangements are in place to include feedback from split-site candidates in SAERs.

PGR Students' Access to Training

At the request of the Graduate Board, the Group had considered a suggestion that the current statement of policy by the Graduate Board on the timing of when research students should undertake any taught modules should be revised. After some discussion the Group had agreed that the statement was sufficiently flexible and should not be amended.

Joint PhD Awards

The Board noted that amendments to the Ordinance, Regulations and Programmes of Study had been considered in order to permit the award of Joint PhD degrees with other high quality institutions who had degree awarding powers in their home country. The immediate reason for making a recommendation at this time was that Biological Sciences was currently seeking approval for such arrangements (in connection with a bid to the EC Erasmus Mundus PhD funding programme). In connection with the same funding bid some other proposals may be emerging from elsewhere in the University.

The University had already made changes to the Charter and to Ordinance XIII to accommodate proposals for joint awards with quality institutions with degree awarding powers.

It was noted that any proposal for a specific joint PhD award with another institution would require approval by the University Council and would, before that stage, require due diligence enquiries and consideration by relevant University bodies.

RECOMMENDED: that approval be given to the amendment of Ordinance X in order to permit the award of Joint PhD degrees with other high quality institutions, with effect from 2010/11, as follows:

Ordinances and Regulations and Programmes of Study for Research Degrees 2009-2010

NB Changes are shown using **bold italics**

Ordinance X: Research Degrees
Before commencing their studies and research at the University or at a College, Institution or teaching establishment affiliated to or recognised by the University (under the provisions of Ordinance XX Articles 8 or 9), or at another institution approved as a partner to offer joint degrees with the University, all candidates for a research degree of the University shall be required to satisfy the requirements for entry upon a research degree. Such requirements, which will include acceptable levels of literacy and numeracy, will be prescribed from time to time for the programme of research and study for which the prospective candidate is seeking admission by the relevant committee, in accordance with the provisions of the Regulations governing Research Degrees.

RESOLVED: that, subject to approval of the above amendment to Ordinance X, approval be given with effect from 2010/11, to the amendment of the regulations for Ordinance X and the programme of study for the degree of Doctor of Philosophy as set out in Annex F.

Professional Doctorate in Health and Social Care

The Board noted that a new programme leading to the Professional Doctorate in Health and Social Care had been proposed to meet the needs of the Health Care professional community.

RECOMMENDED: that, subject to approval by relevant bodies set out in MM 09/322 below, relating to the introduction of a Professional Doctorate in Health and Social Care approval be given to the amendment of the relevant articles of Ordinance X as set out in Annex H.

RESOLVED: that, subject to approval by the Faculty Graduate School Committee and approval by the relevant Learning and Teaching Committees of the modular taught components and the taught programmes contained within the overall degree structure, approval be given with effect from 2010-2011 to:

(i) the introduction of the Professional Doctorate in Health and Social Care, as set out in Annex G**;

(ii) amendments to the Regulations for Ordinance X set out in Annex H

With the agreement of the Board the Chairs of the Programmes of Study and Audit Group and the Graduate Board took action subsequent to the meeting to consider (i) the content of the programme of study entry and (ii) subject specific Learning Outcomes for the programme and agreed the following:

** Following the Graduate Board’s meeting amendments to the programme of study were approved by the Chair of the Graduate Board after consideration by the Chair of the Programmes of Study and Audit Group.
RESOLVED: that subject to approval of the recommendations above, approval be given with effect from session 2010/11 to (i) the programme of study entry set out in Annex I and the specific Learning Outcomes for the programme as set out in Annex J.

Professional Doctorate in Clinical Psychology (DClinPsychol)

RESOLVED: that the following amendment be made to the Programme of Study entry for the degree of Doctor of Clinical Psychology with effect from 2010-11:

NB Proposed amendments are shown using bold and strike-through.

Insert the following new paragraph after 17

18. The award of the Doctor of Clinical Psychology confers (i) eligibility for entry as a clinical psychologist into the register of the Health Professions Council, and (ii) eligibility for Chartered Membership of the British Psychological Society.

Doctoral Training Centre for Tissue Engineering and Regenerative Medicine

The Group considered a recommendation from the School to reduce the amount of credits in taught modules that students must pass in order to proceed on the programme from 180 to 135. In addition some changes to the list of available modular courses had been made.

RESOLVED: that approval be given, with effect from 2010/11, to the amendment of the programme of study leading to the degree of PhD in the Doctoral Training Centre: Tissue Engineering and Regenerative Medicine as set out in Annex K.
Doctor of Education (EdD)

The Group had agreed to recommend to the Board that the permitted number of APL credits for transfer to the EdD from Leeds students registered on the MEd programme be increased, but that further information be sought on an additional proposed amendment.

The Chair of the Group had taken action to consider further information from the School of Education on the proposed amendment to the programme of study for the degree of Doctor of Education. He had then, acting on behalf of the Group, given consideration to the further information provided by the School and agreed that in addition all candidates be allowed, in exceptional circumstances, to substitute 30 credits of research methods modules with 30 credits of specialist research modules.

RESOLVED: that approval be given, with effect from 2010/11, to amendments to the programme of study leading to the degree of Doctor of Education as set out below:

NB Proposed amendments are shown using bold and strike-through.

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4. Students who have achieved master’s level accreditation for study within an approved university or equivalent institution may apply for accreditation of up to a maximum of 90 credits in taught components of their EdD programme.1 All applications for such accredited prior learning are considered on their merits and awards of credit transfer are made at the discretion of the Management Committee, in accordance with published guidelines for the degree, and subject to approval by the relevant University committee. The following will apply:

(a) applications should be made at the time of EdD application and, in all cases, applications must be processed by the end of the first semester;
(b) for credit to be eligible for transfer it must have been awarded within five years prior to the commencement of EdD registration;
(c) accredited prior learning may be granted only against the taught modules within the EdD programme and may be granted only in so far as the prior learning relates to the applicant's proposed EdD programme;
(d) accredited prior learning is not allowable, in any circumstances, against the EdD thesis or the thesis preparation components;
(e) other arrangements deemed acceptable by the relevant University committee, in lieu of (a) – (d) above.

1 Students on MA, MEd or MSc programmes in the School of Education, University of Leeds, who wish to cease their MA, MEd or MSc programmes and begin the EdD programme may apply for accreditation of up to a maximum of 120 credits in taught components.
Taught Modules
6. Candidates are required to study modules totalling 150 credits\(^1\) (this will normally be 5 x 30 credit modules). The composition of the taught modular courses will be as follows:

- 2 x 30 credits research methods modules (In exceptional circumstances, candidates may request the Management Committee to consider the substitution of 30 credits of research methods modules by 30 credits of specialist research methods modules).
- 2 x 30 credits thesis-related specialist content modules
- 1 x 30 credits research method or thesis-related specialist content module

Up to three (90 credits) of the total five modules (150 credits) may be directed studies. The modules available are listed in the University’s Taught Postgraduate Catalogue.

\(^1\) In the absence of Accredited Prior Learning (APL)

Research Degree Qualification Rates

The Board noted that there were some errors in the qualifications rate data provided by APPO and that steps had been taken to improve the quality of the data. The importance of qualification rates and the need to raise awareness across the University was recognised, particularly if the rates were to be used in the REF.

During discussions the following issues were raised:

- the relatively low RDQRs for part-time candidates compared to those for full-time candidates;
- the lack of data on the reasons why candidates did not successfully complete their doctoral studies;
- competing pressures on Schools to increase pgr numbers at the same time as maintaining high quality applicants;
- the proposed personal development record system would help with monitoring candidatures and potentially improved the rates;
- in some Schools there was a need to change the culture amongst supervisors to recognise the importance of timely completion of research degree candidatures;
- some valuable information might be obtained from those areas of the University which consistently had high qualification rates.

It was agreed that:

- in future routine enquiries be made annually of Schools in the lower quartile to undertake a detailed review to identify areas for improvement;
- the suggestions from Schools and Faculties of steps to consider in the improvement of qualifications rates be circulated to Pro-Deans for Research, Faculty Graduate School Committees and Postgraduate Research Tutors (GB/09/90(a));
- further consideration be given by the Chair of the Graduate Board to a suggestion to establish a working group to consider RDQRs. At
the same time it was important that those Faculties/Schools with low rates were encouraged to take immediate action to address the situation.

Submission Rates

The Board noted the (a) information on submission rate statistics for full-time PhD students commencing in the period November 2004 to October 2005 which had been produced as follows:

- by Faculty for those candidates who entered Year Two;
- detailed information on those Departments with more than 10 students entering Year Two

(b) information on submission rate statistics for full-time PhD candidates commencing study between November 1998 and October 2005 which had been produced by Faculty/Year for the last six years

It was agreed that this information be forwarded to Faculty Graduate School Committees for discussion together with details of the sanctions imposed by AHRC and ESRC in cases where submission rates of students supported by the Council falls below a certain threshold.

Examinations Group

RECEIVED: reports from the meetings held on 1 March and 19 April 2010 (GB/09/91 and GB/09/91(b)).

The Chair of the Examinations Group advised the Board that the on-line training course for internal examiners had now gone live. He thanked Dr Jim Baxter, SDDU and those volunteers involved in piloting the on-line course.

FOR INFORMATION

The Board received the following papers for information:

- QAA Article: Doctorateness an elusive concept? (GB/09/93) [http://www.qaa.ac.uk/standardsandquality/doctoralqualification/]
- Web Toolkit (GB/09/94) [http://www.leeds.ac.uk/comms/]
- Report from Workshop held by the Office of the Independent Adjudicator (OIA) on 21 January 2010 entitled “Learning from Complaints – PG Study/ International Students” (GB/09/95)
RESERVED BUSINESS

Report from an Appeal Group

RECEIVED: for information a report from a Group established to consider an appeal from a research degree candidate (GB/09/96(R)).

The Board noted that the appeal had been unsuccessful and that a significant amount of work had been undertaken by the Panel to consider the appeal. It asked that consideration be given, when the procedures were next reviewed, to the possibility that students should be required to demonstrate a priori that there was a valid case for consideration before being permitted to submit an appeal.

JYF/ST
Ext 35778
27/05/10

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<tr>
<th>Min Ref</th>
<th>Required Action</th>
<th>Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>09/241</td>
<td>Establish a small group (Chair: Professor Wedzicha) to review Roberts under spend and to report back to next Graduate Board</td>
<td>SDDU  Professor Wedzicha</td>
<td>24 June</td>
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<tr>
<td>09/248</td>
<td>Steering Group for the PGR Conference to report back to next Graduate Board</td>
<td>Tony Bromley</td>
<td>24 June</td>
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<tr>
<td>09/262</td>
<td>Revised marketing plan to be presented to next Graduate Board</td>
<td>Karen Innis and Hannah Love</td>
<td>24 June</td>
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<tr>
<td>09/271</td>
<td>Professor Wedzicha’s Group to report back to Graduate Board on plans for delivery of refreshed strategy</td>
<td>SDDU  Professor Wedzicha</td>
<td>24 June</td>
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<tr>
<td>09/275</td>
<td>Update on PDR system to next Board</td>
<td>John Lillywhite</td>
<td>24 June</td>
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<tr>
<td>09/290</td>
<td>RSA to gather data from Faculties/Schools on the estimated number of international student visitors</td>
<td>RSA</td>
<td>May/June</td>
</tr>
<tr>
<td>09/333</td>
<td>Chair of the Graduate Board to consider establishing a working group on RDQRs</td>
<td>Chair</td>
<td>May/June</td>
</tr>
<tr>
<td>09/335</td>
<td>Submission rates data to be considered by FGSCs</td>
<td>FGSCs</td>
<td>May/June</td>
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