“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; 28,600 writing-up: RC stock 16,500
Annual PhD grad’s Total 17,400 - RC 5000

UK:
Mature students:
Returners to education/research:
Employees

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/
The European Charter for Researchers

The Code of Conduct for the Recruitment 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.
The Concordat
to Support the Career Development of Researchers

http://www.researchconcordat.ac.uk/
Contents

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

http://www.researchconcordat.ac.uk/
C. Support and Career Development

Principle 4
The importance of researchers’ personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

Higher Education Awards 2007
Winner: University of St Andrews

http://www.researchconcordat.ac.uk/
Bristol University Case study

• “tell the government - Roberts funding is working and I can prove it!”

• Two awards:
  o IFTDO International award for University's Positive Working Environment initiative
  o Times Higher Education Outstanding Human Resource Initiative Award

• Staff engagement boosts research at the University of Bristol
  o 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 lifelong 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
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

Academic Year  
94/95 95/96 96/97 97/98 98/99 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%
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

Roberts
Money
£22M

Practice sharing
Policy Forums
Regional hubs
Reports and feedback

Framework
The Concordat
Roberts Recommendations
QAA Code of Practice

Capacity building
Vitae
realising the potential of researchers

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)

• Published in QAA Code of Practice: Postgraduate Research Programmes
Researcher skills: acquisition and impact

Transferable Skills/Career development

Primary | Secondary | Undergraduate | Postgraduate

Teaching/School placements

Enterprise

Industry

Business

Academe

Government

Science into Policy

Public Engagement/outreach
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