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RESEARCH CAREERS



A strategy for success



The Concordat
to Support the Career Development of Researchers

“The product that the PhD researcher creates is not the thesis – vital though that is to their subject area through the creation of original knowledge – no, the product of their study is the development of themselves”

Gareth Roberts



**Supply of
Researchers**

Research staff:

Total 42,000: RC-funded 14,000

Postgraduate researchers:

Stock: 63,000 FT; 27,000 PT; 28600 writing-up:
RC stock 16,500

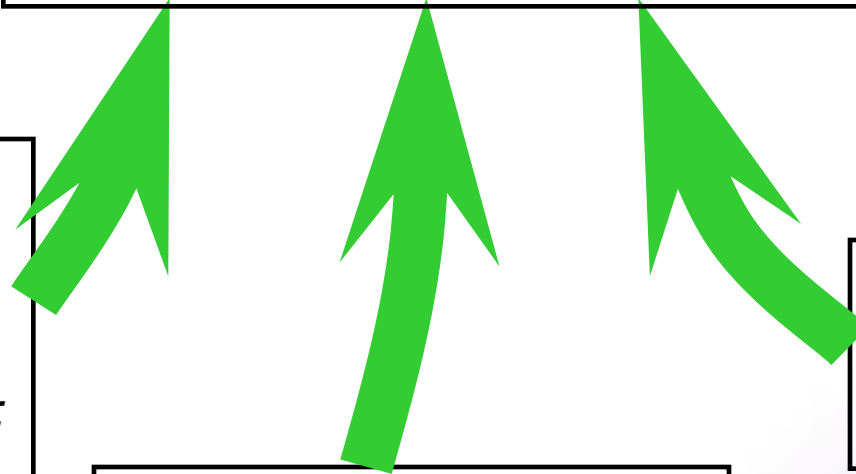
Annual PhD grad's Total 17,400 - RC 5000

UK:

Mature students:

Returners to
education/research:

Employees



**UK Education
system**

**Rest of world
~42%**

QAA: Code of Practice - 2004



Code of practice for the assurance of academic quality and standards in higher education

Section 1: Postgraduate research programmes - September 2004

Code incorporates Research Councils Joint Skills Statement

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/>





EUROPEAN
COMMISSION

Community research



*The European
Charter
for Researchers*

*The Code
of Conduct for
the Recruitment
of Researchers*

www.europa.eu.int/eracareers/europeancharter

EUR 21620



HUMAN RESOURCES AND MOBILITY



The Concordat

to Support the Career Development of Researchers

“In endorsing the principles, we, the signatories, hereby adopt the principles of the European Charter for Researchers And Code of Practice for the Recruitment of Researchers”

Implementation of Concordat = implementation of C&C:

- ✓ Both aim to make research an attractive career ... to stimulate economic and employment growth.
- ✓ Both refer to individual researchers rights and obligations.
- ✓ Both counter fragmentation of research careers at connecting levels.
- ✓ Both aim to make the most of scientific potential through people.

<http://www.researchconcordat.ac.uk/>



The Concordat

to Support the Career Development of Researchers



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- A. Recruitment and Selection***
- B. Recognition and Value***
- C. Support and Career Development***
- D. Researchers Responsibilities***
- E. Diversity and Equality***
- F. Implementation and Review***



C. Support and Career Development

Principle 4

The importance of researchers' personal and career development, and life long learning, is clearly recognised and promoted at all stages of their career.



Higher Education Awards 2007
Winner: University of St Andrews



Bristol University

Case study

- **“tell the government - Roberts funding is working and I can prove it!”**
- **Two awards:**
 - **IFTDO International award for University's Positive Working Environment initiative**
 - **Times Higher Education Outstanding Human Resource Initiative Award**
- **Staff engagement boosts research at the University of Bristol**
 - **initial findings of an HR project suggested “a correlation between positive employee engagement and Research Assessment Exercise (RAE) success”.**
- **‘Positive engagement’ survey available to all HEIs**



D. Researchers Responsibilities

Principle 5

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and life long learning.



E. Diversity and Equality

Principle 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.



UK Resource Centre for Women in SET

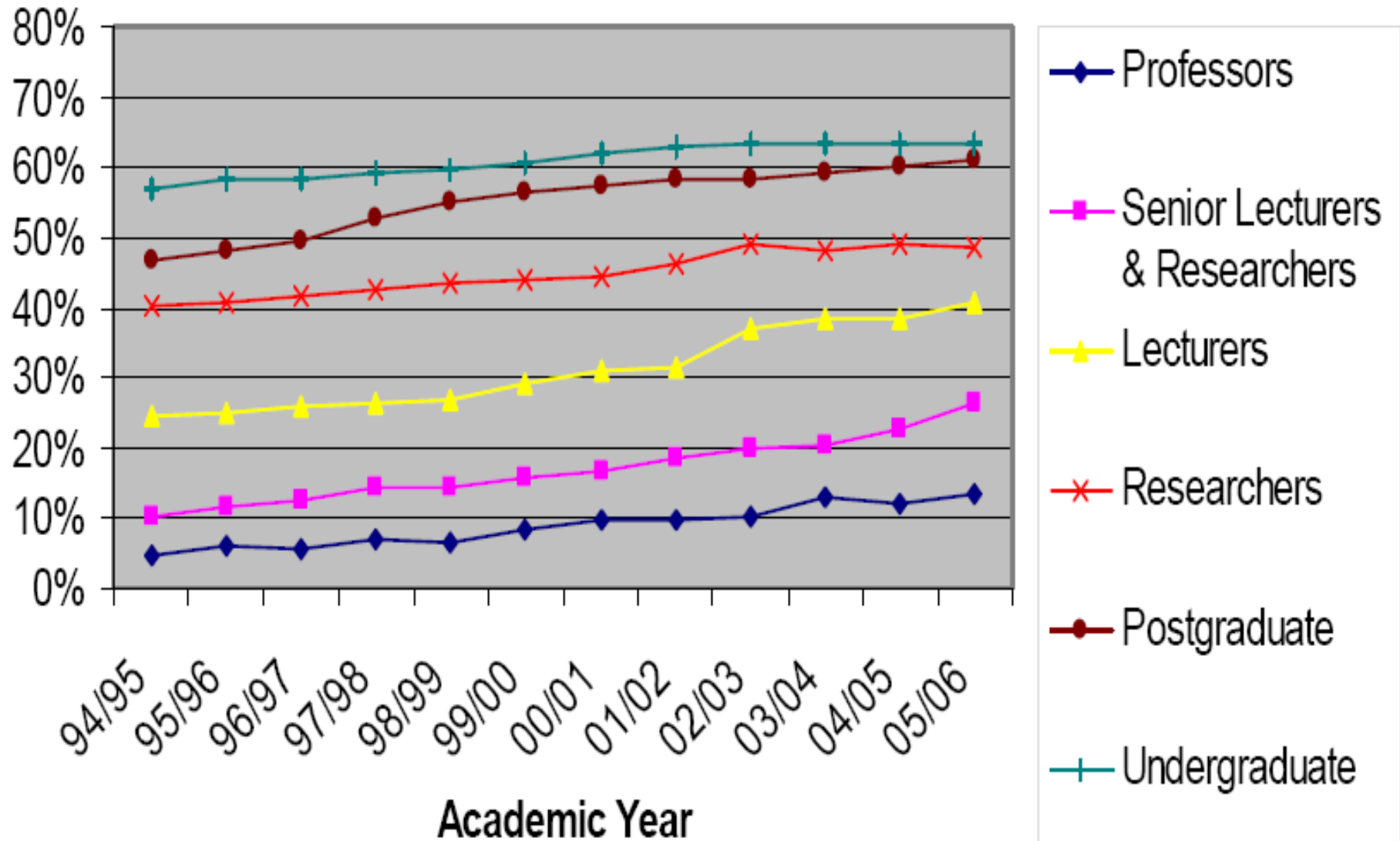
- Returners
- Good Practice
- Database of Women in Science
- Research
- Communication – Events Newsletters etc

“Annual Review demonstrates that the UKRC now represents the largest coordination of knowledge, effort and funding focusing on the participation and position of women in SET that has possibly ever taken place in the UK”

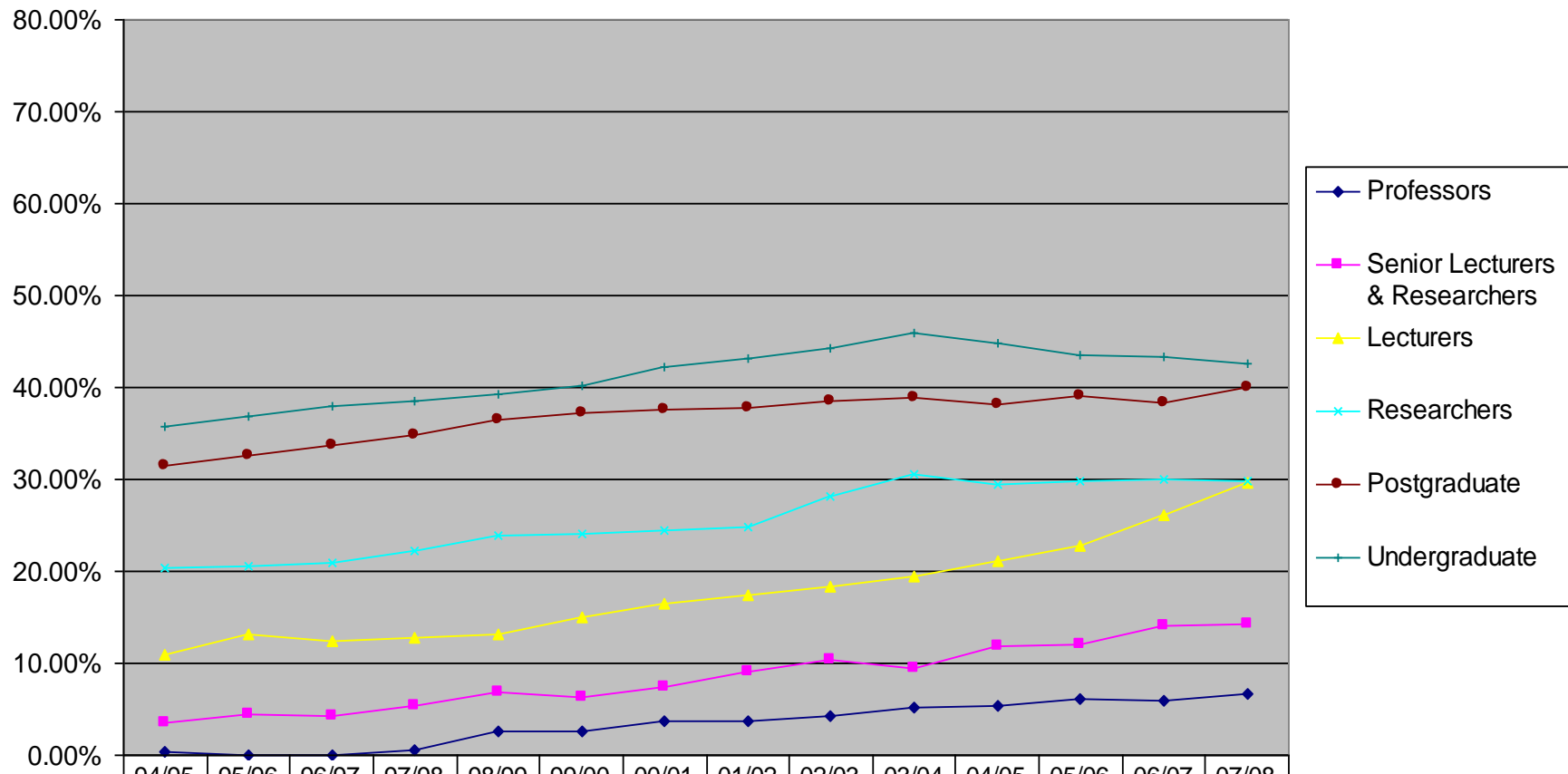
Raising the Profile of Women Scientists & Engineers within the Media



% Female Staff - Life Sciences



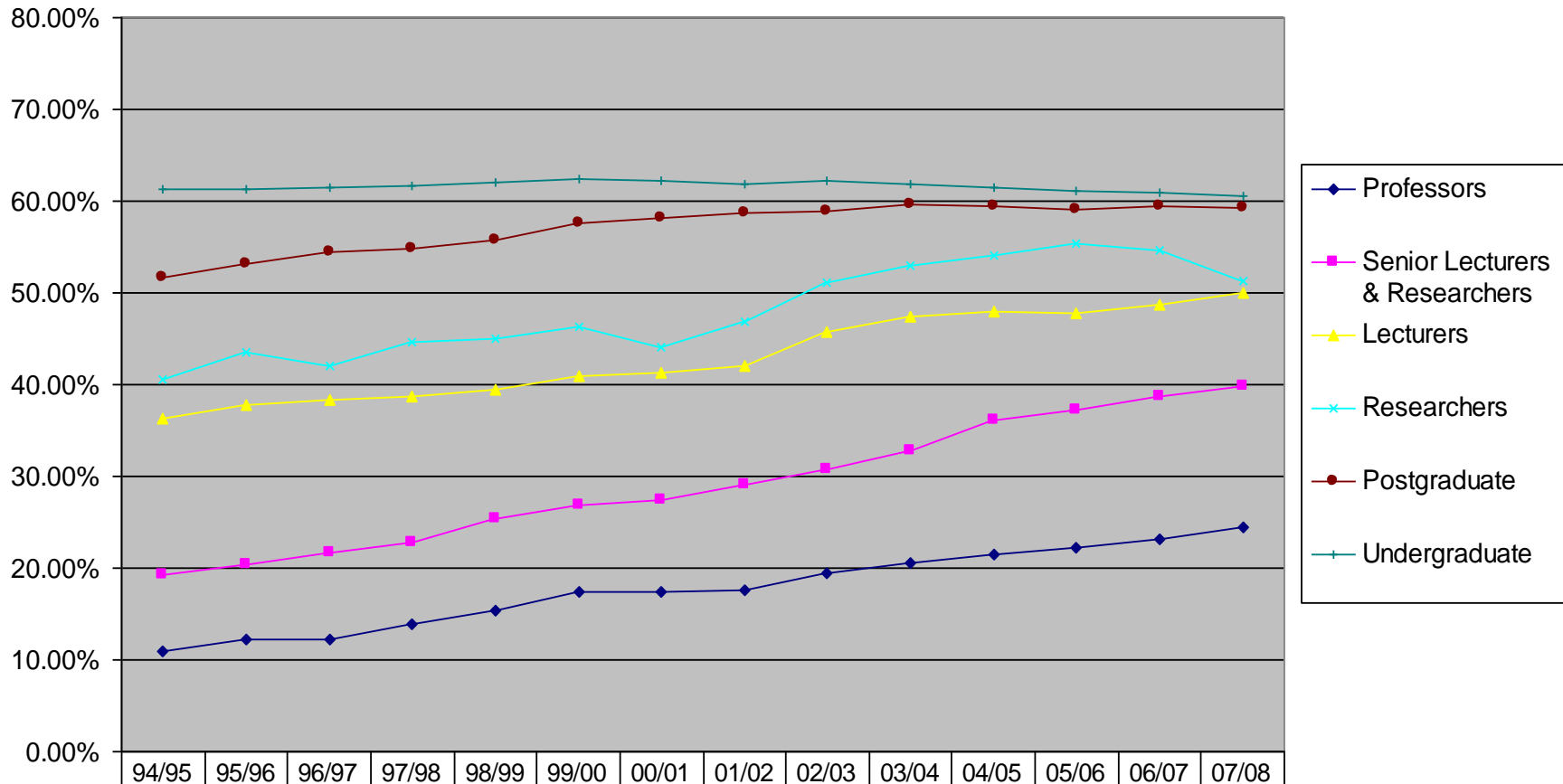
% Female Staff - Chemistry



◆ Professors	0.36%	0.00%	0.00%	0.60%	2.51%	2.63%	3.66%	3.70%	4.26%	5.26%	5.33%	6.17%	5.95%	6.59%
■ Senior Lecturers & Researchers	3.55%	4.49%	4.24%	5.45%	6.86%	6.31%	7.41%	9.09%	10.31%	9.38%	11.76%	12.00%	14.02%	14.29%
▲ Lecturers	10.94%	13.12%	12.46%	12.75%	13.16%	14.93%	16.42%	17.32%	18.31%	19.35%	21.18%	22.73%	26.04%	29.59%
✦ Researchers	20.44%	20.47%	20.94%	22.18%	23.80%	24.08%	24.36%	24.81%	28.20%	30.61%	29.37%	29.88%	30.03%	29.83%
● Postgraduate	31.43%	32.63%	33.73%	34.84%	36.52%	37.28%	37.61%	37.74%	38.52%	38.88%	38.11%	38.99%	38.34%	40.05%
✦ Undergraduate	35.77%	36.90%	37.92%	38.48%	39.34%	40.15%	42.25%	43.15%	44.19%	45.88%	44.74%	43.54%	43.30%	42.67%

Academic Year

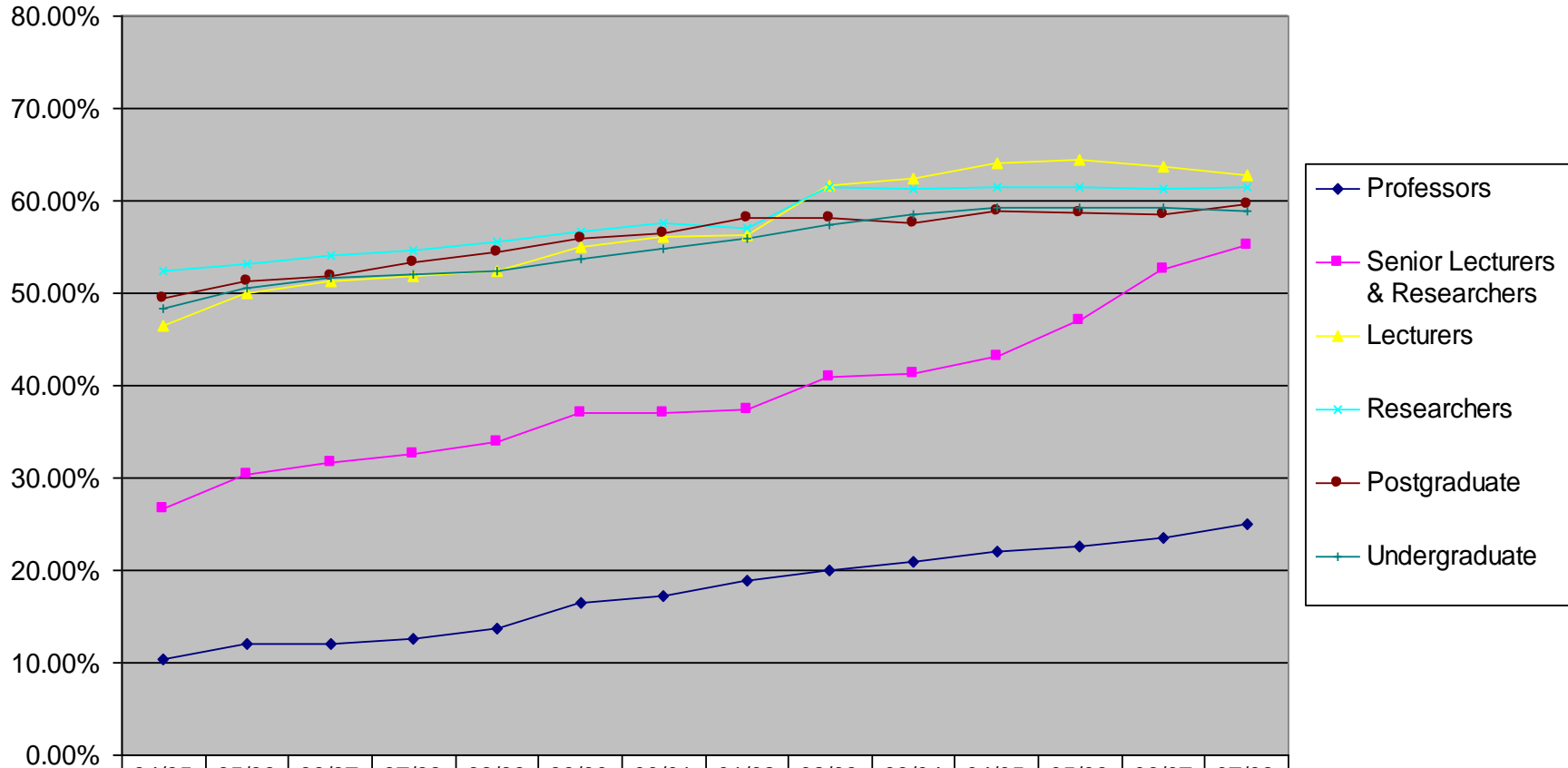
% Female Staff - Arts & Humanities



Professors	10.95%	12.14%	12.21%	13.88%	15.45%	17.50%	17.47%	17.66%	19.41%	20.64%	21.51%	22.15%	23.08%	24.42%
Senior Lecturers & Researchers	19.35%	20.36%	21.63%	22.81%	25.41%	26.84%	27.38%	29.05%	30.70%	32.81%	36.11%	37.22%	38.62%	39.73%
Lecturers	36.29%	37.82%	38.34%	38.66%	39.40%	40.89%	41.34%	41.96%	45.67%	47.32%	47.98%	47.80%	48.80%	50.00%
Researchers	40.62%	43.52%	42.01%	44.57%	45.05%	46.29%	44.10%	46.92%	51.09%	53.01%	54.15%	55.36%	54.55%	51.24%
Postgraduate	51.65%	53.11%	54.36%	54.75%	55.79%	57.68%	58.19%	58.68%	58.88%	59.56%	59.48%	59.16%	59.41%	59.27%
Undergraduate	61.21%	61.24%	61.43%	61.67%	62.08%	62.33%	62.20%	61.94%	62.27%	61.94%	61.51%	61.08%	60.85%	60.59%

Academic Year

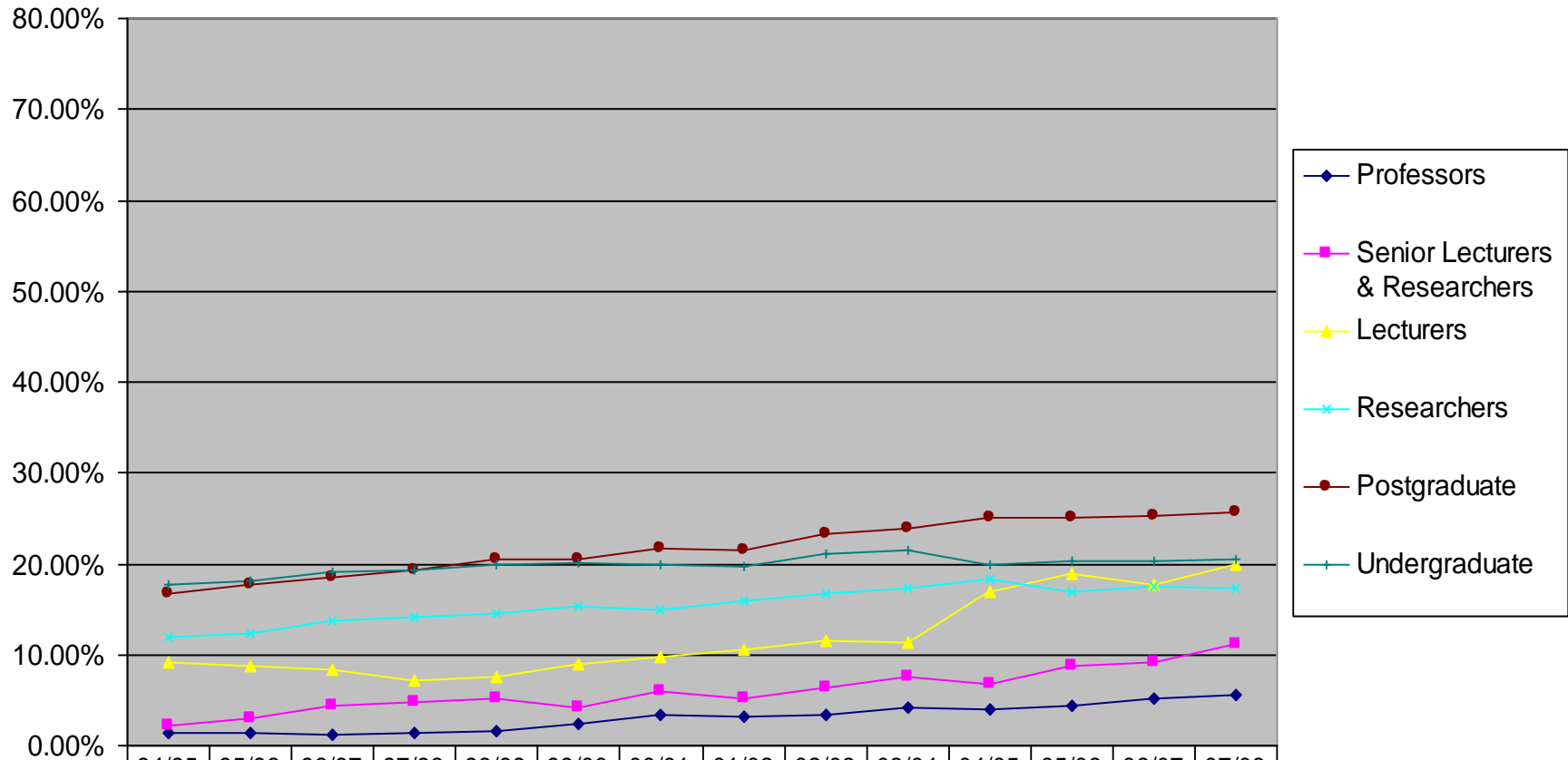
% Female Staff - Medicine



	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Professors	10.33%	12.12%	12.04%	12.62%	13.62%	16.48%	17.20%	18.92%	20.02%	21.01%	22.12%	22.59%	23.51%	25.07%
Senior Lecturers & Researchers	26.62%	30.39%	31.75%	32.63%	33.82%	36.98%	37.11%	37.38%	40.99%	41.24%	43.23%	47.02%	52.56%	55.13%
Lecturers	46.42%	50.01%	51.24%	51.87%	52.44%	54.98%	56.07%	56.33%	61.64%	62.48%	64.12%	64.42%	63.76%	62.78%
Researchers	52.46%	53.08%	54.13%	54.60%	55.54%	56.71%	57.59%	56.97%	61.43%	61.32%	61.39%	61.49%	61.33%	61.43%
Postgraduate	49.51%	51.33%	51.83%	53.29%	54.38%	55.92%	56.47%	58.19%	58.15%	57.56%	58.93%	58.70%	58.52%	59.56%
Undergraduate	48.25%	50.47%	51.72%	51.94%	52.47%	53.78%	54.80%	55.98%	57.33%	58.49%	59.19%	59.25%	59.24%	58.85%

Academic Year

% Female Staff - Physics



	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Professors	1.30%	1.44%	1.12%	1.36%	1.58%	2.44%	3.37%	3.26%	3.37%	4.12%	3.92%	4.39%	5.08%	5.60%
Senior Lecturers & Researchers	2.21%	2.95%	4.28%	4.68%	5.23%	4.27%	5.98%	5.17%	6.31%	7.63%	6.72%	8.70%	9.09%	11.11%
Lecturers	9.13%	8.82%	8.40%	7.10%	7.51%	8.91%	9.71%	10.64%	11.45%	11.39%	16.88%	18.92%	17.72%	20.00%
Researchers	12.03%	12.24%	13.77%	14.04%	14.46%	15.30%	14.85%	15.98%	16.70%	17.37%	18.34%	16.84%	17.54%	17.37%
Postgraduate	16.63%	17.80%	18.52%	19.23%	20.51%	20.50%	21.73%	21.46%	23.31%	23.92%	25.09%	25.04%	25.25%	25.66%
Undergraduate	17.63%	18.20%	19.02%	19.26%	19.92%	20.15%	19.83%	19.64%	21.01%	21.49%	19.95%	20.21%	20.25%	20.53%

Academic Year

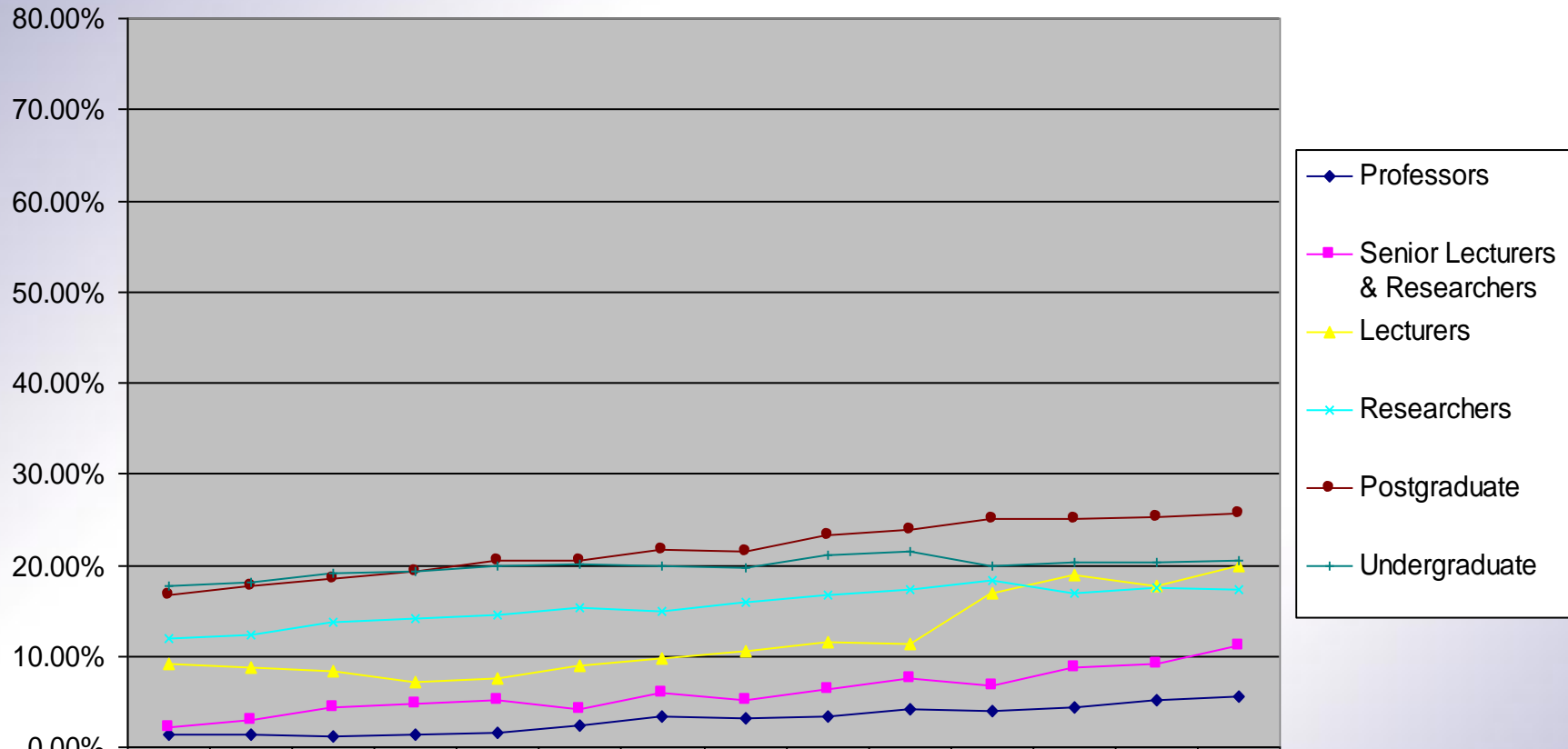
Institute of Physics: Juno Code of Practice

- Principle 1: A robust organisational framework to deliver equality of opportunity and reward.
- Principle 2: Appointment, promotion and selection processes and procedures that encourage men and women to apply for academic posts at all levels.
- Principle 3: Departmental structures and systems that support and encourage the career progression of all staff and enable men and women to progress and continue in their careers.

Institute of Physics: Juno Code of Practice

- Principle 4: Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff.
- Principle 5: Flexible approaches and provisions that encompass the working day, the working year and a working life in SET and enable individuals, at all career and life stages, to maximise their contribution to SET, their department and institution.

% Female Staff - Physics



	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Professors	1.30%	1.44%	1.12%	1.36%	1.58%	2.44%	3.37%	3.26%	3.37%	4.12%	3.92%	4.39%	5.08%	5.60%
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Lecturers	9.13%	8.82%	8.40%	7.10%	7.51%	8.91%	9.71%	10.64%	11.45%	11.39%	16.88%	18.92%	17.72%	20.00%
Researchers	12.03%	12.24%	13.77%	14.04%	14.46%	15.30%	14.85%	15.98%	16.70%	17.37%	18.34%	16.84%	17.54%	17.37%
Postgraduate	16.63%	17.80%	18.52%	19.23%	20.51%	20.50%	21.73%	21.46%	23.31%	23.92%	25.09%	25.04%	25.25%	25.66%
Undergraduate	17.63%	18.20%	19.02%	19.26%	19.92%	20.15%	19.83%	19.64%	21.01%	21.49%	19.95%	20.21%	20.25%	20.53%

Academic Year



F. Implementation and Review

Principle 7

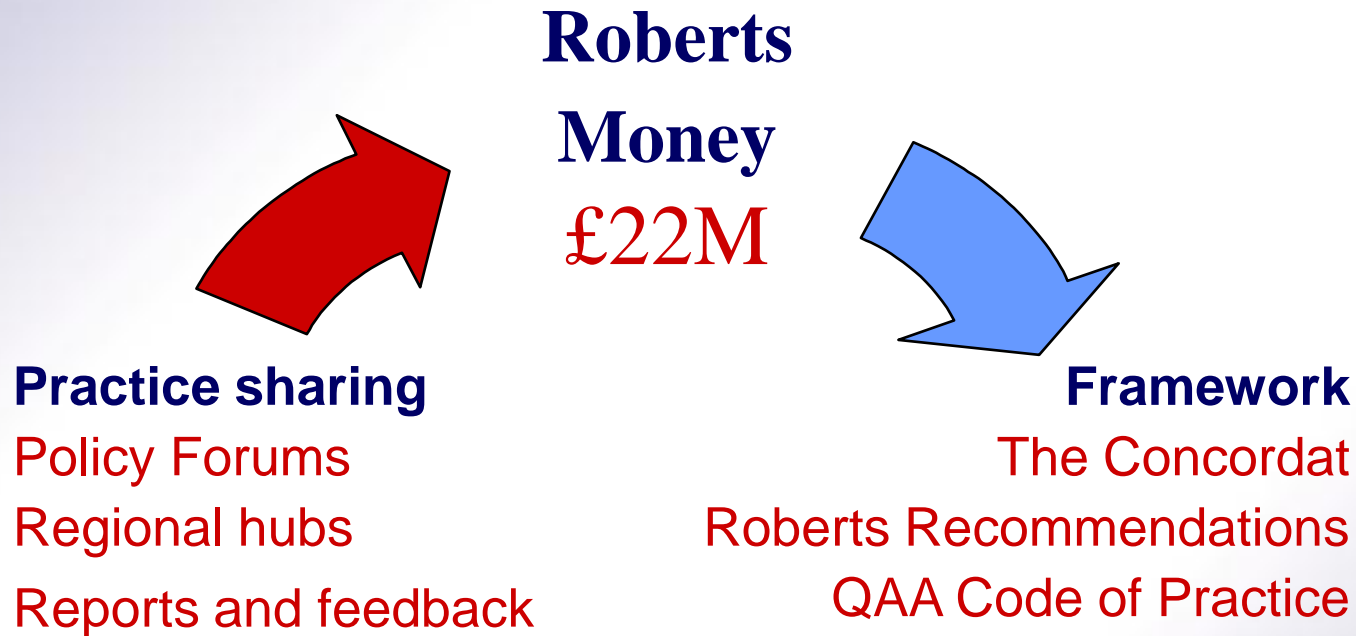
The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.



Vision and aims

- ✔ For the UK to be world-class in supporting the professional development of researchers and researcher careers
- ✔ Championing the development and implementation of effective policy
- ✔ Enhancing higher education provision through sharing practice and resource
- ✔ Providing access to development opportunities and resources
- ✔ Building an evidence base to support the researcher development agenda

A virtuous circle for researcher training



Capacity building



Incorporating the UK GRAD Programme and UKHERD



Researcher Development Framework

- **5 levels from ECR → Star Researcher**
- **Details attributes/competences at each level**
- **Currently open for consultation**
- **May replace/encompass Joint Skills Statement**

RCUK Joint Skills Statement

Seven 7 categories – 35 topics:

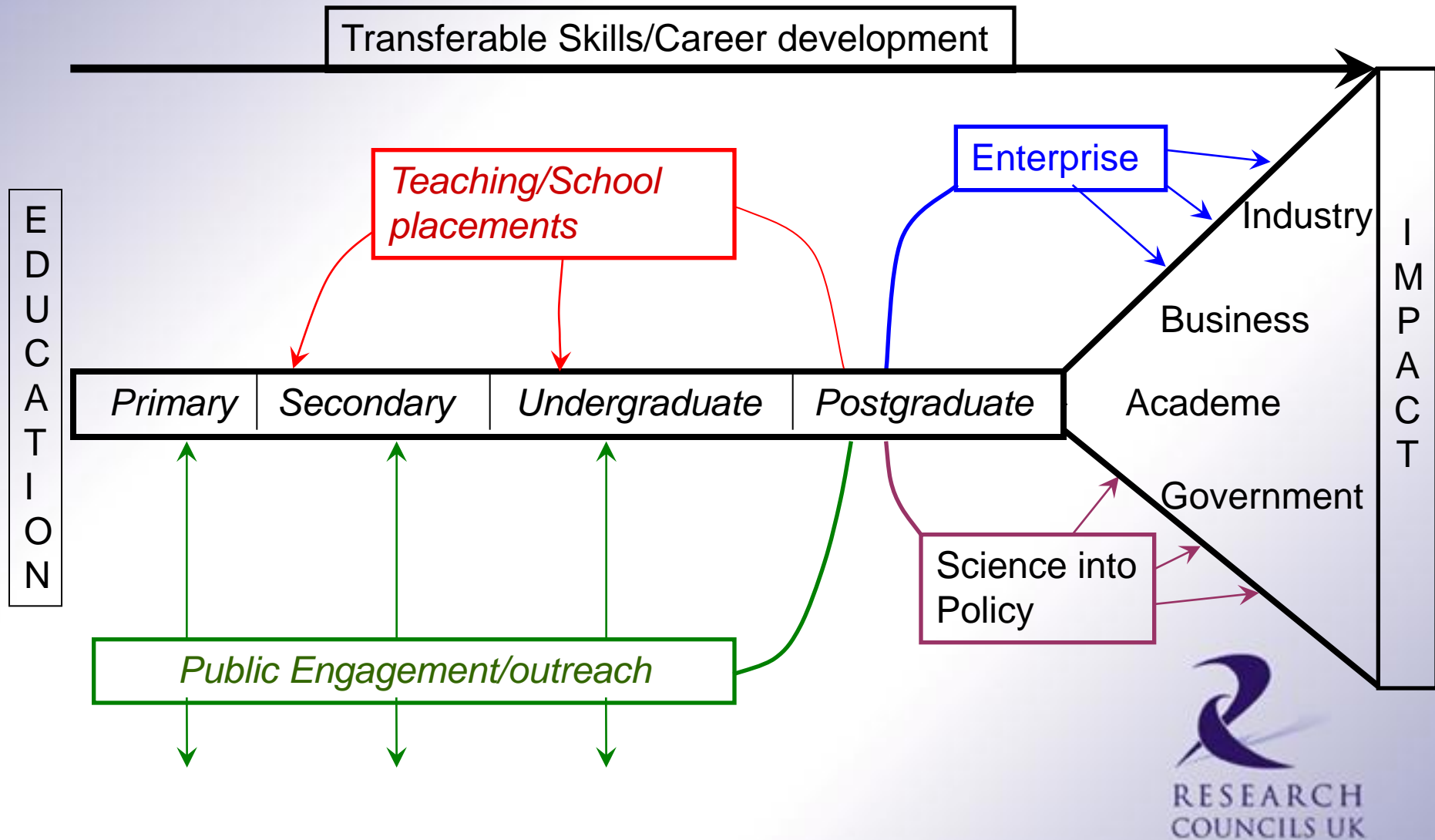
- Research skills and techniques(6 topics)
- Research Environment (7 topics)
- Research Management (3 topics)
- Personal effectiveness (7 topics)
- Communication skills (5 topics)
- Networking and teamworking (3 topics)
- Career management (4 topics)

Research
competence

Transferable
skills

- Published in QAA Code of Practice:
Postgraduate Research Programmes

Researcher skills: acquisition and impact



How are we doing?

Reports in 2007/08:

- Recruiting PhDs: what works?
- Pathways to the Future: the Early Careers of Researchers
- Employers' views of research skills
- HE Debate reports for Government

Recommendations include:

- a more coherent national framework for research careers & better management of early careers
- allow greater independence earlier
- Employers and careers services need to continue to target postdoctoral researchers as a distinct cohort
- Better links between researchers and employers, particularly networking & internships
- Better careers' advice & job search skills for PhDs