



Incorporating the UK GRAD Programme and UKHERD

CGS Annual Meeting

Doctorate Recipients and Doctoral Outcomes: US and UK Perspectives

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www.vitae.ac.uk

**Vitae is supported by Research Councils UK (RCUK),
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and delivered in partnership with regional Hub host universities**

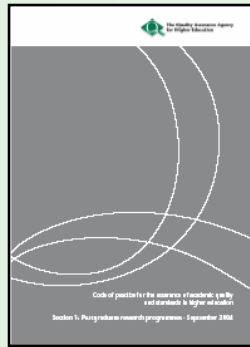
Developing researchers' skills and employability

- ✔ UK drivers
- ✔ Vitae vision, aims and activities
- ✔ Postgraduate Research Experience Survey (PRES)
- ✔ Employability
 - What do researchers do?
 - RCUK cohort study
- ✔ Careers in Research Online Survey (CROS)
- ✔ Researcher development framework

2004

Quality Assurance Agency

Bologna Process

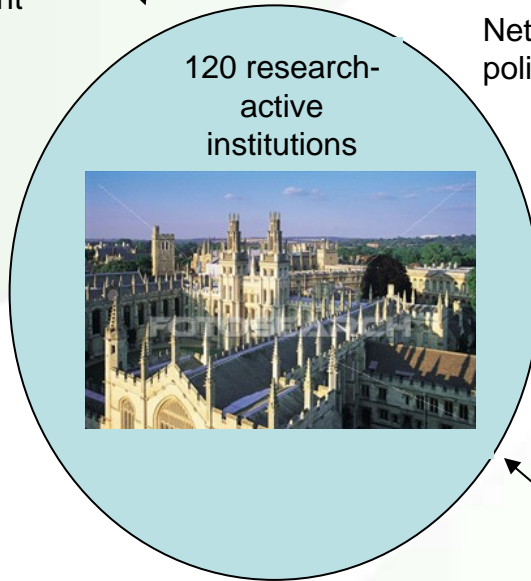


90,000 doctoral researchers



Roberts funding
£20m+ per year for skills and career development

National organisations:
Funding Councils,
Research Councils,
Universities UK, British Council, Vitae and others

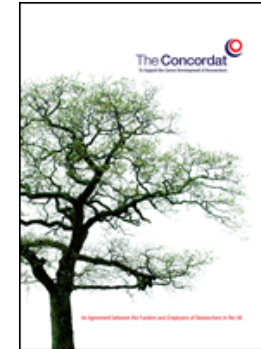


Maximising investment
Networks, information,
policy and practice

2008

Research funders and universities

European Charter and Code



40,000 research staff

Excellence with impact



Vitae vision and aims

“For the UK to be world-class in supporting the personal, professional and career development of researchers”

- ✔ Building human capital by influencing the development and implementation of effective policy relating to researcher development
- ✔ Enhancing higher education provision to train and develop researchers
- ✔ Empowering researchers to make an impact in their careers
- ✔ Evidencing the impact of professional and career development support for researchers

Support for researchers



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- ▣ Website
 - doctoral researchers
 - research staff
 - careers
- ▣ GRADBritain
- ▣ GRADschools
- ▣ PhD planner
- ▣ PGR tips
- ▣ Balanced researcher
- ▣ Creative researcher

Support for staff supporting researchers

Networks

- Vitae connections
- National & regional events

Databases

- Trainers and developers
- practice/resources

Programmes

- Effective researcher
- Careers in focus: academia, other sectors

Publications

- Hub newsletters, bulletins, Overview
- Supervising a doctorate

How to be an effective researcher
for postgraduate researchers

vitae
realising the potential of researchers
Incorporating the UK GRAD Programme and UNGHERD

Overview
How to be an effective researcher for postgraduate researchers is a newly developed programme aimed at those who are being supported on their research journey.

Background
Higher and Universities UK (HUKU), UK Research and Innovation (UKRI) and the Higher Education Research Centre (HERC) have developed a new research programme for postgraduate researchers. This programme is designed to support postgraduate researchers in their research journey.

Programme aims
This development training opportunity focuses on building understanding, skills and confidence in postgraduate researchers, providing them with ongoing support, training, feedback and mentorship. Learning and working styles are tailored to the individual.

Programme delivery
How to be an effective researcher has been developed to ensure that the flexibility in research programme management enables a wide range of activities to be supported from a range of disciplines.



overview
for supervisors and principal investigators

welcome

Contents

- 1. Introduction
- 2. Welcome to the overview
- 3. How to use the overview
- 4. The overview content
- 5. Feedback
- 6. Contact us

PRES 2009

- ✔ Based on Australian survey PREQ
- ✔ Parallel confidential online surveys run by HEIs combined for aggregate analysis
- ✔ 2009: 82 HEIs, 18,644 respondents, 28.6%
- ✔ Experiences of doctoral researchers against expectations
- ✔ Scales relate to QAA Code of Practice
 - Supervision
 - Skills development
 - Infrastructure
 - Intellectual climate
 - Goals and standards
 - Thesis examination
 - Professional development and career

PRES 2009 - experiences

met or exceeded expectations

- | | |
|--|-----|
| ✔ Supervisory support and guidance | 80% |
| ✔ Opportunities to develop research skills | 86% |
| ✔ Opportunities to develop transferable skills | 85% |
| ✔ Access to appropriate facilities | 81% |
| ✔ Research environment | 77% |
| ✔ Guidance on institutional standards and expectations for research degree programme | 77% |
| ✔ Overall experience of research degree programme | 84% |

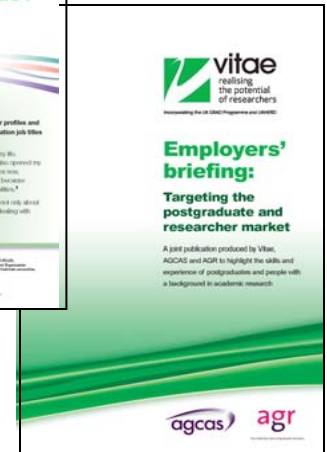
Employability: careers projects



- ✔ Vitae 'What do researchers do?'
- ✔ Vitae careers stories portal
 - UK searchable repository for researchers' stories and projects
- ✔ International doctoral graduates destinations project
 - annual survey of international graduates (DLHE)
 - tracking study
- ✔ RCUK ten year cohort study
- ✔ Employers' survey and briefings
- ✔ Careers website section



the UK GRAD Programme and UKHERD



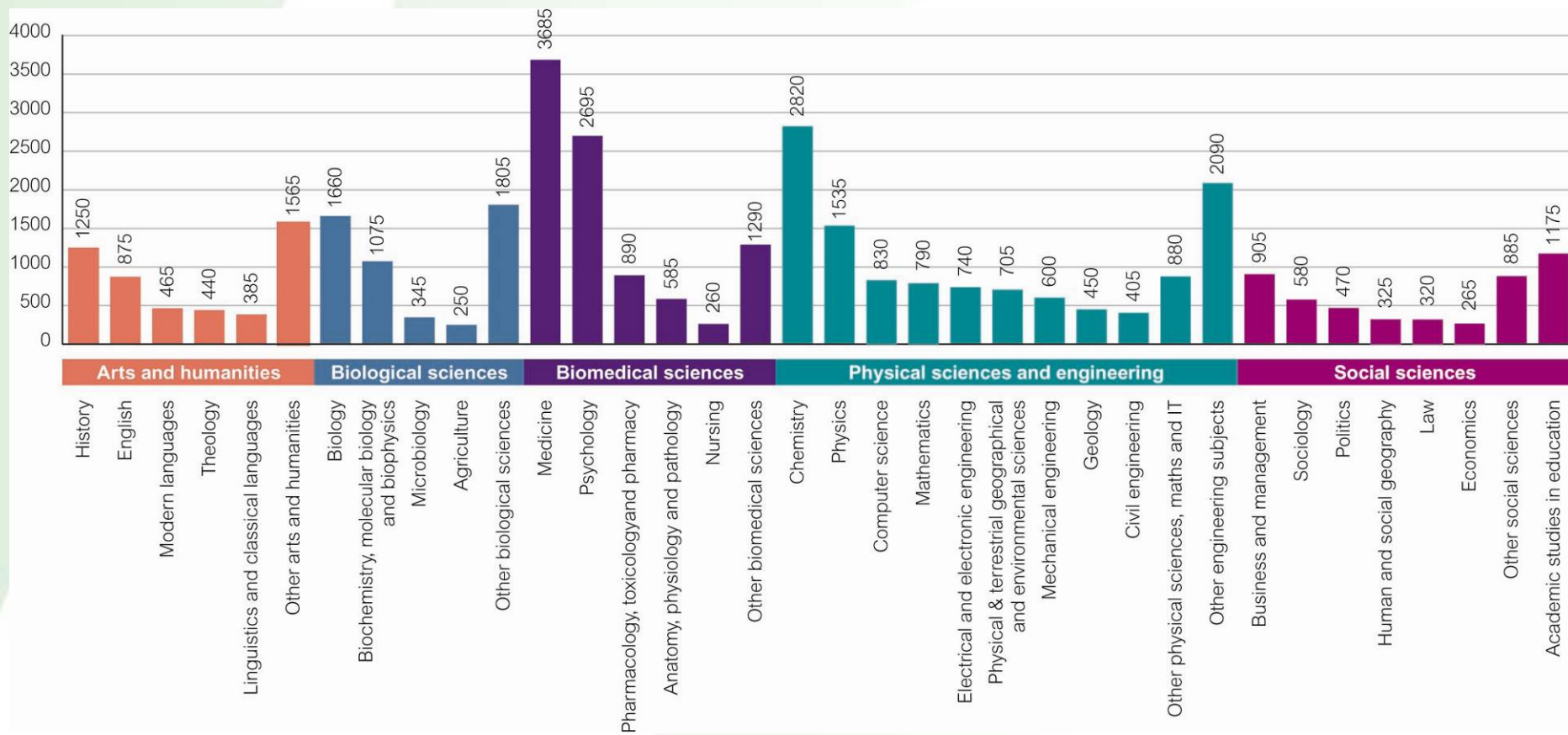
What do researchers do?

First destinations by subject

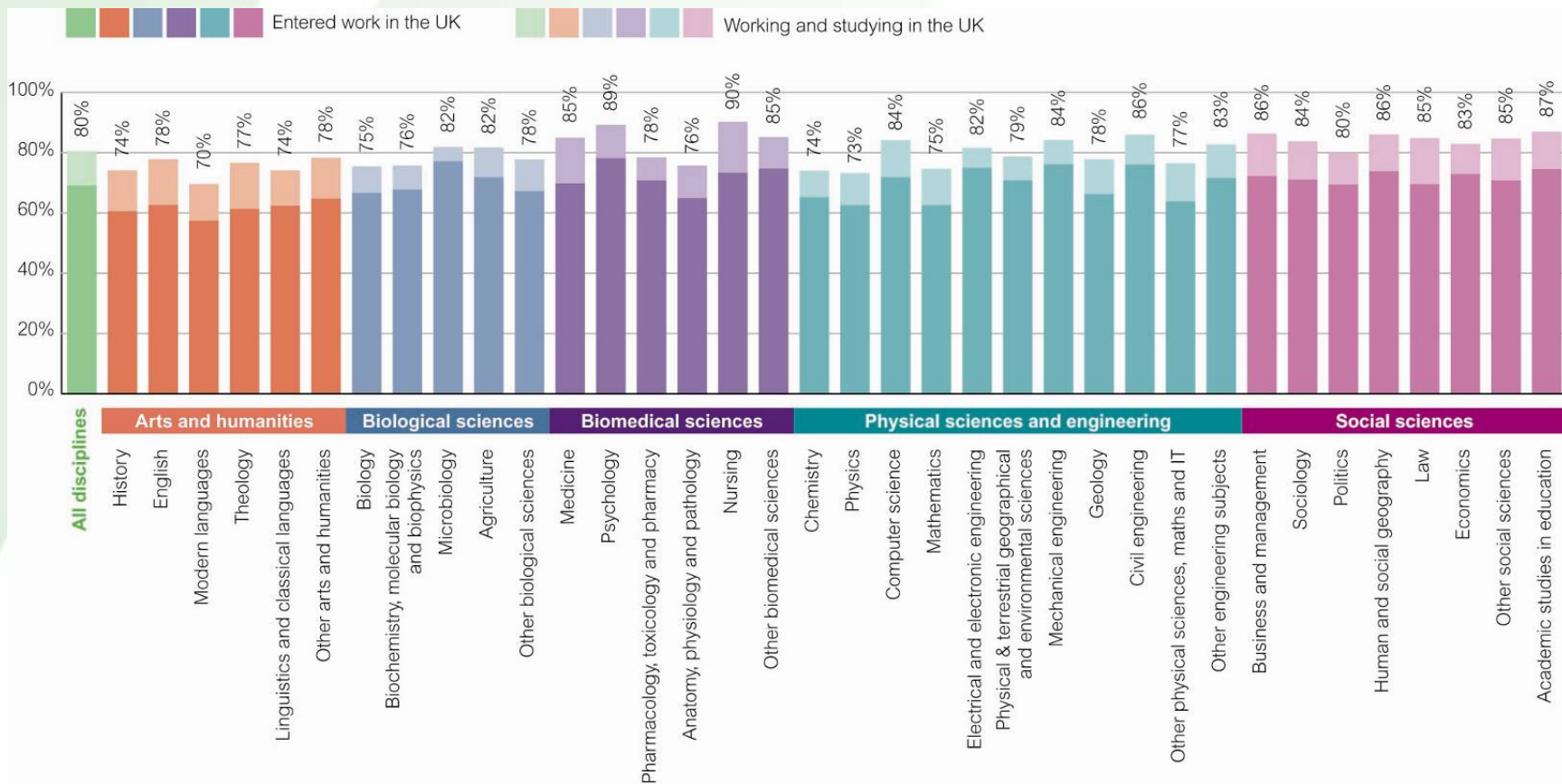


- 2003 - 2007 doctoral graduates
- Cohort 12.5k - 14.5k
- 54-58% UK-domiciled
- 46-48% female
- 26-27% part-time
- 65-70% response rate
- 30 subjects and 6 'others'

Doctoral graduates by subject 2003-07

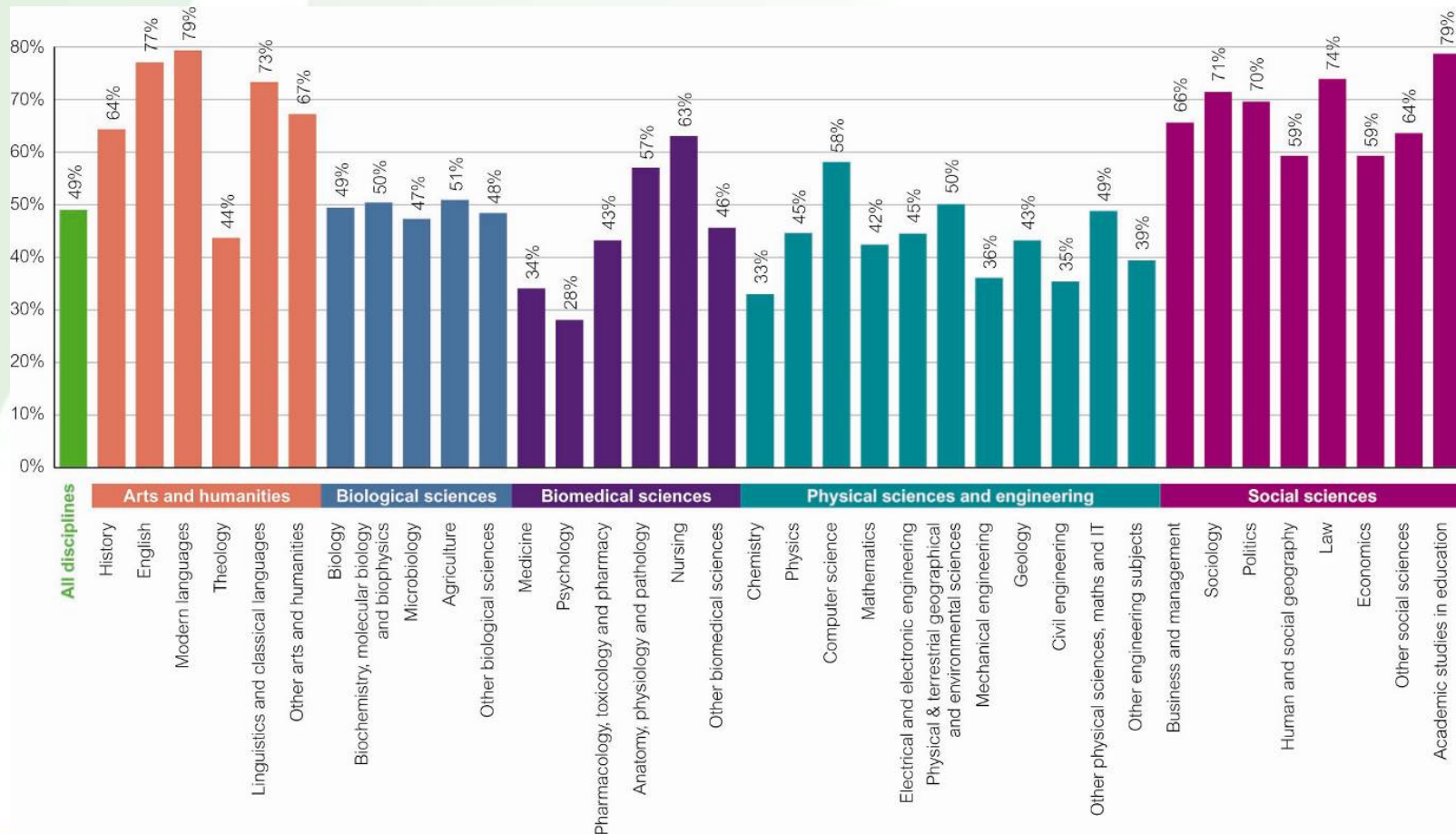


Percentage employed in the UK



Employed in the education sector 49% overall

Varies from 28% (psychology) to 79% (modern languages)

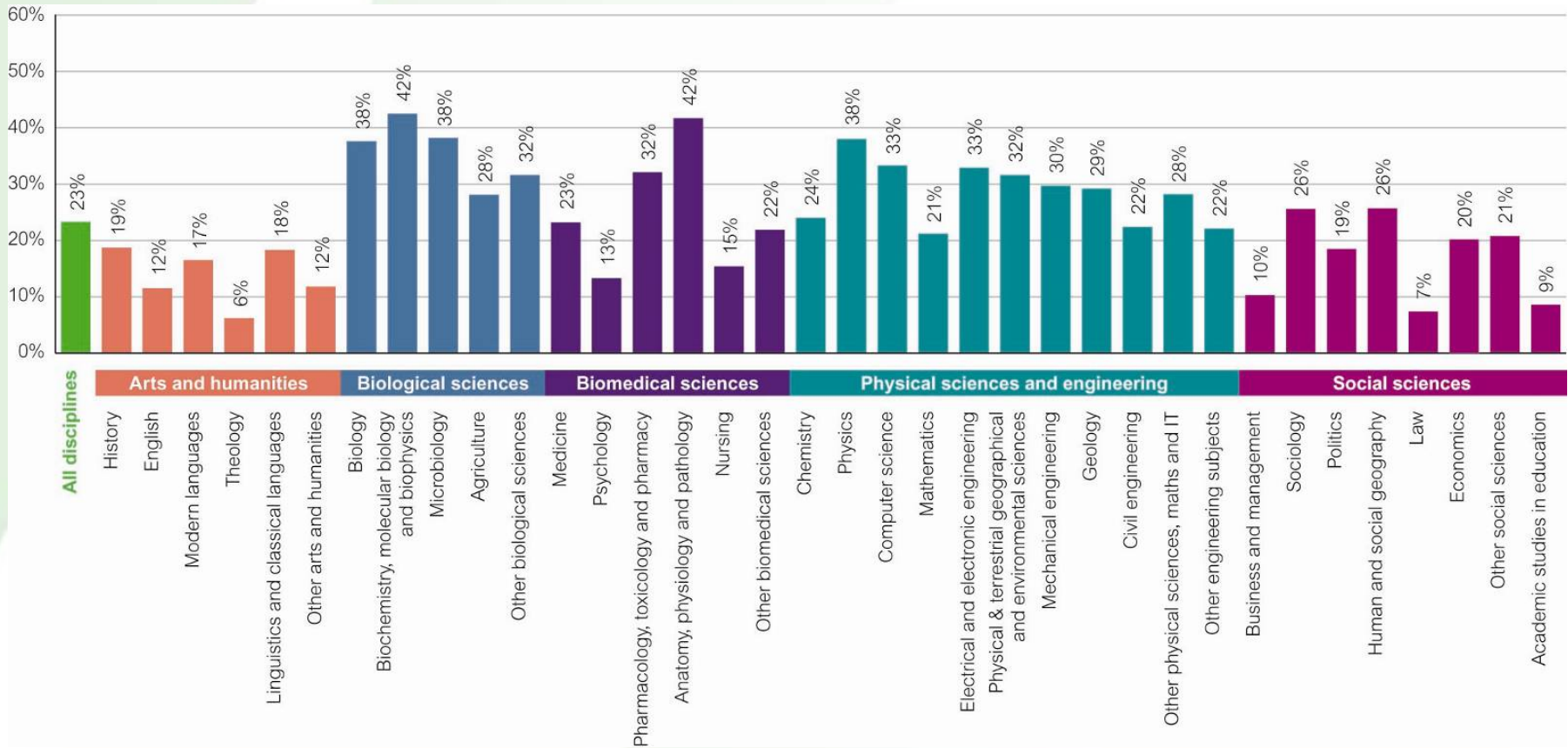


Employed as research staff in higher education: 23% overall



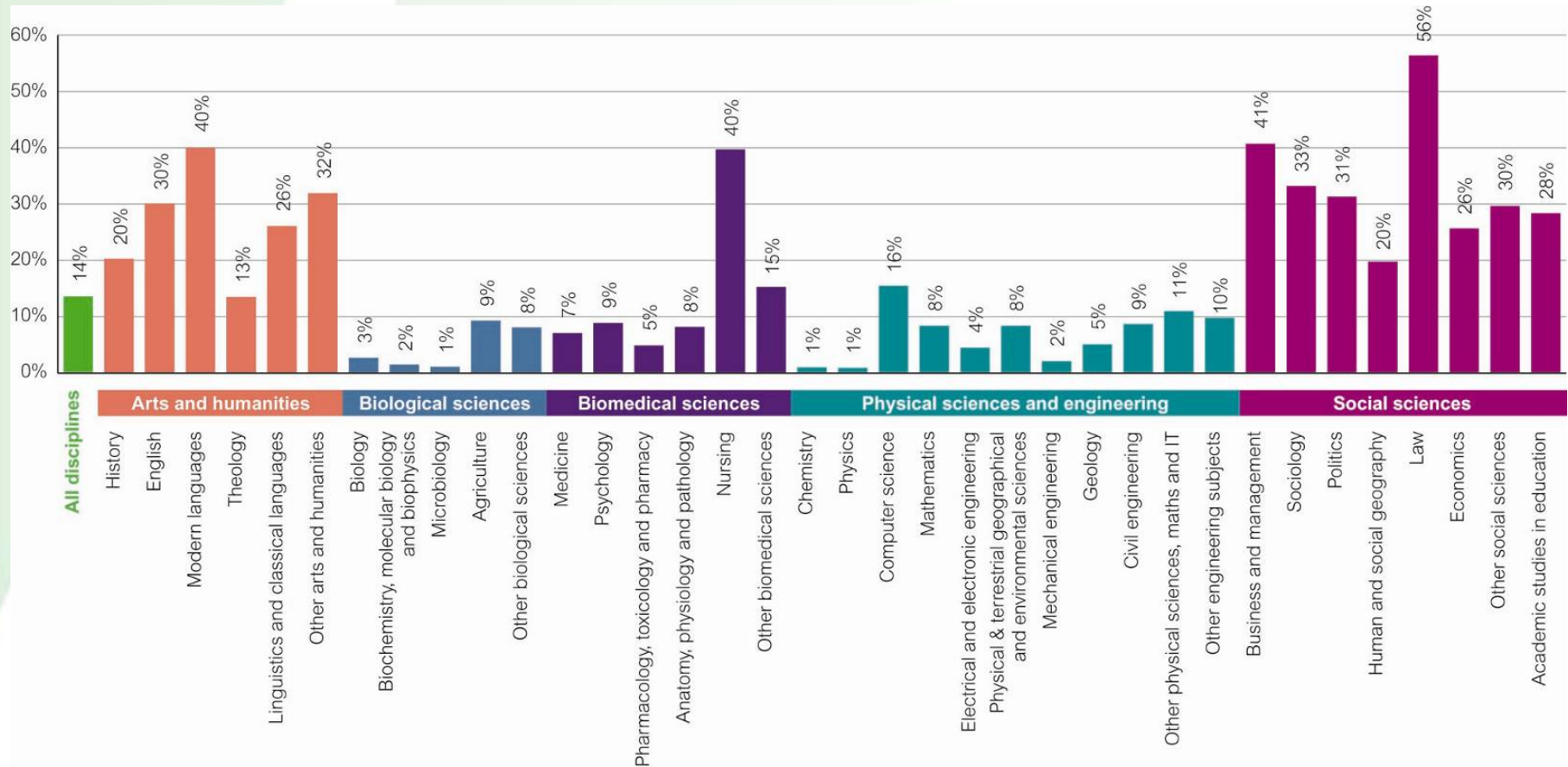
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Varies from 6% (theology) to 43% (biology, biochemistry, molecular biology and biophysics)



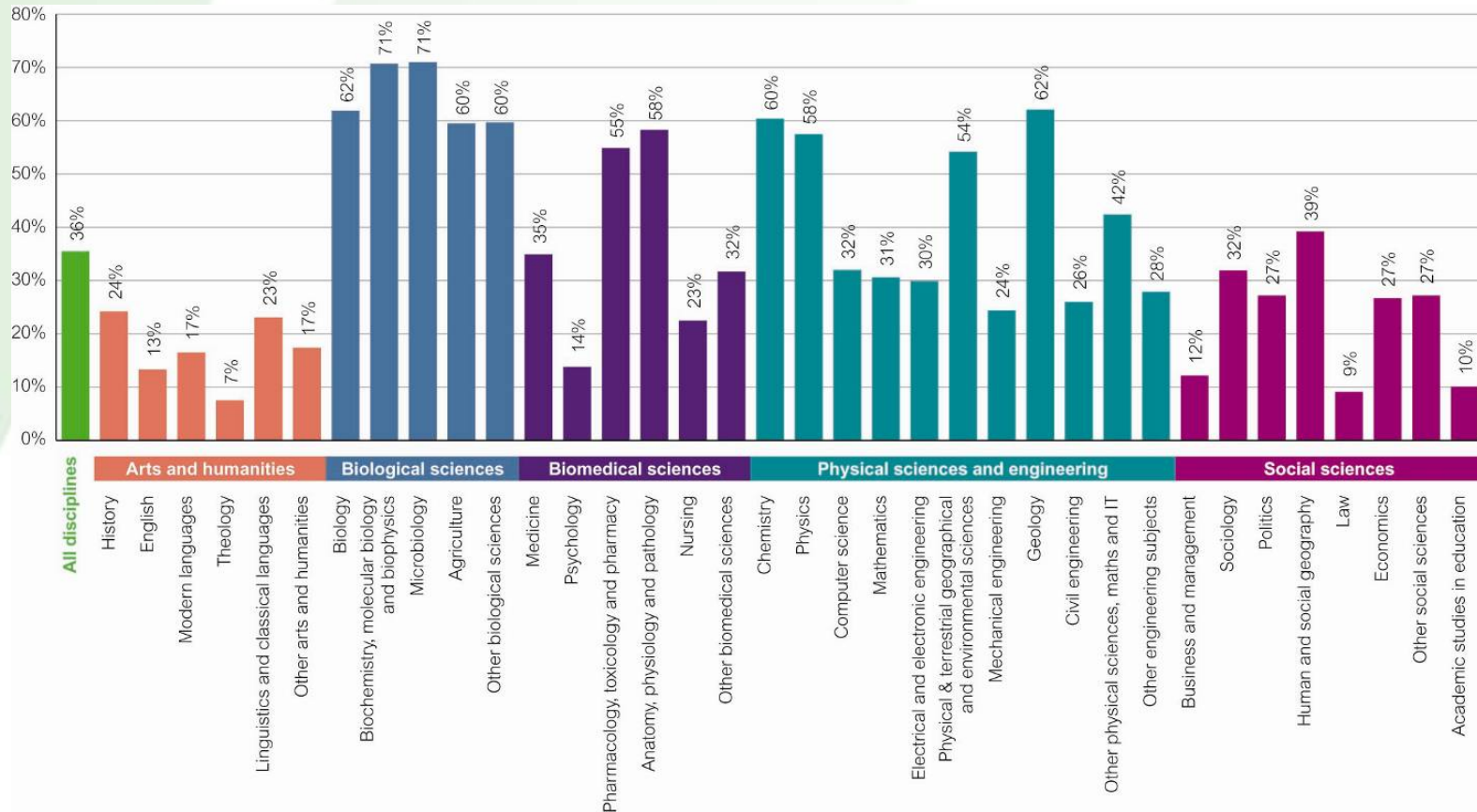
Employed as in HE lecturing and teaching: 14% overall

Varies from less than 1% (physics, chemistry, microbiology) to 56% (law)



Employed in research roles 35% overall

Varies from 7% (theology) to 71% (some biological subjects)



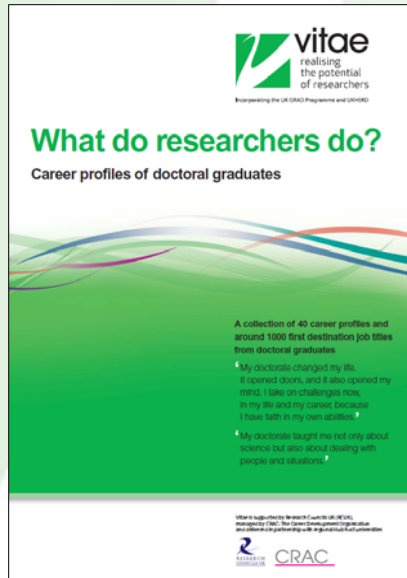
Vitae career stories portal



- ✔ Searchable database of researcher career stories
 - video, oral, written stories (600)
 - narrative journeys; turning and tipping points
 - demonstrate the wider impact of researcher careers on society/the economy
 - upload individual stories
 - post information on related career stories projects (30)
- ✔ Complement statistical information on researchers' careers
- ✔ Share approaches, methodologies and questions relating to the collection of career stories
- ✔ Community of practice for those building libraries of career stories

What do researchers do?

Career profiles



- ✔ 40 career stories
- ✔ 1000 1st destination occupations
- ✔ Two emerging themes:
 - ✔ significant impact on employability
 - ✔ influence on career journey

I have 'drawn on my experience as a doctoral student in virtually all the jobs I have had since leaving university.'

Andrew Hann (history), English Heritage

'My doctorate changed my life. It opened doors, and it also opened my mind. I take on challenges now, in my life and my career, because I have faith in my own abilities.'

Cora Beth Knowles (Latin literature), Open University

RCUK cohort study

- Ten year study
- 3.5 year destination study (L-DLHE)
 - follow up on 1 year DLHE study
- 7 year tracking study
- Employers' views of the value of doctoral graduates
- Career stories (identifying impact)

L-DLHE: importance of education and work experience in obtaining current role

	Formal requirement or important	Not important
✔ Skills and competencies	92% (44, 48)	3%
✔ Qualification	82% (50, 32)	6%
✔ Subject knowledge	82% (40, 42)	7%
✔ Relevant work experience	78% (26, 52)	8%
✔ [It fitted into my career plans: 73.8%]		
✔ [It was exactly the type of work I wanted: 65.7%]		
✔ [Very or fairly satisfied with career to date: 91%]		

L-DLHE: use of skills, knowledge and experience

	most of time	not at all
✔ Use your general disciplinary knowledge	65%	4%
✔ Conduct research	40%	15%
✔ Use your research skills	47%	6%
✔ Use your generic skills	58%	2%

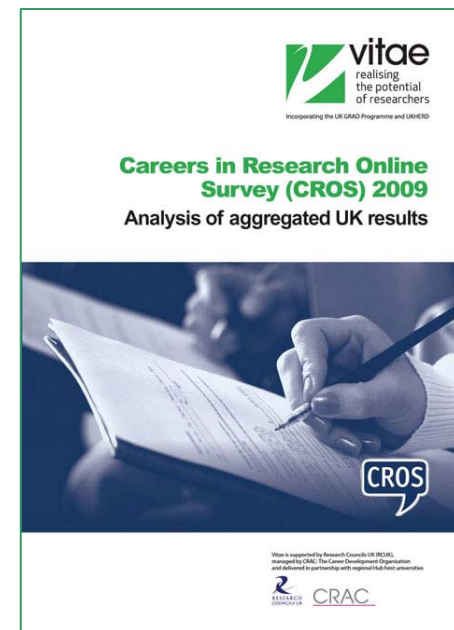
L-DLHE: Extent of impact in current job

	Great extent	Some extent	not at all
✔ Progress towards your long term career aspirations	50%	41%	10%
✔ Be innovative in the workplace	47%	47%	6%
✔ Make a difference in the workplace	40%	53%	7%
✔ Access immediate or short-term job opportunities in your chosen career	36%	43%	22%
✔ Enhance your social and intellectual capabilities beyond employment?	41%	48%	11%
✔ Enhance quality of your life generally	39%	51%	10%

CROS 2009



- Parallel confidential online surveys run by HEIs combined for aggregate analysis
- Very representative of overall population – high validity
- *Overall*, most researchers feel:
 - valued and satisfied with work-life balance (72%)
 - integrated in their department (71%)
 - stimulated by research culture (74%)
 - their HEI supports training and career development
 - belief in HEI commitment to equality and diversity



Support and career development



- Half have undertaken appraisal in last 2 years (*up from 32% in 2002*)
- Most are encouraged to consider career development (40% talked to manager)
- 2/3 received an induction to their role (*up from half in 2002*)
- 2/3 participated in training in last year (*up from 1/3 in 2006*)

Room for improvement:

- Few talk to careers service or seek advice from development staff



Researchers' responsibilities



- Most are well-informed about current employment and research (although less so about their progression)
- Half have a career plan (taking ownership of career appears to be a strong factor driving attitude/engagement)

Room for improvement:

- Strong appetite for development (and believe access is open); but many appear not yet to have taken advantage
- Many feel contributions like teaching, supervision and management not valued
- Half do not think treated equally to lecturing staff re: career progression or participation in decision-making



Researcher development framework



- Tool for planning, promoting, supporting personal, professional and career development of researchers in HE
- Primarily for researchers and those supporting researchers
- Describes knowledge, skills, behaviours and personal qualities of researchers at different stages of being a researcher
- Recognises individual difference and different career paths/aspirations
- Realistic, but encourages researchers to aspire to excellence
- Couched in accessible language but providing a lexicon for communicating research qualities
- NOT intended for job descriptions, person specs or appraisal systems

Structure of RDF: stages

- ✔ **New researcher**
 - researcher in training
- ✔ **Researcher**
 - early career, postdoctorate
- ✔ **Established researcher**
 - level of independence, national reputation
- ✔ **Advanced researcher**
 - research leader, international reputation
- ✔ **Eminent researcher**
 - international leader, world expert

Structure of RDF: domains

- ✔ **Professional and intellectual attributes**
 - knowledge base
 - cognitive skills
 - creativity

- ✔ **Personal effectiveness**
 - personal qualities
 - self-organisation
 - career development skills

- ✔ **Research organisation and governance**
 - professional conduct
 - project management
 - finance, funding and resources

- ✔ **Impact and influence**
 - Communicating effectively
 - working with others and leadership
 - relating to the broader context
 - application of research and knowledge exchange

RDF: examples of descriptors

Proficiency level Descriptors	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<i>Time Management</i>	Manages own time effectively to complete research project; sticks to clear plan	Makes timely decisions. Delivers a project on time; quick and efficient; responds flexibly.	Manages multiple or complex projects to time; balancing constraints		
<i>Response to change</i>	Adapts approach with guidance when required to; carefully considers risk	Adapts to changes; balances risk and opportunity	Engages with change; expects change and is prepared for it; manages risk accordingly	Finds change stimulating; anticipates change	Drives change, takes personal risk
<i>Self-reliance</i>	Recognises boundaries and draws upon and use sources of support as appropriate (D6)	Self reliant (D7) capable of directing others	Builds and uses own support structures effectively; contributes to others' support	Maintains a range and variety of support structures. Independence established; recognises need for collegiality	Exploits focussed and targeted support mechanisms

References

- ✔ Vitae www.vitae.ac.uk
- ✔ PRES 2009 www.heacademy.ac.uk/pres
- ✔ What do researchers do? www.vitae.ac.uk/wdrd
- ✔ Career stories portal www.vitae.ac.uk/careerstoriesportal
- ✔ CROS www.cros.ac.uk / www.vitae.ac.uk/cros
- ✔ RCUK cohort study
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- ✔ Researcher development framework (RDF)
www.vitae.ac.uk/rdfconsultation