

Pedido de informação

Pedido da A3ES

Remetente:

CAE

Assunto:

The CAE request for more information about the NCE Phd in Agribusiness & Sustainability

Pedido:

Once analyzed, the PINCE of the PhD in Agribusiness and Sustainability, CAE considers that to make a more sustained analysis, it needs the answer to some questions:

3 – The working regime for the degree is not clear. Point A13.1. refers that it is “Mixed – Working hours, after work and/or b- or e-learning having into account student particularities”. This is vague and requires better clarification given that some courses involve traditional lecturing and others function as seminars. Expected student profiles are not provided. How are each of these going to be made compatible with students that work FULL TIME and with the fact that teaching is done by two Universities that are at a considerable distance from each other?

Resposta da IES

Resposta:

Expected student full-time / part-time profiles:

After course recruitment has stabilised (e.g. after 2-3 editions), it will be possible to provide a more accurate profile of the typical PhD student in terms of their full- or part-time commitment, in particular to the taught components of the programme. Indeed, the degree of “time-off” that employers may be willing to concede to participating staff-members should not overestimated and will undoubtedly vary from case to case. However, merely as an initial indication, we expect the first intake of students to total at least 15 students, of which 7 full-time, 8 less-than-full-time (i.e. having parallel employment commitments) of which 4 will be junior research fellows working on research projects in which one of the two collaborating institutions participates.

Work regime and methodology:

In order to enhance the attractiveness of the Course and to make it compatible with participants’ availability to attend, the working regime will be adapted according to the profiles of the students admitted. In the case of students who work full time, the Course will be taught predominantly after normal working hours and the student’s continuous physical presence will be not required. This can be achieved by providing a more continuous programme whose directly-taught curriculum is complemented by a teaching and learning strategy that, in some CUs, will combine face-to-face and distance formats (i.e. e-learning and b-learning) of student participation. The semesters of the first year will be held at UTAD and UÉ in alternate editions of the programme. Contact classes (such as conventional lectures and seminars) will be made available “live” in the classroom and via videoconference and other distance learning means, thereby simultaneously linking students in the two institutions. An online repository for each CU’s documentation and bibliographical resources will be provided on the programme’s internet site.

This approach, further strengthened by seminars involving agroforestry and food sector institutions and other key stakeholders active in the geographical vicinity of the host university, will allow balanced participation by both “northern” and “southern” students that is diversified, relevant and appropriate to the programme’s aims. This methodology will also facilitate contributions by teachers and researchers from (in particular Spanish) universities and R&D units outside Portugal, an input that we perceive to deliver obvious advantages. Components of the Course that do not necessarily require students’ physical presence (e.g. tutoring, thesis supervision, report-writing and monitoring of work-in-progress) will be provided using an e-learning platform. The above-mentioned methods, models and means will minimise any attendance-related distinctions that might otherwise have emerged between students studying full time and those in full time employment.