

# **Review of the 1+3 Training Model**

**Final Report for ESRC Training and Development Board**

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**with**

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## Contents

|       |  |    |
|-------|--|----|
| 1     | Executive Summary.....                         | 4  |
| 2     | Introduction .....                             | 2  |
| 3     | Terms of Reference.....                        | 4  |
| 4     | Key Issues and Possible Future Directions..... | 5  |
| 4.1   | No Change .....                                | 5  |
| 4.2   | Flexibility .....                              | 6  |
| 4.3   | Two-Tier System .....                          | 7  |
| 4.4   | Decoupling '1' and '3' .....                   | 8  |
| 4.5   | Identifying Good Candidates .....              | 9  |
| 4.6   | The 'RT' Masters .....                         | 10 |
| 4.7   | Lengthening PhD training .....                 | 12 |
| 4.8   | Mobility .....                                 | 13 |
| 5     | Background .....                               | 15 |
| 5.1   | Demographic Background .....                   | 15 |
| 5.2   | ESRC Background .....                          | 16 |
| 5.3   | Conclusion .....                               | 19 |
| 6     | Methods and Data .....                         | 20 |
| 6.1   | The HESA Dataset .....                         | 20 |
| 6.2   | Online Surveys .....                           | 21 |
| 6.3   | Consultation .....                             | 23 |
| 6.4   | Visits, interviews, focus groups.....          | 23 |
| 7     | The Context for 1+3.....                       | 24 |
| 7.1   | The Social Science PhD.....                    | 24 |
| 7.2   | ESRC's Share of the Market.....                | 27 |
| 7.3   | Other Research Councils .....                  | 34 |
| 7.4   | Alternative Models .....                       | 36 |
| 8     | The Verdict on 1+3 .....                       | 38 |
| 8.1   | The Survey.....                                | 38 |
| 8.2   | Student perspectives .....                     | 40 |
| 8.3   | Employer perspectives .....                    | 41 |
| 9     | The View from the Disciplines .....            | 43 |
| 9.1   | Economics.....                                 | 43 |
| 9.2   | Management and Business Studies .....          | 46 |
| 9.2.1 | Quantitative analysis of responses .....       | 47 |
| 9.2.2 | Qualitative analysis of responses .....        | 47 |
| 9.2.3 | Commentary.....                                | 48 |
| 9.3   | Politics and International Relations.....      | 48 |
| 9.4   | Psychology.....                                | 50 |
| 9.5   | Education .....                                | 53 |
| 9.5.1 | Quantitative analysis of responses .....       | 54 |
| 9.5.2 | Qualitative analysis of responses .....        | 54 |
| 9.5.3 | Commentary.....                                | 55 |
| 9.6   | Social Work .....                              | 56 |
| 9.6.1 | Background.....                                | 56 |
| 9.6.2 | Commentary.....                                | 56 |
| 9.7   | Sociology.....                                 | 58 |

|        |  |    |
|--------|--|----|
| 9.7.2  | Commentary.....  | 59 |
| 9.8    | Social Anthropology .....  | 59 |
| 9.8.1  | Tensions.....  | 60 |
| 9.9    | Human Geography .....  | 61 |
| 9.9.1  | Survey responses.....  | 62 |
| 9.10   | The Other Disciplines.....   | 63 |
| 9.10.1 | Area Studies.....  | 63 |
| 9.10.2 | Social Policy and Administration.....  | 63 |
| 9.10.3 | Linguistics .....  | 64 |
| 9.10.4 | Science and Technology Studies .....   | 64 |
| 9.10.5 | Socio-Legal Studies .....  | 65 |
| 9.10.6 | Criminology .....  | 66 |
| 9.10.7 | Economic and Social History .....  | 66 |
| 9.10.8 | Environmental Planning.....  | 67 |
| 9.10.9 | Development Studies .....  | 67 |
| 10     | Comparisons.....   | 69 |
| 10.1   | The United States .....  | 69 |
| 10.2   | Germany.....   | 70 |
| 10.3   | France .....   | 71 |
| 10.4   | The Bologna Process.....   | 72 |
| 10.5   | The future of doctoral education: Comparison, convergence and benchmarking .....       | 74 |
| 11     | Conclusion & Recommendations .....   | 76 |
| 11.1   | 4-year PhD.....  | 77 |
| 11.2   | Recycling awards.....  | 77 |
| 11.3   | Stand-alone Masters.....   | 77 |
|        | References.....  | 79 |
|        | Appendix 2: Survey Crosstabs by Discipline.....  | 81 |
| 11.4   | Tables and Plots of responses to the Likert Scales R2-R14 by Disciplinary Fields ..... | 81 |

## Table of Figures

|   |    |
|---|----|
| Figure 1: Change in numbers of postgraduate entrants 1995-6 to 2002-3 .....                     | 15 |
| Figure 2: Social Science Doctoral Students by Domicile.....                                     | 24 |
| Figure 3: Social Science Doctoral Students by Gender .....                                      | 25 |
| Figure 4: Social Science Doctoral Students by Mode of Study .....                               | 25 |
| Figure 5: Social Science Doctoral Students by Subject and Mode of Study.....                    | 26 |
| Figure 6: 20 Institutions with Highest Numbers of full-time Doctoral Research<br>Students ..... | 27 |
| Figure 7: Doctoral Research Students by Subject and Source of Funding .....                     | 28 |
| Figure 8: ESRC Funding and Other Research Council/BA Funding by Subject .....                   | 29 |
| Figure 9: Top 20 Institutions by Major Source of Funding for Doctoral Students.....             | 30 |
| Figure 10: Top 20 Institutions by Domicile for Doctoral Students .....                          | 31 |
| Figure 11: Doctoral Research Students by Subject and Domicile .....                             | 32 |
| Figure 12: : Doctoral Research Students by Subject and Gender .....                             | 33 |
| Figure 13: Doctoral Research Students by Subject and Age Group.....                             | 33 |
| Figure 14: Doctoral Research Students by Subject and Highest Qualification .....                | 34 |

# 1 Executive Summary

1. This report was commissioned “to establish if the 1+3 model is meeting the needs of the social science community at the level of individual disciplines”. It draws on a number of sources of evidence, both quantitative and qualitative, including a commissioned dataset from the Higher Education Statistics Authority (HESA) of all UK social science postgraduates in 2004-5, returns to an online survey of social science departments, responses to a consultation of learned societies and professional associations, and various meetings, interviews and focus groups (Chp 6).
2. The 1+3 model was announced by ESRC in 2000. Its introduction coincided with a major revision to the ESRC Training Guidelines, with renewed emphasis on compulsory quantitative training, and was followed by a move to a quota system for the allocation of studentships. Responses to the review tended to combine all of these issues under the rubric of ‘1+3’ (chp. 5).
3. Our survey shows that 1+3 has not become the norm for most social science departments, either for reasons of cost for non-ESRC-funded students, or because students in some areas tend to take a non-ESRC-recognized Masters before the PhD (Chp. 8).
4. The review identified a number of broad issues that ESRC should take into account in any plans for further restructuring of postgraduate training provision (Chp. 4). These included:
  - *No change*: the introduction of 1+3 caused a great deal of upheaval and in settings where it is working well, there is a strong feeling that it should be allowed to continue without change.
  - *Flexibility*: This is a key word used by many respondents to indicate a number of ways in which ESRC could enable them to respond better to the needs of students in particular disciplines.
  - *Two-tier system*: The fact that most PhD students are not going down the full 1+3 path created problems for students, trainers and institutions.
  - *Decoupling ‘1’ and ‘3’*: Most respondents favoured some funding for stand-alone Masters training.
  - *Identifying good candidates*: There is widespread feeling that 1+3 awards force institutions to commit to 4 years of support before they are able to identify the strongest research potential.
  - *The ‘RT’ Masters*: The model of a Masters degree with a heavy emphasis on generic research training has been more successful in some subject areas

than others. There are particular problems with 'front-loading' training in the first year of doctoral work (and often neglecting possible training opportunities when they would be most useful later in the doctorate).

- *Lengthening PhD Training*: Most of the other Research Councils have moved to a system of 3-4 years funding for the PhD since the introduction of 1+3 by the ESRC, while recent developments in Europe also point to a longer PhD in the future.
  - *Mobility*: There is some feeling that 1+3 encourages students to stay at the institution where they received their undergraduate or taught Masters training, rather than moving to the place with the best combination of supervisor and training.
5. With some exceptions (Economics, most strikingly) the problems and successes of 1+3 did not follow disciplinary lines. Chapter 9 provides a discipline-by-discipline account of these problems and successes.
6. The report concludes with three modest recommendations, intended to address the range of concerns summarized in para 4 above:
- *4-year PhD*: ESRC should follow the path taken by other Research councils and work with a basic model of 4 years funding for PhD students. This could take the form of a 1+3 (or 2+2) structure, or it could be a single PhD programme with training dispersed across the 4 years.
  - *Recycling awards*: Departments should be allowed to recycle awards in cases where students drop out, or fail to make satisfactory progress at the end of the '1'.
  - *Stand-alone Masters*: ESRC should again fall in line with the other Research Councils and support some stand-alone Masters studentships.

## 2 Introduction

In 2000 the Economic and Social Research Council (ESRC) announced a major change in the structure of its support for Postgraduate Training. Beginning with the 2001 cohort of new studentship holders, ESRC would support would-be PhD students through one year of a research training Masters programme, with the promise of a further 3 years' PhD funding to follow. Students who could show they had already been trained to the level ESRC expected in the Masters year could still apply directly for a 3-year PhD award. ESRC withdrew funding for Masters programmes which were not oriented to research training for the PhD and stopped stand-alone Masters studentships. The background to the introduction of 1+3, and some of the changes that have followed, are reviewed in more detail later in this report.

As the first of the new 1+3 students completed the full programme in the 2005-06 academic year, the ESRC Training and Development Board (TDB) commissioned a review of the workings of the system so far. The inter-disciplinary team which prepared this report included a group (Spencer, Mills, Jepson, Coxon and Hawkins) which had already worked together on the 2006 Demographic Review of the Social Sciences, supplemented by 3 current or former members of the TDB (Orme, Howe, Lunt), all of whom had been involved in the introduction of 1+3.

In preparing this Report, we have been helped by a very wide range of colleagues. We would especially like to thank everyone who responded to our two online surveys, to the members of learned societies and professional associations who responded to the call for consultation, and to all who attended meetings with the review team and participated in our various focus groups and interviews. Finally we would thank our colleagues on the ESRC Training and Development Board, and Jeremy Neathey, Tracy Davies and Julie Maclaren from the ESRC team, for their helpful feedback and suggestions in the course of this review. Phil Sooben provided valuable input on the background to the original introduction of the scheme.

The key findings of the Review are set out in Chapters 4 and 11. Chapter 4 concentrates on a cluster of issues that emerged in the course of our work, many of which go beyond the formal structure of 1+3, and which therefore raise broader policy issues for the work of ESRC in postgraduate training. Chapter 11 outlines 3 key recommendations for ESRC to consider as a possible basis for future policy.

The Report is based on a wide range of evidence, including an on-line survey of social science departments across the UK, consultation with learned societies and Heads of Department groups, meetings and focus groups with PhD students, Postdoctoral Fellows, supervisors and administrators, and analysis of a specially commissioned dataset from the Higher Education Statistical Agency (HESA). This evidence is reviewed in more detail in Chapters 6 to 9 of the Report. Chapter 6 provides more information on the evidence we use and the methods employed to gather it. Chapter 7 analyses the HESA dataset on current social science

postgraduate students. Chapter 8 summarizes the main findings of the online survey. Chapter 9 provides a discipline-by-discipline perspective on the experience of 1+3.

Two chapters set out the context within which 1+3 has operated so far. Chapter 5 places the experience of 1+3 in the context of changes in postgraduate education in recent decades, and the specific UK-wide policy history in this area. Chapter 10 positions 1+3 in the wider international context, including the possible future impact of the Bologna process.



### 3 Terms of Reference

Early in 2006 the Economic and Social Research Council (ESRC) issued a call for tenders for a Review of the 1+3 model of postgraduate research training and funding. The purpose was “to establish if the 1+3 model is meeting the needs of the social science community at the level of individual disciplines”. The review, it continued, “will include an initial analysis of the available data followed by more qualitative based fieldwork, led by an academic consultant. The consultant will be expected to canvas the views of social science academics, ESRC postgraduate award holders as well as postgraduate students funded by other means, and other relevant stakeholders.”

The terms of reference go on to set the following key objectives

- establish whether the ‘1+3’ is becoming the ‘norm’ within social science departments;
- identify the training needs of new entrants across the different social science disciplines and establish whether the 1+3 model meets those needs;
- assess the different ‘1’-stage courses available (e.g. MRes, specialist masters) and build an evidence base of what styles of delivery are deemed most successful;
- through consultation with those who deliver, ascertain what constitute PhD-level skills;
- determine whether the research training offered by ESRC recognized departments/outlets is delivered consistently to both ESRC-funded and non ESRC-funded postgraduate students;
- assess whether training is being integrated with research and offered on a flexible timescale during the doctorate in social science departments/outlets;
- consider whether the need for more substantive content to research training in some cases (e.g. language, conversion, interdisciplinary) sits comfortably with the 1+3 model;
- assess the impact the ‘1+3’ has on the quality, retention, and completion of PhDs and determine where those who drop out after the ‘1’, and at other stages of the ‘+3’ (since the introduction of the 1+3), end up;
- consider the impact of the ‘1+3’ on mobility between undergraduate and postgraduate level;
- establish whether the ‘1+3’ meets the needs of non-academic training;
- establish whether ‘1+3’ meets the needs of a diverse student base;
- provide an analysis of the 1+3 in the context of Bologna and the creation of a European Higher Education Area (EHEA) by 2010;
- provide an analysis of how the 1+3 model of postgraduate training compares with graduate training provision in the US.

## 4 Key Issues and Possible Future Directions

The most substantial body of evidence we draw on in this Report comes from an online survey of social science departments and centres conducted in the summer of 2006. A fuller account of the survey can be found in 6.2 below, and the detailed findings are discussed in Chapters 8 and 9. Discipline by discipline returns have been included as an Appendix to this Report.

The picture that emerged from the survey, and from the follow-up work, was clear enough, but not entirely straightforward. The introduction of 1+3 had presented different kinds of problems, and different kinds of opportunity, for different disciplines, although all respondents shared some common concerns and issues. Many of these issues overlap with other policy concerns, or have knock-on implications. If ESRC were to restore funding for stand-alone Masters degrees, for example, what *kind* of Masters degrees should be supported? Or, to take another example, would concerns about ‘flexibility’ be better addressed through a review of the Training Guidelines and Recognition procedures, rather than treated as a problem specific to 1+3?

In this section of the report, we have tried to explore this range of issues that emerged in the course of the Review. Rather than make simple recommendations, we have in several cases attempted to set out what we see as the options for future changes, and then tried to assess the possible knock-on effects of the change. In what follows, we treat these issues in order of specificity, starting with the most general and ending with more concrete and particular. Fuller discussion of the issues and how they relate to the problems of different disciplines can be found in the chapters that follow. Three key recommendations can be found in the final chapter of the Report.

### 4.1 No Change

It may seem perverse to start with a case for no change, but one of the strong messages received in many of the responses to the review was a sense of fatigue. The introduction of 1+3, coupled with the requirements of the 2001 revised Training Guidelines, created a great deal of upheaval for many institutions, and many submissions requested a period of calm before any new changes are introduced. For example, one survey response in Politics and International Relations captured much of the mood of the respondents:

*I don't think the model is in crisis. I also don't think outlets would welcome the upheaval of further radical changes. . . [T]he most welcome change would be to simplify the recognition procedure. Our PhD director spent most of the summer of 2005 drafting our submission; he could have written a research*

*monograph in the time it took him. And then we didn't get any quota awards. You do the maths.*

Others were more straightforwardly upbeat in their response:

*Students who have emerged from this model are wonderful promoters of the scheme. All of ours vouch for the value of the research training at the start, although they had their doubts at the time. As they proceed with their research, they attest to the fact that it all falls into place very neatly. From the departmental perspective, we find it useful to offer conditional PhD offers to overseas students - conditional acceptance on successful completion of the Masters element. (Survey respondent, Management & Business Studies)*

**Implications for ESRC:** Whatever new directions may be explored as a result of this review (and other ongoing work within the Training and Development Board), these should be seen as additional options, rather than direct replacements for current structures. In particular, in those cases where institutions and disciplines are happy with the 1+3 arrangements currently in place, they should as far as possible be allowed to continue with them.

## **4.2 Flexibility**

One of the most common responses to any question about the 1+3 regime is a reference to 'rigidity' or 'inflexibility'. Further probing, though, reveals that this can refer to a quite wide range of issues - from the content of the 2001 *Training Guidelines*, through the linking of the '1' and the '3', to the procedures and working of the Recognition process. This was well put in one of the questionnaire responses from Education:

*[The main problem with 1+3 has been] lack of flexibility in the development of appropriate training for individual students, recognising their prior experiences and career aspirations. Has led to duplication for students who already have (unrecognised) masters degrees. Has led to ambiguity of aims and objectives for M.Res programme (in providing a bridge to a research degree for some whilst drawing the focus of more experienced and able students away from the development of their own research). Has lead to ambiguity of having 1+3, 3 and 4 year doctoral programmes running alongside each other, but unrelated to experience and abilities of the students (more often related to funding arrangements).*

Or from an Economics department:

*Basically it needs to be more flexible especially in dealing with year 1 - allowing students to transfer institutions, allowing money to transfer to other students in the same subject; attrition at year 1 is not always a bad outcome if*

*a student was not interested or up to continuing through to PhD level, so why penalise the discipline.*

**Implications for ESRC:** A number of changes already in process within ESRC may be seen as constructive responses to this issue: for example, the commitment to move beyond a 'one-size-fits-all' approach to training in different disciplines, the transfer of decision-making on the majority of studentships to HEIs through the quota system, or the recent change in which most routine administration of training awards has been devolved to HEIs. The second and third of these (quotas and administrative devolution) should, in theory, make procedures more responsive to local constraints and local possibilities. The first (the move beyond 'one size fits all') carries the danger of creating new inflexibilities at lower levels in the system (e.g., all PhDs in discipline X have to be 2+2, but all PhDs in discipline Y must be 1+3 etc.), as well as potential new muddles from a proliferation of different schemes and pathways.

### **4.3 Two-Tier System**

In our online survey of departments, 68% of the respondents reported that most would-be PhD students did not register for the full 1+3 programme for which they had ESRC recognition. There was some disciplinary variation in the answers, but even in the discipline with the highest proportion of outlets using 1+3 as the norm (Politics), 50% of the respondents still reported that most would-be PhD students did not register for 1+3.

Of course, different respondents meant somewhat different things when they replied: for some, the question was taken to refer to the particular research training programme (rather than the details of students' initial registration as Masters or PhD), for others it referred strictly to the Masters + PhD structure, for most it was probably both of these. But it is clear that, while some of the programmes with 1+3 recognition (well-established Masters programmes in Economics, and the more popular inter-disciplinary programmes in Social Research Methods) were thriving, in other cases only a very small number of ESRC-funded students were taking a particular programme.

So, as one 5\* Department in Geography put it:

*A small fraction of all our postgraduates are funded by the ESRC. Few of the others have need or truck with the rigidities imposed by ESRC. We operate a standard policy whereby a training needs assessment determines what courses and classes students follow depending on their background and requirements. Few, make that very few, non-ESRC students do the whole '1' with MA. Most do some or many elements, since they have to complete a thesis without an additional years funding.*

Or two responses from Social Anthropology

*It creates a dual system of ESRC students who, although forced to complete many training courses they perceive as unnecessary, have more funded time; versus all others who are on a 3-year programme because no other funding bodies will fund 4 years and they don't want to self-fund for this period.*

*Since ESRC support for the M.Res. is only offered as part of a 1+3 'package', entry to the M.Res. is effectively blocked for everyone else (who does not get 1+3 funding), unless they can fund themselves. Departments have been forced to find creative ways of getting around the problem, but the result is a dog's breakfast of differently structured and scheduled programmes running simultaneously.*

**Implications for ESRC:** While it could be argued that it is not the role of the Research Councils to support the most popular areas of postgraduate activity, simply because they are popular, the emergence of what many respondents referred to as a two-tier PhD system should be of concern. First of all, it is clear that a high proportion of social science PhD students are doing a Masters programme followed by a PhD: but most of them are not doing the kind of Masters programme that has been set up for ESRC purposes. This in turn has knock on effects for students (who may find themselves expected to complete a regular taught Masters, then an ESRC-approved training Masters, then go on to PhD: i.e., 1+1+3), for supervisors (who have to guide students through rather different pathways), and obviously for the coherence of the programmes themselves. One particular worry, raised by colleagues in Sociology, is that the broad cross-faculty training programmes introduced to meet ESRC requirements in the 1990s are now under threat in some institutions as fewer students are routed through them.

Some implications are addressed later in this section, under the heading of the 'RT' Masters. ESRC can respond in two obvious ways. One is to look again at possible problems within recognized (but relatively unattractive) Masters programmes - for example the balance between substantive teaching and methods training, or between subject-specific and generic requirements within the prescribed methods training. The other is to allow institutions more freedom in the pathways by which students achieve the learning outcomes specified in the Guidelines, most obviously by allowing some 4-year structured PhD programmes as alternatives to 1+3 where this is a better fit with the 'normal' student pathway.

#### **4.4 Decoupling '1' and '3'**

In our survey there was widespread support (76% of those who expressed a view either way) for ESRC to fund some stand-alone Masters degrees. Although all disciplines showed a majority in favour of this move, this was much narrower in the case of Economics (where retention after the Masters has been a major problem) and Psychology. Although this looks to be one of the most straightforward issues, in fact it has quite complex ramifications, depending on how it is addressed.

With very few exceptions, respondents did not address the issue of whether or not ESRC should fund a broader range of Masters courses than at present (although at least one survey respondent suggested withdrawing all Masters funding in order to increase PhD support).

**Implications for ESRC:** In one case - Masters programmes in Social Statistics - discussions are already well advanced for the re-introduction of stand-alone Masters funding. Broadening this move to include other programmes has substantial strategic implications, which require careful deliberation. Are those colleagues who have made a case for more stand-alone support for Masters degrees also wanting that support to include programmes which would not easily serve as the introduction to PhD study, or is it sufficient to limit support to the kind of programme that currently has '1' recognition?

When introducing 1+3, the then Training Board made it clear that this was an initiative focused firmly on training the next generation of academic researchers. Other Research Councils have been more relaxed about supporting both academic and vocational Masters programmes. The original White Paper recommendations for restructuring postgraduate training in 1993 (see 5.2 below) were for a new kind of Masters, with strong emphasis on employment and research skills, with the expectation that many would move directly from Masters training into business and industry, while it would also serve as a strong grounding for an academic PhD. While some ESRC-recognized programmes - in Economics most obviously - fill that description, many do not.

#### **4.5 Identifying Good Candidates**

A substantial majority of respondents to the survey (117 to 40) agreed with the statement "it is difficult to identify the best PhD students at the start of the first year of training." Confidence in the Studentship competition dropped markedly with the first round of 1+3 awards, setting in train a sequence of consultations and initiatives culminating in the current use of a quota system for the bulk of studentships. The shift to a quota system has transferred the responsibility for decision-making from ESRC to HEIs, but it is clear from the survey, and from our various interviews, focus groups and visits, that there is widespread concern about the idea of committing 4 years of funding to relatively untried and untested students.

*It is extremely difficult to identify good research students in Economics at the stage of the final year of undergraduate study. Giving awards to the "best" undergraduates leads to many dropping out after the masters year, in order to take up employment in the civil service or elsewhere. (Survey response, Economics)*

*Most of our students become interested in researching for a PhD while studying on a disciplinary MA. For these students, the 1+3 model is a massive disincentive to further study as they would have to do a second MA. As such, most of them don't take their interests further. I think the idea of a BA student moving smoothly*

*on to the 1+3 isn't the reality. Its the interest and drive that comes from studying an MA that pushes most students on to want to do a PhD, and the 1+3 route doesn't work for them.* (Survey response, Politics)

In addition, the rules of the awards provide a strong incentive to institutions to keep relatively weak students on course (because if the student withdraws, or fails, at the end of the '1', the award is simply lost).

**Implications for ESRC:** One response to this issue is simply to acknowledge that, yes, it *is* difficult to identify the best PhD students, and complaints about the outcome of the competition long precede the introduction of 1+3. Nevertheless, it is obviously less problematic to allocate quota awards for 1 year in the first instance, and then have a mechanism for reviewing the allocation at the end of the Masters training. It is also sensible to allow institutions to 'recycle' awards when students withdraw, fail, or simply decide not to proceed from Masters to PhD. It should be remembered, though, that one rationale for the introduction of 1+3 was the idea that, by offering secure funding through both Masters and PhD, it would make the PhD itself more attractive to good students. If this is a valid issue - and our survey produced some concern that a 4-year commitment is *less* attractive to some students - ESRC needs to safeguard the interests of students, who might be vulnerable to inconsistent practice from institution to institution.

#### **4.6 The 'RT' Masters**

One issue that only becomes clear when 1+3 is reviewed in terms of its own history, is the *kind* of programme that has '1' recognition. The idea of a 'RT' Masters programme developed in the early 1990s as ESRC introduced its new Training Guidelines (see 5.2 below). The original expectation was that 60% of the year would be given to training, in contrast to the MRes degrees developed at the same time in the natural sciences, in which the expectation was that 60% of the programme would be devoted to research. The science MRes degrees were often innovative and flexible in their structure, with much of the training oriented to transferable skills, whereas most of the training-based degrees that have been developed for ESRC Recognition have used the structure of a conventional taught Masters programme, but with a very high proportion of the courses devoted to research methods. In some cases this structure has proven problematic for would-be PhD students who may have to spend 12 months on courses and dissertation work before they can start on their PhD topic, but the heavy skewing to research methods training (often not subject-based) can also make some of the programmes unattractive to candidates not planning to move on to a PhD. It is also clear that the current model of core generic requirements works much better in some disciplines than in others, producing further problems for those trying to put together a coherent and effective discipline-based Masters. Many respondents from Education and Social Work, for example, were positive about the value of the Guidelines in raising expectations, but those from Social Anthropology and Area Studies were extremely negative about requirements that were perceived as inappropriate or irrelevant.

Here, at one extreme, is the view from one Business School:

*Only those UK students with no choice of funding take the 1+3 route, which has been 'gold-plated' here with a ridiculous Master of Research programme wholly focussed on research training and with virtually no intellectual content. Nobody in their right minds would do such a degree unless they had no choice! Those with the choice do traditional MSc plus PhD.*

Or from one Politics department:

*The requirements of the programme look fine on paper. The problem is that it is a bureaucratic nightmare by the time they are translated into a specific programme. The students hate it and the staff are reduced to fulfilling what is essentially a national curriculum.*

Whereas, in Economics in contrast, most departments have been able to accommodate the 1+3 requirements within the prevailing pattern of the 1-year Masters:

*Economics had effectively developed a 1+3 model some time ago, since a 1 year MSc has been the recognized route into an Economics PhD (at least at major universities) for a number of years. From our perspective, the more widespread adoption of this model across other social sciences has been beneficial in leading to a more harmonised and appropriate approach to research training.*

**Implications for ESRC:** The idea of packing methods training into a Masters degree seems to have been based, in part, on a perceived need to ensure that students really do follow the prescribed training, and can show tangible proof of this in the form of a completed Masters programme. The disadvantage of this approach - apart from problems in the structure and coherence of the Masters itself - is that training often becomes heavily 'front-loaded' in the first 12 months, rather than integrated with research activity itself, and neither students, nor, in many cases, institutions, show much enthusiasm for engaging in advanced training after the Masters year.

The revised Guidelines which were introduced for the 2005 Recognition Exercise changed the earlier requirement that core learning outcomes should be usually achieved 'by the end of the first year': "Most of these outcomes would normally be achieved in the course of the first year of postgraduate research training, and all should definitely be attained by the end of the doctorate. Outlets are encouraged, however, to plan with sufficient flexibility to allow students access to training in particular research skills at the most appropriate point in their research career" (ESRC 2005: E.3). In effect this already gives institutions the signal to move beyond the model of the RT Masters, in distributing training more evenly across the full period of the PhD.

This raises important policy questions for ESRC to discuss. The introduction of the Training Guidelines in 1991 put ESRC very much in the vanguard of a broader



movement to improve training and support for research students. Since then, and especially since the implementation of the Roberts proposals, all the Research Councils have committed resources to improvements in the quality of training at PhD level. But none of the other Research Councils stipulate the required content of training in anything like the detail of the ESRC Guidelines, none of them evaluate training on anything like the scale and complexity of the ESRC Recognition Exercises; and outside the social sciences, Research Councils routinely support Master's level training for students not intending to use this as the basis for an immediate doctorate (see section 7.3 below).

#### **4.7 Lengthening PhD training**

Elsewhere in this report, we review some of the evidence from Europe and beyond about the comparability of different PhD programmes in terms of length and support. US doctorates, it is well known, usually involve a longer period of coursework before the research component, with much slower completion times (and high levels of drop-out on the way) as a consequence. In 10.4 we discuss recent developments within the Bologna process which suggest an emerging consensus that 3 years after Master's training is too short to be adequate for completion of a research doctorate.

A year after the introduction of 1+3 in 2001, the Roberts report, *Set for Success*, called for a review of the length of PhD training in the light of evidence that the average PhD takes between 3 and 4 years to complete. After consultation on this issue, the 2004 Spending Review made funds available to Research Councils for new 4-year studentship packages. Some of these have now come on stream in science and medicine (but not in AHRC fields). ESRC did not respond to this call on the grounds that 1+3 already represented a 4-year PhD. Some of the new packages in science and medicine also include a separate Masters qualification within the 4 years; most, so far, do not. Nevertheless, since the introduction of 1+3 by ESRC, there has been convergence round the principle of a 4-year PhD programme.

In responses to this Review, only one discipline, Economics, made a sustained case for lengthening normal awards to a 5-year package. In fact this was for something more like 2+2+1 (2 years of advanced training, followed by 2 years of research and paper-writing, followed by 1 postdoctoral year as preparation for academic employment), which could be accommodated within existing funding rules with the use of a Postdoctoral Fellowship at the end. In proposing this package, the Economists were quite explicit that comparability with the quality of the best US training was their chief concern.

But many respondents raised the issue of language learning as an example of a skill that required more time for the overall PhD and that did not easily fit into the 1+3 model:

*The current regime, focused on a 3-year completion of the PhD, makes it virtually impossible for students who need specific and \*extensive\* technical skills to complete within the time available. For example, we currently have an*

*ESRC-funded student who needs to learn Chinese and has had to raise additional funding to spend up to 2 years in Taiwan/Beijing on his language skills. Similar problems have arisen for other students who need to work in hard to access or linguistically challenging archives. (Survey response, Economic and Social History)*

*[F]our years is too short and language training too demanding to fit the narrow ESRC criteria. In fact, there are no current experts in modern Japan who acquired a language ability to conduct research in 3 or 4 years. Even assuming an undergraduate background in the language, it would take many years to gain language competence to conduct research in Japanese at the doctoral level. Most obtain research funding from the Japan Foundation or other bodies for their 'doctoral research year in Japan' but that is only good enough to get them settled and started. It takes one or two additional years to gain the knowledge of sources, techniques and terminology to complete their research. (Survey response, Politics)*

**Implications for ESRC:** Apart from the proposal from Economics, and the possibility in the latest Recognition papers of possible 2+3 programmes in 'conversion' areas, there are no strong calls for the introduction of 5-year PhD funding. ESRC already allows different divisions within the period of funding (2+2 as well as 1+3). Allowing for institutions to give 4-year PhD awards, with an approved training structure within the PhD period, would seem a logical extension of the principle of flexibility, and would be welcomed by disciplines and institutions for which the model of the RT Masters presents particular problems. Ideally institutions would be able to fit the most suitable package to the best candidates - some needing a more structured first-year, and others better off engaging more quickly in their own projects with appropriate training support. If institutions are unsure about a candidate's potential, they might also offer only one year's funding in the first instance.

#### **4.8 Mobility**

One final concern emerged sporadically in our work on the Review: the extent to which the 1+3 system discourages student mobility, both at the point of entry to a Masters programme, and in the movement from Masters training to PhD supervision. The concerns were most fully expressed in the submission from Sociology HoDs and the BSA, who were especially concerned about the tendency to allocate quota awards to 'known candidates, which in the case of students without Masters' training, often meant a department's own best undergraduates.

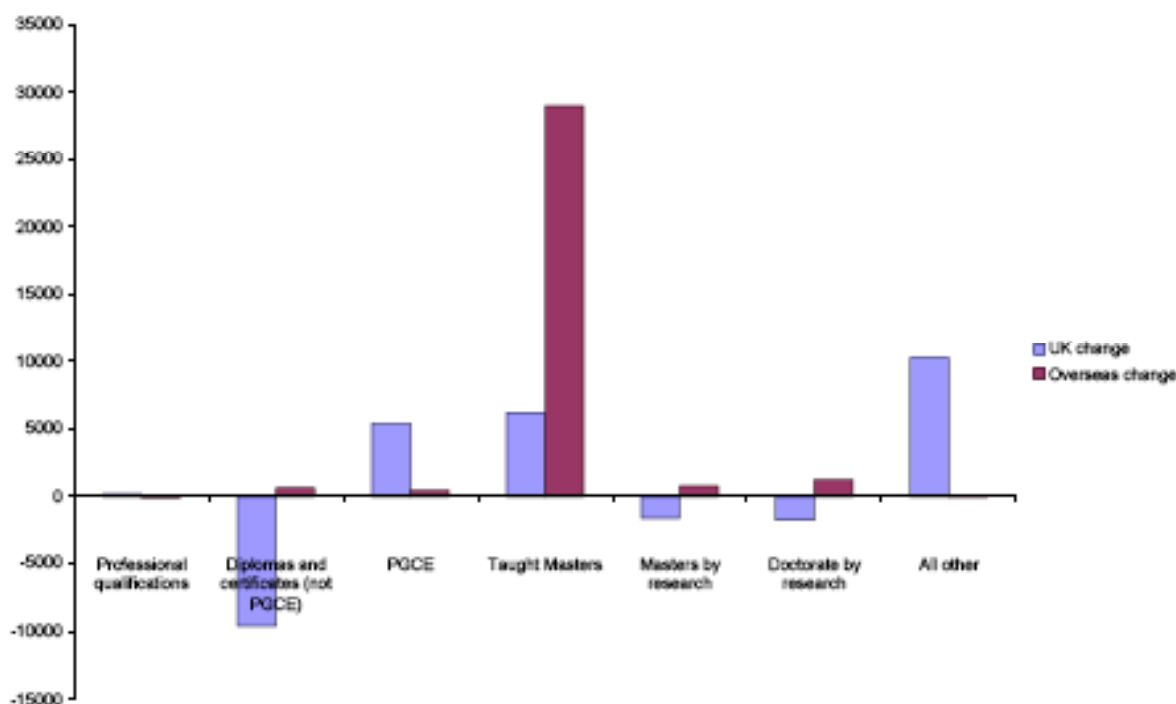
**Implications for ESRC:** This issue is real enough, although how much this is simply a product of 1+3 is less clear. Under the old competition arrangements it was often claimed that the complexity of form-filling, especially for the old 'mode A' applicants who might be coming direct from undergraduate work, was such that it was very difficult for a candidate to prepare a strong application without extended access to the potential supervisor. In theory, any change which encourages institutions to think

simply in terms of would-be 'PhD students', and which does not discourage them from committing 3, rather than 4, years of funding would improve this situation. Similarly, allowing institutions to offer 1-year Masters' awards would free up possible movement after the '1'. But it is hard to see any more robust way in which students could be encouraged to move after the Masters year - however desirable this might be - without somehow finding a way to attach awards to individual students rather than to departments or centres. And this, of course, is the problem on which the competition itself foundered with the introduction of 1+3.

## 5 Background

### 5.1 Demographic Background

The ESRC announced the introduction of the new 1+3 mode of funding for postgraduate students in 2000, at the end of two decades of change in social science postgraduate training in UK universities. In the sector as a whole, this was a period of rapid expansion in postgraduate recruitment, most of it concentrated in the development of new 1-year taught Masters courses. Research student (PGR) numbers had also grown, but less quickly than for taught programmes (PGT). Much of the growth in student numbers had been in the recruitment of full fee-paying students from outside the EU. Despite the general sense of expansion, there were serious concerns about recruitment and retention of high quality PhD students, especially UK-domiciled PhD students, in key areas like Economics.



**Figure 1: Change in numbers of postgraduate entrants 1995-6 to 2002-3**

Source: Sastry 1994: 20 based on HESA student records

Figure 1, which shows changes across UK Higher Education as a whole, graphically demonstrates the two key changes in the postgraduate environment for the years immediately before and after the introduction of 1+3. In terms of raw numbers, growth is heavily concentrated in Taught Masters programmes, with the major growth in overseas students rather than UK students. This apparently unbalanced growth gave rise to concerns at different levels. The 1996 Harris *Review of Postgraduate Education* was concerned with issues of quality and nomenclature,

with concerns that disproportionate resources were being drawn into the PGT field, and that prospective students and employers could face difficulty making sense of the small differences in the name and shape of different postgraduate programmes.

In 1999, in an influential report called *Signs of Disintegration*, Stephen Machin and Andrew Oswald drew attention to the tiny numbers of UK-domiciled students moving into PhD research in Economics, and raised disturbing questions about the long-term sustainability of the discipline. The ESRC revisited the issue of demographic change and sustainability when it commissioned the 2006 *Demographic Review of the Social Sciences*. This highlighted the differences between disciplines in terms of their age and gender profiles, their exposure to international labour markets, and the extent to which they imported or exported PhDs to work in other fields in the social sciences. It also produced a broad typology for the social sciences, with a key distinction between practice-based disciplines (Management and Business Studies, Education, Social Work), in which professional training was a core academic activity, and age profiles of academic staff tended to be higher because researchers were recruited from careers in professional practice, and research-based disciplines (like Economics, Politics, Sociology and Social Anthropology), in which it was less common to recruit academic staff from successful professional careers, and postgraduate activity was more focused on research than vocational training.

The *Demographic Review* pointed out that many, if not all, of the fields in which there were serious concerns about future viability had different problems, which often required tailored solutions. The Training and Development Board has held a series of 'town-hall' meetings with representatives from the disciplines concerned, and started work on developing discipline-specific capacity-building initiatives in partnership with professional organizations. It is already clear that some of these will necessarily require departure from the current 1+3 training template, and our recommendations on flexibility are in part designed to encourage the kind of imaginative proposals that have already emerged in some of the disciplines with the most serious capacity-building problems.

## **5.2 ESRC Background**

In this same period the ESRC played a lead role in transforming the structure of the UK social science PhD. A key priority from the mid 1980s onwards was the urgent need to improve the submission rate of ESRC-funded PhD students, and impressive improvements were recorded for ESRC-supported students after the introduction of a system of sanctions imposed on institutions that failed to meet a certain threshold of 4-year submissions. Although the ESRC merely focused on the need to monitor submission rates, and address obvious under-performance in this area, its policy forced institutions to introduce more robust structures for monitoring students' progress and generally raised expectations about the PhD as a more structured experience for both students and supervisors.

ESRC's other contribution to changing the structure of the PhD in this period came with the publication of a detailed set of Postgraduate Training Guidelines in 1991 which set out a package of expectations for training in both subject-specific and generic research skills. Applications for ESRC studentships had to include a programme of research training agreed between student and supervisor, with an expectation that approximately 60% of the first year of a PhD would be given over to research training along the lines set out in the Guidelines. These Guidelines were used for the first time in the 1992 Recognition Exercise, in which outlets were recognized as either Mode A (with appropriate training in place for the first year of PhD) or Mode B (for which studentship applicants would have to show they had already received training to the level prescribed in the Guidelines). In the 1996 Advanced Course Recognition exercise, Masters courses were recognized as either RT (Research Training, i.e. to the level prescribed in the Guidelines) or S (Specialist), and the full Recognition Exercise the following year explicitly linked RT status to Mode A recognition.

The 1+3 system that was announced by ESRC in 2000 was a logical development from these earlier initiatives. Its roots, though, lay in a 1993 White Paper on science and technology, *Realising Our Potential*. The White Paper was centrally concerned with building better links between university-based science and the wider needs of business and industry. In this context, ESRC's new policy for improved skills training based on the 1991 Postgraduate Training Guidelines, was singled out as an example for other Research Councils to follow. More radically, the White Paper called for future postgraduate training to be based on the normal expectation of a 1-year Masters degree between undergraduate work and the commencement of a PhD. It also recommended that the Research Councils work together for a unified approach to this proposed change. In a follow-up consultation the following year, the Office of Science and Technology set out the blueprint for a new kind of degree, the MRes., which would combine a substantial research component (a figure of 60% was suggested at the time) with the kind of training that would prepare a student equally for a PhD or a subsequent career in business or industry.

ESRC was not party to this pilot scheme, and has never explicitly pressed for any particular kind of degree structure to support its concerns about training. In 1999 the ESRC Training Board ran its own consultation process on future directions for training policy. In this exercise, key questions were asked about financial and other obstacles that might deter potential students from undertaking postgraduate training, about the ideal balance between what was described as 'research training' and 'vocational training', about the Training Guidelines, and about ESRC's role in encouraging and supporting part-time study. The outcome of the consultation was a package of new measures, of which 1+3 is best remembered (although it was not explicitly addressed in the original consultation call). The key proposals were:

- The introduction of 1+3 awards whereby support will be provided for a research training masters year followed by a three-year PhD award
- The abolition of self-standing advanced course awards so that advanced course recognition and funding will be for RT (research training) rated masters

courses only

- The introduction of one-year postdoctoral fellowships
- Revisions to the Postgraduate Training Guidelines, the recognition process and the method of allocating awards
- The recognition of professional doctorates
- The recognition of open/distance learning based training programmes
- The payment of the research training support grant (RTSG) for part-time students. (ESRC Training Board 1999)

The final piece of the story came with the publication in 2001 of the revised Research Training Guidelines, which would provide the template for new 1+3 programmes seeking recognition in that year's Recognition Exercise. The new edition of the Guidelines emphasized a shift of concern from the *process* of training to the *outputs*: in future, it was hoped, doctoral students would spend less time being told about research methods, but would instead be more able to demonstrate practical capacity in them. There was an expanded statement on transferable and employment-related skills. But crucially, there was a much more tightly defined set of core requirements in methods of data collection and data analysis, with a particular emphasis on the need for all students to attain a reasonable level of competence in quantitative data analysis. The emphasis on quantitative training reflected the concerns of the newly arrived ESRC Chief Executive, Gordon Marshall, who had immediately made the skills deficit in quantitative social research one of his highest priorities.

In 2001 a full Recognition Exercise, based on the new Training Guidelines, was conducted. Although many of the programmes that were submitted had to be hastily assembled, or revised, in the light of the new Guidelines, 456 courses received full 1+3 Recognition, and a further 67 outlets were awarded +3 Recognition only. The first studentships under the new arrangements were distributed by national competition in 2002.

Almost immediately, problems appeared in the studentship competition process, most of them to do with the assessment of the new 1+3 applications. Different subjects seemed to strike a different balance in the proportion of awards given to 1+3 and +3 applications. Applicants now routinely received a breakdown of marks by section and were quick to spot possible anomalies and inconsistencies. Assessors themselves complained that it was difficult to make robust judgements about students with little or no postgraduate experience on the basis of the information available on the application forms. Complaints and appeals increased enormously. The ESRC Training Board conducted a further consultation exercise in the summer of 2003, and this was followed by the introduction of a quota system for most 1+3 awards, which was introduced for the 2004 cohort of applicants. In 2006, on the basis of data collected through another Recognition Exercise, quotas were extended to most +3 awards as well, with an explicit policy to redistribute awards to subject areas in which there were significant concerns about future research capacity.

### **5.3 Conclusion**

A number of important points emerge from this sketch of the history of the 1+3 initiative:

- The introduction of 1+3 was shaped by a confluence of disparate policy concerns, from national innovations in science and technology policy, to more local concerns within the social sciences about perceived weaknesses in areas of research methodology, or problems of recruitment of PhD students in particular disciplines.
- For many interested parties in the social science community '1+3' evokes quite different issues, depending on which part of the history one concentrates on. For some, '1+3' means quota awards and possible concentration of postgraduate funding; for others, it is associated with tighter demands for training in quantitative methods.

It is important to view the working of 1+3 in terms of its own history. Very few respondents to our survey, we suspect, were aware of the roots of 1+3 in the 1993 White Paper. Although that document called for an integrated response from the Research Councils, in practice what has followed has been anything but integrated or co-ordinated (see 7.3 below). In particular ESRC's concentration on compulsory training in certain methods within a pre-PhD Masters emerges as a highly distinctive thread within its training policy. When 1+3 was launched in 2000, ESRC was the first Research Council to commit to a basic package of 4 years of support for training and research for doctoral students. Since then, the Roberts Report, *Set for Success*, has recommended that Research Councils consider moving to a 3-4-year PhD, and this has been taken up by virtually all the other Research Councils, although none have done this through the sole medium of a 1+3 structure (see 7.3 below).



## 6 Methods and Data

Much of the Report is based on two substantial sources of evidence on the workings of 1+3. Chapter 7 on the context within which 1+3 is working is drawn from the analysis of a dataset of postgraduate activity in the social sciences specially commissioned from the Higher Education Statistical Authority (HESA). Much of Chapters 8 and 9 are based on an online survey of Departments and Centres across the social sciences, supplemented by visits, focus groups, interviews, attendance at meetings, and various secondary sources.

### 6.1 The HESA Dataset

The tables in Chapter 7 are based on HESA returns for the subjects specified below. The total population refers to students registered for 'doctorates mainly by research' (with one or two obvious exceptions). The dataset we commissioned is based on returns to HESA for the 2004/5 academic year. We sought information on all postgraduate students within the following subject areas:

- (C) Law
- (C8) Psychology
- (D) Business & administrative studies
- (E) Mass communications & documentation
- (G3) Statistics
- (I) Education
- (K4) Planning (urban, rural & regional)
- (L0) Broadly-based programmes within social studies
- (L1) Economics
- (L2) Politics
- (L3) Sociology
- (L4) Social policy
- (L5) Social work
- (L6) Anthropology
- (L7) Human & social geography
- (L9) Others in social studies
- (Q1) Linguistics
- (T1-T8) Non European area studies
- (V310) Economic history
- (V320) Social history

Data is available on the following variables

- Institution
- Age (Under 20, 20-24, 25-29, 30-34, 35-39, 40-44, 45 and over)
- Level of study (Taught Doctorate, Research Doctorate, Taught Masters, Research Masters, Other Taught PG, Other Research PG)
- Domicile (UK, EU - 2004/05 definition, USA, Canada, Other OS)

- Nationality (UK, EU - 2004/05 definition, USA, Canada, Other OS)
- Gender
- Highest Qualification on Entry (PGCE / Other postgraduate / First degree / Other undergraduate / Other qualification / No qualification / Unknown)
- Major source of tuition fees (ESRC / Other research councils & British academy / Charities & international agencies / Other UK central govt or local bodies / EU sources / Other overseas sources / UK industry or commerce & student's employer / Absent or no fees)
- Mode of study (full time / part time)
- Ethnicity (White / Black / Asian / Other / Non-UK)

The data are, as ever, dependent on the quality of the institutional returns to HESA on which they are based, and on the clarity of the categories employed by HESA. Local spot checks on some of the broad patterns suggest the dataset is reasonably accurate for total populations by institution. Disciplinary categories are based on RAE Unit of Assessment definitions which do not always map directly onto the disciplinary categories employed by ESRC in postgraduate matters, and we have identified some minor idiosyncrasies in the use of these categories at institutional level. We have also identified more serious problems with Mode of Study data, notably the use of 'part-time' to describe various kinds of continuing student, with Highest Qualification (which does not easily identify various kinds of non-UK qualification), and in a couple of important cases (Oxford and Cambridge, both of which appear to have very high proportions of students classified as 'absent/no fees') with the Major Source of Tuition Fee data.

## **6.2 Online Surveys**

An online survey was first piloted, then taken live, in the summer of 2006. The survey contained two kinds of questions. A series of questions presented statements about 1+3 which respondents were invited to indicate assent or dissent on a 5-point scale. In addition respondents were asked the following open-ended questions:

- Do most would-be PhD students in your department/centre register for the full 1+3 programme for which you have ESRC recognition? If No, please describe the alternative routes available;
- If you have indicated agreement with any of these statements in 3a - 3c, explain briefly what problems you have encountered in your area of expertise and how these might be remedied in a future training regime;
- Can you now please describe any problems with the 1+3 model faced by these or other identifiable groups of students with particular reference to your own discipline/subject area.
- What do you consider have been the main benefits (if any) of the 1+3 model?
- What have been the main drawbacks (if any) of 1+3?
- In an ideal world, what alternative structures to the 1+3 model would you like the ESRC to offer for postgraduate training and research in your field?
- Please add any further comments you wish to make about the 1+3 model.

An email with a link to the survey was distributed via professional associations and learned societies, supplemented by lists of names from ESRC Recognition contacts and previous contact through the Demographic Review. The survey was officially closed in July with 192 responses from 55 institutions. In the analysis that follows we have worked with this original closed set of responses. In fact we solicited a few more responses from under-represented disciplines (e.g., demography) so we ended up with 207 replies. The questions and responses are described later in the report. A discipline-by-discipline collation of responses can be found as an appendix to this report. While it is true that the number of returns is lower than for the equivalent exercise conducted for the 2006 Demographic Review, we feel this is not a serious problem. That online questionnaire collected a great deal of quantitative data about staffing at the level of particular departments, and it was rightly felt that a patchy response would limit our ability to extrapolate from it. This questionnaire is a rather different exercise: we never expected colleagues completely outside the world of ESRC support to take the time to report their views on a system of which they had little or no experience. The responses we have are especially valuable for the thoughtfulness of the free text responses in particular, and can be taken as a pretty wide-ranging expression of the views of those with first-hand experience of 1+3 in practice.

***Names of institutions and Incidence:***

|                                   |      |                     |     |
|-----------------------------------|------|---------------------|-----|
| Aberdeen                          | (4)  | Liverpool           | (1) |
| Bath                              | (1)  | London Metropolitan | (1) |
| Birkbeck College London           | (1)  | Loughborough        | (1) |
| Birmingham                        | (8)  | LSE                 | (8) |
| Bradford                          | (2)  | Manchester          | (5) |
| Bristol                           | (11) | Newcastle           | (4) |
| Brunel                            | (1)  | Nottingham          | (9) |
| Cambridge                         | (8)  | Open                | (1) |
| Cardiff                           | (5)  | Oxford              | (5) |
| Cranfield                         | (2)  | Plymouth            | (1) |
| De Montfort                       | (1)  | Portsmouth          | (2) |
| Dundee                            | (2)  | Salford             | (3) |
| Durham                            | (9)  | Sheffield           | (4) |
| East Anglia                       | (7)  | Southampton         | (3) |
| Edinburgh                         | (9)  | St Andrews          | (2) |
| Essex                             | (2)  | Stirling            | (1) |
| Exeter                            | (1)  | Strathclyde         | (5) |
| Glamorgan                         | (1)  | Surrey              | (3) |
| Glasgow                           | (4)  | Sussex              | (5) |
| Glasgow Caledonian                | (1)  | The West of England | (2) |
| Goldsmiths College                | (2)  | UCL                 | (2) |
| Huddersfield                      | (1)  | UEA                 | (3) |
| Imperial College London           | (1)  | Ulster              | (1) |
| Institute of Education,<br>London | (3)  | Wales               | (4) |
| Keele                             | (5)  | Warwick             | (7) |
| King's College London             | (1)  | York                | (5) |

|           |     |       |     |
|-----------|-----|-------|-----|
| Lancaster | (1) | Other | (2) |
| Leeds     | (3) |       |     |

**Disciplinary fields represented: 19**

|                                   |   |
|-----------------------------------|---|
| Area Studies(8)                   | Environmental Planning(1)                       |
| Criminology(4)                    | Political Science & International Relations(29) |
| Development Studies(8)            | Psychology(22)                                  |
| Economic & Social History(5)      | Social Anthropology(14)                         |
| Economics(16)                     | Social Policy & Administration(5)               |
| Education(14)                     | Social Work(6)                                  |
| Human Geography(6)                | Socio-legal Studies(3)                          |
| Science & Technology Studies(2)   | Sociology(16)                                   |
| Linguistics(2)                    | Other(19)                                       |
| Management & Business Studies(12) |   |

We also developed a separate online questionnaire for current holders of ESRC Postdoctoral Fellowships. In this case the invitation to participate was sent directly from ESRC in Swindon, but with quite disappointing results in terms of responses.

### **6.3 Consultation**

At the same time as the survey, we solicited responses from Learned Societies and Professional Associations to a consultation on the workings of 1+3. This produced a number of very helpful responses, which we have made use of in the disciplinary case studies in Chapter 9. In the autumn of 2006 we followed up many of these responses by attending meetings of Heads of Department groups and professional associations, notably for Politics, Economics, Sociology, Anthropology and Psychology, as well as meeting with sub-groups working on research training issues in Education and Social Work. We have also drawn on the work of colleagues in Management and Business Studies who have been preparing their own capacity-building initiative as a follow-up to the Demographic Review.

### **6.4 Visits, interviews, focus groups**

The material from our two UK-wide datasets has been supplemented with qualitative material from various sources. We conducted focus groups with students and postdoctoral researchers in a number of institutions. When it became apparent that many of the issues around 1+3 concerned the fit with institutional structures, we organized several institution-based focus group discussions to get a better feel for what kinds of intervention would be most effective in promoting flexibility an institutional level. We also conducted individual interviews by telephone and email on specific questions requiring follow-up.

## 7 The Context for 1+3

### 7.1 The Social Science PhD

In the opening section of the report we reviewed some of the broader changes in postgraduate provision which preceded the introduction of the 1+3 regime. This part of the report extends and deepens the analysis of the context in which 1+3 is now operating. We commissioned HESA to prepare a dataset based on 2004/5 student records across the UK social sciences in order to clarify the effects of 1+3. The tables that follow in this section

Figures 2, 3 and 4 show the scale of postgraduate doctoral research in the social sciences. Just over half the 26,000 social science students recorded as 'doctorate mainly by research' are UK-domiciled (Figure 2); just over half are female (Figure 3); and 57% are recorded as part-time (Figure 4).

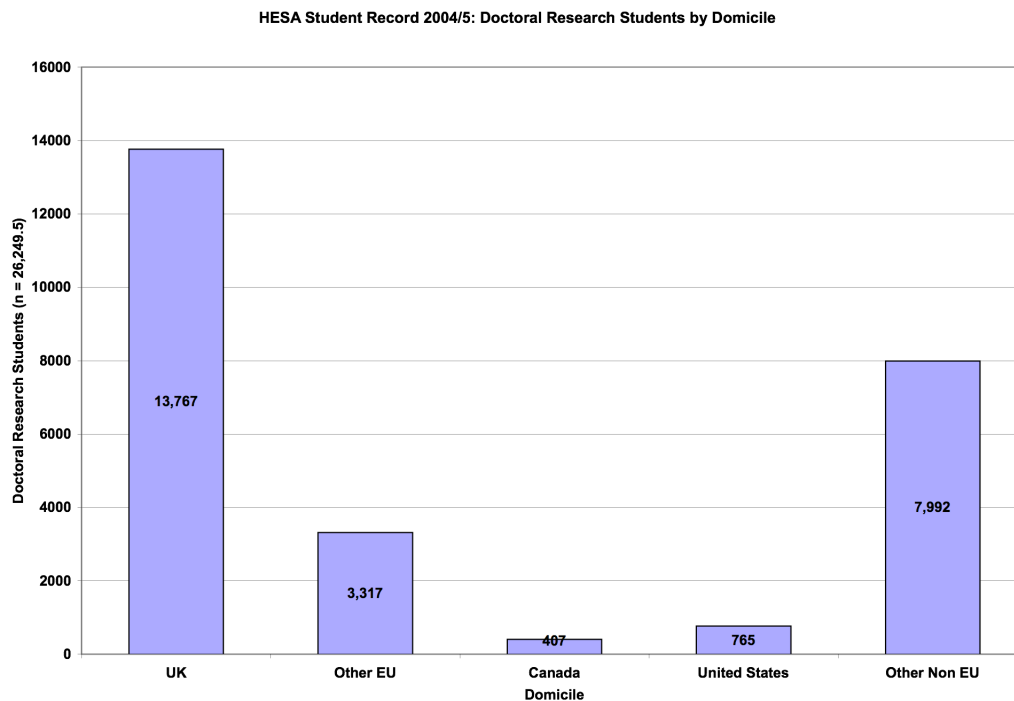
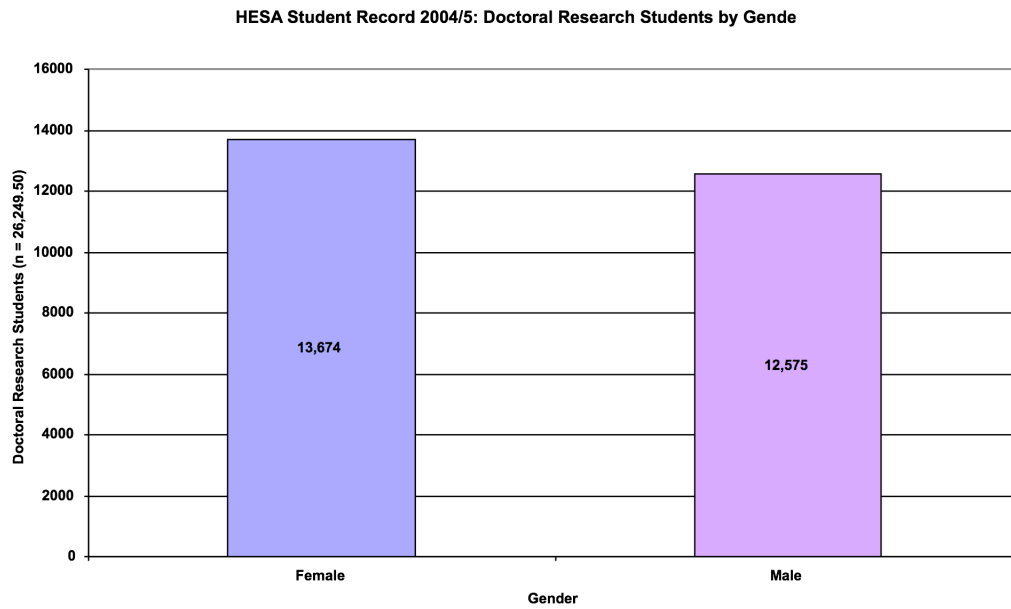
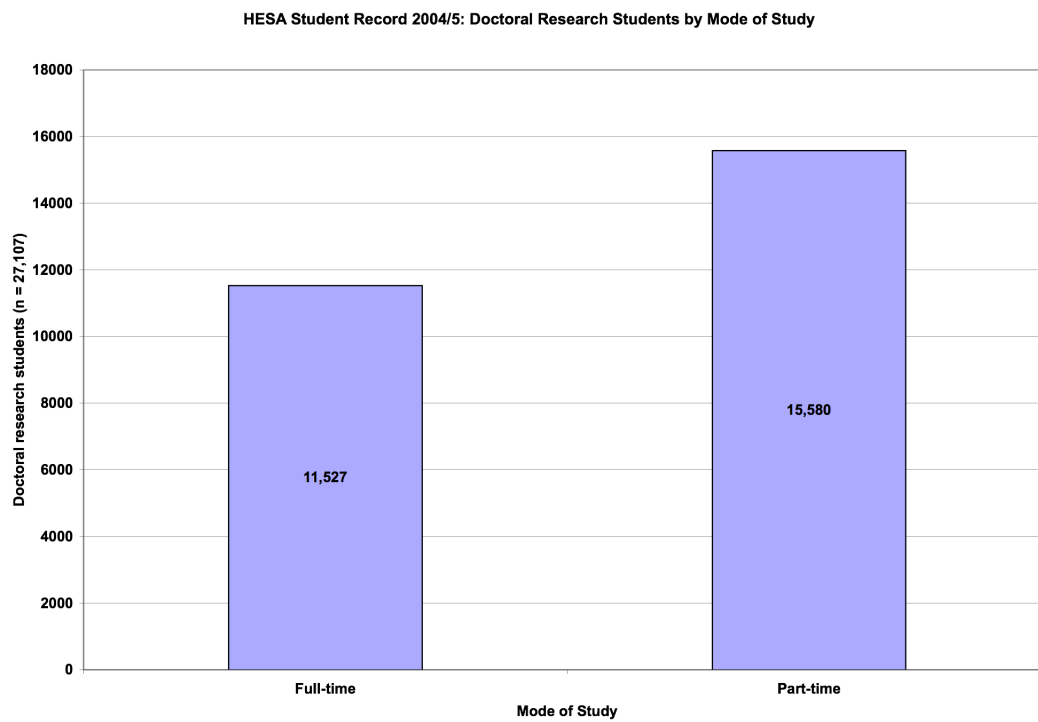


Figure 2: Social Science Doctoral Students by Domicile



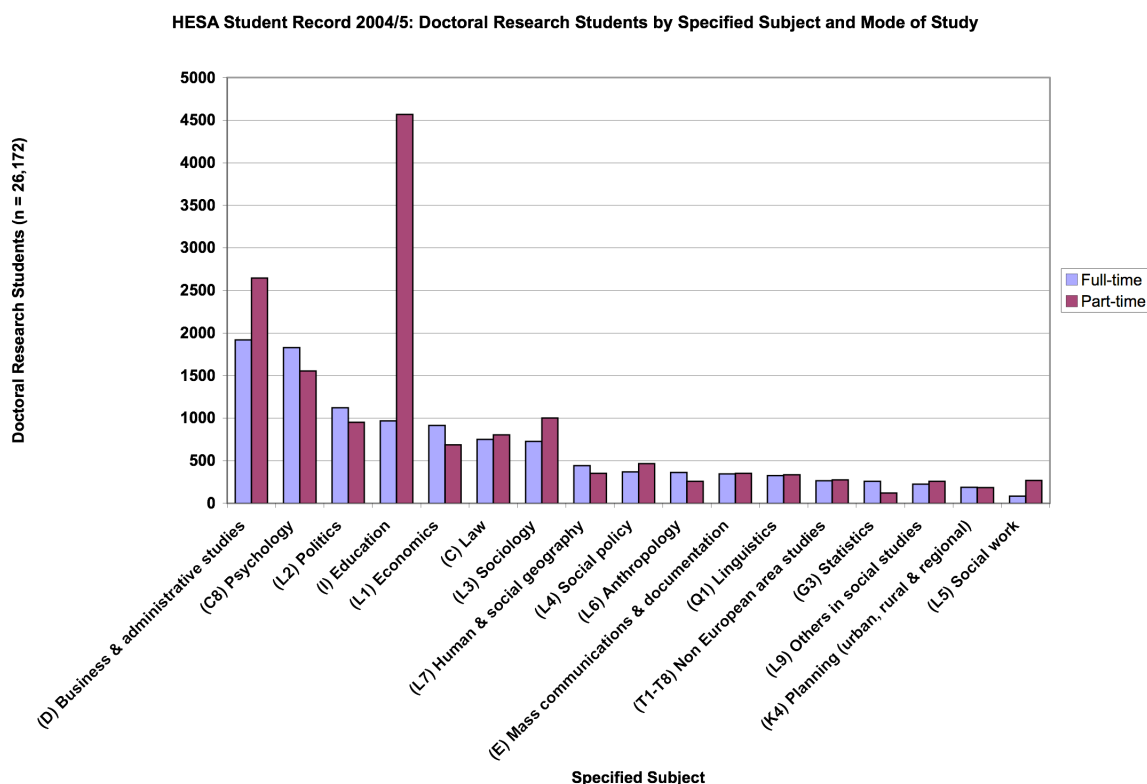
**Figure 3: Social Science Doctoral Students by Gender**



**Figure 4: Social Science Doctoral Students by Mode of Study**

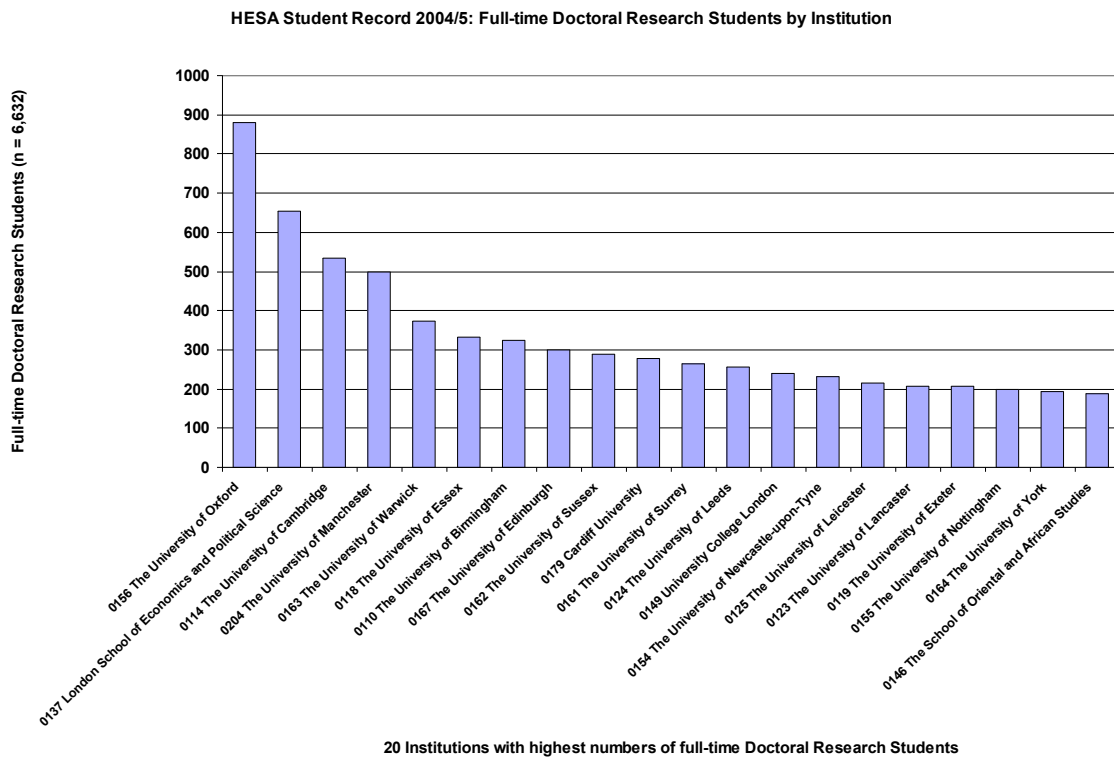
The apparent predominance of part-time study is not quite what it seems. Figure 5 shows the distribution of part-time students among social science disciplines: in fact

over 70% of the part-time doctoral students are found in just two disciplines, Education and Business Studies. Even allowing for this concentration of part-timers, the HESA figures are probably misleading. Puzzled by apparently high numbers of part-timers in the biggest social science centres, Oxford and LSE, we conducted local spot checks which revealed that the 'real' part time numbers in each institution were roughly half the HESA total.



**Figure 5: Social Science Doctoral Students by Subject and Mode of Study**

The final piece in this initial sketch of the big picture is Figure 6 which shows the size of the full-time social science doctoral population in the 20 biggest institutions. This shows a small number of institutions with 500 or more social science PhD students registered (Oxford, LSE, Cambridge and Manchester), and then a bigger number of institutions with 200-300 students each. Together the top 20 institutions account for 58% of the full-time PhD students in the social sciences.



**Figure 6: 20 Institutions with Highest Numbers of full-time Doctoral Research Students**

## 7.2 ESRC's Share of the Market

Figure 7 shows the proportion of doctoral students in the social sciences supported by ESRC and other funders. The relatively high level of support in Economic and Social History is quite possibly an artefact of HESA's subject data rather than a real mark of disciplinary privilege. No other discipline has more than 13% (Human Geography) of its students supported by ESRC, while at the bottom end, the three key practice-based disciplines - Management, Education and Social Work - each have less than 3% of their doctoral students supported by ESRC.



HESA Student Record 2004/5: Doctoral Research Students by Specified Subject and Source of Funding

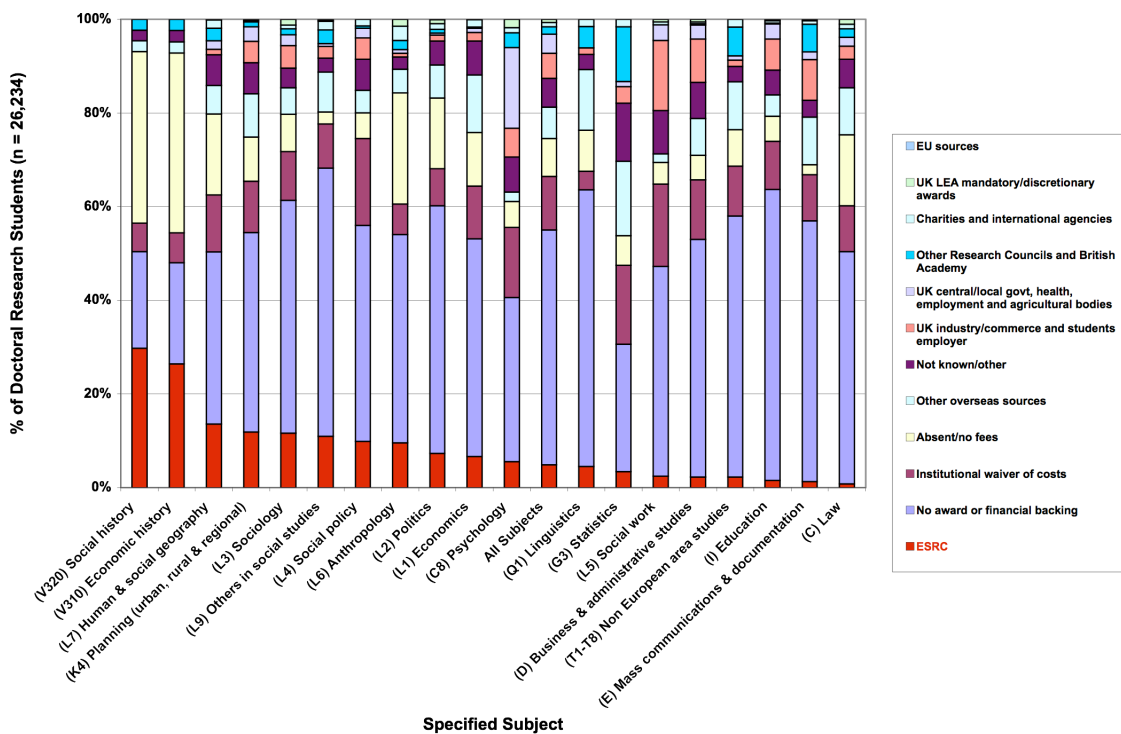
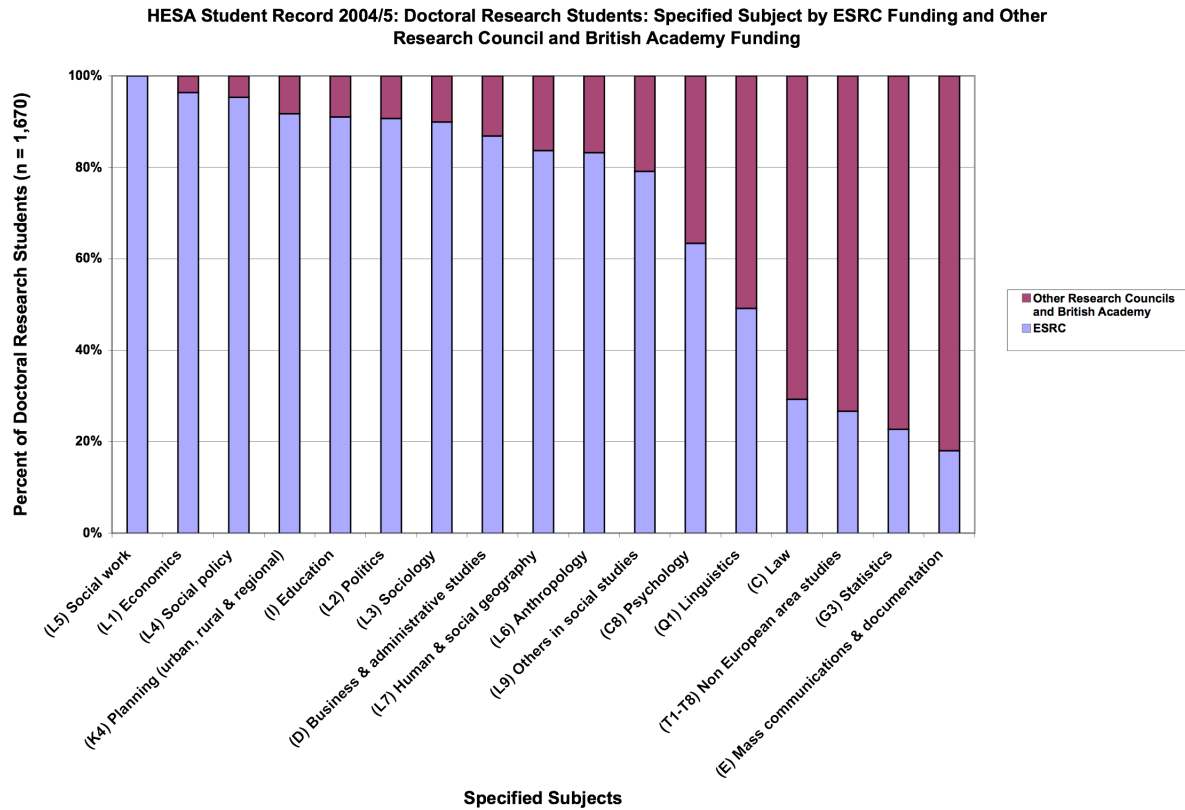


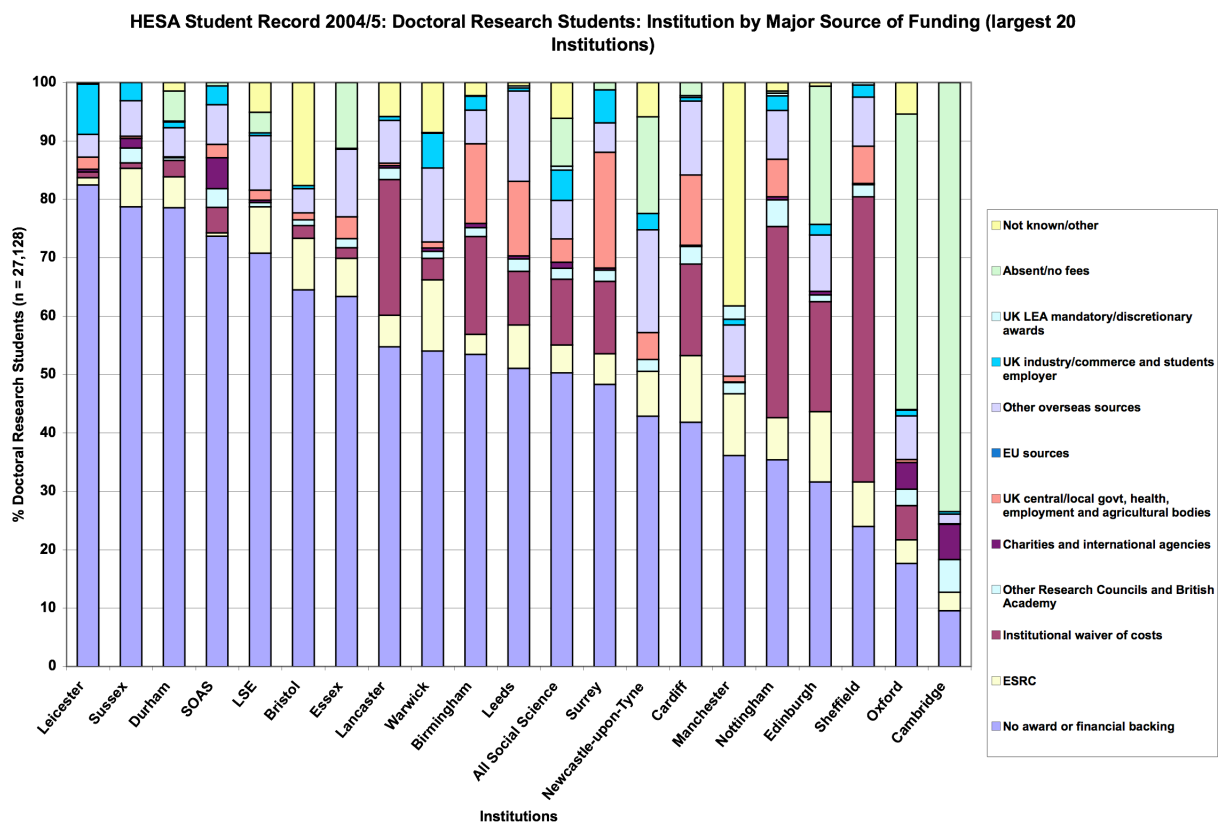
Figure 7: Doctoral Research Students by Subject and Source of Funding

Figure 8 shows the relative weight of ESRC to other Research Council funding for students by subject, a useful guide to the proportion of activity in that area covered by ESRC's remit. It shows for example that 'Statistics' in HESA's terms falls almost entirely outside ESRC's reach, whereas Economics, Social Policy and Social Work are almost entirely supported by ESRC. Other central social science subjects fall in the 80%-90% ESRC range, except for Psychology (63%) and Linguistics (49%).



**Figure 8: ESRC Funding and Other Research Council/BA Funding by Subject**

Finally Figure 9 shows ESRC's share of doctoral students for the 20 biggest social science institutions (excluding the Open University). At the top end, the institutions with the highest proportion of ESRC-funded students are Edinburgh, Warwick, Manchester, Cardiff, and outside the top 20, Goldsmiths, Kent and Southampton. But the highest proportion in any of these is just over 12%, compared to 9% at the LSE and only 4% and 3% at Oxford and Cambridge. (The chart also shows up some stark anomalies in the HESA data, such as the high proportion of Oxbridge students apparently absent and not paying fees, and the equally implausible number of self-funders at Leicester.)



**Figure 9: Top 20 Institutions by Major Source of Funding for Doctoral Students**

## Institutions

The picture of ESRC's share of the doctoral student population needs to be read against Figure 10, which shows the relative proportion of UK, EU, and non-EU students within the social science doctoral student population. Whereas UK students make up 70% of the PhD population in Surrey and 65% in Cardiff, they are only 52% in Sussex, 45% in Edinburgh, 31% in Cambridge and the LSE, and 25% in Oxford.

HESA Student Record 2004/5: Doctoral Research Students: Institution by Domicile (largest 20 Institutions)

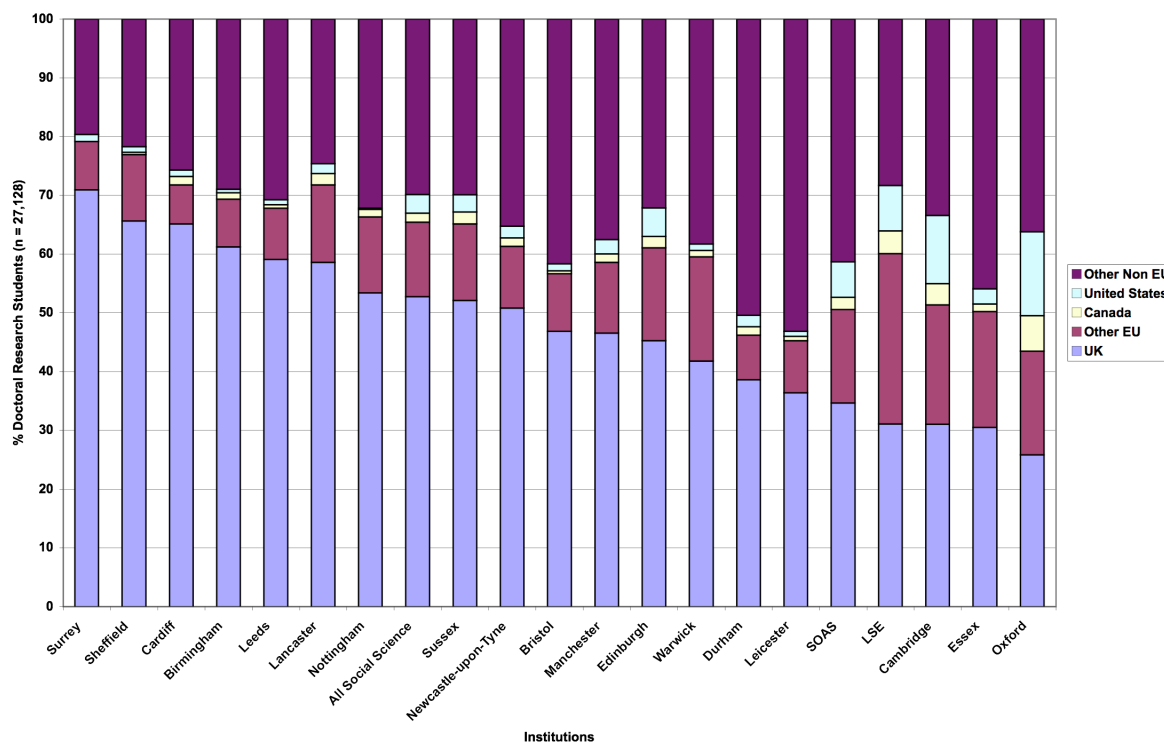
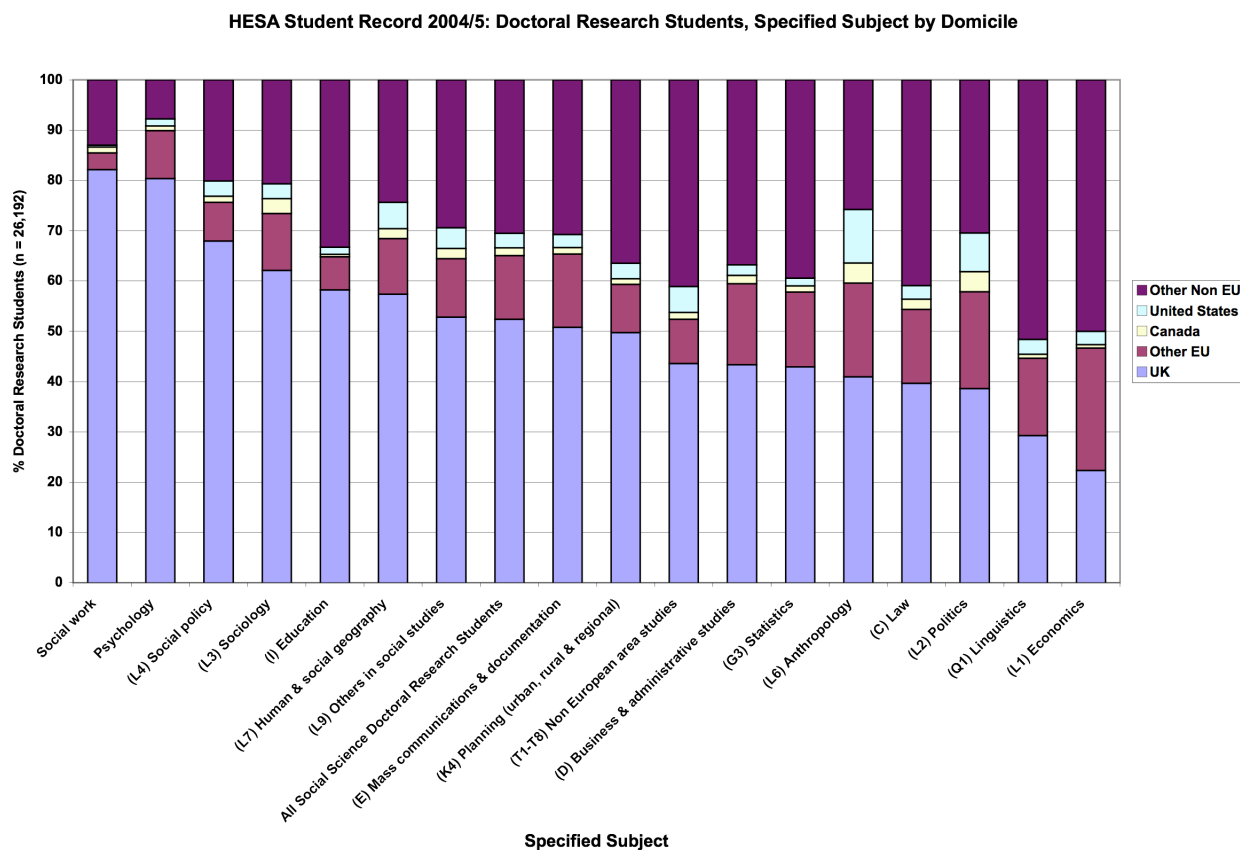


Figure 10: Top 20 Institutions by Domicile for Doctoral Students

## Disciplines

The same domicile information by subject in Figure 11 reveals the kind of difference our work on the Demographic Review would have led us to expect. At one extreme only 22% of Economics students are UK domiciled, compared to 80% in Psychology and 82% in Social Work. The proportion of 'other EU students' varies from 24%, again in Economics, to 6% in Education and 3% in Social Work.



**Figure 11: Doctoral Research Students by Subject and Domicile**

The demographic characteristics of the disciplines in terms of age and gender (Figures 12 and 13), again follow the contours laid out in the Demographic Review. In terms of gender, Politics (62%) and Economics (63%) are predominantly male, Psychology (70%) and Social Policy (64%) predominantly female. Figure 13 shows that Psychology, Geography and Economics have 50% of their students under 30, whereas at the other extreme only 14% of Social Work students and 9% in Education are below 30.

HESA Student Record 2004/5: Doctoral Research Students: Specified Subject by Gender

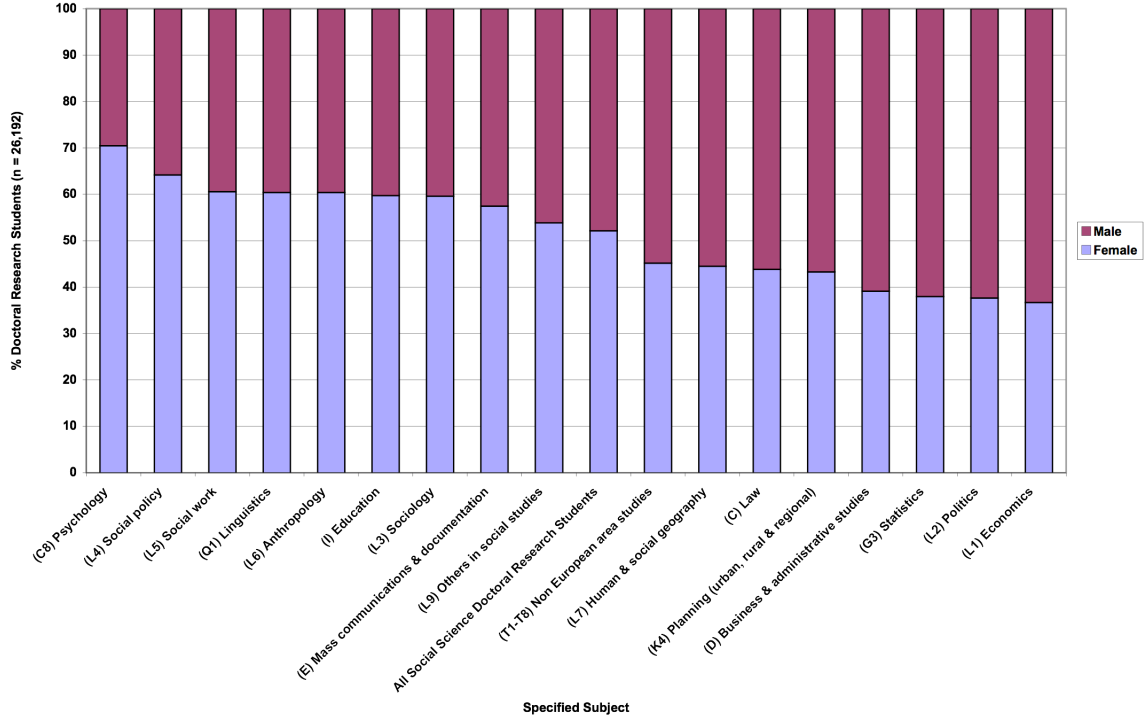


Figure 12: : Doctoral Research Students by Subject and Gender

HESA Student Record 2004/5: Doctoral Research Students: Specified Subject by Age Group

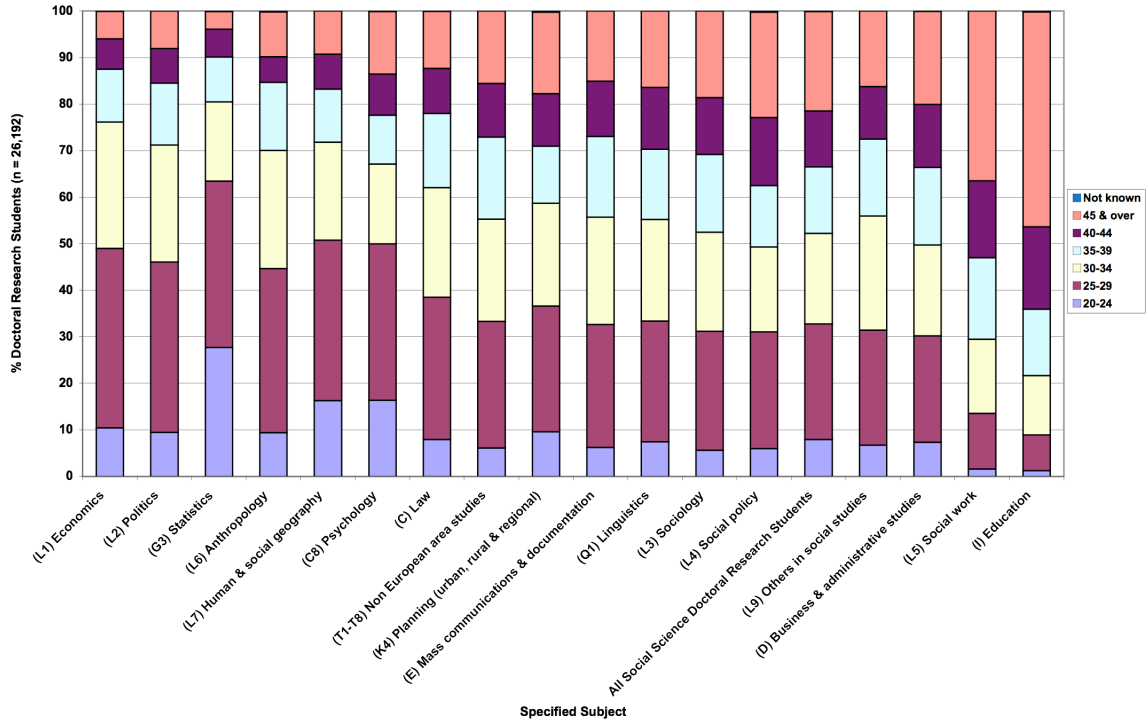
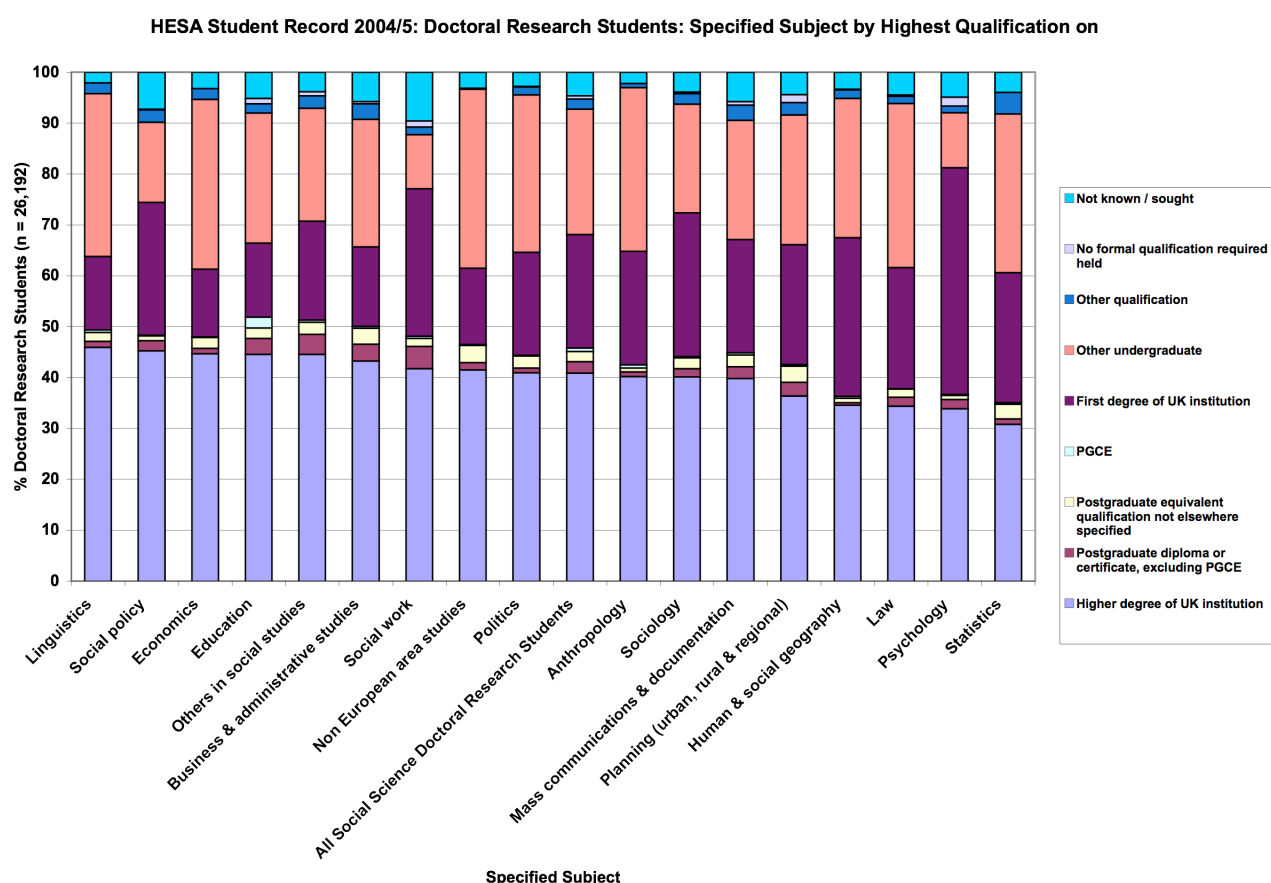


Figure 13: Doctoral Research Students by Subject and Age Group

Finally, one key question that we hoped to resolve through the HESA dataset was the general pattern of pre-PhD training. Whether or not an ESRC-recognized 1+3 programme was becoming the norm in different disciplines, the HESA data could show us what proportion of students start a PhD after completing a Masters qualification of some sort. A provisional answer can be seen in this last chart which - because the HESA data on highest qualification looks strange to the point of implausibility in places - must be approached with caution. As it stands, this appears to show that for most disciplines, something between 40% and 45% of students complete a UK Masters before starting a PhD. The two major exceptions are Psychology (33%) and Geography (35%) - both young person's subjects as the earlier chart showed.



**Figure 14: Doctoral Research Students by Subject and Highest Qualification**

### 7.3 Other Research Councils

At the time of the 1993 White Paper, *Realising Our Potential*, which launched the idea of a standard 1+3 structure for postgraduate training, ESRC was very much in the vanguard of the movement to incorporate structured training within the PhD. Although ESRC was the first Research Council to make a 1+3 structure the

standard, since its introduction almost all the other Research Councils have moved towards a package involving some 4-year PhD funding. The striking exception is AHRC, which rejected this option in the course of its recently completed review of its postgraduate support. All the other Research Councils, like ESRC, have now abandoned, or scaled down, the use of open competition for the allocation of studentships. Most of the other Research Councils have moved towards some kind of Doctoral Training Account or Doctoral Training Grant model, which gives institutions freedom to allocate different units of resource to students (which would allow for various kinds of co-funding, for example) with funds allocated on the basis of an algorithm, usually constructed around research grant income. AHRC's current reforms avoid this model, but it is unclear what criteria it plans to use for its new Block Grant scheme. There is no apparent pattern in the cycle of funding allocations, varying from 3 years (NERC) to 5 (AHRC) and 6 (BBSRC) years. None of the other Research Councils, though, stipulate the structure and content of research training in the way that ESRC does, and none have completely withdrawn from the support of Masters programmes not attached to a full doctoral project. Indeed some of the other Councils go out of their way to emphasize the fact that award of a Masters studentship does not imply any kind of entitlement to subsequent PhD support.

### 7.3.1 AHRC

AHRC announced the outcome of its review of its postgraduate procedures midway through the work for this report. Currently AHRC funds a mixture of what it deems 'research preparation' and 'professional preparation' Masters studentships, awarded by open competition, plus regular 3-year PhD studentships, also awarded by competition. A small number of awards (currently up to 30 in any one year) are 'ring-fenced' for particular subjects; otherwise assessment is via a series of subject panels. In their notes to applicants, AHRC make it clear that their normal expectation is that a PhD applicant will have acquired further postgraduate experience (or its equivalent) before embarking on the doctorate. AHRC has a short (6 pages) and non-prescriptive Research Training Framework. Until 2007, departments wishing to host studentships had to submit short Research Training Statements to AHRC to indicate their compliance with the Training framework, but this requirement has been dropped with the introduction of RCUK's Roberts Skills monitoring procedures, which it is felt cover the same territory with sufficient depth.

AHRC's new scheme will allocate most (approximately 80%) of its awards to HEIs through a new Block Grant Partnership scheme. HEIs will be invited to submit proposal for a 5-year package of Masters and doctoral awards across a range of AHRC subjects, and these will be evaluated by a peer review process. The remaining 20% of awards will be allocated by competition. Institutions holding BGP awards will be ineligible for the competition. The scheme will become fully operational in 2009.

Although the balance between BGP and a residual competition looks very much like ESRC's own hybrid of quota and competition awards, AHRC's consultation exercise explicitly rejected any move towards 1+3: 'In discussion of the **ESRC's** mechanisms



for postgraduate funding, most participants were agreed that this model of quota allocation and recognition exercises would be problematic for the AHRC. The ESRC's 1+3 model was also seen as too restrictive for the arts and humanities, requiring students to formulate their doctoral thesis at the start of their Master's level study. (AHRC 1996: 11-12).

### **7.3.2 EPSRC, BBSRC, NERC, MRC**

Three of the science and medicine Research Councils (EPSRC, BBSRC and MRC) operate Doctoral Training Account schemes in which institutions are allocated lump sums for doctoral training, with considerable freedom on how these resources are used. None operate their own studentship competition (except for collaborative awards like CASE). All fund some stand-alone Masters studentships. The MRC and BBSRC, for example, provide for both Advanced Course and Research Masters studentships, EPSRC provides for Taught and Research Masters studentships through its Collaborative Training Grant scheme, and NERC provides for both MSc and MRes students. In most of these cases, the Research Masters follows the formula of 60% individual research and 40% transferable and research training (the proportions established in the response to the 1993 White Paper, see 5.2 above). None of these Research Councils operate a process of validation for courses or departments in any way comparable to ESRC's cycle of Recognition Exercises.

The picture on the length of PhD funding is somewhat confused and changing. NERC, for example, hold to a standard 3-year model for PhD funding but have just started to introduce support for studentship holders entering their fourth year where this seems necessary. EPSRC allows HEIs to fund students beyond the initial three years within the terms of their DTA scheme. and MRC funds both three- and four-year PhDs. In some, but not all, cases the MRC four-year PhDs incorporate a one-year research Masters (i.e., a 1+3 structure).

## **7.4 *Alternative Models***

National statistics suggest that the conventional three-year research-based PhD is being overtaken by different forms of provision. The two key areas of growth would seem to be various forms of professional doctorate, which include a significant taught component, and part-time doctoral study in general. There are, though, important caveats that need to be considered in assessing these figures. Although professional doctorates have grown significantly since the mid 1990s, in a period when research doctorate numbers seem to have been more or less static, they are still only a small proportion of the overall doctoral population (around 6% in our 2004-5 HESA social science dataset). In the social sciences they are concentrated in a small number of disciplines (Psychology, Education and Business in particular) and a relatively small number of institutions.

HESA figures for part-time PhD students turned out to be quite problematic when subject to checking at an institutional level. Again they are heavily concentrated in certain disciplines (overwhelmingly in Education, where 82% of all PhD students are

registered as part-time) and certain institutions. But the HESA records are not at all accurate for many of the pre-1992 institutions, for which the category 'part-time' might include full-timers in their writing-up year, for example.

These reservations notwithstanding, there are signs of a growing blurring of the boundary between taught and research provision, outside the formal requirements of 1+3. EPSRC has been operating a scheme of Engineering Doctorates (EngD) since 1992, which combine a substantial training component with placement in an industrial setting. The EngD is explicitly focused on producing future managers with strong engineering backgrounds. The 'New Route' PhD is a more recent initiative, but like the EngD is designed to prepare candidates with skills to use in subsequent non-academic employment. Oriented in part to overseas students, New Route involves a four-year programme of skills training with an individual research project. It was initially piloted, with backing from HEFCE and the British Council, in 10 universities with the first students starting in 2001. Although the model had expanded to just over 30 universities in the first two years, the numbers of students are relatively small and New Route has not had much obvious impact on mainstream social science doctorates: only one respondent to our online survey (from Nursing Studies) identified it as an alternative pathway to 1+3 in her institution.

There is also pressure for change within the existing PhD structure. Area Studies and Social Anthropology have long argued for the need for extra time and extra funding to incorporate intensive study of difficult languages, and this has now been reflected in the 2+3 model adopted by the new AHRC/ESRC Language Based Area Studies Centres which came on stream in 2006. Economists, concerned at the comparability of UK and North American PhDs, are edging towards a two-year taught programme followed by a two or three-year PhD (see 9.1 below).

## 8 The Verdict on 1+3

### 8.1 The Survey

The 192 responses to the online survey were overwhelmingly (91%) from outlets with ESRC recognition, and mostly (59%) with quota awards in the most recent allocation.

What follows are the questions as they appear in the survey and the aggregate answers. The most striking responses are

- 1+3 has improved quality of training (121 agree, 29 disagree)
- it is difficult to identify best students at start of 1+3 (117 agree, 40 disagree)
- ESRC should fund stand-alone Masters (123 agree, 39 disagree).

Probably the single most interesting answer was to the question “Do most would be PhD students in your department/centre register for the full 1+3 programme for which you have ESRC recognition?” 130 (68%) said no. Of those for whom 1+3 could be said to be the norm, there is a pretty wide disciplinary spread, with two larger clusters of Economists (5 institutions) and Political Scientists (8 institutions).

Most respondents (but less emphatically and with more disagreement) also felt that the current 1+3 model ‘packed’ too much compulsory training into the first year, and posed problems for specialist skills like language learning. Although the questions about problems for particular categories of students (mature and overseas, part-timers) and particular kinds of programme (inter-disciplinary) seem somewhat less clear-cut in their responses, the free text responses gave plenty of examples of problems in these areas, suggesting that many who saw no particular problem in, say, providing for language learning, worked in areas where this was simply not going to be an issue.

In many cases clearer preferences emerged, either when we analysed the responses in disciplinary terms, or when we conducted follow-up meetings with representatives from different disciplines.

**2** As part of a long-term commitment to raising the quality of training for PhD students, the ESRC introduced the 1+3 model to encourage departments to offer a structured training package from completion of an undergraduate course, through Masters training and into a successful PhD. Views on its success vary. Please read the following statements and tick the alternative that is closest to your viewpoint:

**2a) 1+3 funding has improved the training available to our PhD students:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 39             | 82    | 36                         | 24       | 5                 |

**2b) 1+3 funding has improved the overall academic quality of our PhD students:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 22             | 46    | 66                         | 44       | 8                 |

**2c) It is difficult to identify the best PhD students at the start of the 1st year of training:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 48             | 69    | 30                         | 37       | 3                 |

**2d) The ESRC should fund stand-alone Masters degrees:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 68             | 55    | 25                         | 31       | 8                 |

**2e) The 1+3 model packs too much compulsory training into the "1" component:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 40             | 49    | 25                         | 54       | 20                |

**3a) The 1+3 structure has posed particular problems for the development of quantitative and statistical skills:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 10             | 22    | 38                         | 79       | 24                |

**3b) The 1+3 structure has posed particular problems for the development of qualitative research skills:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 12             | 22    | 44                         | 76       | 19                |

**3c) The 1+3 structure has posed particular problems for the development of transferable and employment-related skills:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 3              | 20    | 69                         | 66       | 15                |

**4a) The 1+3 route presents particular problems for overseas students:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 40             | 44    | 44                         | 36       | 5                 |

**4b) 1+3 presents particular problems for mature students:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 17             | 42    | 63                         | 55       | 8                 |

**4c) 1+3 presents particular problems for part-time students:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 25             | 48    | 66                         | 39       | 6                 |

**4d) It is difficult to accommodate students requiring specialist inter-disciplinary training under 1+3:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 22             | 46    | 60                         | 49       | 7                 |

**4e) It is difficult to accommodate students who require advanced language training under 1+3:**

| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|----------------|-------|----------------------------|----------|-------------------|
| 21             | 39    | 77                         | 40       | 7                 |

## **8.2 Student perspectives**

Members of the team conducted focus groups with ESRC-funded students in the course of the TDB institutional visits to Edinburgh and Birmingham. Follow-up questionnaires were done with the students, and an on-line questionnaire was sent out to ESRC-funded post-doctoral fellows just prior to Christmas. The level of responses to this was disappointing, but given the time of year, not wholly surprising. The post-doctoral fellows were the first cohort to come through 1+3, but of those who responded, very few had actually been through an obvious 1+3 route. In the focus groups too, there was much evidence of different patterns of experience within the broad model.

There was general agreement that a period of research skills training was useful for the PhD and beyond, that it was good to be taught with a broad range of other postgraduates, and that the financial support from the ESRC was generous. The issues of timing, length, and content of that training were considered problematic. Lack of flexibility came out as the main drawback of the current model. Students felt that not all training courses were relevant, that they were delivered at the wrong stage or that there wasn't enough depth – especially in quantitative methods. The latter are seen more as a 'taster' that would need to be revisited if they were going to utilise them in their PhD or in employment.

*The small amount of statistical/quant training in the first year – my PhD ended up largely qualitative, so (as I was on the +3 funding) I would have valued more opportunities for developing and retaining these skills. I have used my ESRC PDF to play catch-up. (Postdoctoral fellow)*

There was some frustration at the over-standardization of research training, when some were keen to pursue more theoretical courses to support their PhD research, while others felt that professional skills and broader competencies should be considered.

*Develop(ing) a set of core competencies that all PhD candidates must achieve by the end of their studies regardless of whether they see their future in academia, the public sector or the private sector....additional competencies that relate more closely to future career paths (e.g. Teaching for those that might want to stay in academia). (PhD student)*

Some felt that it was important to separate the Masters from the PhD because plans often changed in the course of the research Masters year. Not surprisingly, very few felt that 3 years was long enough to complete a PhD, but this view was strongest among those who were doing fieldwork as part of their doctorate.

What emerges is maturity and focus, whether students have come in from employment or straight from an undergraduate degree, and especially a keen desire to concentrate on their research topic at a very early stage of their funding. Students and supervisors are extremely creative in tailoring specific needs to available courses and institutional constraints, demonstrating that there is flexibility within the model, but their success is very dependent on the individuals or subject areas/departments concerned. It does not appear that the 1+3 structure has in itself stimulated any increase in interdisciplinary work, but what it has done is expose students across the social science sector to the breadth of methodologies in use in the social sciences and at their disposal for the PhD.

In the postgraduate questionnaire, the variety of routes into 1+3, the variety of courses undertaken and the views of an ideal model were as numerous and variable as the individual students. Those coming from employment stress the absence of training in professional skills – complaining that PhD training is too narrowly concerned with academic reproduction. Incorporating courses in professional skills such as report-writing; presentation and dissemination; project management and time management would be useful skills both within and outwith academia, and not least for the PhD itself. Those coming directly from a taught Masters or from an undergraduate programme express frustration at doing more ‘undergraduate’ style compulsory courses while they are trying to formulate a robust doctoral project. While there were some complaints at having to complete an MRes when an MSc was already held, most recognised that the latter was not always adequate preparation for a doctorate.

### **8.3 Employer perspectives**

Despite strenuous efforts to make contact with, and pursue, employers of ESRC 1+3 students we had very little success in soliciting direct opinion. This in itself probably says something about where the finer details of ESRC 1+3 provision register for most employers of recently trained social researchers. In this respect our experience

matches that of Purcell and Elias (2006) who encountered a 'politely indifferent' response when attempting to elicit the views of employers of recent PhDs from the social sciences.

Nevertheless we do know some important facts about employer demand from other sources. Firstly, many employers of social researchers are more enthusiastic about good Masters-level training than the possession of a PhD. This was put clearly to us in a submission from one (former) employer:

*I retired a year ago from the Office for National Statistics where I had worked in the field of survey research for most of my working life. Government departments are major employers of social scientists who both manage and carry out research and use research to help policy development and evaluation. I had a major responsibility for recruiting quantitative social researchers (and survey methodologists) in ONS. We had always relied heavily on recruiting from those completing a stand-alone MSc in Research Methods and had good links with several universities who were strong on quantitative methods. We were therefore most dismayed when the 1+3 system started and funding ceased for one year Masters as we were not convinced that an additional 3 years doing a PhD represented value compared with the on the job training we could offer those entering direct from a Masters. I still believe this to be the case.*

*It is clearly important for academia to train an adequate number of people who will be the academics of the future but I would urge ESRC to reinstate funding for the one year MSc, particularly in Research Methods as this has proved so valuable for the wider social research community beyond academia.*

The paradox here is that the more successful a '1' programme is with would-be employers, the more problematic it is for the architecture of 1+3. The marketability of Economics Masters qualifications, and the consequent withdrawal of good candidates from the PhD, is the best documented example. In areas of skills shortage, like advanced quantitative methods, it has already been agreed that ESRC should support stand-alone Masters programmes for the reasons so well expressed by our respondent.

Here it is worth remembering that other Research Councils have always seen the support of some 'vocational' Masters programmes as part of their remit. The problem for ESRC is that, having withdrawn resources from this area, it would now require some tough strategic decisions about priorities, if it were to expand stand-alone provision in areas of employer need. (And the discipline with the best documented employer demand at Masters level - Economics - is far from comfortable with the idea of supporting stand-alone Masters students to meet that demand.)

## 9 The View from the Disciplines

The original terms of reference for this Report asked the team “to establish if the 1+3 model is meeting the needs of the social science community at the level of individual disciplines.” We had originally assumed that the survey would reveal telling differences between disciplines, and thus open up questions for the final phase of the Review. But having collated the responses on a discipline-by-discipline basis, and read through the long, and often very interesting, responses to some of the questions we have all ended up agreeing with the Royal Geographical Society who start their response to our consultation with the observation that there is ‘a broad view that 1+3 has implications that are more structural and institutional than discipline-based’.

There *are* differences between the disciplines in the issues they raise and the possible solutions they suggest for some of these issues, and these often became more apparent when we met representatives at the various HoDs meetings we attended. But, as with much of what we learnt, these issues more often than not go some way beyond the structure of the 1+3 model itself into areas like the allocation of quota awards, or the content and scale of research training. Of the disciplines we have looked at in depth, only Economics, with a possible 2+2+1 funding model, and to a lesser extent Education (2+2) and Social Anthropology (2+3?), have identified clear structural features of 1+3 they would like to change.

To some extent the case studies we have prepared from the survey responses illustrate the lack of disciplinary difference in the way our colleagues have responded to 1+3. We start, though, with Economics, a subject in which 1+3 has not apparently resolved a set of long-term structural problems. The practice disciplines which follow are, on the whole, among the most enthusiastic about the potential benefits of 1+3. Psychology and Sociology represent two core social science disciplines in which 1+3 is often seen as a source of problems rather than an opportunity for creative solutions. Education, Management and Business, and Social Work are all classic ‘practice-based’ disciplines with problems already identified through the work on the Demographic Review. Politics and Social Anthropology are both strongly research-focused with healthy recruitment into PhD programmes, especially from outside the UK.

### 9.1 Economics

Economists are deeply concerned about the difficulty they face in recruiting, training and retaining the best doctoral students, especially UK nationals. This dominates their attitudes towards the 1+3 funding model, and the way it limits departmental use of studentships to recruit and retain the strongest students. In its written submission to the Review, CHUDE (Conference of Heads of University Departments of Economics) insists that the very existence and sustainability of UK Economics as



dependent on training high quality PhD students who are then able to take up academic positions. The discipline is blunt in its assessment: '1+3 has so far not been able to achieve this goal.'

The demographics are striking. In a buoyant non-academic labour market for those with a Masters-level training in Economics, very few UK nationals choose to stay on to pursue doctoral study. In a HESA sample of the 1000 doctoral research students in the top 19 Economics departments, 500 are from non-EU backgrounds, 300 are EU nationals, and only 170 hold UK domicile rights. Interestingly, only 40 are US or Canadian nationals. Just under half hold a UK higher degree.

In our survey 16 responses to the questionnaire were received from 12 Economics departments, all with ESRC recognition. 44% respondents (compared to 32% of all respondents) said most register for the full 1+3 programme. As already noted, Economists tended to be notably negative about the success of the 1+3 model, and only 31% (5 respondents) felt it had improved overall quality of training (compared with 65% of all respondents).

The disciplinary responses identify a number of related concerns with the 1+3 model. The first is the difficulty of identifying the best students whilst they are still undertaking undergraduate degrees. 94% agreed that it was difficult to identify students at the start of year 1 (compared to 63% all respondents). As the CHUDE written submission explains:

Students who aspire to work as economists, whether in business, in government or international agencies, or in academia, need to undertake masters level training because an undergraduate degree cannot equip them with sufficient subject-specific knowledge to find solutions to real economic problems. Therefore, prior to commencing a masters degree, students frequently have little understanding of what academic economics research involves and may not have an academic career as their goal. Also, at this stage departments have little information about which students have the required aptitude for research.

At the heart of the 1+3 model, is the assumption that one can identify potential high quality PhD students in their final year of undergraduate study. Yet because many of the strongest Economics candidates do not proceed to PhD study, primarily because they can earn far more in a career outside academia, the discipline has a high drop out rate after the "1". This means that the ESRC effectively subsidises the training of Economists who go on to work in the private or public sector.

The discipline also sees itself as losing funding in two further ways. If studentship holders decide to leave after the first year, their studentships subsequently go into the shared pool and are lost to Economics. They also point to the way that some departments have chosen to offer only '+3' studentships to avoid the risks associated with making 1+3 awards. The recent increase in stipends does not necessarily solve these problems.

Economists have a number of innovative suggestions for dealing with this problem of attrition, whilst also continuing to recruit the best students onto MSc programmes. These include a 4 year funding model paid in the ratio of 0, 4/3, 4/3, 4/3. An alternative was to ask students to pay back their MSc funding if not continuing. They are also keen to ensure that 1+3 grants are 'recycled' within the discipline.

Although less enthusiastic than other disciplines about the possible reintroduction of stand-alone Masters awards, mainly because of the problem of attrition of students and the subsequent loss of a studentship, there was still some support for this move. As a result several respondents urged more flexibility in the way funding was provided (e.g., targeting funding to +3 / +4 / 2+2 etc). Yet funding of some Masters students was still felt to be important. CHUDE takes the view that it is 'crucial' that 1+3 (or 2+2) awards be retained, 'because the best UK undergraduates in Economics are often internationally mobile, with top US institutions being a particularly tempting destination for research training.' If Masters funding cannot be offered, CHUDE suggest, many of these students will be lost to the UK, potentially for their entire careers.

Economists are particularly exercised by the question of the ideal length of a funded PhD, given the international competition for the best students. The discipline sees the present four-year model as too short. Economics faces the 'difficulty of producing internationally competitive PhD graduates with a sufficient body of subject knowledge within a period of four years from their undergraduate study' (CHUDE submission 2006). One respondent suggested that the solution was to 'to offer the best students fellowships for year 5 ..a top US student would spend a year honing their best paper to launch themselves on the international job market – the ESRC should facilitate the top UK institutions to compete with the top US ones'. Another argued for more time to 'allow for a US-style taught PhD component'.

In a presentation to Economics heads of department, the Review team explored the ideal length and structure for the PhD in Economics. The CHUDE group were united on the importance of moving to some form of 5 year training model in Economics. As another respondent noted after the event, 'I think it is important to acknowledge that 1+3 does not keep UK economics training abreast of the best international practice. US research students will have upwards of 50 per cent more taught course contact hours than the best the UK can offer within the 1+3 framework. The 2+2 does offer an interesting alternative and the 2+2+1 may be on a par with the US schools'.

If five years training is optimal in Economics, how should this be structured? As a unitary programme? Or with an MPhil type qualification as the first hoop, followed by another two years, and then a fifth fellowship year i.e. 2+2+1? In consultation with the discipline, there was a division between those who wanted a 5 year doctoral model, and those who wanted a 4+1 model (assuming there was a high chance of success of getting a postdoctoral fellowship). Some also felt that insisting on a 5<sup>th</sup> year of doctoral study might cut down on applicants. Others noted that not all wanted an academic career. For those that did, many liked the change of status that the 5<sup>th</sup>

year post-doctoral fellowship offered. The Canadian SSHRC was also mentioned as an example of a system where people have a grant for 4 years, and then can reapply for extra grants. A related problem is that the sector's current focus on doctoral completion times works against a model of funding students for a 5<sup>th</sup> doctoral year.

We also asked about the financial implications of CHUDE's proposals for an internationally competitive 5 year training model, especially for the recruitment of full-fee students? Economists are very aware that competition for the best students is mushrooming in Europe. The CHUDE meeting discussed Germany's generous 'Initiative of Excellence' funding of the major graduate schools, and French targeting of support to doctoral schools. Both were seen as potentially leading to a loss of EU students in the near future. One respondent challenged any presumption that international students tend to have only 3 years of funding. More of an issue, he suggested, was that internal UK university studentships tended to be only 3 years. It was felt that this was an issue for the ESRC to address with institutions.

CHUDE acknowledged that moving to a 5 year funding model (or four years plus a fellowship year) would mean the discipline accepting a lower number of studentships, given a fixed ESRC funding pot for Economics. This may not have a major impact, given that many existing studentships now end up being for 4 years anyway.

Should ESRC funds be used to train a small elite cadre able to compete with the best internationally, or to influence the broader pattern of training across the sector? In discussion, it was pointed out that not all Economics students go on to academic careers, and that not all higher education institutions aspired to compete internationally. Some will be more concerned to prepare students to an adequate standard than to produce internationally competitive PhDs. A five-year model may not be appealing to all.

In summary, we see a clear consensus emerging from Economics. The discipline is asking for greater autonomy and flexibility in making its own studentship funding decisions. Rather than departments being awarded X quotas, the suggested ideal is the allocation of a pot of funding for 4X years. This would allow institutions the latitude to allocate funding to individual students appropriately and with regard to their own needs. The discipline also wishes to see studentships and funding 'recycled' within the discipline. An institutional constraint facing a move to a PhD of more flexible length was the policy pressure on completion rates, an issue that the ESRC would need to raise with HEFCE/QAA.

## **9.2 Management and Business Studies**

Management and Business Studies was a discipline identified in the Demographic Review as both approaching 'crisis' in terms of the age profile of academic staff, and as a 'net importer' in terms of the undergraduate disciplines of its graduate students. It is also a field identified by the ESRC as a priority area 'where there is scope to

improve the general quality of research capacity'. There is a recruitment challenge, due in part to the employment possibilities outside the academy and the difficulty of recruiting able graduate students. This is also a field where many graduate students are mature students with considerable experience from the world of work and entering the academy as mid-career or senior practitioners and professionals. The DBA was an early model of professional doctorate and has been offered since the early 1990s, with a growing number seeking ESRC recognition.

### **9.2.1 Quantitative analysis of responses**

There were 13 responses to the questionnaire, of which over half (7) had no quota awards. The majority stated that most PhD students do not register for the 1+3 programme. 69% (9) agreed or strongly agreed that 1+3 funding has improved the training available, and 46% agreed that this had improved the overall academic quality of MBS PhD students. 69% (9) agreed that the ESRC should fund stand-alone Masters programmes. 60% disagreed that the 1+3 model packs too much compulsory training in to the "1" component, and about two thirds of respondents disagreed that the 1+3 structure has posed particular problems for the development of either quantitative or qualitative research skills. There was no consensus over whether the 1+3 poses particular problems for overseas students, and 60% also disagreed that the model poses particular problems for mature students. However, 5 of the respondents agreed that the 1+3 model poses particular problems for part-time students.

### **9.2.2 Qualitative analysis of responses**

There was a range of alternative provision to the 1+3. This included students being required to take the taught part of the Masters (but not the dissertation), students taking a Certificate in Research Methods as part of the first year of a 3 year PhD, students registering for the +3 and undertaking a Skills Needs Analysis at registration and annually thereafter, and being directed to modules of training as needed. One respondent mentioned the need for more flexible training, for example a 2+2 model, with training delivered over two years to enable progression and more advanced skills. One advantage of the 1+3 model identified was the ability to identify potential problems early and to have an exit route for students should this be needed.

Several respondents mentioned the difficulties of 1+3 for part-time students, and for overseas students the language demands of intensive M level courses so early on could result in workload pressures. One respondent mentioned the intense dislike of the 1+3 by mature students, who often already have one or two Masters degrees, and who were unwilling to undertake yet another. The 4 year period was seen as a problem for self-funding and overseas students, most of whom have funding for 3 years only. One respondent mentioned the possibility of on-line training courses, provided or contracted through the ESRC as a possible support for the research training element, while another respondent who had such provision found this enhanced flexibility and was welcomed.

A range of benefits were identified. These included: the impetus to provide high quality research methods training; it drives up standards of training; there is an exit qualification for those who cannot continue to PhD; improved completion times; provides an audit trail for review of students; provides possibility for cross-disciplinary training; helps in efforts to build a departmental research culture.

Several respondents stated that there were no drawbacks. Of those respondents who mentioned drawbacks, these included: difficulty of recruitment (to a 4 year PhD rather than the 3 year); the inappropriateness of some of the training to students' needs; one respondent believed that 1+3 led to better trained and higher quality PhD theses, but that this quality difference was not recognised in the final qualification; one respondent considered that the 1+3 forces HEIs to select PhD students at too early a stage.

Suggestions for alternative structures included: more flexibility, funding for 4 year PhD, fast-track to +3 permit for excellent students; more on-line training; funding for stand-alone Masters. However, there was substantial support for the 1+3 model among the respondents.

### **9.2.3 Commentary**

Although there was considerable diversity in the responses to the survey questions, there was also substantial support for the benefits of the 1+3 model. The field of Management and Business Studies is a diverse field in terms of its recruitment of graduate students, who come with a range of disciplinary backgrounds, at a wide range of stages of their career, and with different needs. This means that one size or model does not necessarily fit all, and there is probably a need for a range of provision to enhance research capacity. This range might include four year 'integrated' programmes, which might develop from the New Route PhD model with substantive content modules alongside research training and generic skills modules.

Since the publication of the Demographic Review, colleagues in Management and Business Studies have been actively developing a set of new capacity-building initiatives, including a new 'social science and management doctorate' based on co-partnership between the Research Councils and HEIs and intended to bring social scientists into management from other disciplines at a doctoral level. The full set of proposals are impressively imaginative in their approach but, in their most recent version, do not seem to require major departures from existing +3 or 1+3 training models.

## **9.3 Politics and International Relations**

Faculty in Politics and IR departments, like their peers in Economics, face the challenge that an increasingly small proportion of students are UK nationals. Of the approximately 1100 registered full time doctoral research students, less than 25% are UK nationals. 25% hold EU nationality, 15% US/Canada and 35% other

nationalities. Another 900 are listed as studying part-time or writing up. More than 40% of these full-time students are in 3 departments – LSE, Oxford and Cambridge, again with a very small proportion of UK nationals.

The review questionnaire received 30 responses, nearly all from outlets with ESRC recognition. Notably, half of Politics respondents (compared to one third of all 200 respondents) said most register for the full 1+3 programme. It would seem that the highest proportion of international students occur in departments where, according to responses, the majority of students do not follow the full 1+3 programme. Other responses were closely comparable to the overall population. Two thirds felt it had improved overall quality of training (65% of all respondents), and a similar proportion urged the ESRC to once again fund stand-alone Masters courses.

A particular concern amongst Politics respondents was the level of the training possible in the first year for students with a great diversity of interests and methodological approaches. Some are taking a highly quantitative approach to their research, whilst others are more interested in political theory. Written comments included:

*The problem is the large range of requirements to be covered. This tends to mean that students do not get a chance to really develop the methodological understanding and skills they require....there are some gains.. but a loss in depth and focus.*

*Our programme is too much for those who will not use it, and not enough for those who will use a specific method.*

*High degree of tokenism, in which students tick boxes for attending classes but without clear and lasting gains in learning.*

The PSA's own submission raised parallel concerns that 1+3 'encourages a 'one size fits' all approach to research training', and 'a fear that the 1+3 model will become hegemonic and effectively drive the traditional PhD out of business, thereby depriving the potential constituency of a plurality of programmes'. However, discussion at a consultation meeting with the PSA led others in the discipline to defend the introduction of skills training, and to question this negative interpretation.

Is there a '2-tier problem' (between expectations placed upon ESRC students and the rest) in Politics? One commentator at the PSA meeting agreed there was a 2-tier problem, because non ESRC students were forced to do training within the +3 component of their degree. She pointed to the way their institution had introduced a diploma to allow recognition of this experience. She also noted that they were trying to introduce regional consortia to counter the challenge faced by smaller institutions in providing a wide range of training opportunities. Their model was effectively 1+1+3, with awards often going to people who already have Masters degrees in Politics.

Others raised concerns about whether the new training system discouraged movement between institutions? Has it forced universities to try and hang on to their UGs and 'fatten them up' for doctorates, as one person argued, and is that damaging for UK academia?

A recent German appointment in an IR department did not see the 2-tier issue as a problem, provided that those coming with an appropriate training from EU universities can just go straight into the research phase of the doctorate. He also pointed to the way that international students have all sorts of funding arrangements, and that a three year model isn't always the norm. It was suggested that actually the best way forward was to introduce stronger research methods training at UG level.

One speaker at the PSA meeting commented that even choosing people for 1+3 quota awards after a Masters was difficult, and that they had just dropped two international PhD students at transfer. He felt that being given an allocation of funding (rather than a number of studentships, along the lines of the CHUDE proposals) to distribute as the department saw fit would be more effective.

#### **9.4 Psychology**

A recent report published by the HEA Psychology Network (Kelly & Howe, 2006) indicates that, according to HESA data, there were 3655 postgraduate research students in UK Psychology Departments during 2003/4. This constitutes a 23% increase since 1998/9. Students supported by the Research Councils appear to be a tiny proportion of the total: according to the HEA report, an average of 104 Psychology students per annum were funded by the Research Councils between 1994/5 and 2000/1. Of the Research Councils, ESRC is by far the biggest provider of Psychology studentships, accounting for an average of 56% of the awards that were made across the six-year period. Data that we obtained from HESA for the present document (see Figure X) suggest that the picture painted for Psychology in the HEA report remains substantially true.

Perhaps because of ESRC's pre-eminence amongst Research Council providers (although perhaps also because of a recent reduction in ESRC quota awards to Psychology), we received a substantial number of responses from Departments of Psychology. Twenty-two of our survey respondents identified themselves as psychologists, with only two respondents coming from the same institution. We received letters from the Association of Heads of Psychology Departments (AHPD), the British Psychological Society, and the Joint Committee for Psychology in Higher Education (referred to collectively as professional associations below). We presented preliminary findings at a meeting of AHPD in October 2006, and received helpful feedback during the ensuing discussion.

In general, the message from Psychology was consistent with what has emerged from the disciplines as a whole. The majority of Psychology respondents to the survey (86%) were associated with departments that had 1+3 recognition, with 59% holding no quota awards, 36% holding two quota awards, and the remainder holding

three. Only 32% of the Psychology survey respondents said that most research students in their Department register for the 1+3 programme. Survey respondents, professional associations and those present at the AHPD meeting all indicated majority support in the Psychology community for decoupling the '1' of '1+3' provision from the '3', perhaps with different funding mechanisms for the two components. There was also a clear majority view that it is difficult to identify the best PhD students on the basis of undergraduate performance.

#### **9.4.1 Quantitative analysis of responses**

The survey contained a number of multiple-choice items, which could be subject to quantitative analysis. Results showed that none of the items was identified with a consensual opinion amongst Psychology respondents, but several were associated with a clear, majority view. Around two-thirds of the sample agreed/strongly agreed that: a) 1+3 has improved training; b) it is hard to identify the best PhD students at the start of the '1' year; c) ESRC should fund stand-alone Masters. Around two-thirds disagreed/strongly disagreed that 1+3 poses problems for quantitative or qualitative training. When problems were identified, they were usually in the direction of too much qualitative.

About twice as many Psychology respondents agreed/strongly agreed that 1+3 poses problems for overseas students and part-timers, as believed that 1+3 does not cause problems for these groups. However, the split was 50% agree vs. 24% disagree for overseas, and 40% agree vs. 24% disagree for part-timers, which does not suggest a *majority* view.

With the remaining multiple-choice items, there was no clear, majority opinion. Roughly the same percentage agreed/strongly agreed, disagreed/strongly disagreed, or were neutral about whether: a) 1+3 has improved the quality of PhDs; b) 1+3 causes problems for mature students; c) specialist training is difficult with 1+3. The modal response was 'neither agree nor disagree' for difficulties with incorporating transferable skills and language training, perhaps reflecting the presumed irrelevance of these to Psychology.

The one multiple-choice item that produced a clear division of opinion was the one relating to 'packing too much in the '1' year'. 47% agreed/strongly agreed, and 39% disagreed/strongly disagreed.

#### **9.4.2 Qualitative analysis of responses**

The diversity of opinion and practice was underlined by the open-ended responses to the survey, with the letters from the professional associations and the discussion at AHPD supplying further evidence for the wide range of perspectives. Most respondents described a mixture of *alternative routes* to research training for those not registering for 1+3 training. For instance, three survey respondents said that they operate a 3-year PhD programme, without '1-level' training. Three said that everyone does the training Masters unless they have an equivalent qualification from elsewhere. Four operate with mixed 3-/3.5-/4-year programmes, and four seem to



get students to do the '1' in the first year of a 3-year programme, i.e. a 1+2 model. There was considerable uncertainty about whether divergence from 1 + 3 for non-ESRC funded students violates ESRC recognition criteria.

Virtually all survey respondents commented on the issues faced by *overseas, part-time, and mature students*, and for once there was clear consensus. For overseas students, the key issue was funding, with several respondents mentioning the higher level of fees. For part-time and mature students, the key issue was the time commitment associated with 1+3.

Twenty of the 22 survey respondents identified *advantages* with 1+3. Nine mentioned improved training. Two mentioned each of: a) getting training out of the way early; b) preparing students who do not wish to do a PhD for research assistant positions and professional training (perhaps especially important for Psychology, compared with other Social Sciences); c) finding out if students are suitable for a PhD. One respondent said that the main advantage of 1+3 was that it exposed how little funding is actually available!

Respondents wrote far more in reply to the *disadvantages* question in the survey than they did to the advantages, and they also gave a greater range of responses. Three survey respondents commented on the difficulty of identifying good students at the start of the '1', and three commented on the difficulty of getting students to sign away four years of their lives. This was also a key theme in the letters from the professional associations, where the point was made that this is a particular difficulty in Scotland where four years of postgraduate study will follow four years at the undergraduate level. There was a lot of discussion amongst the Psychology respondents of the difficulties with mixing ESRC-funded students with other students, e.g. it is wrong to require the latter to do 1+ 3 (two respondents), it is hard to deal with Year 1 students who are not on the 1+3 track (three respondents).

Seven survey respondents commented negatively on the reduction/concentration of studentships, when ESRC gives each individual four years of funding instead of three. This was also emphasised in the letters from professional associations (where the administrative costs were also mentioned), and the discussion at AHPD. Most of the remaining comments from survey respondents related to flexibility – between students within Psychology (some students need the '1' year, some don't) and between disciplines (Psychology undergraduates do a lot of quantitative analysis, unlike undergraduates in other Social Sciences). Three respondents advocated allowing transfer of awards at the end of the '1' year – to different students or across institutions. Again these concerns were endorsed in the letters from the professional associations and during the discussion at AHPD.

As regards *general comments*, one respondent said categorically 'The 1+3 model has failed', and three affirmed it as an unqualified success. Other comments were that: a) students on a 1+3 track are not getting as good a deal in the first year as other Masters students; b) re-allocation of +3 should be allowed if students leave; c) the Research Councils should harmonise their requirements; d) concentration of

funding is (undesirably) internationalising UK academia – shortage of UK trained academics necessitates recruitment from overseas; e) 1+3 funding should be open to overseas (presumably non-EU) students in order to (desirably) internationalise the work force.

### **9.4.3 Commentary**

The diversity of responses is marked. No one set of recommendations is going to please the full Psychology community, as is revealed in the divided views about what would constitute an *ideal system*. Eleven survey respondents (50% of all respondents) appeared to be supporting continuation of 1+3, while making suggestions for improvement within that framework. Some appeared not to understand the system, e.g. one was an attack on competitive distribution of awards, when the competition has largely disappeared. Nine survey respondents recommended moving away from 1+3. In eight cases, the recommendation was +3 only, with training concentrated in the first year. Even when an attempt was made to push for a 'Psychology view' during the discussion at AHPD, it was clear that no consensus was going to emerge.

## **9.5 Education**

The field of education is large and diverse and represented in over 100 HEIs, of which 26 have ESRC recognition. It is also one of the two fields with the most significant 'demographic crisis' given the age profile of a majority of its staff in HEIs (ref. Demographic Review). This means that there is a major shortage of high quality entrants into the field of education compared with the needs and demands of employers. Education attracts a relatively small number of studentships a year (about 40 in total per year), estimated as about 6% of its full-time doctorates. Doctoral researchers in the field of education are frequently mature students, many studying part-time, and the introduction of the professional doctorate (EdD) 15 years ago has had a significant impact on the number of doctorates gained in the field, and on the wider opportunities for research capacity building in education. Given the fact that education is not a significant field of academic study at undergraduate level in the UK, most doctoral researchers are transferring into education from another discipline, a point made in the Demographic Review which describes education as one of the 'net importers'. This fact has a significant impact on the route taken by doctoral researchers in education who need to gain both a substantive knowledge of the field and understanding and skills in research methods in education.

All the respondents to the survey were associated with departments which had ESRC recognition and all but one had ESRC funded studentships. In general, the message from Education had many features in common with that from other disciplines. However, some of the characteristics of education mentioned above led to more radical suggestions for solutions to the issue of capacity building in the field of education.

### 9.5.1 Quantitative analysis of responses

There were 14 responses to the questionnaire. The survey contained a number of quantitative items. None of these elicited a very strong consensual response, although there were some clear majority views. For example two thirds of the respondents agreed that 1+3 funding had improved the training. Half of the respondents considered that the ESRC should fund stand-alone Masters, and half considered that the 1+3 model concentrates too much compulsory training into the "1" component. Two thirds of the respondents agreed that the 1+3 route presents particular problems for overseas students, for mature students and for part-time students, the latter two of which are strongly represented in education departments.

### 9.5.2 Qualitative analysis of responses

Most of the universities represented by the respondents provided alternative routes to training in parallel with the '1+3', most commonly the 'traditional' 3 year PhD with substantial research training in the first year. All provided research methods training as part of the first year, though, given the very small number of research council funded students and other funding sources being for 3 years (particularly for overseas students), the 3 year PhD programme was more common. However, one university did require all its full-time students to do the full one year PGR training.

Three respondents articulated a need for greater flexibility than is possible with the MRes, partly in how training, particularly in quantitative methods, is spread over the period, and partly in how training is organised and prior competences are acknowledged.

The question about possible problems with the 1+3 model elicited a range of responses. One commented about the fact that the broad training 'slows' research students down and requires them to spend time on skills which they will not use (this was particularly the case for mature students for whom time is perhaps a greater issue), and also for part-time students who are fitting their research into a busy life. For example, a typical response *'in education the majority of our students are mid-career professionals, often from overseas'* and *'the majority of education doctoral students are aged in their 30s to 50s, and are generally part-time, self-funding or with financial support from their employer'* characterises a common experience for education departments. This related to a general desire for greater flexibility expressed by a number of the respondents.

A further issue which is experienced by students entering the field of education is the fact that a substantive Masters degree frequently provides the subject background (since there is no undergraduate degree). Thus, as one respondent stated *'it is difficult to encourage, even the very best of our Masters students, to consider ESRC funding if they must take the MRes before their PhD'*.

This problem was summed up by one respondent who stated: *'the ESRC 1+3 is predicated on a professional researchers model. This is not the norm for the maturity of our students'*. Given the issues highlighted by the Demographic Review in relation to the field of education, these comments signal a need to develop greater flexibility in the model.

However, there was a good response to the question about benefits of the model. These included the opportunity to change the research culture and create more of a research community, the opportunity to further develop inter-disciplinary working, to ensure students gained breadth of training. One respondent mentioned the benefit of having the MRes as a 'testing ground' from which students who were unsure about doing the PhD could exit if necessary. Several respondents welcomed the breadth and comprehensiveness and 'an element of unification' in research training.

A number of drawbacks were identified. These included: the requirement that students cover ground that is not of interest/relevance to them, the time pressures caused by the first year of research training lengthening the PhD period, problems created for overseas students (or those funding themselves) who are funded for a 3 year doctorate, lack of flexibility in the research training, and the challenges of having a very diverse and frequently mature graduate student population. In general the majority of respondents, while recognising the benefits of the introduction of the 1+3 model, called for a greater flexibility in the structure and requirements of the research training.

### **9.5.3 Commentary**

While there was widespread acknowledgment of the benefits of the 1+3 model, particularly the improvements that had developed in the quality and rigour of research training, there was a diversity in responses, and a call for a greater flexibility of provision. Given the fact that education is relatively unusual within the social sciences in the UK, with no significant undergraduate programme, there appears to be a strong argument for greater flexibility in postgraduate provision. Currently, a significant majority of students gain their substantive understanding of the field of education through a Masters degree in education, thus already having a Masters at the time of application for the doctorate (1+3). A possible solution could include broadening provision to include a (recognised and funded) 2+2 model which would enable postgraduate students to gain substantive knowledge in the field of education and training in research methods over a period of two years, while embarking on their own research, then progressing onto PhD study in the final two years. Further, given the growing number of HEIs submitting EdDs for ESRC recognition, and given the success of this degree in combining teaching in substantive areas of education and training in research methods, it may be timely to review the decision to recognise but not to fund studentships for professional doctorates.

## **9.6 Social Work**

### **9.6.1 Background**

Prior to 2005 Social Work was not recognised as a separate discipline and those Social Work Departments that sought recognition did so predominantly through the Social Policy panel (in the 2001 exercise this was a joint panel). Social Work as a discipline therefore has a short history of recognised research training and this influences the responses of the academic community

One reason for the lack of recognition was the suggestion that Social Work was not a 'research discipline'. The professional qualification was set at sub-degree level and the Masters qualification, which was constrained by the requirements of the accrediting body, did not necessarily have a substantive RT element. However engagement with the ESRC by both the discipline and the profession and changes in Social Work education have led to Social Work being recognised as engaging in 'practice based research' and as an 'emerging research discipline'. Increasing the quantity and quality of research training and numbers of postgraduate research students is at the heart of the Joint University Council Social Work education Committee (JUCSWEC) Research Strategy (July, 2006)

In the 2005 exercise 27 outlets applied for some sort of recognition (not all for 1+3 recognition). Fifteen were recognised for 1+3. There were 6 respondents for Social Work to the online survey (40% of the outlets that were recognised for 1+3 in the 2005 exercise). However Social Work also figures in responses from some institutions that have been coded for discipline as 'Other'. There was little specific to Social Work in these responses.

As part of the follow up to the JUCSWEC strategy a number of consultations have been held with the Social Work academic community that have included feedback on the 1+3, and these are incorporated into this commentary.

### **9.6.2 Commentary**

Against the background outlined above the responses are understandably cautious as some respondents will have no 'history' of delivering research training prior to the 1+3 and a number who have responded have achieved recognition for the first time (and acknowledge this).

Having said that 3 of the respondents to the electronic survey are from institutions which have achieved quota awards for Social Work from the ESRC (6 institutions in total received quota awards for Social Work in 2006-7). This suggests a strong track record – or success in the competition for a small number of quota awards where for the past 2 years Social Work has been designated a priority area. Other consultations included responses from those actively seeking recognition, and those in the early stages of consultation. It is important to note that the latter group includes post '92 universities who feel that they have previously been disadvantaged

in the ESRC requirements/arrangements for research training, but feel more encouraged by the Social Work specific requirements.

The historical 'deficit' might be reflected in the responses to both the idea of training and the different requirements which are in main favourable. Those that have recognition, or are preparing for it, on the whole welcome the 1+3 arrangements arguing that it gives them support in the Department/Schools/Faculties for putting resources into research training. It is also a view that the nature of the potential student population requires emphasis on training: *'those studying a social work PhD, they are likely to be mature students and thus require a thorough grounding in the full range of research training'* (36).

The background of the professional qualification influences the nature of the applications for doctoral training in Social Work and the almost 50:50 split of FT & PT in the reported arrangements for training is not surprising. However this has implications for funding. Also there has been some enthusiasm for the development of Professional Doctorates (PDs) as a route to encouraging researching practitioners. This leads to an important observation about the legitimacy of other arrangements: *'the 1+3 feels like the 'gold standard' with part time routes and PD being 'poor relatives'. This is also reflected in the funding of these routes.'* (18).

Despite some enthusiasm for PDs the Social Work community resists the idea of moving totally to PDs or new route PhDs. They feel that there is merit in retaining a route to a 'traditional' PhD and that there needs to be a 'culture shift (and not just an attitude shift)' to doctorates in the professional community. It is anticipated that the introduction of an undergraduate degree as the qualifying level might increase research training at that level and encourage a research path. The requirements for research training in the 1+3 would be an asset in such a scenario, but flexibility to ensure Social Work specific methodological approaches have to be core to such training would be important.

However the length of the training, the intensity of the content and the fact that it all has to take place in a one year (FT) Masters is seen by some to be problematic for Social Work for a variety of reasons:

1. Level of qualification: there may be a disincentive for those who already have a Masters qualification
2. *'many of the brightest social workers have done a Masters in Social Work as an intrinsic part of their professional training and have little desire to do another masters degree, even though they might recognise the value of research training'* (104)
3. The demands of the 1 are great for part time/mature students (18, 47), especially when they are in employment (in social work posts) (158).

4. Expectations (and funding) of overseas students creates resistance to 1+3 – a point pertinent not only to Social Work.

This leads to a call for more flexibility in the training including the possibility of a PGDip (as opposed to a Masters) (104) and the possibility of allowing prior learning to be accredited (176). Having said that, there does seem to be some support (66% of those who responded to the electronic survey) for a stand-alone Masters qualification in research. This may be linked to arrangements for continuing professional development for Social Work where there are opportunities to build research capacity by ensuring routes to research training.

Many respondents identify the main benefit of 1+3 as the opportunity for interdisciplinary training (18, 45, 158, 174). This is perhaps not surprising in a discipline which has at times been on the margins of academic Social Sciences and is now asserting itself.

## **9.7 Sociology**

There were 20 Sociology respondents to the survey, of whom 14 had ESRC recognition, but two thirds of respondents reported that most students didn't follow the full 1+ 3 programme. Although the spread of responses to the survey were quite similar to the pattern across the social sciences, certain important issues did emerge from the open text sections, but even more from the useful submissions from Sociology HoDs/BSA and the subsequent discussions with the review team at a Sociology HoDs meeting in London.

### **9.7.1.1 Open ended comments**

Again, responses threw up little that was discipline specific, but focussed on the structural effects of the model. Many respondents felt that there was too much front loading with the model allowing 'very little time to do more than cover the basics'.

Almost without exception, respondents stated that if students were not 'home 1+3 funded postgraduates', they would enter into a 3 year programme, whilst taking taught research training modules in the first year. In some areas (e.g. Women's studies) students straddle eligibility with AHRC, and might undertake MA training geared to AHRC requirements.

The problems for identifiable groups of students – mature, overseas, part-time - included the levels of debt for self-funded students, the rigidity of timetabling when family and work commitments are an issue, the length of training, the lack of recognition by ESRC of foreign qualifications, the absence of flexibility and an option to specialise early on, and a concern about creating a two-tier system with those on 1+3 and those having to pack methods training into year 1 of the +3.

Sociology respondents listed a number of benefits to the 1+3 model, including comments that 'it was ideal for fully-funded 1+3 candidates, allowing a year to

consolidate research skills, and giving time to develop disciplinary expertise in year 1 of +3. It gives a thorough grounding in research skills and produces carefully planned research designs'. Others also pointed to the value of 'security of funding for four years for the few'.

A number of drawbacks were noted. These included the lack of separate funding for the MRes courses, funding issues for most students, the problems of identifying good students at an early stage, the 'one size fits all' model leading to courses set at the lowest common denominator, taught courses distracting from the preparation of a coherent, focussed research proposal, inflexibility, and a lack of room for theoretical work

Consequently, respondents' ideals included moving to a 2+2 funding regime for those specialising in quantitative methods, funding for stand-alone MRes courses, and more emphasis on short course programmes that could be taken in later years of study as well as being integrated into Masters programmes.

### **9.7.2 Commentary**

The Sociology response to the consultation call focused on a number of issues, including the effects of quota allocations and the need for more flexible training regimes which allowed students the opportunity to take more substantive courses, if appropriate, at the start of their graduate career, but also encouraged more uptake of short advanced training courses later in the doctorate. It was also felt that the combination of 1+3 and quota awards was skewing funding towards students staying put in their 'home' institution, whether or not this was the most appropriate place for their particular research interests.

This response set the tone for much of the discussion at the Sociology HoDS meeting with the review team. Sociology has been a central discipline in the development of ESRC's training structures, and has been especially important in many institutions where it provides something of a core in the inter-disciplinary training programmes that have been developed to meet the ESRC Guidelines. The Sociology response to the Review is helpfully candid in discussing the weaknesses of some of those programmes - too general, too inflexible - but it also reveals serious anxiety about the future viability of those programmes in a situation in which fewer institutions, and fewer students, can reasonably expect access to ESRC training support.

## **9.8 Social Anthropology**

Social Anthropologists were among the most enthusiastic participants in the Review. We received 14 responses from a discipline which has 16 currently recognized outlets, all from ESRC-recognized departments. Almost all reported that most students did not follow the ESRC-recognized pathway in their institution, even though there was some acknowledgement that the 1+3 structure had brought benefits to those who received support.



Social Anthropology has not had a happy relationship with the model of the generic social scientist as promoted in earlier versions of the ESRC Guidelines, and there were many strongly voiced complaints about students being forced to take inappropriate research training in methods they would never be expected to employ in their own research. Even those more sympathetic to improving quantitative skills among anthropological researchers conceded that the post-2001 training regime had been poorly presented to their students. A few ESRC-funded students were quite often the only participants in the full recognized training programme, not least because it was impossible to build a coherent and attractive discipline-based programme in the space left once the generic requirements had been met.

### **9.8.1 Tensions**

Anthropology is one of the most international disciplines in UK social science, which creates tensions when training structures are shaped by an organization which is irrelevant for the 40% of its doctoral students with non-EC domicile. (The proportion of non-EC students is well over 50% at some of the biggest departments.) Anthropological fieldwork requires intensive language preparation, and relatively long periods of time in data gathering.

These concerns were the subject of a great deal of discussion during the visit of the International Benchmarking Review group in May 2006. They summarize the situation as follows:

While our colleagues recognized that the 1+3 model represented a significant improvement over the situation six years previously, many nonetheless expressed serious concern about whether this length of funding afforded sufficient time for adequate field preparation, research, and subsequent analysis. Given the necessary emphasis on language fluency, the importance of extended residence in the site under study, and the time demands associated with the reflective analysis central to ethnography, is this an adequate length of time? And, further, does what was assumed to be briefer fieldwork put UK PhDs at a comparative disadvantage in the academic job market? Empirical evidence is hard to come by on this question, although some narratives suggested that candidates with US doctorates fared better even in recent hiring in the UK. (ESRC 2006: 20-21)

The paradox here is that it is precisely ESRC support which provides an opportunity for the best students to train themselves to an appropriate international standard, whereas those without ESRC support are perceived - by some at least - to be falling behind. Moreover, although there is a lot of support for structures which would allow more time to be devoted to language preparation - most obviously some kind of 2+3 - when the question of the optimum length of a PhD was raised with HoDs, there were a vocal minority who clearly felt that anything over 4 years from start to finish was a thoroughly bad idea.

The result is a very stark example of a two-tier system, as exemplified in the response from one social anthropologist to a question (in the consultation process) about whether the UK PhD was internationally competitive:

*My answer is that it depends on whether we're talking about ESRC-funded students or not. If we are then these students get four years funded training (plus the usual additional "writing up year"), which means they will take 4-5 years to complete. If we are not, then nearly everyone else does the PhD in 3-4 years, which by international standards is a rush. I don't know how generalized it is in UK Depts to have an effective two-tier system (ESRC-funded and non-ESRC funded students), but we certainly do, because very few students actually choose to do the research-training MA if they have to fund it themselves. Some do, in the hope of getting ESRC +3 funding, but no overseas students do. So the UK ends up being a source of fast-track PhDs. The difference with the US (for example) is notable and I think students coming out of the US often have a much more solid and broader grounding in social anthropology than do UK PhDs.*

The contrast with Economics is instructive. Both disciplines see themselves as centrally positioned in an international market - for the best students and for the best academics - and both see themselves as potentially disadvantaged against the best US graduate schools. But while the Economists argue for expectations about the appropriate length of PhD study to be raised across all UK departments, anthropologists are rather more nervous about their capacity to attract and retain students without the funding to do this easily.

## **9.9 Human Geography**

Human Geography produced a rather disappointing response rate to the online survey, but this was supplemented by a cogent submission to the consultation exercise from the Royal Geographical Society. As with the equivalent submission from Sociology, quite a bit of concern was expressed about the workings of the quota system, especially the possible skewing of funding towards one or other sub-field of Human Geography. As one respondent to the survey put it:

*The allocation of quota to a few geography departments will focus research down an increasingly narrow set of subfields within the discipline. My own field of economic geography is in decline as departments with quota predominantly teach and supervise qualitative research. This means that young academics able to apply mixed methodologies are in short supply. The quota system will distort the supply of postgraduates further.*

There were also a number of points raised about the limitations of possible training in the '1' year: some felt there was too much quantitative training for the needs of some researchers, while others felt too much concentration on generic quantitative training had the effect of discouraging the development of more advanced quantitative training. As with the anthropologists, the impossibility of fitting serious language training into the '1' was a serious concern for some. And the RGS felt there was a

case to be made for investing in research training for those who did not necessarily intend to pursue an academic career.

The consultation response concludes: 'A real difficulty in geography at present is the lack of clear criteria on which the Masters courses are recognised. In the last exercise some institutions only submitted MRes courses while others included other MAs with a training element. This means that in effect the 1+3s are effectively of a different character and since not all students wish to follow the MRes path those working on the basis that the Masters had to be an MRes were effectively penalised. The lack of clarity was recognised in the feedback from the Geography Panel.'

### 9.9.1 Survey responses

Most respondents were in receipt of quota awards, and most did not register for the full 1+3 programme. There was a subdued response to whether it had improved quality or improved training. Stand-alone masters were favoured, and front-loading of the model was seen as a problem. Respondents commented on problems for specific groups and these were about the rigidity of structure: a timetable for part-time students who had work commitments and often lived some distance, a paucity of time for language training; and the cost implications for overseas students in particular (any of whom come with a Masters:

*Overseas students either come for a Masters - in which case they want substantive learning not the proportion of 'research training' imposed by the ESRC - or for a PhD in which case the project and funding often do not allow time for the amount of training implied in a four year programme.*

Whilst respondents identified positive aspects of 1+3, such as the interdisciplinary exposure it offers in the first year, as generic courses are taught across the social sciences, this was also cited as a drawback that led to over-prescriptive/blanket training for all.

This was one of a few fields to comment on problems with CASE awards:

*One issue that keeps catching people I know is on CASE awards. Few funders there want to fund 1+3 and prefer +3. The ESRC requires applicants to the latter to hold a recognised MA. But few people are willing to self fund in the hope of being eligible to apply for a later award. Many of the sort of people interested - often more applied, practitioner types, are mature with backgrounds in industry who equally do not want to spend a year on 'training'. So the pool of applicants for CASE awards is often thin. For the institution, the MA classes are very expensive to run for the few students who are required to take them.*

When asked about the 'ideal world', suggestions included that there should be 'enhanced flexibility: less generic training in year 1, 'short-fat' advanced courses in years 1-3 of PhD, and greater support for existing consortia.

## **9.10 The Other Disciplines**

In the case studies we have discussed so far we had the advantage of a reasonably broad set of survey responses, supplemented by engagement with the relevant professional bodies. For the remaining disciplines we have had to work from a narrower evidence base, usually because of a low response to the survey or problems in eliciting comments from the professional bodies. In all cases where we had a very low response we tried to follow up with reminders via professional associations and HoDs' groups, and in some cases through networks of personal contacts we knew to be especially engaged in discipline-based training issues. But the following sketches of disciplinary concerns are necessarily more tentative than the earlier case studies and should not be read as definitive.

### **9.10.1 Area Studies**

Nine responses came from Area Studies, five having recognition. Only one respondent's department was in receipt of a quota award, and only 3 had students that registered for the full 1+3 programme.

Most agree that 1+3 has improved training, if not the overall academic quality of students. All felt that it was impossible to identify the best candidates at the start of year 1. Most felt that a stand-alone masters should be funded. It was also felt that there were more problems for qualitative skills development than for quantitative. The other area where there was strong feeling was the lack of flexibility for those needing specialist interdisciplinary training and/or advanced language training.

Epistemologically, Area Studies is not an especially cohesive group, with departments aligning along geographic area lines. By its nature it is interdisciplinary, and the core of area studies is the work done in the field. The qualitative skills element can be an issue for those who wish to engage in active fieldwork abroad, who haven't done any before. The area studies elements tend to get squeezed because of methods training, and there is no room for a spell of field research to provide a pilot for the PhD. All the above creates a picture in which the model doesn't work well: 'qualitative skills are more difficult to front load...as they require different mental and emotional processes to work through.'

The message that came through strongly from these responses is that Area Studies would be better suited with a 2+2, or ideally a 2+3 model, and that its inherent interdisciplinarity requires special attention because of the danger of falling between funding councils, as well as the skills training required.

### **9.10.2 Social Policy and Administration**

There were only 5 respondents to the survey who identified their field as Social Policy, all from ESRC-recognized departments, and all with current quota awards. In only 2 of these was the 1+3 route the norm for all would-be PhD students.

The most consistent issue to emerge from this very limited set of responses was the difficulty of taking self-funded students, especially overseas students and mature

students, on a 4-year programme. The fullest answer to the question about ideal arrangements was also one of the most conservative:

*On balance, 1+3 is the desirable model but is costly and time-consuming, with no evidence that I'm aware of that better PhDs result from it. It is worth considering ESRC funding MA research methods degrees for those students that want/need this amount of training, and then simply funding PhDs for three years (with no necessary requirement of having an MA Research Methods to do a PhD). The first year could include a requirement that some formal training is undertaken, perhaps at least 60 credits.*

### **9.10.3 Linguistics**

We had very few (and quite terse) survey returns from Linguistics, and supplemented the information from the survey with interviews. Linguistics is a relatively small discipline, and one which does not sit wholly or solely within the sphere of the ESRC, and its problems are shared with other fields that straddle the divide between the humanities and social science, and to a lesser extent, between social science and natural science at the informatics end of the discipline's spectrum. Up until now, according to one professor, the AHRC offered more flexibility for the subject. Linguistics is also fairly interdisciplinary and works closely with psychology and informatics. Historically, linguistics is interesting because it was often taught in the past as only a post graduate subject, and as an undergraduate subject it remains fairly insecure in some areas. This means that the spread of students coming in has traditionally been broad, and that a Masters, often with a strong conversion element, was the conventional route into a PhD. In this professor's institution, the historical boundary issues continued beyond institutional restructuring, meaning that training offered to students remained somewhat outside the other social sciences. Most of the '1' courses were taught within linguistics and none were compulsory.

As in most other cases, front-loading was seen as a problem, as was the loss of students after year 1. It was suggested that a new model could entail a progression of recognised training throughout the length of the PhD. It was felt that four years was long enough, but that 1+3 did contribute to a two-tier system emerging with overseas students usually having only 3 years funding.

### **9.10.4 Science and Technology Studies**

All respondents had Recognition, but not all had quota awards. None said that most students register for the full 1+3. There was no clear sense of improved quality of PhDs as a result of 1+3. Science and Technology studies has idiosyncrasies, and is again, by its nature, multidisciplinary. We had responses from institutions as broad as a business school, a school of environmental sciences and an institute of genetics and biorisks.

The context of an inter-disciplinary institute is clearly very different from a traditional disciplinary department, and in some senses closer to 'the world out there'. One response claims that the problems that students have with prescribed coursework

are because there 'is the occasional student who still does not 'buy-in' to the professional model and sees the PhD as some kind of personal intellectual journey. They are getting rarer but can present difficulties in establishing commitment to the coursework elements.' Science and technology studies also clearly bridges the social and natural sciences and one response expressed a concern that access to 1+3 awards was more difficult for those not coming from a first degree in social science, at least to the 1, suggesting that there 'is some structural bias in the scoring system' that works against interdisciplinarity. (44) The general view was that more thought needed to be given to non-traditional fields that are both interdisciplinary and structurally different in terms of entrants, context and required skills.

### **9.10.5 Socio-Legal Studies**

The background for most postgraduates who take up a PhD in Socio-Legal Studies is likely to be law. This means that alternative routes to 1+3 would be various different LLM programmes. As in many other disciplines, students self-fund the 1 in the hope of securing funding for the +3. The small numbers involved mean that modules are often taught as part of a consortium with other social science disciplines/schools which is seen as both positive, from the point of view of the obvious interdisciplinary and intellectual advantage, but also involves administrative complexities for a relatively small number of students.

As became evident through the Demographic Review, a specific challenge for those doing a PhD is either the lack of a background in methods for law students, in a subject that is chiefly doctrinal, or a paucity of legal knowledge for those coming from other disciplines. In this instance, there is some feeling that a 2+2/3 approach would be desirable.

Those that experience most difficulty are overseas students, because ESRC funding is not available, and any methods training has to be incorporated into the first year of the +3.

*The biggest problem for Law schools with the ESRC's 1+3 model is that quota places (and also places on the open competition) are only available to Home students (and EU students will appropriate residence status). It is very difficult to attract the best home law graduates into research, given the very swift financial rewards associated with joining the legal profession. Our best PhD applicants are overseas students. In the majority of cases, they wish to settle in the UK. If the ESRC were to invest in these applicants, it could significantly improve the socio-legal research base in the UK.*

Fixed schedules are difficult for those with family and work commitments. Mature students who have returned after a gap may have already had a rigorous training which is not accredited.

The main benefits are, as in other subjects, seen as a much more comprehensive methods training that brings students together, as well as contributing to a healthy postgraduate culture in departments. The main drawbacks, which are again fairly generic, are that students are judged too early on their suitability for a PhD 'and can be a disincentive to striving for those who get the funding for M level work. Often unfunded MA students do better because they have more to prove. It can create a sense of a two tier system amongst MA students.'(151) Throughout the responses, and across the subjects, the latitude of the ESRC has been praised when, for example, they have been asked to consider 'variation in the 1 programme for individual students'(159) and the qualification of different entrants.

### **9.10.6 Criminology**

All the respondents reported that they had research training recognition. All have quota awards and half stated that all students register for the full 1+3 programme.

Most agreed that 1+3 had improved available training, and that it had improved overall academic quality. It was hard to identify the best students at the outset, which was later drawn out in the open-ended section. The need for stand-alone Masters was expressed. There was an even split between those who thought there was not enough and those who thought there was too much compulsory training.

Overall, the model was seen as in need of tweaking rather than overhauling. As in other areas, the front-loading of the training was seen as a problem: 'it would be better to spread it – given that students learn on a need-to-know basis'. In criminology, the necessity for a grounding in statistics and quantitative methods could not be fully addressed from scratch within the year. The main benefit was seen as the introduction of systematic training, while the danger that training regimes become inflexible and formulaic was raised as a problem along with the difficulties of coming up with a solid proposal based on little experience or knowledge.

It was felt to be unreasonable that the award be lost should a student withdraw: as one respondent put it, it 'can also be deemed a sign of very good supervision' and was linked to the problems of having to select students before completion of a masters. Inter-institutional collaboration was mooted as a positive development to be encouraged through a revised model, as was de-coupling and flexibility to transfer awards.

### **9.10.7 Economic and Social History**

Most respondents had quota awards, but only one reported that most PhD students registered for the full 1+3 programme. More and better training was reported but it was not felt that this necessarily translated into an improvement in the quality of PhD students. As in most other cases, the problem of having to identify suitable candidates so early, was clearly marked. And again, there was unanimous agreement that stand alone masters be funded. Front-loading was not seen as a particular problem here, and views on skills development were mixed. Interestingly,

the groups for whom the model causes a problem were identified as mature students, and also those requiring specialist interdisciplinary and/or language training.

Respondents felt that there should be increased flexibility, allowing for the training to be spread, and that free-standing Masters should be encouraged when possible: 'All the evidence that we have from our 1+3 programme is that good performance in the MSc, particularly in the dissertation, is the best guide to doctoral potential' (166). As with Area Studies, the inherent interdisciplinarity made flexibility and a longer PhD a favoured option. Examples of possible packages included 'free-standing MA bursaries (1 and 2 years, the latter re language or interdisciplinary skills); smaller number of 1+3, same number of +3; small number of +4 (for interdisciplinary and language intensive subjects)' (173). As in many other areas, the loss of the +3 when a student drops out is keenly felt in units with small quotas.

### **9.10.8 Environmental Planning**

Environmental planning spans research councils, and students come into the field, for example, from AHRC-supported courses after the Masters. These students coming from an AHRC funded masters will not necessarily have any research training. Again, overseas students tend to embed research training in the '3' because of the huge financial pressures involved in studying in the UK for three years, let alone four.

As a field with a strong link to public sector employment and research, there is special concern about the fate of CASE applications. One respondent asked: 'Nationally what proportion of CASE students have a RT Masters?' (142). S/he continued

*Our other main area of experience is CASE, where, in contrast to competition, there is a degree of under-subscription. Generally we are making the case for equivalence with CASE so they can go direct into +3 .(142)*

The questions around CASE are more relevant for mature students, but the linkage between the 1 and the +3 raise similar issues in terms of timing of research training. Once again, the problem of 'one size fits all' was raised, and the reluctance of masters students – the predominant group in environmental planning – to undertake another masters, when much of the generic research training could be uplifted into the +3.

### **9.10.9 Development Studies**

We received 8 responses to the online survey, all from departments with Recognition. All were in receipt of quota awards, but none expected all students to register for the full 1+3 package. Most agreed that 1+3 had improved the training available and the quality of students, but not that it was necessarily hard to identify the best students at the start of year 1, but this could be more about the nature of the



subject area. Most agreed that stand alone masters should be funded, but respondents were split on whether front loading was a problem.

In Development studies, the students for whom 1+3 caused most problems were overseas students. A large number of PhD candidates entering Development Studies come from overseas, usually outside the EU, and have a high level of experience in policy and practice - experience that does not successfully 'translate' into the categories for required competence in the ESRC Guidelines:

*When you insist on students who may have been a Deputy Minister of Economic Planning doing a course called "development Epistemologies" - you reduce that student to someone who has no useful expertise or skills - and devalue their previous knowledge - a bit of a contradiction given the current enthusiasm for "indigenous knowledges" and "post development".*

Whereas flexibility, or lack of it, can be a problem, one respondent reported the opposite: 'in my experience ESRC has been fairly flexible in granting +3 scholarships to students without an RT recognised masters where reasonable justification can be made'(175). Improved research training and the 'stronger sense of community of research students who have found connections and debates between their individual work through the research training elements'(133) were seen as positive outcomes of the new regime. However, flexibility did frequently arise as an issue, around the familiar themes of the early commitment to four years (and therefore decoupling the 1 and the 3 was suggested), and the lack of space in the curriculum for specialised modules concerned with Development issues. Finally, one commented that the subject should not be 'bracketed with area studies, which has very different epistemological foundations' (115).

## 10 Comparisons

### 10.1 *The United States*

The international debate about the changing purpose of the PhD regularly returns to the US model as an exemplar. The size and strength of the US doctoral student community, the breadth and level of the training offered, its location within research-intensive universities, and the global reach of its academic networks, all combine to make the US a key influence.

However there is a recognition that all is not well with the US doctoral training model. The key concern is the increasing time taken by many to complete their doctoral training programmes, and the high levels of attrition at each point along the way. Low completion rates are particularly a concern in the humanities and social sciences, but are an issue in all fields. There are a number of reasons for these developments, including the increasing specialization and methodological knowledge required in many fields, and the increasing number of students who are self-funded, or working to finance their PhD studies.

Concerns about inefficiency of this process, and its links to the decreasing proportion of US nationals amongst the PhD students community, has led Pfizer and the Ford Foundation to sponsor a major investigation into doctoral training, co-ordinated by the Council for Graduate Schools.

National Science Foundation data for 2006 (Hoffer and Welch 2006) reveals that the median registered length of a doctorate in the social sciences is 7.8 years, with significant variation between the disciplines. This means that 50% of students are still to complete after this time. Economics and Psychology doctoral students complete the quickest (7.2 and 7.3 years), whilst Political Science and Sociology students take proportionately longer (a median of 8.7 years), and Anthropology the longest at 9.6 years. These figures vary significantly across institutional type, and on the type of financial assistance received by students. Figures from the Council of Graduate Schools (CGS) suggest that humanities doctorates take longer still, with only 45% having completed by Year 9. Gender, race, and ethnicity equally shape one's chances of successful completion.

None of these figures can be taken at face value or easily compared. PhD completion data is difficult to make sense of, and revolves around different definitions of completion, of the cohort, allowances for suspension etc. For example, completion rates amongst those who are ABD (All But Dissertation) are 25% higher than average completion rates. Rather than simply rank the time taken to complete a PhD in different disciplines, institutions or national settings, the CGS project seeks to understand the factors that lie behind disciplinary and institutional variance, and the different types of trajectory taken by individual students.

The PhD Completion project of the Council for Graduate Schools ([www.phdcompletion.org](http://www.phdcompletion.org)). works with a variety of major universities (including Duke, Yale, Princeton, UCLA etc) in seeking to monitor and improve completion rates. Beginning in 2004, 21 institutional research partners have grants of up to \$100k to collect data, and measure the impact of interventions designed to decrease the high levels of attrition found in many US doctoral programmes. The data-sets universities are compiling help them to focus on the need for a more nuanced definition of attrition (e.g. is a key issue attrition rates in the first year?), and to narrow the wide range of completion rates between institutions and within disciplines (in the social sciences, between 26 and 65% completion rates). The project seeks to determine where the best 'leverage points' are to achieve change (e.g. university policies, or departmental practices?) It also seeks to create a standard set of national benchmarks for institutions to use in order to measure their own performance against that of their peers.

By collecting and standardising baseline data for students who started since the 1990s, the aim is also to test which policies and practices increase overall completion rates. Amongst the institutional factors that seem to be key are careful selection and admissions processes, and the development of mentoring programmes. These have received relatively little attention from the ESRC. Other issues determining completion rates, and already being addressed by the ESRC, include levels of financial support, the informal aspects of the research environment and institutional procedures.

Along with other work by the US philanthropies, such as the Preparing Future Faculty programme ([www.preparing-faculty.org](http://www.preparing-faculty.org)), and the Carnegie Initiative on the Doctorate, these inter-institutional collaborations depend on the enthusiasms of the graduate deans involved, but can be very productive. It is an approach to sharing ideas and improving the research student experience that has so far avoided policy dirigisme.

## **10.2 Germany**

As the original home of the PhD degree, and second only to the US in its PhD production rates, recent German doctoral reforms deserve attention. The German system is notorious for the lack of structure, isolation and length of study traditionally required in the Humboldtian 'master-apprentice' model. It has sought to tackle the narrow professorial hierarchy and the traditional difficulties faced by doctoral researchers in obtaining permanent university positions – the so-called 'up or out' challenge. Whilst there are no tuition fees, up to 70% of doctoral researchers have been employed by institutions, making timely completion more of a challenge. Under state law, researchers can only be employed on temporary contracts for six years, thus there is a pressure on doctoral candidates to complete in this time.

Germany has considered abolishing the state-recognised doctoral 'habilitation' as the only route to full professorship, and introduced internal promotions and the new

rank of Junior Professors to broaden the possibilities open to young staff. It has also introduced graduate colleges that allow a minority of PhD candidates to be embedded into research groups. There are also a number of international collaborations developing, such as the International Max Planck Research School, bringing together the University of Michigan and the Free University of Berlin, in developing a prestigious life-sciences doctoral school.

These reforms do not highlight the many strengths of the existing PhD structure. Research carried out on the German PhD demonstrates that it has traditionally long had strong links to the non-academic labour market, with more than half of all PhD graduates leaving higher education and research for lucrative employment in the government, not-for profit sector and private industry. Research suggests that graduates have a 'significant career advantage' (Enders 2005, 122), and also that the PhD provides access to elite positions – more than 50% of the members of the top 200 German companies hold a PhD. The PhD perhaps plays a less welcome role here – reproducing a meritocratic social stratification. However its close integration into the labour market is exactly what other countries aspire to. It also raises questions as to whether further centralised reforms of the existing disciplinary PhD structure are necessary, if institutions continue to be given the space to diversify their provision and training model as appropriate to particular labour markets.

### **10.3 France**

In France, both the state Universities and the specialised Ecoles Normales Supérieure can award doctorates. There have been a number of reforms of French doctoral programmes in the last two decades. In the 1980s, the DEA (*Diplôme d'Etudes Approfondies*) was introduced, a preparatory and qualifying year for doctorate studies, including lectures and research work. Around half of all social science students have completed this diploma. Students can either be admitted with this DEA, or with the more traditional DESS (*Diplôme d'études supérieures spécialisées*), awarded after five years of study at the first degree level, including some vocational training. Nominally, the PhD takes three years after this initial qualification, but in the social sciences the actual period is usually closer to five years.

Specialised doctoral schools were introduced in 1992, and are intended to provide a more structured research environment for PhD students, who work in teams led by a Professor with 'habilitation'. Universities have some funding autonomy over their support of these doctoral schools.

Doctorates in Economics, Political Science and Law make up 15% of the 10,000 doctorates awarded each year. Perhaps the biggest concern facing the social sciences in France is the high levels of attrition. Up to 50% attrition rates in the humanities and the social sciences are common, mainly because of the low level of

state support for students in these fields. Other concerns are a relative lack of attractiveness of the DEA, with the majority of students preferring the more vocational DESS.

In recent years France has carried out reforms to align its degree structure closely to the 'European model', particularly with the introduction of Masters degrees and three stages of degrees. It has sought to create closer collaborations between the universities, the research laboratories and the Ecoles Normales, but there is also increasing competition between institutions. The French Government have also introduced funded post-doctoral positions for the first time, in order to enable more PhD completers to stay in academic posts.

The speed with which many of these innovations have been introduced has led to a good deal of resistance. Recent major cuts in the education budget have not helped matters

#### ***10.4 The Bologna Process***

Along with developments in individual European countries with whom it is increasingly competing for the best doctoral students, the UK is likely to be affected by the extension of the Bologna process to include doctoral training. The Bologna process is an inter-governmental initiative to create a more 'cohesive' higher education sector in Europe. This began at a conference in Bologna in 1999 with a focus on undergraduate course provision. In 2003, the 'third cycle' of higher education – namely the PhD degree – was included within its remit. A raft of policy principles have since been launched.

This presented many European university systems with another challenge, given the difficulties they have already experienced in 'harmonising' the structures of undergraduate and masters courses. Reforms of doctoral education are also key to yet another bureaucratic vision – that of the European Research Area (ERA), driven by the European Commission's vision to create a dynamic 'Europe of Knowledge'. Amidst concerns about a potentially significant shortage of scientific professionals, and the need to prepare researchers for a diversity of professional careers, the EU has led growing calls for more integration between university-based research, training and the 'knowledge economy'. The vision of intellectual and physical mobility within doctoral programmes structured through international training collaborations lies at the heart of the Bologna process.

The 2005 Bergen communiqué – the most recent ministerial statement of progress on the original 1999 Bologna declaration – lists a series of principles to guide those reforming doctoral training. Unsurprisingly, they closely echo current UK policy agendas. These include a recognition of the 'need for structured doctoral programmes and the need for transparent supervision and assessment' and the principle that 'the normal workload of the third cycle in most countries would

correspond to 3-4 years full time'. It goes on to urge universities to 'ensure that their doctoral programmes promote interdisciplinary training and the development of transferable skills, thus meeting the needs of the wider employment market.' The communiqué also calls for more doctoral candidates to take up research careers. Significantly, it notes that 'over-regulation of doctoral programmes must be avoided'.

There is little doubt that in Europe the modal social science PhD continues its drift away from the so-called 'Humboldtian model' to one more attuned to vocational and professional concerns. As Reichert and Tauch note, 'the common characteristics of ongoing reforms.. focus on more orientation, more guidance, more integration, more training of professionally relevant skills as well as clearer institutional structures to allow for more exchange and critical mass' (Reichert and Tauch 2005, 38). Along with attention to the structure and content of doctoral training programmes, policy-makers are also considering the rise of professional doctorates, the prospects for international doctoral training collaborations, and creating closer links with the post PhD labour market.

Since Bergen, the European University Association (EUA), perhaps the main voice of the higher education community in Europe, has been tasked with 'follow-up', developing the reform agendas, many of which reflect a list of 10 basic principles of doctoral education that it helped define at a conference in Salzburg in February 2005. The EUA is currently running a number of workshops as part of a project that links doctoral education to research careers, and seeks to inform the development of pan-European policy on the area of doctoral education for Education ministers to approve at their next meeting in London in May 2007.

How long is a Bologna PhD envisioned to be? Whilst the Bergen communiqué is non-committal about the ideal funding period (simply stating 3-4 years) for a PhD, the EUA is more outspoken, arguing that universities 'considered a three-year period as generally too short.....and raised many concerns related to the maintenance of quality' (EUA 2005). It goes on to state that 'universities would ideally prefer four years full-time and fully-funded doctoral programmes', with the usual route into the PhD being a Masters degree, and increasingly a degree with an element of research training. The EUA's 2005 report concludes that more research on comparative completion rates and career outcomes is needed for policy purposes, and that universities have a 'particular responsibility' for collecting such data, but in doing so will face a 'major challenge' that needs to be 'addressed urgently'. Kehm (2005) points to the way that most European nations are concerned about the increasing age of those completing the doctoral degree. This seems to be connected to a lack of structure for those studying, and to insecure funding arrangements. Students are often forced to work, sometimes with a heavy teaching load, and in effect are studying part-time (without this status being recognized). The question of employment during one's doctoral study links to an unresolved ambiguity in many European countries between funding and status: are doctoral researchers to be seen as students or paid employees? Is the former model – most common in the UK - likely to prevail?

There is no pan-European consensus yet on the ideal structure and length of the doctoral model, despite the Bologna ambition to create a common degree architecture and even a 'European doctorate'. The UK's attachment to its lucrative one-year taught masters remains a stumbling block. As Kehm and Teichler point out, 'Although there is a general opinion that Master programmes of only 1 year duration following a 3 year Bachelor programme will not be successful in the long run, the UK continues to demand that its own model of 3 + 1 should be accepted as part of a convergent European structure of higher education'. (Kehm & Teichler, 2006, 273-274).

If there is a move to make the Bologna 2 + 3 model the norm across the EU, this will have ramifications both for one year Masters, and for those non-EU students who are self-funded. The financial pressures faced by international students are not mentioned in the EUA report, but were highlighted as a concern for more than 15% of respondents to our questionnaire.

An unresolved tension lying within the Bologna process is that its very purpose - European intellectual collaboration and mobility for both students and staff - is a challenge to the growing competition between nation-states, and even between institutions. Kehm singles out the UK and the Netherlands in this regard, seeing their doctoral training programmes as designed to 'scout for best talent internationally' and creating 'powerful incentives for doctoral students not to be mobile at all but rather to remain in one programme' (Kehm 2005, 297). She suggests that in these countries international students are seen as 'strategic resources' to gain a 'competitive advantage'. Within the UK social sciences, there is less awareness of this than of the diminishing proportion of UK nationals undertaking doctoral training.

### ***10.5 Conclusion: Comparison, convergence and benchmarking***

National doctoral funding and training policies will increasingly be forced to justify themselves on a convergent international stage. Edited collections such as that by Sadlak (2004) and Powell and Green (2007) serve a useful role in comparing different doctoral training systems. Yet how accurate are direct international comparisons of, say, completion times? The increasing call for benchmarks by institutions and governments seeking to learn from good practice elsewhere makes it important to understand the limitations of quantitative comparisons.

A useful paper by Hall, Evans and Nerad (2006) highlights the difficulties created by issues of definition and data availability, again reminding us that 'numbers cannot simply be taken at face value'. It concludes that the differences in the US context are 'too great to allow meaningful comparison' with other countries. However they do acknowledge that more comparable higher education contexts (such as Canada and Australia) allow one to explore differences in completion times in particular subjects.

The debate about doctoral training is increasingly a global one. The Bologna process is being closely followed outside Europe. Major American universities are considering whether to accept the Bologna 3 year undergraduate degree as

sufficient preparation for a doctoral degree programme, whilst Latin American universities are seeking to emulate the Bologna model, in order to promote mobility and inter-disciplinary collaborations. Whether the much-touted 'European doctorate' becomes a reality or not, doctoral training will increasingly occur on an international stage.

The internationalisation of doctoral education is a fast-changing policy field, and views about its future impact on the UK social sciences will be largely speculative. However this short review of national differences in doctoral training reveals a growing convergence within and between systems of higher education, partly driven by competition for the best students. As student mobility and awareness of the demands of different doctoral programmes develops, UK institutions are likely to have to continue to enhance their provision and support for early career researchers, beyond the minimum 'training' requirements set down by the ESRC. Not all students will be willing or able to move internationally, but the choices of those that do may well serve to enhance provision more generally.



## **11 Conclusion and Recommendations**

The initial task for this review was “to establish if the 1+3 model is meeting the needs of the social science community at the level of individual disciplines”. Despite the phrasing, this is not a question that is best answered as either “yes’ or “no”. 1+3 has brought benefits to some students and supervisors in all disciplines, but it has also created problems in all disciplines. In a very few cases - Economics, with its suggestions for 2+2+1 funding, Area Studies and Social Anthropology with their requirements for longer and more flexible time for language study - there are indeed potential solutions for more or less discipline-specific problems. But in far more cases, the problems cross disciplinary boundaries and require more flexible and agile solutions.

One background issue is heterogeneity. The same department may be training students with quite different backgrounds, including many from non-UK systems, but it may also be tailoring its programmes to the opportunities provided by a range of funders. Even among the UK Research Councils, there is extraordinary variation in the way in which research students are supported and the shape of degree programmes that receive funding (see 7.3 above). Since the 1993 White Paper which proposed a co-ordinated and unified move to a basic 1+3 structure for all PGR provision in the UK, the different Research Councils seem to have drifted further apart. Very little of this diversity can be explained in terms of the necessary diversity of need and provision in the humanities, sciences and social sciences, and in a world where we expect the future to be more and more focused on creative links across the boundaries between the existing Research Councils, it makes little sense for institutions to be expected to structure programmes in one way for one cluster of disciplines, and another for a different cluster.

In many respects the world has caught up in areas first pioneered by ESRC. With the introduction of Roberts funding for skills training, some hybrid of training and research is becoming the norm for PGR students at all stages of their work. Most of the Research Councils have started to fund some 4-year PhDs, but the very nature of the Doctoral Training Account already allows much more flexibility to institutions in how they operate that model. The latest Bologna moves, and pressure to compete and compare with the best North American graduate training, suggest the future may indeed be 2+3 or even 2+4. But the shortage of financial support for PhD students in the humanities and social sciences in UK HEIs makes this seem a rather remote possibility at present.

### **11.1 Recommendations**

‘Flexibility’ has been a key term throughout this review. 1+3, and the various procedures and requirements that are associated with it, have been repeatedly referred to as insufficiently flexible. All our recommendations are made in this spirit of flexibility. In most cases they are also intended to accommodate new developments which are already under way, while at the same time allowing those for whom the existing arrangements are working well to continue without unnecessary upheaval.

### **11.1.1 4-year PhD**

Funding should be available on the basic model of a 4-year PhD. This may or may not include a separate Masters component, as in current 1+3 programmes, but must include a full training programme, which will deliver the outcomes specified in ESRC Guidelines. Different disciplines and different HEIs may divide the 4 years in a number of ways - 1+3, 2+2, or simply 4 - and they may do this differently for different students. The 4-year package will appeal to students who have already completed a non-recognized Masters programme after their undergraduate degree, and will allow HEIs to harmonize their training structures with the demands of other Research Councils who are already funding 4-year PhDs.

### **11.1.2 Recycling awards**

Institutions should be allowed to 'recycle' awards from students who withdraw or fail. This is a very sensible proposal, put forward by Economists but equally useful for all disciplines. At present, if a student fails to continue after the '1' the award is lost. Both students and institutions are therefore encouraged to continue with a PhD project when it is not in their interests to do so.

There are various ways in which this proposal could be operationalized. One option would be to follow the lead from one aspect of the new AHRC system, with institutions being offered a package of '1's and '3's for a set period of time - e.g., 2 Master's awards and 2 PhD awards in any one year - and making their own decisions about procedures for allocating and re-allocating the awards. Or, as in the Economics' suggestions, institutions would be allocated a certain number of studentship-years (so, a new 1+3 award would be the equivalent of 4 studentship-years) to be cashed in within the regular allocation cycle in whatever combination best suits the institution and the students.

### **11.1.3 Stand-alone Masters.**

ESRC should fund some stand-alone Masters provision in strategic areas. This is already happening with plans for studentships in Social Statistics, and is clearly favoured by those members of the research community that responded to our survey. It is also in line with the practice of the other Research Councils. Areas which may have a case for this kind of provision include other kinds of advanced quantitative training, and certain kinds of interdisciplinary or conversion Masters. There are, though, important issues of policy and strategy that need to be aired before making this move. It may be that the Training and Development Board would prefer to wait for the recently announced study to be commissioned on inter-disciplinary training before making firm new commitments on stand-alone Masters.



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## Appendix 2: Survey Crosstabs by Discipline

### 11.2 Tables and Plots of responses to the Likert Scales R2-R14 by Disciplinary Fields

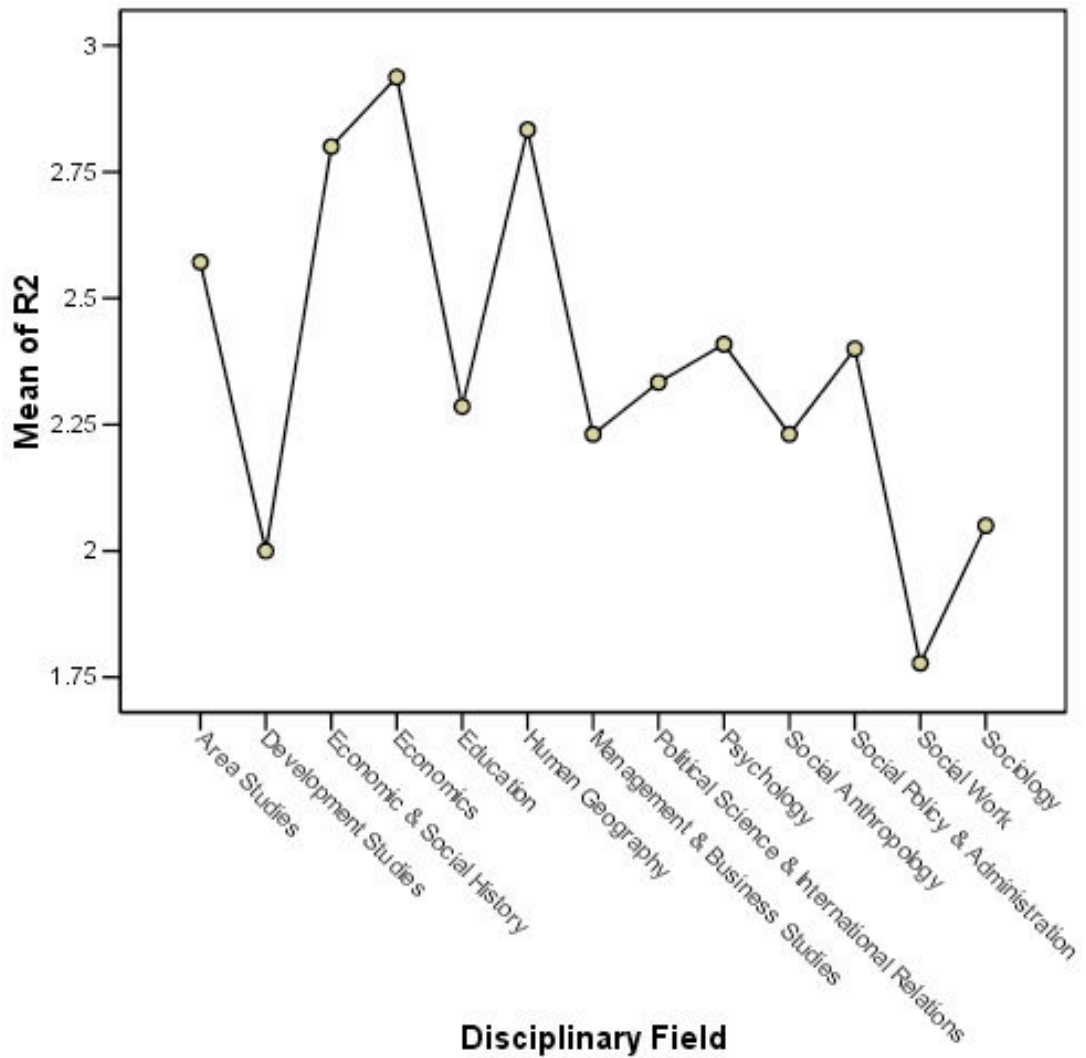
Note: 1) For each discipline respondents' choices are shown both as a simple count and a percentage for that discipline.

2) The final column "Mean Count" shows the mean score for that discipline. The lower the score the more the overall response of the discipline is in agreement with the statement and *vice versa*.

3) The accompanying charts plot the mean however disciplines with fewer than 5 respondents have been excluded, i.e Criminology, Science & Technology, Linguistics, Environmental Planning, Socio-legal Studies and Other.

**Disciplinary Field \* R2: 1+3 funding has improved the training available to our PhD students Crosstabulation**

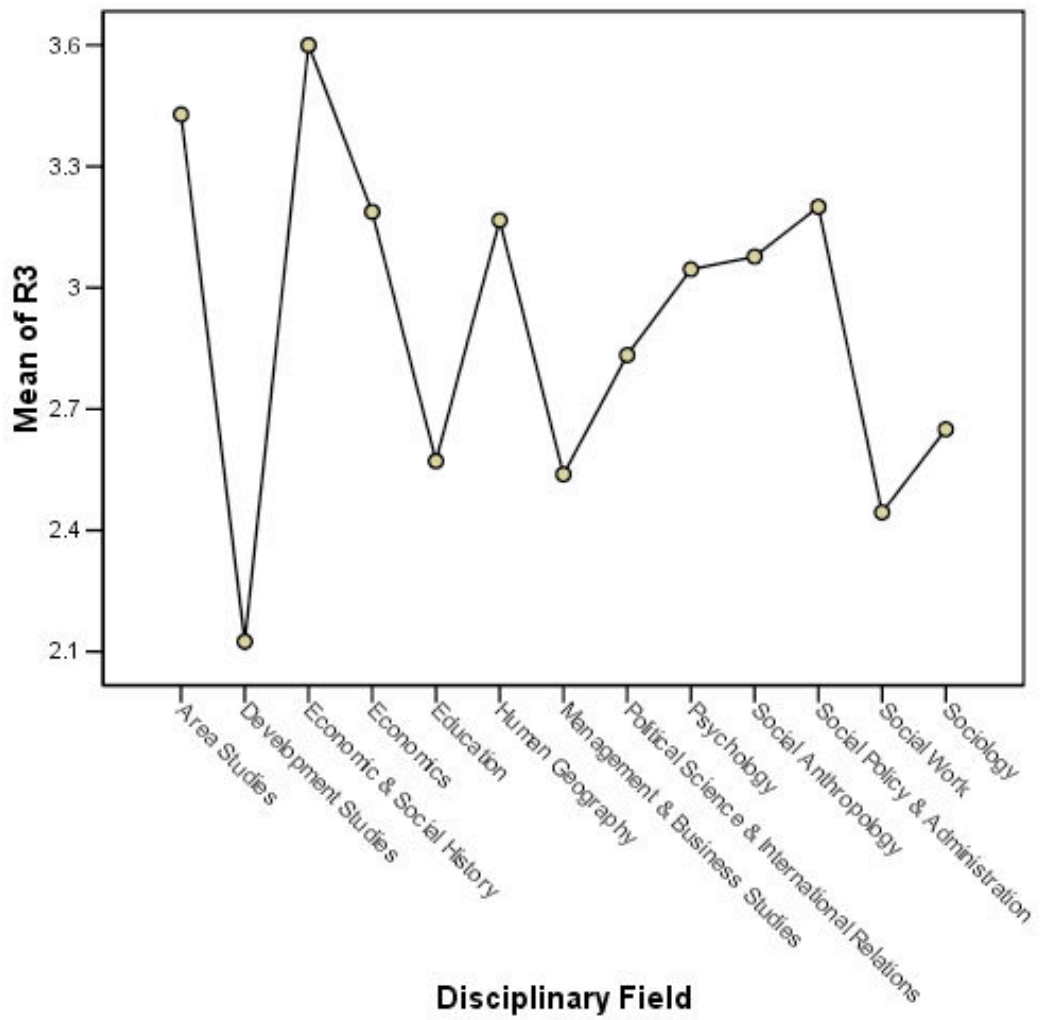
| Disciplinary Field                          |       | Strongly Agree | Agree  | Neither agree / disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|--------|--------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 1.00           | 3.00   | 1.00                     | 2.00     | 0.00              | 7.00   | 2.57       |
|   | %     | 14.29          | 42.86  | 14.29                    | 28.57    | 0.00              | 100.00 |            |
| Criminology                                 | Count | 2.00           | 1.00   | 0.00                     | 0.00     | 0.00              | 3.00   | 1.33       |
|   | %     | 66.67          | 33.33  | 0.00                     | 0.00     | 0.00              | 100.00 |            |
| Development Studies                         | Count | 2.00           | 4.00   | 2.00                     | 0.00     | 0.00              | 8.00   | 2.00       |
|   | %     | 25.00          | 50.00  | 25.00                    | 0.00     | 0.00              | 100.00 |            |
| Economic & Social History                   | Count | 0.00           | 2.00   | 2.00                     | 1.00     | 0.00              | 5.00   | 2.80       |
|   | %     | 0.00           | 40.00  | 40.00                    | 20.00    | 0.00              | 100.00 |            |
| Economics                                   | Count | 1.00           | 4.00   | 7.00                     | 3.00     | 1.00              | 16.00  | 2.94       |
|   | %     | 6.25           | 25.00  | 43.75                    | 18.75    | 6.25              | 100.00 |            |
| Education                                   | Count | 1.00           | 9.00   | 3.00                     | 1.00     | 0.00              | 14.00  | 2.29       |
|   | %     | 7.14           | 64.29  | 21.43                    | 7.14     | 0.00              | 100.00 |            |
| Human Geography                             | Count | 1.00           | 1.00   | 2.00                     | 2.00     | 0.00              | 6.00   | 2.83       |
|   | %     | 16.67          | 16.67  | 33.33                    | 33.33    | 0.00              | 100.00 |            |
| Science & Technology Studies                | Count | 1.00           | 1.00   | 0.00                     | 1.00     | 0.00              | 3.00   | 2.33       |
|   | %     | 33.33          | 33.33  | 0.00                     | 33.33    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 0.00           | 0.00   | 1.00                     | 1.00     | 0.00              | 2.00   | 3.50       |
|   | %     | 0.00           | 0.00   | 50.00                    | 50.00    | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 4.00           | 5.00   | 2.00                     | 1.00     | 1.00              | 13.00  | 2.23       |
|   | %     | 30.77          | 38.46  | 15.38                    | 7.69     | 7.69              | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 1.00   | 0.00                     | 0.00     | 0.00              | 1.00   | 2.00       |
|   | %     | 0.00           | 100.00 | 0.00                     | 0.00     | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 6.00           | 14.00  | 5.00                     | 4.00     | 1.00              | 30.00  | 2.33       |
|   | %     | 20.00          | 46.67  | 16.67                    | 13.33    | 3.33              | 100.00 |            |
| Psychology                                  | Count | 5.00           | 9.00   | 3.00                     | 4.00     | 1.00              | 22.00  | 2.41       |
|   | %     | 22.73          | 40.91  | 13.64                    | 18.18    | 4.55              | 100.00 |            |
| Social Anthropology                         | Count | 2.00           | 8.00   | 1.00                     | 2.00     | 0.00              | 13.00  | 2.23       |
|   | %     | 15.38          | 61.54  | 7.69                     | 15.38    | 0.00              | 100.00 |            |
| Social Policy & Administration              | Count | 0.00           | 4.00   | 0.00                     | 1.00     | 0.00              | 5.00   | 2.40       |
|   | %     | 0.00           | 80.00  | 0.00                     | 20.00    | 0.00              | 100.00 |            |
| Social Work                                 | Count | 4.00           | 3.00   | 2.00                     | 0.00     | 0.00              | 9.00   | 1.78       |
|   | %     | 44.44          | 33.33  | 22.22                    | 0.00     | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 1.00           | 1.00   | 1.00                     | 0.00     | 0.00              | 3.00   | 2.00       |
|   | %     | 33.33          | 33.33  | 33.33                    | 0.00     | 0.00              | 100.00 |            |
| Sociology                                   | Count | 6.00           | 9.00   | 4.00                     | 0.00     | 1.00              | 20.00  | 2.05       |
|   | %     | 30.00          | 45.00  | 20.00                    | 0.00     | 5.00              | 100.00 |            |
| Other                                       | Count | 2.00           | 3.00   | 0.00                     | 1.00     | 0.00              | 6.00   | 2.00       |
|   | %     | 33.33          | 50.00  | 0.00                     | 16.67    | 0.00              | 100.00 |            |
| Total                                       | Count | 39.00          | 82.00  | 36.00                    | 24.00    | 5.00              | 186.00 | 2.32       |
|   | %     | 20.97          | 44.09  | 19.35                    | 12.90    | 2.69              | 100.00 |            |





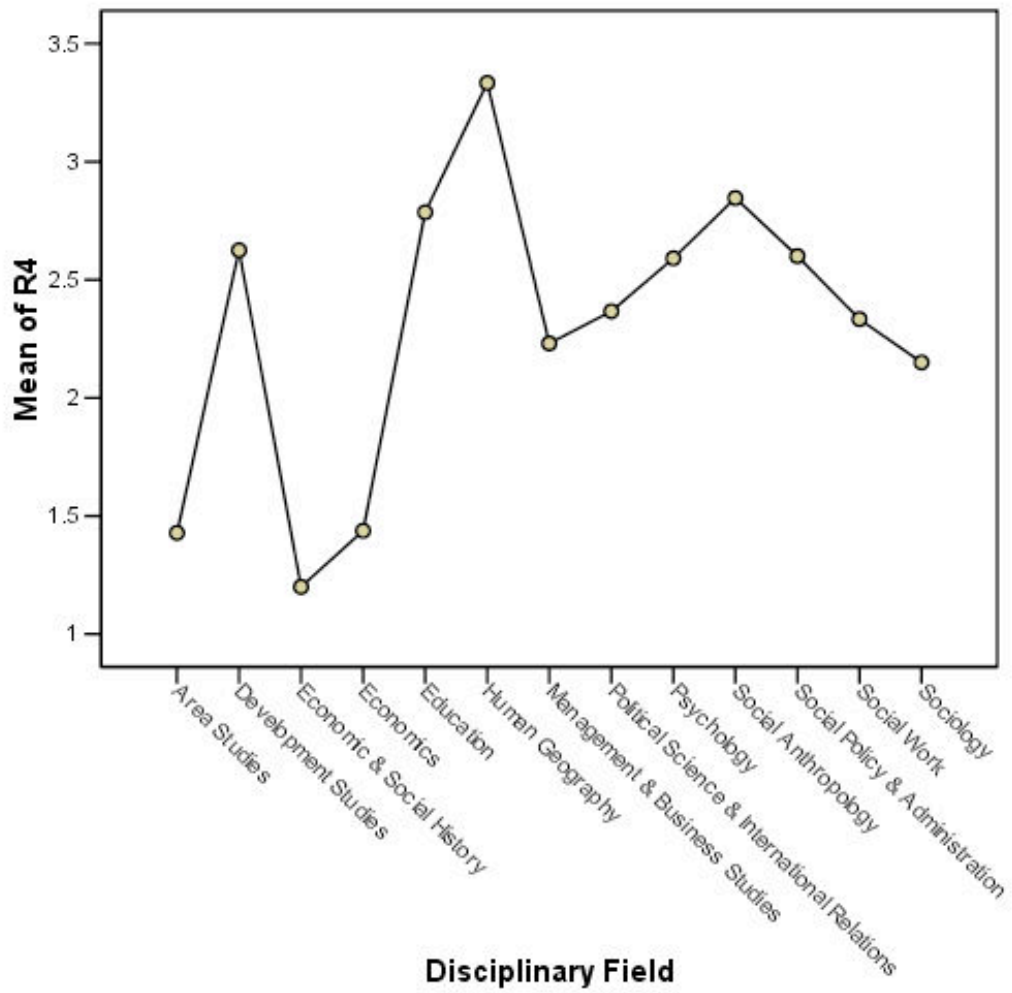
**Disciplinary Field \* R3: 1+3 funding has improved the overall academic quality of our PhD students: Crosstabulation**

| Disciplinary Field                          |       | Strongly Agree | Agree | Neither agree /disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|-------|-------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 0.00           | 2.00  | 1.00                    | 3.00     | 1.00              | 7.00   | 3.43       |
|   | %     | 0.00           | 28.57 | 14.29                   | 42.86    | 14.29             | 100.00 |            |
| Criminology                                 | Count | 1.00           | 2.00  | 0.00                    | 0.00     | 0.00              | 3.00   | 1.67       |
|   | %     | 33.33          | 66.67 | 0.00                    | 0.00     | 0.00              | 100.00 |            |
| Development Studies                         | Count | 2.00           | 3.00  | 3.00                    | 0.00     | 0.00              | 8.00   | 2.13       |
|   | %     | 25.00          | 37.50 | 37.50                   | 0.00     | 0.00              | 100.00 |            |
| Economic & Social History                   | Count | 0.00           | 0.00  | 2.00                    | 3.00     | 0.00              | 5.00   | 3.60       |
|   | %     | 0.00           | 0.00  | 40.00                   | 60.00    | 0.00              | 100.00 |            |
| Economics                                   | Count | 1.00           | 3.00  | 4.00                    | 8.00     | 0.00              | 16.00  | 3.19       |
|   | %     | 6.25           | 18.75 | 25.00                   | 50.00    | 0.00              | 100.00 |            |
| Education                                   | Count | 2.00           | 5.00  | 4.00                    | 3.00     | 0.00              | 14.00  | 2.57       |
|   | %     | 14.29          | 35.71 | 28.57                   | 21.43    | 0.00              | 100.00 |            |
| Human Geography                             | Count | 1.00           | 0.00  | 2.00                    | 3.00     | 0.00              | 6.00   | 3.17       |
|   | %     | 16.67          | 0.00  | 33.33                   | 50.00    | 0.00              | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 1.00  | 1.00                    | 1.00     | 0.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 33.33 | 33.33                   | 33.33    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 0.00           | 0.00  | 1.00                    | 1.00     | 0.00              | 2.00   | 3.50       |
|   | %     | 0.00           | 0.00  | 50.00                   | 50.00    | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 3.00           | 3.00  | 5.00                    | 1.00     | 1.00              | 13.00  | 2.54       |
|   | %     | 23.08          | 23.08 | 38.46                   | 7.69     | 7.69              | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 0.00  | 0.00                    | 1.00     | 0.00              | 1.00   | 4.00       |
|   | %     | 0.00           | 0.00  | 0.00                    | 100.00   | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 4.00           | 7.00  | 10.00                   | 8.00     | 1.00              | 30.00  | 2.83       |
|   | %     | 13.33          | 23.33 | 33.33                   | 26.67    | 3.33              | 100.00 |            |
| Psychology                                  | Count | 2.00           | 6.00  | 6.00                    | 5.00     | 3.00              | 22.00  | 3.05       |
|   | %     | 9.09           | 27.27 | 27.27                   | 22.73    | 13.64             | 100.00 |            |
| Social Anthropology                         | Count | 0.00           | 3.00  | 6.00                    | 4.00     | 0.00              | 13.00  | 3.08       |
|   | %     | 0.00           | 23.08 | 46.15                   | 30.77    | 0.00              | 100.00 |            |
| Social Policy & Administration              | Count | 0.00           | 1.00  | 2.00                    | 2.00     | 0.00              | 5.00   | 3.20       |
|   | %     | 0.00           | 20.00 | 40.00                   | 40.00    | 0.00              | 100.00 |            |
| Social Work                                 | Count | 1.00           | 3.00  | 5.00                    | 0.00     | 0.00              | 9.00   | 2.44       |
|   | %     | 11.11          | 33.33 | 55.56                   | 0.00     | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 1.00           | 1.00  | 1.00                    | 0.00     | 0.00              | 3.00   | 2.00       |
|   | %     | 33.33          | 33.33 | 33.33                   | 0.00     | 0.00              | 100.00 |            |
| Sociology                                   | Count | 3.00           | 5.00  | 10.00                   | 0.00     | 2.00              | 20.00  | 2.65       |
|   | %     | 15.00          | 25.00 | 50.00                   | 0.00     | 10.00             | 100.00 |            |
| Other                                       | Count | 1.00           | 1.00  | 3.00                    | 1.00     | 0.00              | 6.00   | 2.67       |
|   | %     | 16.67          | 16.67 | 50.00                   | 16.67    | 0.00              | 100.00 |            |
| Total                                       | Count | 22.00          | 46.00 | 66.00                   | 44.00    | 8.00              | 186.00 | 2.84       |
|   | %     | 11.83          | 24.73 | 35.48                   | 23.66    | 4.30              | 100.00 |            |



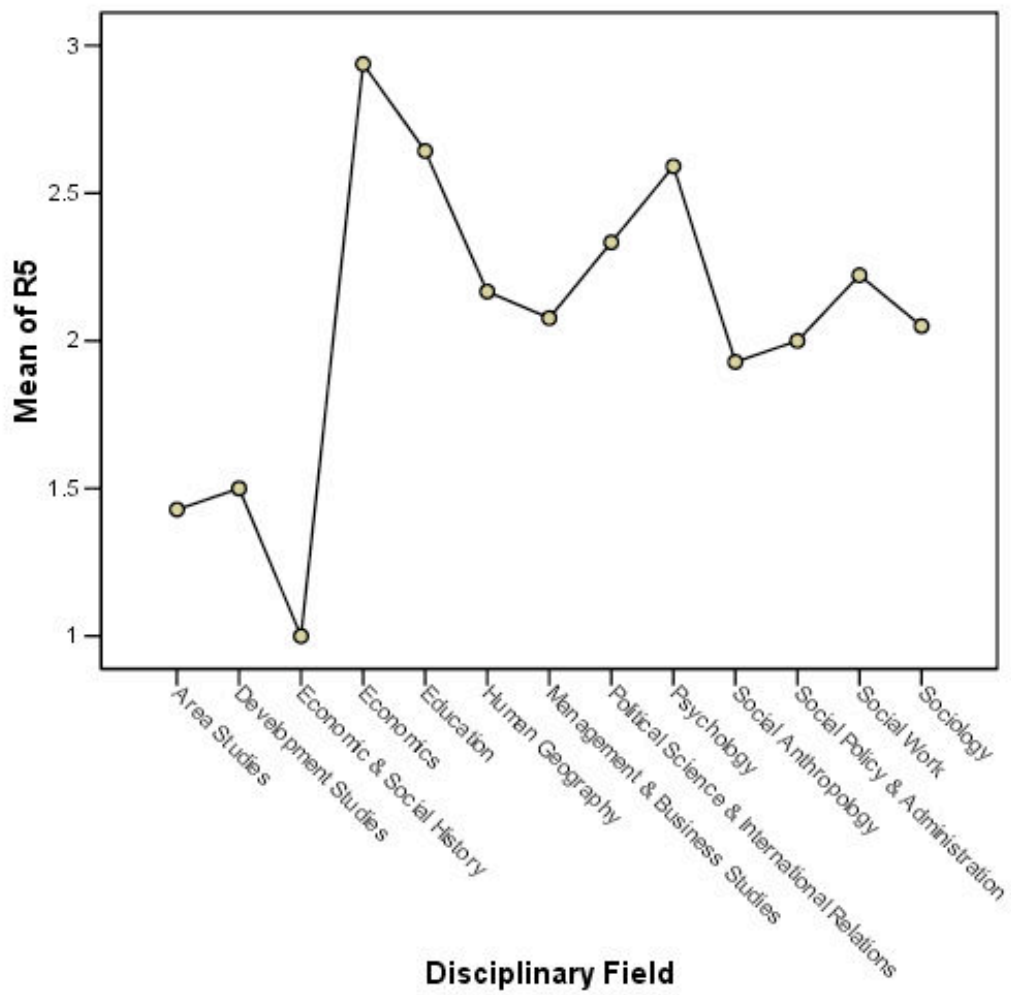
**Disciplinary Field \* R4: It is difficult to identify the best PhD students at the start of the year 1 of training: Crosstabulation**

| Disciplinary Field                          |       | Strongly Agree | Agree | Neither agree / disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|-------|--------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 4.00           | 3.00  | 0.00                     | 0.00     | 0.00              | 7.00   | 1.43       |
|   | %     | 57.14          | 42.86 | 0.00                     | 0.00     | 0.00              | 100.00 |            |
| Criminology                                 | Count | 2.00           | 1.00  | 1.00                     | 0.00     | 0.00              | 4.00   | 1.75       |
|   | %     | 50.00          | 25.00 | 25.00                    | 0.00     | 0.00              | 100.00 |            |
| Development Studies                         | Count | 1.00           | 3.00  | 2.00                     | 2.00     | 0.00              | 8.00   | 2.63       |
|   | %     | 12.50          | 37.50 | 25.00                    | 25.00    | 0.00              | 100.00 |            |
| Economic & Social History                   | Count | 4.00           | 1.00  | 0.00                     | 0.00     | 0.00              | 5.00   | 1.20       |
|   | %     | 80.00          | 20.00 | 0.00                     | 0.00     | 0.00              | 100.00 |            |
| Economics                                   | Count | 10.00          | 5.00  | 1.00                     | 0.00     | 0.00              | 16.00  | 1.44       |
|   | %     | 62.50          | 31.25 | 6.25                     | 0.00     | 0.00              | 100.00 |            |
| Education                                   | Count | 1.00           | 5.00  | 4.00                     | 4.00     | 0.00              | 14.00  | 2.79       |
|   | %     | 7.14           | 35.71 | 28.57                    | 28.57    | 0.00              | 100.00 |            |
| Human Geography                             | Count | 0.00           | 2.00  | 1.00                     | 2.00     | 1.00              | 6.00   | 3.33       |
|   | %     | 0.00           | 33.33 | 16.67                    | 33.33    | 16.67             | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 1.00  | 0.00                     | 2.00     | 0.00              | 3.00   | 3.33       |
|   | %     | 0.00           | 33.33 | 0.00                     | 66.67    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 0.00           | 1.00  | 1.00                     | 0.00     | 0.00              | 2.00   | 2.50       |
|   | %     | 0.00           | 50.00 | 50.00                    | 0.00     | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 2.00           | 6.00  | 5.00                     | 0.00     | 0.00              | 13.00  | 2.23       |
|   | %     | 15.38          | 46.15 | 38.46                    | 0.00     | 0.00              | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 0.00  | 1.00                     | 0.00     | 0.00              | 1.00   | 3.00       |
|   | %     | 0.00           | 0.00  | 100.00                   | 0.00     | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 8.00           | 10.00 | 5.00                     | 7.00     | 0.00              | 30.00  | 2.37       |
|   | %     | 26.67          | 33.33 | 16.67                    | 23.33    | 0.00              | 100.00 |            |
| Psychology                                  | Count | 4.00           | 9.00  | 1.00                     | 8.00     | 0.00              | 22.00  | 2.59       |
|   | %     | 18.18          | 40.91 | 4.55                     | 36.36    | 0.00              | 100.00 |            |
| Social Anthropology                         | Count | 2.00           | 5.00  | 0.00                     | 5.00     | 1.00              | 13.00  | 2.85       |
|   | %     | 15.38          | 38.46 | 0.00                     | 38.46    | 7.69              | 100.00 |            |
| Social Policy & Administration              | Count | 1.00           | 1.00  | 2.00                     | 1.00     | 0.00              | 5.00   | 2.60       |
|   | %     | 20.00          | 20.00 | 40.00                    | 20.00    | 0.00              | 100.00 |            |
| Social Work                                 | Count | 1.00           | 4.00  | 4.00                     | 0.00     | 0.00              | 9.00   | 2.33       |
|   | %     | 11.11          | 44.44 | 44.44                    | 0.00     | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 0.00           | 1.00  | 0.00                     | 2.00     | 0.00              | 3.00   | 3.33       |
|   | %     | 0.00           | 33.33 | 0.00                     | 66.67    | 0.00              | 100.00 |            |
| Sociology                                   | Count | 7.00           | 8.00  | 1.00                     | 3.00     | 1.00              | 20.00  | 2.15       |
|   | %     | 35.00          | 40.00 | 5.00                     | 15.00    | 5.00              | 100.00 |            |
| Other                                       | Count | 0.00           | 4.00  | 1.00                     | 1.00     | 0.00              | 6.00   | 2.50       |
|   | %     | 0.00           | 66.67 | 16.67                    | 16.67    | 0.00              | 100.00 |            |
| Total                                       | Count | 47.00          | 70.00 | 30.00                    | 37.00    | 3.00              | 187.00 | 2.35       |
|   | %     | 25.13          | 37.43 | 16.04                    | 19.79    | 1.60              | 100.00 |            |



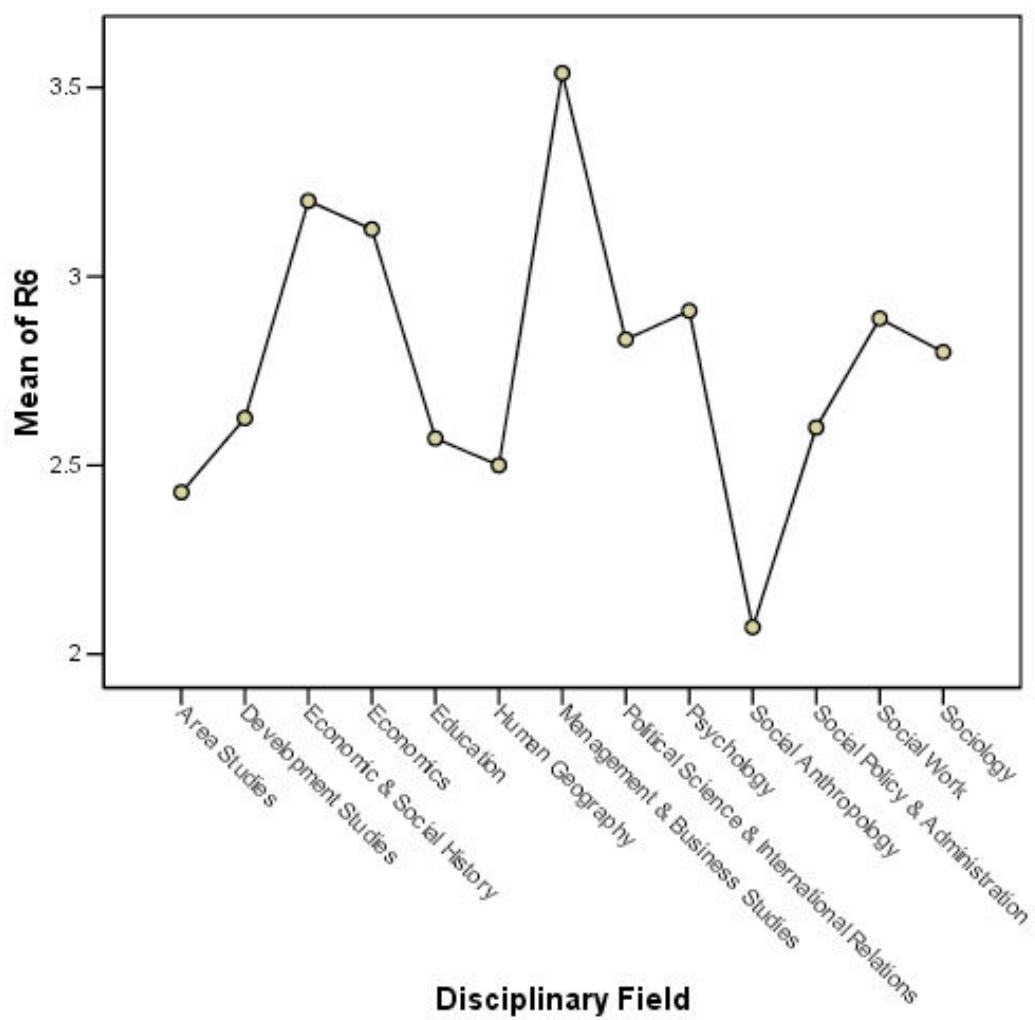
**Disciplinary Field \* R5: The ESRC should fund stand-alone Masters degrees Crosstabulation**

| Disciplinary Field                          |       | Strongly Agree | Agree  | Neither agree / disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|--------|--------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 6.00           | 0.00   | 0.00                     | 1.00     | 0.00              | 7.00   | 1.43       |
|   | %     | 85.71          | 0.00   | 0.00                     | 14.29    | 0.00              | 100.00 |            |
| Criminology                                 | Count | 3.00           | 0.00   | 0.00                     | 1.00     | 0.00              | 4.00   | 1.75       |
|   | %     | 75.00          | 0.00   | 0.00                     | 25.00    | 0.00              | 100.00 |            |
| Development Studies                         | Count | 5.00           | 2.00   | 1.00                     | 0.00     | 0.00              | 8.00   | 1.50       |
|   | %     | 62.50          | 25.00  | 12.50                    | 0.00     | 0.00              | 100.00 |            |
| Economic & Social History                   | Count | 5.00           | 0.00   | 0.00                     | 0.00     | 0.00              | 5.00   | 1.00       |
|   | %     | 100.00         | 0.00   | 0.00                     | 0.00     | 0.00              | 100.00 |            |
| Economics                                   | Count | 4.00           | 3.00   | 3.00                     | 2.00     | 4.00              | 16.00  | 2.94       |
|   | %     | 25.00          | 18.75  | 18.75                    | 12.50    | 25.00             | 100.00 |            |
| Education                                   | Count | 0.00           | 7.00   | 5.00                     | 2.00     | 0.00              | 14.00  | 2.64       |
|   | %     | 0.00           | 50.00  | 35.71                    | 14.29    | 0.00              | 100.00 |            |
| Human Geography                             | Count | 3.00           | 1.00   | 1.00                     | 0.00     | 1.00              | 6.00   | 2.17       |
|   | %     | 50.00          | 16.67  | 16.67                    | 0.00     | 16.67             | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 2.00   | 0.00                     | 0.00     | 1.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 66.67  | 0.00                     | 0.00     | 33.33             | 100.00 |            |
| Linguistics                                 | Count | 1.00           | 1.00   | 0.00                     | 0.00     | 0.00              | 2.00   | 1.50       |
|   | %     | 50.00          | 50.00  | 0.00                     | 0.00     | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 4.00           | 5.00   | 3.00                     | 1.00     | 0.00              | 13.00  | 2.08       |
|   | %     | 30.77          | 38.46  | 23.08                    | 7.69     | 0.00              | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 1.00   | 0.00                     | 0.00     | 0.00              | 1.00   | 2.00       |
|   | %     | 0.00           | 100.00 | 0.00                     | 0.00     | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 11.00          | 8.00   | 1.00                     | 10.00    | 0.00              | 30.00  | 2.33       |
|   | %     | 36.67          | 26.67  | 3.33                     | 33.33    | 0.00              | 100.00 |            |
| Psychology                                  | Count | 7.00           | 4.00   | 3.00                     | 7.00     | 1.00              | 22.00  | 2.59       |
|   | %     | 31.82          | 18.18  | 13.64                    | 31.82    | 4.55              | 100.00 |            |
| Social Anthropology                         | Count | 6.00           | 5.00   | 1.00                     | 2.00     | 0.00              | 14.00  | 1.93       |
|   | %     | 42.86          | 35.71  | 7.14                     | 14.29    | 0.00              | 100.00 |            |
| Social Policy & Administration              | Count | 1.00           | 3.00   | 1.00                     | 0.00     | 0.00              | 5.00   | 2.00       |
|   | %     | 20.00          | 60.00  | 20.00                    | 0.00     | 0.00              | 100.00 |            |
| Social Work                                 | Count | 3.00           | 3.00   | 1.00                     | 2.00     | 0.00              | 9.00   | 2.22       |
|   | %     | 33.33          | 33.33  | 11.11                    | 22.22    | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 0.00           | 1.00   | 1.00                     | 1.00     | 0.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 33.33  | 33.33                    | 33.33    | 0.00              | 100.00 |            |
| Sociology                                   | Count | 9.00           | 5.00   | 3.00                     | 2.00     | 1.00              | 20.00  | 2.05       |
|   | %     | 45.00          | 25.00  | 15.00                    | 10.00    | 5.00              | 100.00 |            |
| Other                                       | Count | 1.00           | 3.00   | 1.00                     | 1.00     | 0.00              | 6.00   | 2.33       |
|   | %     | 16.67          | 50.00  | 16.67                    | 16.67    | 0.00              | 100.00 |            |
| Total                                       | Count | 69.00          | 54.00  | 25.00                    | 32.00    | 8.00              | 188.00 | 2.23       |
|   | %     | 36.70          | 28.72  | 13.30                    | 17.02    | 4.26              | 100.00 |            |



**Disciplinary Field \* R6: The 1+3 model packs too much compulsory training into the "1" component Crosstabulation**

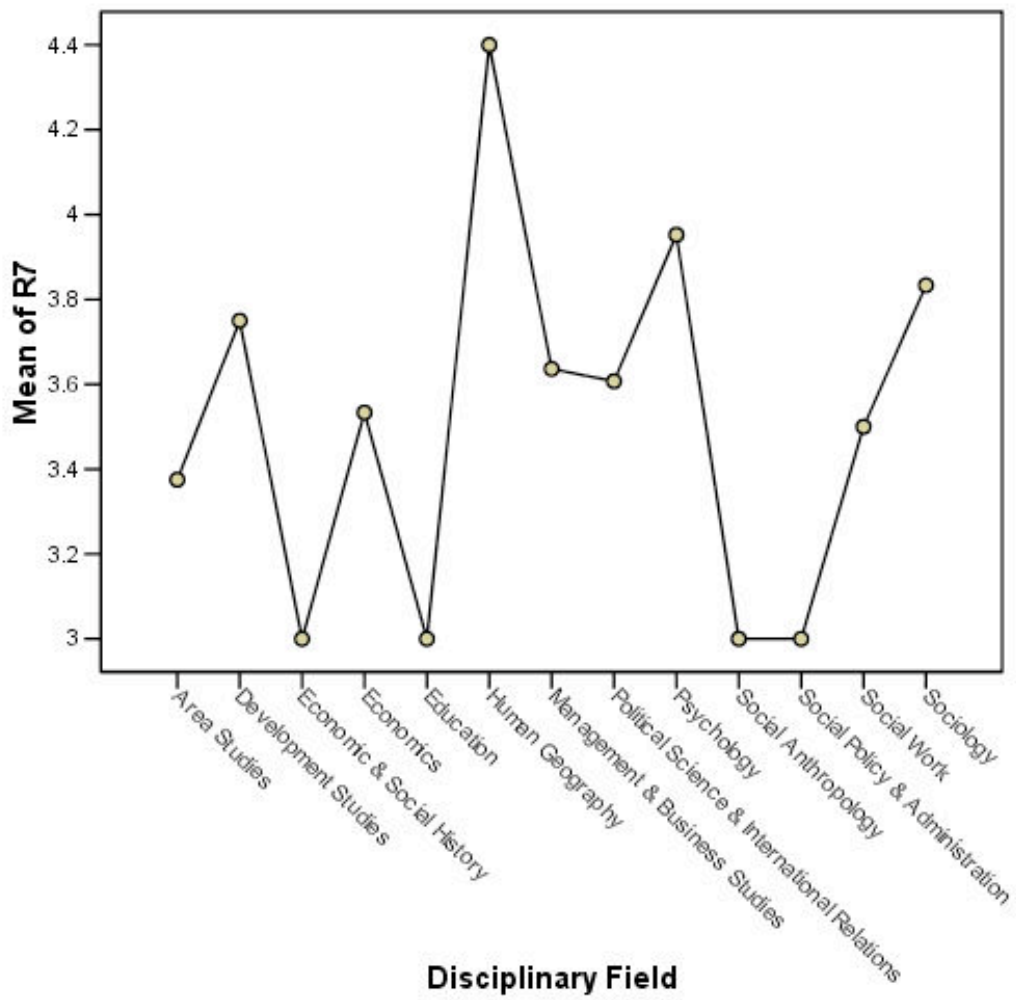
| Disciplinary Field                                     |       | Strongly Agree | Agree  | Neither agree /disagree | Disagree | Strongly Disagree | Total  | Mean count |
|--|-------|----------------|--------|-------------------------|----------|-------------------|--------|------------|
| <b>Area Studies</b>                                    | Count | 2.00           | 2.00   | 1.00                    | 2.00     | 0.00              | 7.00   | 2.43       |
|  | %     | 28.57          | 28.57  | 14.29                   | 28.57    | 0.00              | 100.00 |            |
| <b>Criminology</b>                                     | Count | 1.00           | 1.00   | 0.00                    | 2.00     | 0.00              | 4.00   | 2.75       |
|  | %     | 25.00          | 25.00  | 0.00                    | 50.00    | 0.00              | 100.00 |            |
| <b>Development Studies</b>                             | Count | 1.00           | 4.00   | 0.00                    | 3.00     | 0.00              | 8.00   | 2.63       |
|  | %     | 12.50          | 50.00  | 0.00                    | 37.50    | 0.00              | 100.00 |            |
| <b>Economic &amp; Social History</b>                   | Count | 1.00           | 0.00   | 1.00                    | 3.00     | 0.00              | 5.00   | 3.20       |
|  | %     | 20.00          | 0.00   | 20.00                   | 60.00    | 0.00              | 100.00 |            |
| <b>Economics</b>                                       | Count | 3.00           | 3.00   | 3.00                    | 3.00     | 4.00              | 16.00  | 3.13       |
|  | %     | 18.75          | 18.75  | 18.75                   | 18.75    | 25.00             | 100.00 |            |
| <b>Education</b>                                       | Count | 2.00           | 7.00   | 1.00                    | 3.00     | 1.00              | 14.00  | 2.57       |
|  | %     | 14.29          | 50.00  | 7.14                    | 21.43    | 7.14              | 100.00 |            |
| <b>Human Geography</b>                                 | Count | 2.00           | 2.00   | 0.00                    | 1.00     | 1.00              | 6.00   | 2.50       |
|  | %     | 33.33          | 33.33  | 0.00                    | 16.67    | 16.67             | 100.00 |            |
| <b>Science &amp; Technology Studies</b>                | Count | 1.00           | 1.00   | 0.00                    | 1.00     | 0.00              | 3.00   | 2.33       |
|  | %     | 33.33          | 33.33  | 0.00                    | 33.33    | 0.00              | 100.00 |            |
| <b>Linguistics</b>                                     | Count | 0.00           | 0.00   | 0.00                    | 1.00     | 0.00              | 2.00   | 3.50       |
|  | %     | 0.00           | 0.00   | 0.00                    | 50.00    | 0.00              | 100.00 |            |
| <b>Management &amp; Business Studies</b>               | Count | 0.00           | 2.00   | 3.00                    | 7.00     | 1.00              | 13.00  | 3.54       |
|  | %     | 0.00           | 15.38  | 23.08                   | 53.85    | 7.69              | 100.00 |            |
| <b>Environmental Planning</b>                          | Count | 0.00           | 1.00   | 0.00                    | 0.00     | 0.00              | 1.00   | 2.00       |
|  | %     | 0.00           | 100.00 | 0.00                    | 0.00     | 0.00              | 100.00 |            |
| <b>Political Science &amp; International Relations</b> | Count | 8.00           | 6.00   | 0.00                    | 9.00     | 4.00              | 30.00  | 2.83       |
|  | %     | 26.67          | 20.00  | 0.00                    | 30.00    | 13.33             | 100.00 |            |
| <b>Psychology</b>                                      | Count | 4.00           | 5.00   | 5.00                    | 5.00     | 3.00              | 22.00  | 2.91       |
|  | %     | 18.18          | 22.73  | 22.73                   | 22.73    | 13.64             | 100.00 |            |
| <b>Social Anthropology</b>                             | Count | 3.00           | 8.00   | 2.00                    | 1.00     | 0.00              | 14.00  | 2.07       |
|  | %     | 21.43          | 57.14  | 14.29                   | 7.14     | 0.00              | 100.00 |            |
| <b>Social Policy &amp; Administration</b>              | Count | 1.00           | 2.00   | 0.00                    | 2.00     | 0.00              | 5.00   | 2.60       |
|  | %     | 20.00          | 40.00  | 0.00                    | 40.00    | 0.00              | 100.00 |            |
| <b>Social Work</b>                                     | Count | 1.00           | 2.00   | 3.00                    | 3.00     | 0.00              | 9.00   | 2.89       |
|  | %     | 11.11          | 22.22  | 33.33                   | 33.33    | 0.00              | 100.00 |            |
| <b>Socio-legal Studies</b>                             | Count | 1.00           | 0.00   | 1.00                    | 1.00     | 0.00              | 3.00   | 2.67       |
|  | %     | 33.33          | 0.00   | 33.33                   | 33.33    | 0.00              | 100.00 |            |
| <b>Sociology</b>                                       | Count | 8.00           | 2.00   | 1.00                    | 4.00     | 5.00              | 20.00  | 2.80       |
|  | %     | 40.00          | 10.00  | 5.00                    | 20.00    | 25.00             | 100.00 |            |
| <b>Other</b>   | Count | 1.00           | 1.00   | 0.00                    | 3.00     | 1.00              | 6.00   | 3.33       |
|  | %     | 16.67          | 16.67  | 0.00                    | 50.00    | 16.67             | 100.00 |            |
| <b>Total</b>   | Count | 40.00          | 49.00  | 25.00                   | 54.00    | 20.00             | 188.00 | 2.81       |
|  | %     | 21.28          | 26.06  | 13.30                   | 28.72    | 10.64             | 100.00 |            |





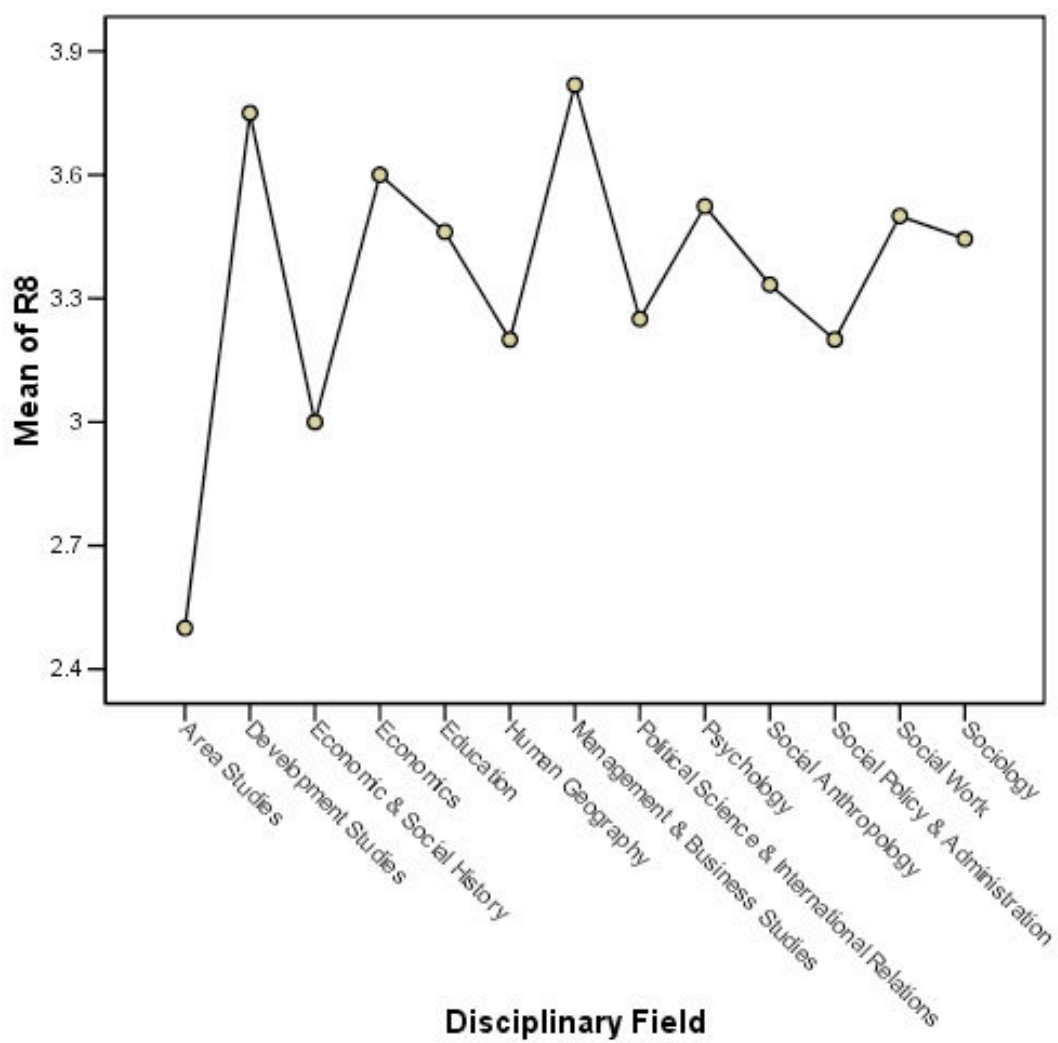
**Disciplinary Field \* R7: The 1+3 structure has posed particular problems for the development of quantitative and statistical skills Crosstabulation**

| Disciplinary Field                          |       | Strongly Agree | Agree | Neither agree /disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|-------|-------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 1.00           | 1.00  | 1.00                    | 4.00     | 1.00              | 8.00   | 3.38       |
|   | %     | 12.50          | 12.50 | 12.50                   | 50.00    | 12.50             | 100.00 |            |
| Criminology                                 | Count | 2.00           | 0.00  | 0.00                    | 1.00     | 0.00              | 3.00   | 2.00       |
|   | %     | 66.67          | 0.00  | 0.00                    | 33.33    | 0.00              | 100.00 |            |
| Development Studies                         | Count | 0.00           | 0.00  | 2.00                    | 6.00     | 0.00              | 8.00   | 3.75       |
|   | %     | 0.00           | 0.00  | 25.00                   | 75.00    | 0.00              | 100.00 |            |
| Economic & Social History                   | Count | 1.00           | 0.00  | 1.00                    | 2.00     | 0.00              | 4.00   | 3.00       |
|   | %     | 25.00          | 0.00  | 25.00                   | 50.00    | 0.00              | 100.00 |            |
| Economics                                   | Count | 0.00           | 3.00  | 3.00                    | 7.00     | 2.00              | 15.00  | 3.53       |
|   | %     | 0.00           | 20.00 | 20.00                   | 46.67    | 13.33             | 100.00 |            |
| Education                                   | Count | 1.00           | 4.00  | 3.00                    | 4.00     | 1.00              | 13.00  | 3.00       |
|   | %     | 7.69           | 30.77 | 23.08                   | 30.77    | 7.69              | 100.00 |            |
| Human Geography                             | Count | 0.00           | 0.00  | 0.00                    | 3.00     | 2.00              | 5.00   | 4.40       |
|   | %     | 0.00           | 0.00  | 0.00                    | 60.00    | 40.00             | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 1.00  | 1.00                    | 1.00     | 0.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 33.33 | 33.33                   | 33.33    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 1.00           | 0.00  | 0.00                    | 1.00     | 0.00              | 2.00   | 2.50       |
|   | %     | 50.00          | 0.00  | 0.00                    | 50.00    | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 0.00           | 2.00  | 2.00                    | 5.00     | 2.00              | 11.00  | 3.64       |
|   | %     | 0.00           | 18.18 | 18.18                   | 45.45    | 18.18             | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 0.00  | 0.00                    | 1.00     | 0.00              | 1.00   | 4.00       |
|   | %     | 0.00           | 0.00  | 0.00                    | 100.00   | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 1.00           | 4.00  | 4.00                    | 15.00    | 4.00              | 28.00  | 3.61       |
|   | %     | 3.57           | 14.29 | 14.29                   | 53.57    | 14.29             | 100.00 |            |
| Psychology                                  | Count | 1.00           | 0.00  | 3.00                    | 12.00    | 5.00              | 21.00  | 3.95       |
|   | %     | 4.76           | 0.00  | 14.29                   | 57.14    | 23.81             | 100.00 |            |
| Social Anthropology                         | Count | 1.00           | 2.00  | 6.00                    | 2.00     | 1.00              | 12.00  | 3.00       |
|   | %     | 8.33           | 16.67 | 50.00                   | 16.67    | 8.33              | 100.00 |            |
| Social Policy & Administration              | Count | 0.00           | 2.00  | 1.00                    | 2.00     | 0.00              | 5.00   | 3.00       |
|   | %     | 0.00           | 40.00 | 20.00                   | 40.00    | 0.00              | 100.00 |            |
| Social Work                                 | Count | 0.00           | 0.00  | 4.00                    | 4.00     | 0.00              | 8.00   | 3.50       |
|   | %     | 0.00           | 0.00  | 50.00                   | 50.00    | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 0.00           | 1.00  | 1.00                    | 1.00     | 0.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 33.33 | 33.33                   | 33.33    | 0.00              | 100.00 |            |
| Sociology                                   | Count | 1.00           | 2.00  | 2.00                    | 7.00     | 6.00              | 18.00  | 3.83       |
|   | %     | 5.56           | 11.11 | 11.11                   | 38.89    | 33.33             | 100.00 |            |
| Other                                       | Count | 0.00           | 0.00  | 3.00                    | 1.00     | 1.00              | 5.00   | 3.60       |
|   | %     | 0.00           | 0.00  | 60.00                   | 20.00    | 20.00             | 100.00 |            |
| Total                                       | Count | 10.00          | 22.00 | 37.00                   | 79.00    | 25.00             | 173.00 | 3.50       |
|   | %     | 5.78           | 12.72 | 21.39                   | 45.66    | 14.45             | 100.00 |            |



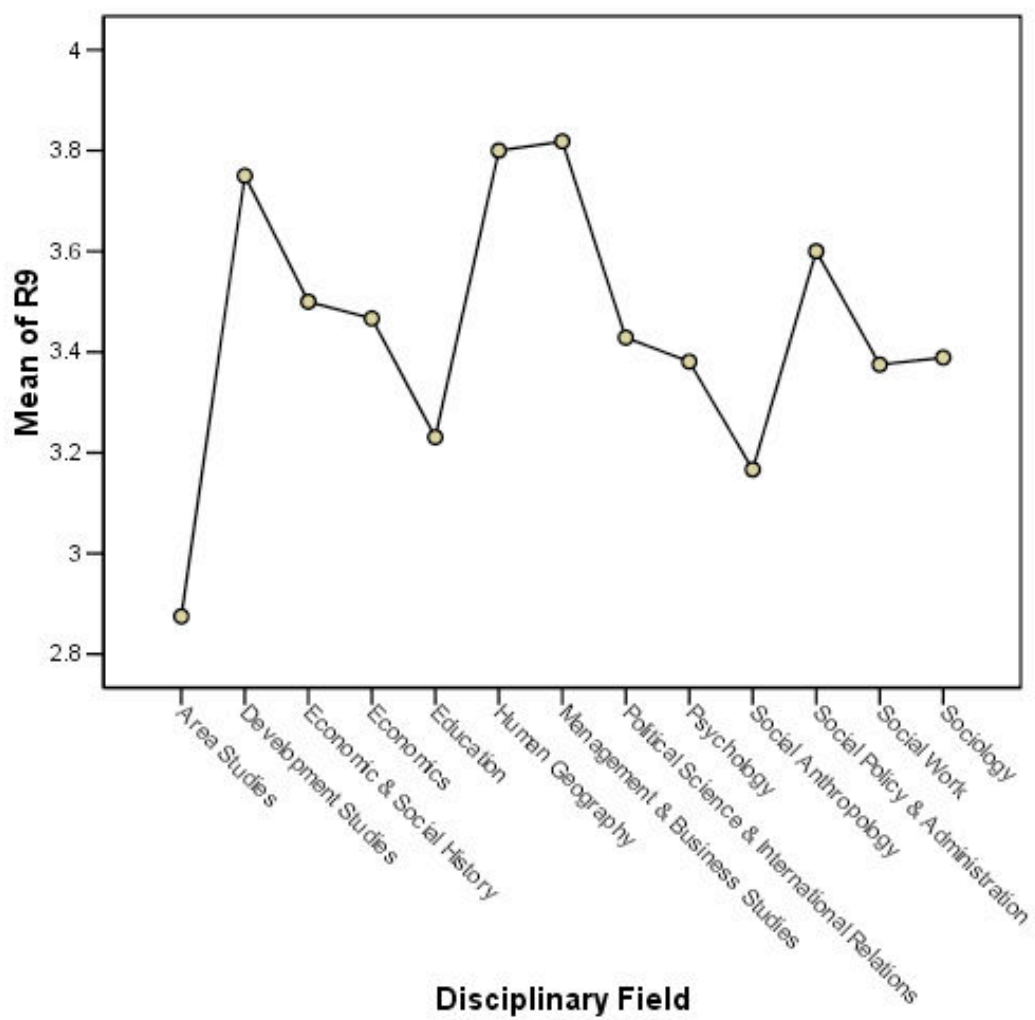
**Disciplinary Field \* R8: The 1+3 structure has posed particular problems for the development of qualitative research skills: Crosstabulation**

| Disciplinary Field                                     |       | Strongly Agree | Agree | Neither agree /disagree | Disagree | Strongly Disagree | Total  | Mean count |
|--|-------|----------------|-------|-------------------------|----------|-------------------|--------|------------|
| <b>Area Studies</b>                                    | Count | 2.00           | 3.00  | 0.00                    | 3.00     | 0.00              | 8.00   | 2.50       |
|  | %     | 25.00          | 37.50 | 0.00                    | 37.50    | 0.00              | 100.00 |            |
| <b>Criminology</b>                                     | Count | 1.00           | 0.00  | 0.00                    | 2.00     | 0.00              | 3.00   | 3.00       |
|  | %     | 33.33          | 0.00  | 0.00                    | 66.67    | 0.00              | 100.00 |            |
| <b>Development Studies</b>                             | Count | 0.00           | 0.00  | 2.00                    | 6.00     | 0.00              | 8.00   | 3.75       |
|  | %     | 0.00           | 0.00  | 25.00                   | 75.00    | 0.00              | 100.00 |            |
| <b>Economic &amp; Social History</b>                   | Count | 1.00           | 0.00  | 1.00                    | 2.00     | 0.00              | 4.00   | 3.00       |
|  | %     | 25.00          | 0.00  | 25.00                   | 50.00    | 0.00              | 100.00 |            |
| <b>Economics</b>                                       | Count | 0.00           | 1.00  | 6.00                    | 6.00     | 2.00              | 15.00  | 3.60       |
|  | %     | 0.00           | 6.67  | 40.00                   | 40.00    | 13.33             | 100.00 |            |
| <b>Education</b>                                       | Count | 0.00           | 4.00  | 1.00                    | 6.00     | 2.00              | 13.00  | 3.46       |
|  | %     | 0.00           | 30.77 | 7.69                    | 46.15    | 15.38             | 100.00 |            |
| <b>Human Geography</b>                                 | Count | 1.00           | 1.00  | 0.00                    | 2.00     | 1.00              | 5.00   | 3.20       |
|  | %     | 20.00          | 20.00 | 0.00                    | 40.00    | 20.00             | 100.00 |            |
| <b>Science &amp; Technology Studies</b>                | Count | 0.00           | 0.00  | 1.00                    | 2.00     | 0.00              | 3.00   | 3.67       |
|  | %     | 0.00           | 0.00  | 33.33                   | 66.67    | 0.00              | 100.00 |            |
| <b>Linguistics</b>                                     | Count | 0.00           | 1.00  | 0.00                    | 1.00     | 0.00              | 2.00   | 3.00       |
|  | %     | 0.00           | 50.00 | 0.00                    | 50.00    | 0.00              | 100.00 |            |
| <b>Management &amp; Business Studies</b>               | Count | 0.00           | 1.00  | 2.00                    | 6.00     | 2.00              | 11.00  | 3.82       |
|  | %     | 0.00           | 9.09  | 18.18                   | 54.55    | 18.18             | 100.00 |            |
| <b>Environmental Planning</b>                          | Count | 0.00           | 0.00  | 0.00                    | 1.00     | 0.00              | 1.00   | 4.00       |
|  | %     | 0.00           | 0.00  | 0.00                    | 100.00   | 0.00              | 100.00 |            |
| <b>Political Science &amp; International Relations</b> | Count | 2.00           | 5.00  | 8.00                    | 10.00    | 3.00              | 28.00  | 3.25       |
|  | %     | 7.14           | 17.86 | 28.57                   | 35.71    | 10.71             | 100.00 |            |
| <b>Psychology</b>                                      | Count | 1.00           | 1.00  | 8.00                    | 8.00     | 3.00              | 21.00  | 3.52       |
|  | %     | 4.76           | 4.76  | 38.10                   | 38.10    | 14.29             | 100.00 |            |
| <b>Social Anthropology</b>                             | Count | 1.00           | 2.00  | 3.00                    | 4.00     | 2.00              | 12.00  | 3.33       |
|  | %     | 8.33           | 16.67 | 25.00                   | 33.33    | 16.67             | 100.00 |            |
| <b>Social Policy &amp; Administration</b>              | Count | 0.00           | 1.00  | 2.00                    | 2.00     | 0.00              | 5.00   | 3.20       |
|  | %     | 0.00           | 20.00 | 40.00                   | 40.00    | 0.00              | 100.00 |            |
| <b>Social Work</b>                                     | Count | 0.00           | 0.00  | 4.00                    | 4.00     | 0.00              | 8.00   | 3.50       |
|  | %     | 0.00           | 0.00  | 50.00                   | 50.00    | 0.00              | 100.00 |            |
| <b>Socio-legal Studies</b>                             | Count | 0.00           | 2.00  | 0.00                    | 1.00     | 0.00              | 3.00   | 2.67       |
|  | %     | 0.00           | 66.67 | 0.00                    | 33.33    | 0.00              | 100.00 |            |
| <b>Sociology</b>                                       | Count | 3.00           | 0.00  | 4.00                    | 8.00     | 3.00              | 18.00  | 3.44       |
|  | %     | 16.67          | 0.00  | 22.22                   | 44.44    | 16.67             | 100.00 |            |
| <b>Other</b>   | Count | 0.00           | 0.00  | 2.00                    | 2.00     | 1.00              | 5.00   | 3.80       |
|  | %     | 0.00           | 0.00  | 40.00                   | 40.00    | 20.00             | 100.00 |            |
| <b>Total</b>   | Count | 12.00          | 22.00 | 44.00                   | 76.00    | 19.00             | 173.00 | 3.39       |
|  | %     | 6.94           | 12.72 | 25.43                   | 43.93    | 10.98             | 100.00 |            |



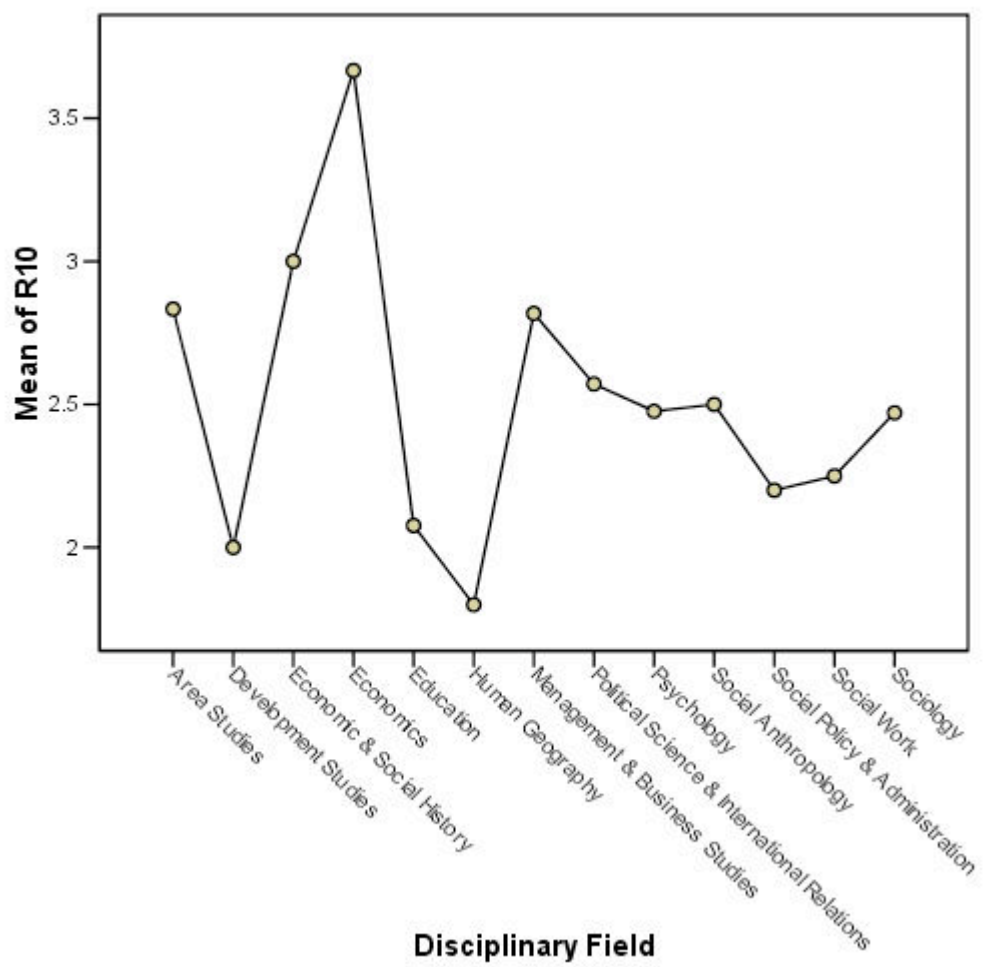
**Disciplinary Field \* R9: The 1+3 structure has posed particular problems for the development of transferable and employment-related skills**  
**Crosstabulation**

| Disciplinary Field                          |       | Strongly Agree | Agree | Neither agree /disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|-------|-------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 1.00           | 2.00  | 2.00                    | 3.00     | 0.00              | 8.00   | 2.88       |
|   | %     | 12.50          | 25.00 | 25.00                   | 37.50    | 0.00              | 100.00 |            |
| Criminology                                 | Count | 1.00           | 0.00  | 1.00                    | 1.00     | 0.00              | 3.00   | 2.67       |
|   | %     | 33.33          | 0.00  | 33.33                   | 33.33    | 0.00              | 100.00 |            |
| Development Studies                         | Count | 0.00           | 0.00  | 2.00                    | 6.00     | 0.00              | 8.00   | 3.75       |
|   | %     | 0.00           | 0.00  | 25.00                   | 75.00    | 0.00              | 100.00 |            |
| Economic & Social History                   | Count | 0.00           | 0.00  | 2.00                    | 2.00     | 0.00              | 4.00   | 3.50       |
|   | %     | 0.00           | 0.00  | 50.00                   | 50.00    | 0.00              | 100.00 |            |
| Economics                                   | Count | 0.00           | 1.00  | 8.00                    | 4.00     | 2.00              | 15.00  | 3.47       |
|   | %     | 0.00           | 6.67  | 53.33                   | 26.67    | 13.33             | 100.00 |            |
| Education                                   | Count | 0.00           | 2.00  | 6.00                    | 5.00     | 0.00              | 13.00  | 3.23       |
|   | %     | 0.00           | 15.38 | 46.15                   | 38.46    | 0.00              | 100.00 |            |
| Human Geography                             | Count | 0.00           | 0.00  | 2.00                    | 2.00     | 1.00              | 5.00   | 3.80       |
|   | %     | 0.00           | 0.00  | 40.00                   | 40.00    | 20.00             | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 1.00  | 0.00                    | 2.00     | 0.00              | 3.00   | 3.33       |
|   | %     | 0.00           | 33.33 | 0.00                    | 66.67    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 0.00           | 0.00  | 2.00                    | 0.00     | 0.00              | 2.00   | 3.00       |
|   | %     | 0.00           | 0.00  | 100.00                  | 0.00     | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 0.00           | 0.00  | 3.00                    | 7.00     | 1.00              | 11.00  | 3.82       |
|   | %     | 0.00           | 0.00  | 27.27                   | 63.64    | 9.09              | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 0.00  | 0.00                    | 1.00     | 0.00              | 1.00   | 4.00       |
|   | %     | 0.00           | 0.00  | 0.00                    | 100.00   | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 1.00           | 3.00  | 10.00                   | 11.00    | 3.00              | 28.00  | 3.43       |
|   | %     | 3.57           | 10.71 | 35.71                   | 39.29    | 10.71             | 100.00 |            |
| Psychology                                  | Count | 0.00           | 4.00  | 8.00                    | 6.00     | 3.00              | 21.00  | 3.38       |
|   | %     | 0.00           | 19.05 | 38.10                   | 28.57    | 14.29             | 100.00 |            |
| Social Anthropology                         | Count | 0.00           | 2.00  | 7.00                    | 2.00     | 1.00              | 12.00  | 3.17       |
|   | %     | 0.00           | 16.67 | 58.33                   | 16.67    | 8.33              | 100.00 |            |
| Social Policy & Administration              | Count | 0.00           | 0.00  | 2.00                    | 3.00     | 0.00              | 5.00   | 3.60       |
|   | %     | 0.00           | 0.00  | 40.00                   | 60.00    | 0.00              | 100.00 |            |
| Social Work                                 | Count | 0.00           | 0.00  | 5.00                    | 3.00     | 0.00              | 8.00   | 3.38       |
|   | %     | 0.00           | 0.00  | 62.50                   | 37.50    | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 0.00           | 0.00  | 2.00                    | 0.00     | 1.00              | 3.00   | 3.67       |
|   | %     | 0.00           | 0.00  | 66.67                   | 0.00     | 33.33             | 100.00 |            |
| Sociology                                   | Count | 0.00           | 3.00  | 7.00                    | 6.00     | 2.00              | 18.00  | 3.39       |
|   | %     | 0.00           | 16.67 | 38.89                   | 33.33    | 11.11             | 100.00 |            |
| Other                                       | Count | 0.00           | 2.00  | 0.00                    | 2.00     | 1.00              | 5.00   | 3.40       |
|   | %     | 0.00           | 40.00 | 0.00                    | 40.00    | 20.00             | 100.00 |            |
| Total                                       | Count | 3.00           | 20.00 | 69.00                   | 66.00    | 15.00             | 173.00 | 3.40       |
|   | %     | 1.73           | 11.56 | 39.88                   | 38.15    | 8.67              | 100.00 |            |



**Disciplinary Field \* R10: The 1+3 route presents particular problems for overseas students: Crosstabulation**

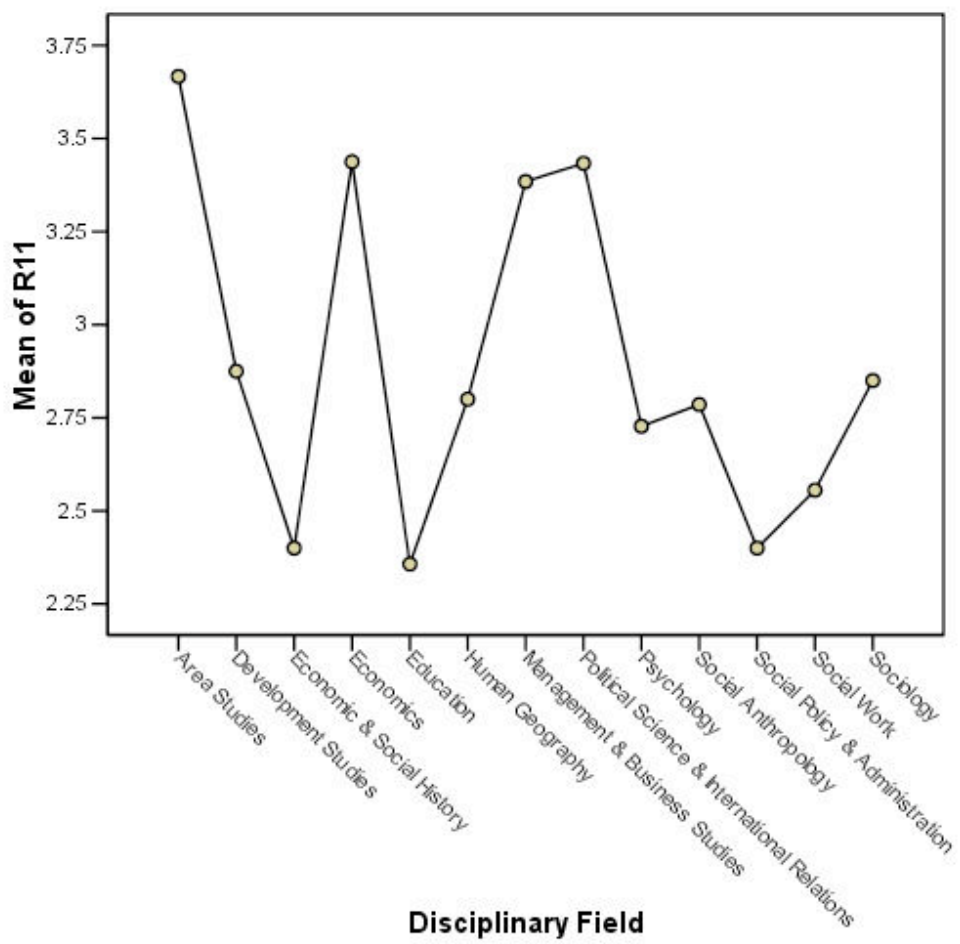
| Disciplinary Field                          |       | Strongly Agree | Agree | Neither agree nor disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|-------|----------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 1.00           | 2.00  | 1.00                       | 1.00     | 1.00              | 6.00   | 2.83       |
|   | %     | 16.67          | 33.33 | 16.67                      | 16.67    | 16.67             | 100.00 |            |
| Criminology                                 | Count | 2.00           | 0.00  | 0.00                       | 0.00     | 0.00              | 2.00   | 1.00       |
|   | %     | 100.00         | 0.00  | 0.00                       | 0.00     | 0.00              | 100.00 |            |
| Development Studies                         | Count | 2.00           | 5.00  | 0.00                       | 1.00     | 0.00              | 8.00   | 2.00       |
|   | %     | 25.00          | 62.50 | 0.00                       | 12.50    | 0.00              | 100.00 |            |
| Economic & Social History                   | Count | 0.00           | 1.00  | 2.00                       | 1.00     | 0.00              | 4.00   | 3.00       |
|   | %     | 0.00           | 25.00 | 50.00                      | 25.00    | 0.00              | 100.00 |            |
| Economics                                   | Count | 1.00           | 0.00  | 5.00                       | 6.00     | 3.00              | 15.00  | 3.67       |
|   | %     | 6.67           | 0.00  | 33.33                      | 40.00    | 20.00             | 100.00 |            |
| Education                                   | Count | 5.00           | 4.00  | 2.00                       | 2.00     | 0.00              | 13.00  | 2.08       |
|   | %     | 38.46          | 30.77 | 15.38                      | 15.38    | 0.00              | 100.00 |            |
| Human Geography                             | Count | 1.00           | 4.00  | 0.00                       | 0.00     | 0.00              | 5.00   | 1.80       |
|   | %     | 20.00          | 80.00 | 0.00                       | 0.00     | 0.00              | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 2.00  | 0.00                       | 1.00     | 0.00              | 3.00   | 2.67       |
|   | %     | 0.00           | 66.67 | 0.00                       | 33.33    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 0.00           | 0.00  | 1.00                       | 1.00     | 0.00              | 2.00   | 3.50       |
|   | %     | 0.00           | 0.00  | 50.00                      | 50.00    | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 1.00           | 4.00  | 2.00                       | 4.00     | 0.00              | 11.00  | 2.82       |
|   | %     | 9.09           | 36.36 | 18.18                      | 36.36    | 0.00              | 100.00 |            |
| Environmental Planning                      | Count | 1.00           | 0.00  | 0.00                       | 0.00     | 0.00              | 1.00   | 1.00       |
|   | %     | 100.00         | 0.00  | 0.00                       | 0.00     | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 8.00           | 4.00  | 9.00                       | 6.00     | 1.00              | 28.00  | 2.57       |
|   | %     | 28.57          | 14.29 | 32.14                      | 21.43    | 3.57              | 100.00 |            |
| Psychology                                  | Count | 5.00           | 5.00  | 7.00                       | 4.00     | 0.00              | 21.00  | 2.48       |
|   | %     | 23.81          | 23.81 | 33.33                      | 19.05    | 0.00              | 100.00 |            |
| Social Anthropology                         | Count | 3.00           | 3.00  | 3.00                       | 3.00     | 0.00              | 12.00  | 2.50       |
|   | %     | 25.00          | 25.00 | 25.00                      | 25.00    | 0.00              | 100.00 |            |
| Social Policy & Administration              | Count | 1.00           | 2.00  | 2.00                       | 0.00     | 0.00              | 5.00   | 2.20       |
|   | %     | 20.00          | 40.00 | 40.00                      | 0.00     | 0.00              | 100.00 |            |
| Social Work                                 | Count | 2.00           | 2.00  | 4.00                       | 0.00     | 0.00              | 8.00   | 2.25       |
|   | %     | 25.00          | 25.00 | 50.00                      | 0.00     | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 0.00           | 0.00  | 3.00                       | 0.00     | 0.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 0.00  | 100.00                     | 0.00     | 0.00              | 100.00 |            |
| Sociology                                   | Count | 5.00           | 4.00  | 3.00                       | 5.00     | 0.00              | 17.00  | 2.47       |
|   | %     | 29.41          | 23.53 | 17.65                      | 29.41    | 0.00              | 100.00 |            |
| Other                                       | Count | 2.00           | 2.00  | 0.00                       | 1.00     | 0.00              | 5.00   | 2.00       |
|   | %     | 40.00          | 40.00 | 0.00                       | 20.00    | 0.00              | 100.00 |            |
| Total                                       | Count | 40.00          | 44.00 | 44.00                      | 36.00    | 5.00              | 169.00 | 2.54       |
|   | %     | 23.67          | 26.04 | 26.04                      | 21.30    | 2.96              | 100.00 |            |





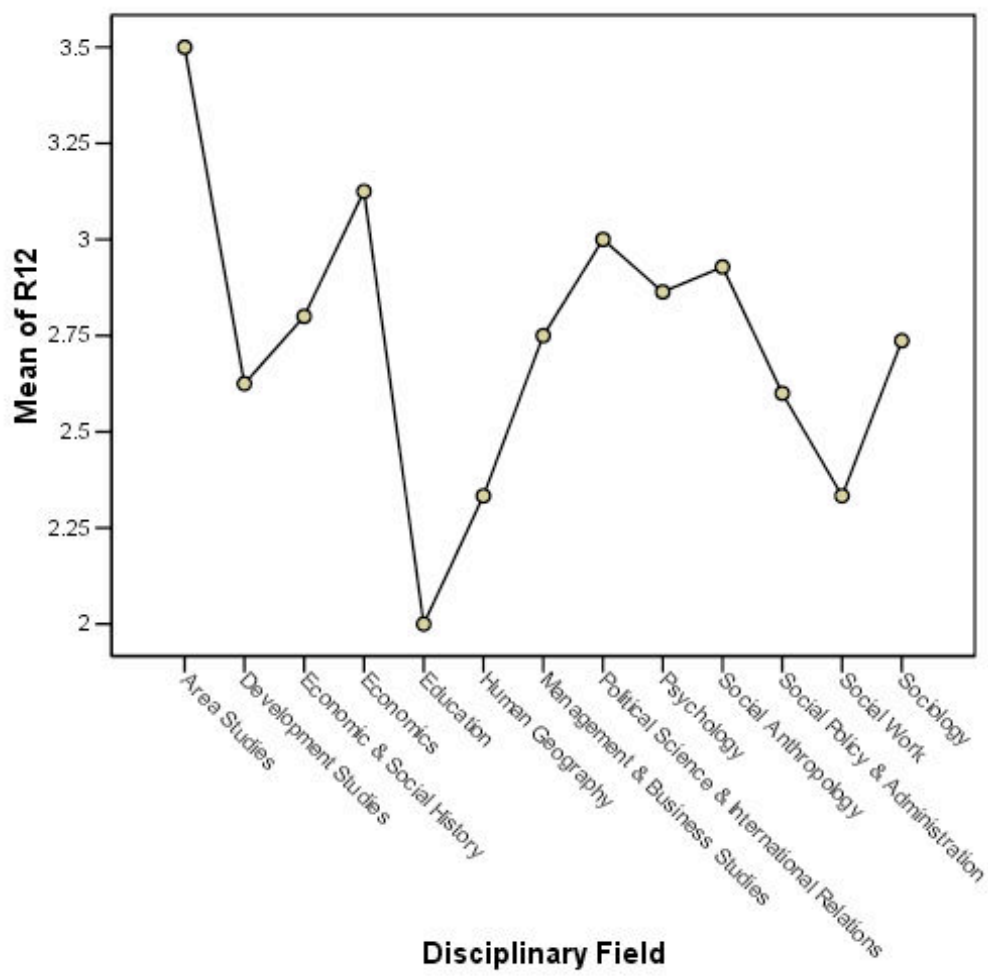
**Disciplinary Field \* R11: 1+3 presents particular problems for mature students: Crosstabulation**

| Disciplinary Field                                     |       | Strongly Agree | Agree  | Neither agree nor disagree | Disagree | Strongly Disagree | Total  | Mean count |
|--|-------|----------------|--------|----------------------------|----------|-------------------|--------|------------|
| <b>Area Studies</b>                                    | Count | 1.00           | 0.00   | 0.00                       | 4.00     | 1.00              | 6.00   | 3.67       |
|  | %     | 16.67          | 0.00   | 0.00                       | 66.67    | 16.67             | 100.00 |            |
| <b>Criminology</b>                                     | Count | 0.00           | 0.00   | 2.00                       | 1.00     | 0.00              | 3.00   | 3.33       |
|  | %     | 0.00           | 0.00   | 66.67                      | 33.33    | 0.00              | 100.00 |            |
| <b>Development Studies</b>                             | Count | 1.00           | 1.00   | 4.00                       | 2.00     | 0.00              | 8.00   | 2.88       |
|  | %     | 12.50          | 12.50  | 50.00                      | 25.00    | 0.00              | 100.00 |            |
| <b>Economic &amp; Social History</b>                   | Count | 1.00           | 2.00   | 1.00                       | 1.00     | 0.00              | 5.00   | 2.40       |
|  | %     | 20.00          | 40.00  | 20.00                      | 20.00    | 0.00              | 100.00 |            |
| <b>Economics</b>                                       | Count | 0.00           | 2.00   | 8.00                       | 3.00     | 3.00              | 16.00  | 3.44       |
|  | %     | 0.00           | 12.50  | 50.00                      | 18.75    | 18.75             | 100.00 |            |
| <b>Education</b>                                       | Count | 4.00           | 5.00   | 1.00                       | 4.00     | 0.00              | 14.00  | 2.36       |
|  | %     | 28.57          | 35.71  | 7.14                       | 28.57    | 0.00              | 100.00 |            |
| <b>Human Geography</b>                                 | Count | 0.00           | 2.00   | 2.00                       | 1.00     | 0.00              | 5.00   | 2.80       |
|  | %     | 0.00           | 40.00  | 40.00                      | 20.00    | 0.00              | 100.00 |            |
| <b>Science &amp; Technology Studies</b>                | Count | 0.00           | 0.00   | 1.00                       | 2.00     | 0.00              | 3.00   | 3.67       |
|  | %     | 0.00           | 0.00   | 33.33                      | 66.67    | 0.00              | 100.00 |            |
| <b>Linguistics</b>                                     | Count | 0.00           | 0.00   | 1.00                       | 1.00     | 0.00              | 2.00   | 3.50       |
|  | %     | 0.00           | 0.00   | 50.00                      | 50.00    | 0.00              | 100.00 |            |
| <b>Management &amp; Business Studies</b>               | Count | 1.00           | 2.00   | 2.00                       | 7.00     | 1.00              | 13.00  | 3.38       |
|  | %     | 7.69           | 15.38  | 15.38                      | 53.85    | 7.69              | 100.00 |            |
| <b>Environmental Planning</b>                          | Count | 0.00           | 1.00   | 0.00                       | 0.00     | 0.00              | 1.00   | 2.00       |
|  | %     | 0.00           | 100.00 | 0.00                       | 0.00     | 0.00              | 100.00 |            |
| <b>Political Science &amp; International Relations</b> | Count | 1.00           | 2.00   | 13.00                      | 11.00    | 3.00              | 30.00  | 3.43       |
|  | %     | 3.33           | 6.67   | 43.33                      | 36.67    | 10.00             | 100.00 |            |
| <b>Psychology</b>                                      | Count | 2.00           | 7.00   | 8.00                       | 5.00     | 0.00              | 22.00  | 2.73       |
|  | %     | 9.09           | 31.82  | 36.36                      | 22.73    | 0.00              | 100.00 |            |
| <b>Social Anthropology</b>                             | Count | 0.00           | 5.00   | 7.00                       | 2.00     | 0.00              | 14.00  | 2.79       |
|  | %     | 0.00           | 35.71  | 50.00                      | 14.29    | 0.00              | 100.00 |            |
| <b>Social Policy &amp; Administration</b>              | Count | 0.00           | 3.00   | 2.00                       | 0.00     | 0.00              | 5.00   | 2.40       |
|  | %     | 0.00           | 60.00  | 40.00                      | 0.00     | 0.00              | 100.00 |            |
| <b>Social Work</b>                                     | Count | 2.00           | 1.00   | 5.00                       | 1.00     | 0.00              | 9.00   | 2.56       |
|  | %     | 22.22          | 11.11  | 55.56                      | 11.11    | 0.00              | 100.00 |            |
| <b>Socio-legal Studies</b>                             | Count | 0.00           | 1.00   | 2.00                       | 0.00     | 0.00              | 3.00   | 2.67       |
|  | %     | 0.00           | 33.33  | 66.67                      | 0.00     | 0.00              | 100.00 |            |
| <b>Sociology</b>                                       | Count | 2.00           | 7.00   | 3.00                       | 8.00     | 0.00              | 20.00  | 2.85       |
|  | %     | 10.00          | 35.00  | 15.00                      | 40.00    | 0.00              | 100.00 |            |
| <b>Other</b>   | Count | 2.00           | 1.00   | 1.00                       | 2.00     | 0.00              | 6.00   | 2.50       |
|  | %     | 33.33          | 16.67  | 16.67                      | 33.33    | 0.00              | 100.00 |            |
| <b>Total</b>   | Count | 17.00          | 42.00  | 63.00                      | 55.00    | 8.00              | 185.00 | 2.97       |
|  | %     | 9.19           | 22.70  | 34.05                      | 29.73    | 4.32              | 100.00 |            |



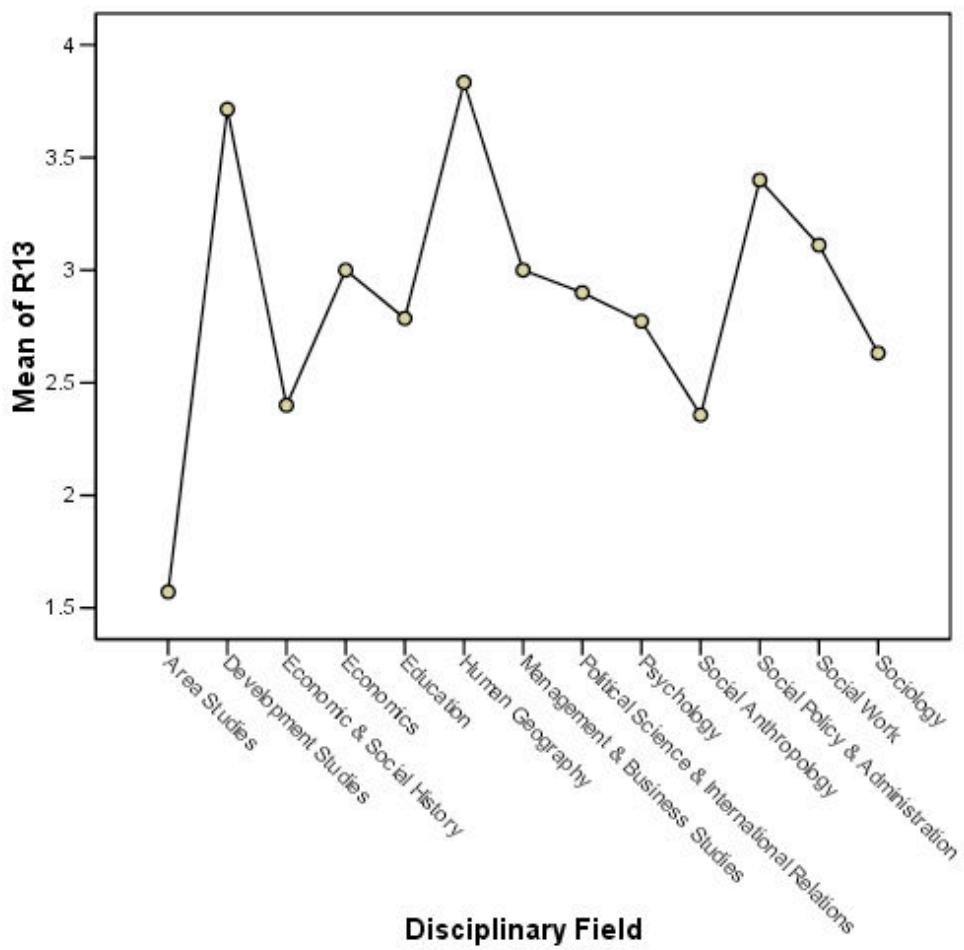
**Disciplinary Field \* R12: 1+3 presents particular problems for part-time students Crosstabulation**

| Disciplinary Field                                     |       | Strongly Agree | Agree  | Neither agree nor disagree | Disagree | Strongly Disagree | Total  | Mean count |
|--|-------|----------------|--------|----------------------------|----------|-------------------|--------|------------|
| <b>Area Studies</b>                                    | Count | 1.00           | 0.00   | 1.00                       | 3.00     | 1.00              | 6.00   | 3.50       |
|  | %     | 16.67          | 0.00   | 16.67                      | 50.00    | 16.67             | 100.00 |            |
| <b>Criminology</b>                                     | Count | 2.00           | 1.00   | 0.00                       | 0.00     | 0.00              | 3.00   | 1.33       |
|  | %     | 66.67          | 33.33  | 0.00                       | 0.00     | 0.00              | 100.00 |            |
| <b>Development Studies</b>                             | Count | 1.00           | 1.00   | 6.00                       | 0.00     | 0.00              | 8.00   | 2.63       |
|  | %     | 12.50          | 12.50  | 75.00                      | 0.00     | 0.00              | 100.00 |            |
| <b>Economic &amp; Social History</b>                   | Count | 1.00           | 0.00   | 3.00                       | 1.00     | 0.00              | 5.00   | 2.80       |
|  | %     | 20.00          | 0.00   | 60.00                      | 20.00    | 0.00              | 100.00 |            |
| <b>Economics</b>                                       | Count | 1.00           | 2.00   | 9.00                       | 2.00     | 2.00              | 16.00  | 3.13       |
|  | %     | 6.25           | 12.50  | 56.25                      | 12.50    | 12.50             | 100.00 |            |
| <b>Education</b>                                       | Count | 6.00           | 5.00   | 0.00                       | 3.00     | 0.00              | 14.00  | 2.00       |
|  | %     | 42.86          | 35.71  | 0.00                       | 21.43    | 0.00              | 100.00 |            |
| <b>Human Geography</b>                                 | Count | 1.00           | 3.00   | 1.00                       | 1.00     | 0.00              | 6.00   | 2.33       |
|  | %     | 16.67          | 50.00  | 16.67                      | 16.67    | 0.00              | 100.00 |            |
| <b>Science &amp; Technology Studies</b>                | Count | 0.00           | 3.00   | 0.00                       | 0.00     | 0.00              | 3.00   | 2.00       |
|  | %     | 0.00           | 100.00 | 0.00                       | 0.00     | 0.00              | 100.00 |            |
| <b>Linguistics</b>                                     | Count | 0.00           | 1.00   | 0.00                       | 1.00     | 0.00              | 2.00   | 3.00       |
|  | %     | 0.00           | 50.00  | 0.00                       | 50.00    | 0.00              | 100.00 |            |
| <b>Management &amp; Business Studies</b>               | Count | 2.00           | 3.00   | 3.00                       | 4.00     | 0.00              | 12.00  | 2.75       |
|  | %     | 16.67          | 25.00  | 25.00                      | 33.33    | 0.00              | 100.00 |            |
| <b>Environmental Planning</b>                          | Count | 0.00           | 0.00   | 1.00                       | 0.00     | 0.00              | 1.00   | 3.00       |
|  | %     | 0.00           | 0.00   | 100.00                     | 0.00     | 0.00              | 100.00 |            |
| <b>Political Science &amp; International Relations</b> | Count | 3.00           | 4.00   | 13.00                      | 10.00    | 0.00              | 30.00  | 3.00       |
|  | %     | 10.00          | 13.33  | 43.33                      | 33.33    | 0.00              | 100.00 |            |
| <b>Psychology</b>                                      | Count | 2.00           | 7.00   | 7.00                       | 4.00     | 2.00              | 22.00  | 2.86       |
|  | %     | 9.09           | 31.82  | 31.82                      | 18.18    | 9.09              | 100.00 |            |
| <b>Social Anthropology</b>                             | Count | 1.00           | 2.00   | 8.00                       | 3.00     | 0.00              | 14.00  | 2.93       |
|  | %     | 7.14           | 14.29  | 57.14                      | 21.43    | 0.00              | 100.00 |            |
| <b>Social Policy &amp; Administration</b>              | Count | 0.00           | 3.00   | 1.00                       | 1.00     | 0.00              | 5.00   | 2.60       |
|  | %     | 0.00           | 60.00  | 20.00                      | 20.00    | 0.00              | 100.00 |            |
| <b>Social Work</b>                                     | Count | 2.00           | 3.00   | 3.00                       | 1.00     | 0.00              | 9.00   | 2.33       |
|  | %     | 22.22          | 33.33  | 33.33                      | 11.11    | 0.00              | 100.00 |            |
| <b>Socio-legal Studies</b>                             | Count | 0.00           | 1.00   | 2.00                       | 0.00     | 0.00              | 3.00   | 2.67       |
|  | %     | 0.00           | 33.33  | 66.67                      | 0.00     | 0.00              | 100.00 |            |
| <b>Sociology</b>                                       | Count | 2.00           | 8.00   | 3.00                       | 5.00     | 1.00              | 19.00  | 2.74       |
|  | %     | 10.53          | 42.11  | 15.79                      | 26.32    | 5.26              | 100.00 |            |
| <b>Other</b>   | Count | 0.00           | 1.00   | 5.00                       | 0.00     | 0.00              | 6.00   | 2.83       |
|  | %     | 0.00           | 16.67  | 83.33                      | 0.00     | 0.00              | 100.00 |            |
| <b>Total</b>   | Count | 25.00          | 48.00  | 66.00                      | 39.00    | 6.00              | 184.00 | 2.74       |
|  | %     | 13.59          | 26.09  | 35.87                      | 21.20    | 3.26              | 100.00 |            |



**Disciplinary Field \* R13: It is difficult to accommodate students requiring specialist inter-disciplinary training under 1+3 Crosstabulation**

| Disciplinary Field                          |       | Strongly Agree | Agree | Neither agree nor disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|-------|----------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 5.00           | 1.00  | 0.00                       | 1.00     | 0.00              | 7.00   | 1.57       |
|   | %     | 71.43          | 14.29 | 0.00                       | 14.29    | 0.00              | 100.00 |            |
| Criminology                                 | Count | 0.00           | 1.00  | 1.00                       | 1.00     | 0.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 33.33 | 33.33                      | 33.33    | 0.00              | 100.00 |            |
| Development Studies                         | Count | 1.00           | 0.00  | 0.00                       | 5.00     | 1.00              | 7.00   | 3.71       |
|   | %     | 14.29          | 0.00  | 0.00                       | 71.43    | 14.29             | 100.00 |            |
| Economic & Social History                   | Count | 2.00           | 1.00  | 0.00                       | 2.00     | 0.00              | 5.00   | 2.40       |
|   | %     | 40.00          | 20.00 | 0.00                       | 40.00    | 0.00              | 100.00 |            |
| Economics                                   | Count | 1.00           | 3.00  | 7.00                       | 3.00     | 1.00              | 15.00  | 3.00       |
|   | %     | 6.67           | 20.00 | 46.67                      | 20.00    | 6.67              | 100.00 |            |
| Education                                   | Count | 0.00           | 5.00  | 7.00                       | 2.00     | 0.00              | 14.00  | 2.79       |
|   | %     | 0.00           | 35.71 | 50.00                      | 14.29    | 0.00              | 100.00 |            |
| Human Geography                             | Count | 0.00           | 1.00  | 1.00                       | 2.00     | 2.00              | 6.00   | 3.83       |
|   | %     | 0.00           | 16.67 | 16.67                      | 33.33    | 33.33             | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 1.00  | 0.00                       | 2.00     | 0.00              | 3.00   | 3.33       |
|   | %     | 0.00           | 33.33 | 0.00                       | 66.67    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 0.00           | 1.00  | 1.00                       | 0.00     | 0.00              | 2.00   | 2.50       |
|   | %     | 0.00           | 50.00 | 50.00                      | 0.00     | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 0.00           | 4.00  | 5.00                       | 4.00     | 0.00              | 13.00  | 3.00       |
|   | %     | 0.00           | 30.77 | 38.46                      | 30.77    | 0.00              | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 0.00  | 1.00                       | 0.00     | 0.00              | 1.00   | 3.00       |
|   | %     | 0.00           | 0.00  | 100.00                     | 0.00     | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 4.00           | 6.00  | 10.00                      | 9.00     | 1.00              | 30.00  | 2.90       |
|   | %     | 13.33          | 20.00 | 33.33                      | 30.00    | 3.33              | 100.00 |            |
| Psychology                                  | Count | 1.00           | 7.00  | 10.00                      | 4.00     | 0.00              | 22.00  | 2.77       |
|   | %     | 4.55           | 31.82 | 45.45                      | 18.18    | 0.00              | 100.00 |            |
| Social Anthropology                         | Count | 3.00           | 6.00  | 2.00                       | 3.00     | 0.00              | 14.00  | 2.36       |
|   | %     | 21.43          | 42.86 | 14.29                      | 21.43    | 0.00              | 100.00 |            |
| Social Policy & Administration              | Count | 0.00           | 1.00  | 1.00                       | 3.00     | 0.00              | 5.00   | 3.40       |
|   | %     | 0.00           | 20.00 | 20.00                      | 60.00    | 0.00              | 100.00 |            |
| Social Work                                 | Count | 0.00           | 0.00  | 8.00                       | 1.00     | 0.00              | 9.00   | 3.11       |
|   | %     | 0.00           | 0.00  | 88.89                      | 11.11    | 0.00              | 100.00 |            |
| Socio-legal Studies                         | Count | 0.00           | 0.00  | 1.00                       | 2.00     | 0.00              | 3.00   | 3.67       |
|   | %     | 0.00           | 0.00  | 33.33                      | 66.67    | 0.00              | 100.00 |            |
| Sociology                                   | Count | 5.00           | 4.00  | 5.00                       | 3.00     | 2.00              | 19.00  | 2.63       |
|   | %     | 26.32          | 21.05 | 26.32                      | 15.79    | 10.53             | 100.00 |            |
| Other                                       | Count | 0.00           | 4.00  | 0.00                       | 2.00     | 0.00              | 6.00   | 2.67       |
|   | %     | 0.00           | 66.67 | 0.00                       | 33.33    | 0.00              | 100.00 |            |
| Total                                       | Count | 22.00          | 46.00 | 60.00                      | 49.00    | 7.00              | 184.00 | 2.85       |
|   | %     | 11.96          | 25.00 | 32.61                      | 26.63    | 3.80              | 100.00 |            |



**Disciplinary Field \* R14: It is difficult to accommodate students who require advanced language training under 1+3 Crosstabulation**

| Disciplinary Field                          |       | Strongly Agree | Agree | Neither agree nor disagree | Disagree | Strongly Disagree | Total  | Mean count |
|---|-------|----------------|-------|----------------------------|----------|-------------------|--------|------------|
| Area Studies                                | Count | 4.00           | 2.00  | 0.00                       | 1.00     | 0.00              | 7.00   | 1.71       |
|   | %     | 57.14          | 28.57 | 0.00                       | 14.29    | 0.00              | 100.00 |            |
| Criminology                                 | Count | 1.00           | 1.00  | 1.00                       | 0.00     | 0.00              | 3.00   | 2.00       |
|   | %     | 33.33          | 33.33 | 33.33                      | 0.00     | 0.00              | 100.00 |            |
| Development Studies                         | Count | 1.00           | 1.00  | 1.00                       | 4.00     | 1.00              | 8.00   | 3.38       |
|   | %     | 12.50          | 12.50 | 12.50                      | 50.00    | 12.50             | 100.00 |            |
| Economic & Social History                   | Count | 2.00           | 2.00  | 1.00                       | 0.00     | 0.00              | 5.00   | 1.80       |
|   | %     | 40.00          | 40.00 | 20.00                      | 0.00     | 0.00              | 100.00 |            |
| Economics                                   | Count | 1.00           | 3.00  | 8.00                       | 1.00     | 2.00              | 15.00  | 3.00       |
|   | %     | 6.67           | 20.00 | 53.33                      | 6.67     | 13.33             | 100.00 |            |
| Education                                   | Count | 0.00           | 4.00  | 7.00                       | 3.00     | 0.00              | 14.00  | 2.93       |
|   | %     | 0.00           | 28.57 | 50.00                      | 21.43    | 0.00              | 100.00 |            |
| Human Geography                             | Count | 0.00           | 2.00  | 1.00                       | 1.00     | 2.00              | 6.00   | 3.50       |
|   | %     | 0.00           | 33.33 | 16.67                      | 16.67    | 33.33             | 100.00 |            |
| Science & Technology Studies                | Count | 0.00           | 1.00  | 1.00                       | 1.00     | 0.00              | 3.00   | 3.00       |
|   | %     | 0.00           | 33.33 | 33.33                      | 33.33    | 0.00              | 100.00 |            |
| Linguistics                                 | Count | 0.00           | 0.00  | 2.00                       | 0.00     | 0.00              | 2.00   | 3.00       |
|   | %     | 0.00           | 0.00  | 100.00                     | 0.00     | 0.00              | 100.00 |            |
| Management & Business Studies               | Count | 0.00           | 1.00  | 7.00                       | 4.00     | 0.00              | 12.00  | 3.25       |
|   | %     | 0.00           | 8.33  | 58.33                      | 33.33    | 0.00              | 100.00 |            |
| Environmental Planning                      | Count | 0.00           | 0.00  | 1.00                       | 0.00     | 0.00              | 1.00   | 3.00       |
|   | %     | 0.00           | 0.00  | 100.00                     | 0.00     | 0.00              | 100.00 |            |
| Political Science & International Relations | Count | 6.00           | 6.00  | 11.00                      | 6.00     | 1.00              | 30.00  | 2.67       |
|   | %     | 20.00          | 20.00 | 36.67                      | 20.00    | 3.33              | 100.00 |            |
| Psychology                                  | Count | 1.00           | 4.00  | 12.00                      | 5.00     | 0.00              | 22.00  | 2.95       |
|   | %     | 4.55           | 18.18 | 54.55                      | 22.73    | 0.00              | 100.00 |            |
| Social Anthropology                         | Count | 4.00           | 4.00  | 3.00                       | 3.00     | 0.00              | 14.00  | 2.36       |
|   | %     | 28.57          | 28.57 | 21.43                      | 21.43    | 0.00              | 100.00 |            |
| Social Policy & Administration              | Count | 0.00           | 0.00  | 3.00                       | 2.00     | 0.00              | 5.00   | 3.40       |
|   | %     | 0.00           | 0.00  | 60.00                      | 40.00    | 0.00              | 100.00 |            |
| Social Work                                 | Count | 0.00           | 0.00  | 8.00                       | 0.00     | 1.00              | 9.00   | 3.22       |
|   | %     | 0.00           | 0.00  | 88.89                      | 0.00     | 11.11             | 100.00 |            |
| Socio-legal Studies                         | Count | 0.00           | 1.00  | 0.00                       | 2.00     | 0.00              | 3.00   | 3.33       |
|   | %     | 0.00           | 33.33 | 0.00                       | 66.67    | 0.00              | 100.00 |            |
| Sociology                                   | Count | 1.00           | 7.00  | 5.00                       | 6.00     | 0.00              | 19.00  | 2.84       |
|   | %     | 5.26           | 36.84 | 26.32                      | 31.58    | 0.00              | 100.00 |            |
| Other                                       | Count | 0.00           | 1.00  | 4.00                       | 1.00     | 0.00              | 6.00   | 3.00       |
|   | %     | 0.00           | 16.67 | 66.67                      | 16.67    | 0.00              | 100.00 |            |
| Total                                       | Count | 21.00          | 40.00 | 76.00                      | 40.00    | 7.00              | 184.00 | 2.85       |
|   | %     | 11.41          | 21.74 | 41.30                      | 21.74    | 3.80              | 100.00 |            |

