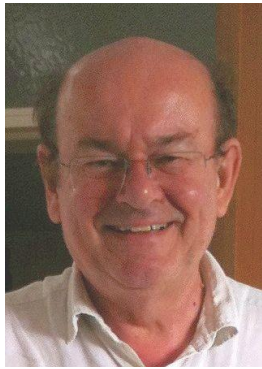


**Dr Fiona Denney**

**Assistant Director, Graduate School - Researcher Training and Development, Kings College and Vitae London Hub Co-ordinator**



## Personal and Professional Development of Doctoral Candidates in the British Doctoral System



**Dr Ray Wallace, Professional Placements Manager, School of Science and Technology, Nottingham Trent University**



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# Agenda

- Background to role of skills training in British doctoral system
- Key developments re: skills training
- Introduction to Vitae, the Researcher Development Framework and other resources





# British Doctoral System

- 3, 3.5 and 4 year PhDs – no formal taught component, research focused
- Professional doctorates (e.g. Ed.D, D.ClinPsy, DBA etc) – formal taught component
- New Route PhD – formal taught component





# British Doctoral System

Doctorates awarded to those who demonstrate:

*“The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems” (QAA 2001, Annex 1: qualification descriptors)*





# The PhD shall...

- (a) consist of the student's own account of her/his investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;
- (b) form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;
- (c) be an integrated whole and present a coherent argument;
- (d) give a critical assessment of the relevant literature, describe the method of research and its findings, include discussion on those findings and indicate in what respects they appear to the student to advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study, (the student being able to place the thesis in a wider context), objectivity and the capacity for judgment in complex situations and autonomous work in that field;





# The PhD shall...

- (e) be of satisfactory literary presentation;
- (f) not exceed 100,000 words (inclusive of footnotes but exclusive of appendices and bibliography, the word limit not applying to editions of a text or texts);
- (g) include a full bibliography and references;
- (h) demonstrate research skills relevant to the thesis being presented;
- (i) be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals); and
- (j) where ethical approval is required, indicate that such approval has been granted by the appropriate body.
- (King's College London Regulations for Research Degrees)





# The British Doctorate...

- Focuses on research
- Originates from the master/apprentice model
- Only allows a very short period of time in which to develop additional skills
- But emphasis on transferable skills has increased hugely over past 10 years





# The Role of the Funders and Regulatory Bodies

- 1/3 (approx) UK doctorates are funded by Research Councils  
<http://www.rcuk.ac.uk/Pages/Home.aspx>
- Quality of doctorates governed by the Quality Assurance Agency (QAA)







# Research Councils

- Take keen interest in developing wider skills sets in researchers:
  - i. 2001 Joint Skills Statement
  - ii. Funding for UK-GRAD, now Vitae
  - iii. Roberts funding for skills training
  - iv. Support for Concordat, Vitae Researcher Development Framework
- JSS, then Vitae RDF incorporated into QAA Code of Practice for Postgraduate Research Degrees





# Background

- 1968: First GRADSchool run by CRAC
- 1996: Research Careers Initiative
- 2002: SET for Success report
- 2003: UK GRAD programme launched
- 2003: Roberts money allocated for skills training
- 2004: QAA Code of Practice on Postgraduate Research Degrees
- 2008: Concordat for the Career Development of Researchers
- 2008: Vitae launched (all researchers)
- 2010: EC HR Excellence in Research awards start, UK alignment with European Charter and Code
- 2011: End of ring-fenced Roberts funding





# Roberts Review – SET for Success - April 2002

- Supply of researchers in science, engineering, technology & mathematics
- 2 weeks “transferable” skills training per year for both PhD students & postdoctoral research staff
- Research Councils followed this with funding & monitoring for the training





- Sir Gareth Roberts' review highlighted development of transferable skills as important for all careers and all disciplines.
- The report recommended that higher education institutions should provide:
  - *“at least two weeks of dedicated training a year, principally in transferable skills, for which additional funding should be provided an over which the student should be given some control.” (Roberts, 2002, Para. 0.44)*





# “Interpersonal” Skills??

- Initially defined by Sections C-G of the JSS:
  - Research / project management
  - Personal effectiveness
  - Communication skills
  - Networking and team working skills
  - Career management
- Roberts signified that **personal, professional and career development** for researchers would be taken seriously in UK universities





# UK Context

- Collegiate and “best practice” approach to researcher development
- Support from Vitae
- Some compliance aspects but intended to encourage excellent researcher development





# Some data from 'A Review of Graduate Schools in the UK' published by the UK Council for Graduate Education 2010

**Table 1b Existing graduate schools (of UKCGE member institutions from forms returned)**

	Pre 1992	Post 1992	Total
<b>Number who responded</b>	49	41	90
<b>Number with Graduate Schools</b>	40	28	68
<b>Considering setting one up</b>	5	6	11
<b>% with Graduate Schools</b>	82%	68%	76%

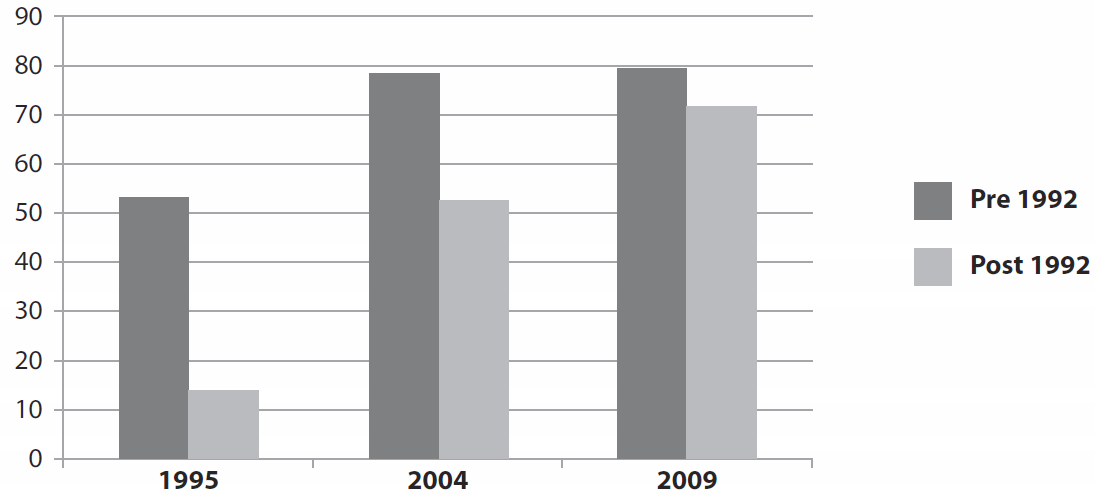
**Table 1c Models of graduate schools in institutions**

	Pre 1992	Post 1992
<b>Institution-wide</b>	61%	89%
<b>Faculty/Department based</b>	33%	11%
<b>Disciplinary</b>	0	0
<b>Inter-institutional</b>	2%	0
<b>Cross Institutional</b>	2%	0
<b>Other</b>	2%	0

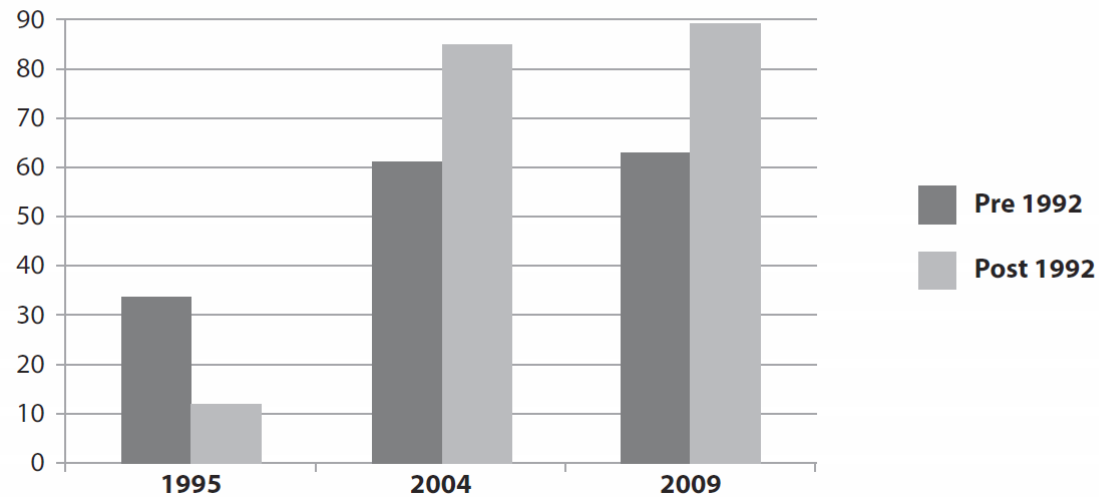
(Note, three Pre 1992 institutions have two different models of Graduate Schools)



**Figure 1 Histogram of Institutions with at least one graduate school**



**Figure 2 Histogram of percentage of Institutions with graduate schools with an institution-wide graduate school**







**Table 3 Importance of aims for graduate schools**

	Pre 1992				Post 1992				Totals			
	High	Medium	Low	N/A	High	Medium	Low	N/A	High	Medium	Low	N/A
Improving the quality of graduate education	100%	0	0	0	100%	0	0	0	100%	0	0	0
Improving the student experience	98%	2%	0	0	96%	4%	0	0	97%	3%	0	0
Improving research progression and completion rates	83%	13%	2%	2%	100%	0	0	0	89%	7%	2%	2%
Sharing good practice on research supervision	85%	15%	0	0	89%	11%	0	0	87%	13%	0	0
Representing graduate issues within and/or outside the institution	80%	20%	0	0	79%	21%	0	0	79%	21%	0	0
Improving PGR degree administration	60%	23%	10%	7%	93%	7%	0	0	74%	16%	6%	4%
Increasing the number of PGR Students	63%	33%	2%	2%	68%	29%	3%	0	65%	31%	3%	1%
Promoting interdisciplinary work	53%	33%	6%	0	46%	29%	25%	0	50%	31%	19%	0
Increasing the number of PGT students	25%	38%	7%	30%	14%	0	11%	75%	21%	22%	9%	48%
Sharing good practice on PG teaching	23%	16	8	7	11%	38%	11%	42%	18%	38%	16%	28%
Other	18%	3%	0	0	18%	0	0	0	18%	0	0	0
Improving PGT degree administration	20%	25%	13%	42%	11%	7%	11%	71%	16%	18%	12%	54%

Percentages are calculated on a total number of responses of 40 pre 1992 and 28 post 1992 institutions



**Table 6 Degree of involvement of graduate schools in the delivery of specified areas of work**

	Pre 1992			Pre 1992			Pre 1992		
	High	Some	None	High	Some	None	High	Some	None
Research Student training programmes – generic skills training	85%	15%	0	86%	14%	0	85%	15%	0
Quality assurance/monitoring	73%	25%	2%	86%	11%	3%	78%	19%	3%
Monitoring student progress	63%	28%	9%	89%	11%	0	74%	21%	5%
Research supervisor training	53%	35%	12%	82%	14%	4%	65%	27%	8%
Central co-ordination of responses to national consultations	53%	33%	14%	82%	11%	7%	65%	24%	11%
Liaison with research Councils	55%	35%	15%	68%	21%	11%	60%	29%	11%
Award of Studentship	60%	28%	12%	61%	25%	14%	60%	27%	13%
Recruitment/admission (PGR)	45%	40%	15%	75%	21%	4%	57%	32%	11%
Student records	46%	27%	27%	75%	18%	7%	57%	24%	19%
Website – internal and/or external	43%	57%	0	71%	29%	0	54%	46%	0
Research Student training programmes – research methods	50%	45%	5%	57%	36%	7%	53%	41%	6%
Provision of learning resources for PG/Research students	48%	50%	2%	50%	36%	14%	49%	44%	7%
Registration/matriculation	28%	38%	34%	68%	21%	11%	44%	31%	25%
Preparing returns to HESA, funding councils etc	24%	37%	37%	71%	21%	8%	44%	31%	25%
Liaison with student organisations	30%	63%	7%	43%	43%	14%	35%	54%	11%
Publicity/postgraduate prospectus	23%	60%	17%	50%	43%	7%	34%	53%	13%
Research Students training programmes – learning to teach	33%	55%	12%	11%	50%	39%	24%	53%	23%
Development of new taught PG programmes	20%	48%	32%	14%	32%	54%	18%	41%	41%
Social Provision for Students	20%	70%	10%	11%	64%	25%	16%	68%	16%
Liaison with employers/industry etc	13%	53%	34%	21%	58%	21%	16%	54%	30%
Recruitment/admission (PGT)	28%	40%	32%	0	29%	71%	16%	36%	48%
Specific support for international students	15%	60%	25%	14%	64%	22%	15%	62%	24%



# More Recent Developments

- Vitae Researcher Development Framework
- Research Excellence Framework
  - 3 elements:
    - Output, impact and environment
  - Environment includes support for early stage researchers
- Realising that developing our researchers is here to stay in the UK





# More Recent Developments

Such developments in the UK should not be seen in isolation to the rest of Europe for instance



**Tuning Chemistry Subject Area Group and European Chemistry Thematic Network**

**Recommendations for the Third Cycle**

*November 2006*

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## The Chemistry Quality Eurolabels® Official Website

### Eurobachelor®, Euromaster®, Eurodoctorate and EurChem Labels

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Labels Awarded

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Eurodoctorate

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Transparency

Updated: 26-07-2012 02:14

On July 20, 2012

Total of 101 Chemistry Quality Eurolabels® awarded (69 Eurobachelor® and 32 Euromaster® Labels)  
to 57 institutions (55 EU, 2 non-EU) from 20 countries (18 EU, 2 non-EU); including 4 Consortia (3 EU / 1 non-EU).

The Eurobachelor® Label  
was adopted by  
the **EuCheMS** General Assembly  
in 2003



### From Cork to Vladivostok ...

Contact us at:  
[contact@chemistry-eurolabels.eu](mailto:contact@chemistry-eurolabels.eu)

*As a policy only English documentation is officially released by the ECTN Association on the website. No documentation in other languages is now valid (October 17, 2006)*



RSC | Advancing the  
Chemical Sciences



The Euromaster® Label  
was adopted by  
the **EuCheMS** General Assembly  
in 2005



#### Flash Info today is the: 30.8.2012

- 20.07.2012: Società Chimica Italiana awarded a new Eurobachelor® Label at the University of Palermo (IT) - [check](#)
- 28.06.2012: Società Chimica Italiana awarded a new Euromaster® Label at the University of Camerino (IT) - [check](#)
- 25.05.2012: New Guidelines for Eurolabel Applications (EB / EM / ED) and Eurolabel reapplication have been released, all corresponding earlier versions are withdrawn. Check [here](#).
- 21.05.2012: New Label Committee in Office, elected at the General Assembly of the ECTN Association held in Milano IT on April 27, 2012. Check [here](#).
- 20.04.2012: New Transparency Table released in version 2. Check [here](#).
- 20.04.2012: New Guidelines for Eurolabel Application published (version 2), all corresponding earlier versions are withdrawn. Check [here](#).
- 18.03.2012: The Transparency Database Template is now downloadable online. Check [here](#).

Download the official letter on the [Trademarks and their classifications](#) / PDF 171 Kb  
Download the 2008 Brochure: [TUNING CHEMISTRY SUBJECT AREA BROCHURE](#) / PDF 607 Kb

[>>> Past News ...](#)

Contact the [webmaster@chemistry-eurolabels.eu](mailto:webmaster@chemistry-eurolabels.eu)



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# Chemistry Doctorate Eurolabel<sup>©</sup>

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- Official Communiqués
- Position Papers
- Descriptors
- Documents on PhD Education
- Pool of Experts
- Experts Supporting Materials
- Info & Support Point

Education and Training

**193 Visitors**  
1 Jan 2012 - 28 Aug 2012  
 Click to see

## Report on Label Award

**European Chemistry Thematic Network Association**

EURODOCTORATE PROJECT

[Site Visit Commentary – University of Genoa](#)

**PART ONE: May be sent to the institution for comment.**

Programme to be evaluated: Doctorate School in Science and Technology of Chemistry and Materials  
Date of Visit: Wednesday 26th October, 2011  
Site Visit Team: R. Salzer, T. Mitchell and A. Smith

Persons seen:

- Prof. Fabio Lavagetto, Pro-Rector for Research
- Prof. Giovanni Carlo Alfonso, Head of the Department
- Dr. Aldo Spalla, Head of Administrative office of the Doctorate Schools
- Prof. Gabriella Borzone, DCCI, Genoa University
- Prof. Adriana Saccone, DCCI, Genoa University
- Prof. Alessandro Balbi, DISCIFAR, Genoa University
- Prof. Luca Banfi, DCCI, Genoa University
- Prof. Mario Canepa, DIFI, Genoa University
- Prof. Elisabetta Finocchio, DICHEP, Genoa University

# About Vitae...



## **Vitae**

A national organisation playing a major role in the drive for high-level skills and innovation and in the UK's goal to produce world class researchers.

## **Vision**

“To support world-class personal, professional and career development for researchers”

## **Mission**

Championing the personal, professional and career development of doctoral researchers **and** research staff in higher education institutions (HEI) and research institutes.

# Vitae aims

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



# Who and What is Vitae?



- ✔ **Vitae** is funded through the Research Careers and Diversity Unit of Research Councils UK and managed by CRAC, an educational charity, in partnership with eight Hub host institutions.
- ✔ It is supported by a range of sector based bodies and advised by a range of expert advisory groups drawn from across the sector.
- ✔ **National team** managing and coordinating the programme activity
- ✔ **Eight Regional Hubs** supporting local universities



# Vitae main objectives (1)



- **Championing the development and implementation of effective policy**
  - Research Councils and UK government – Policy Forum
  - Concordat development and implementation
  - Vitae researcher development conference
  - Vitae engagement with Europe
- **Enhancing higher education provision through sharing practice and resource**
  - Hub activities
  - Hub events

# Vitae main objectives (2)



- **Providing access to development opportunities and resources**
  - Effective researcher, Broadening horizons
  - Strategies for busy researchers, leadership training
  - Development of innovation activities
- **Building an evidence base to support the researcher development agenda**
  - Impact and Evaluation Group
  - Career profiles project
  - Careers in Research Online Survey
  - Principal Investigators and Research Leaders Survey

# Vitae Researcher Development Framework

- ✔ UK professional development framework
- ✔ Knowledge, behaviour and attributes of successful researchers
- ✔ Common framework across institutions in UK
- ✔ Universal language for understanding researcher capabilities
- ✔ Developed by researchers for researchers

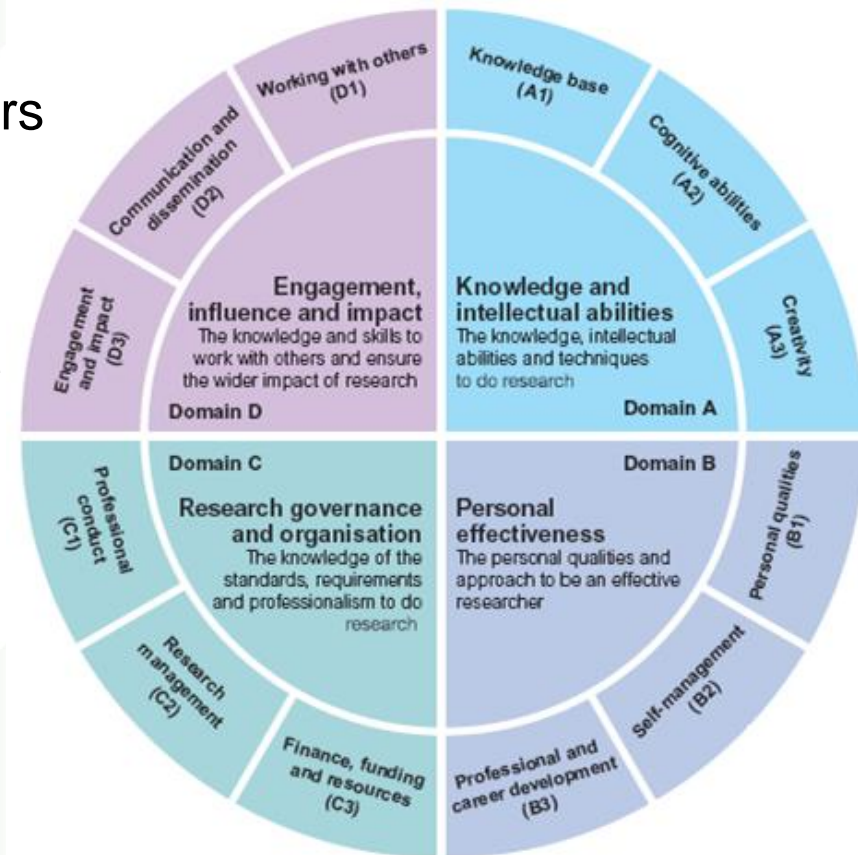
# Vitae Researcher Development Framework

The RDF describes the knowledge, behaviours and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development. Applies to researchers of all levels and an online personal developing planning tool is available.

4 domains

12 sub-domains

63 descriptors



# Vitae resources for researchers(1)

## Vitae website

- provides information for PhD students and research staff (example below)
- Exploring wider career options
- Skills development opportunities

### Research staff

Research staff blog

Research staff communities

Why become a member of research staff?

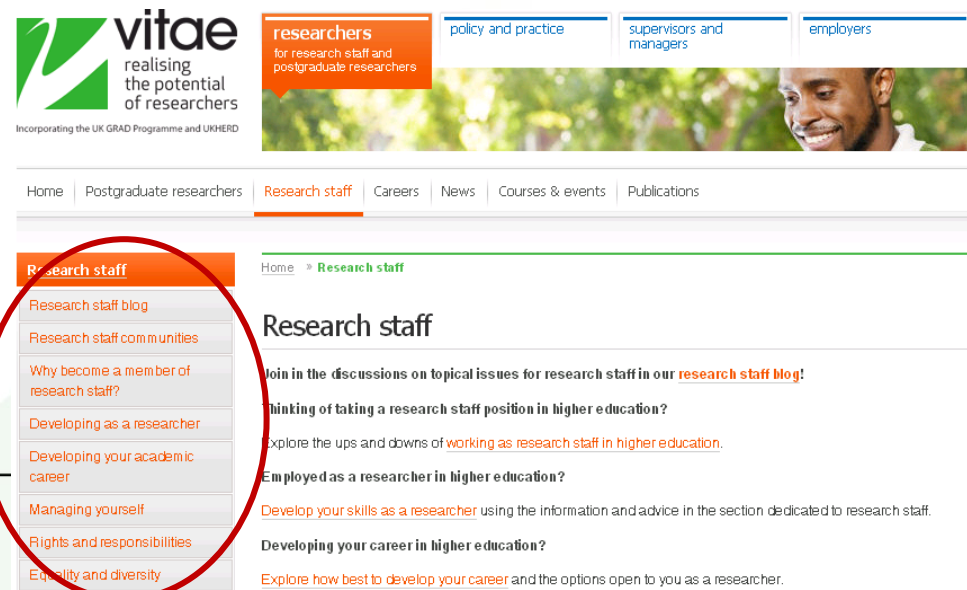
Developing as a researcher

Developing your academic career

Managing yourself

Rights and responsibilities

Equality and diversity



The screenshot shows the Vitae website interface. At the top left is the Vitae logo. To its right are navigation tabs: 'researchers for research staff and postgraduate researchers' (highlighted in orange), 'policy and practice', 'supervisors and managers', and 'employers'. Below these is a navigation bar with links: Home, Postgraduate researchers, **Research staff** (highlighted in orange), Careers, News, Courses & events, and Publications. The main content area shows the 'Research staff' section, with a sub-menu on the left containing: Research staff blog, Research staff communities, Why become a member of research staff?, Developing as a researcher, Developing your academic career, Managing yourself, Rights and responsibilities, and Equality and diversity. The main content area includes a heading 'Research staff' and several paragraphs of text, including 'Join in the discussions on topical issues for research staff in our research staff Blog!', 'Thinking of taking a research staff position in higher education?', 'Employed as a researcher in higher education?', and 'Developing your career in higher education?'. A red circle highlights the 'Research staff' menu item in the sub-menu, and a red arrow points from this circle to the 'Research staff' section of the website.

# Courses and Resources

- ✔ The researcher booklet series
- ✔ Broadening Horizons
- ✔ Effective Researcher
- ✔ Careers in Academia
- ✔ Leadership in Action
- ✔ Collaborative Researcher
- ✔ Digital Researcher
- ✔ Social Enterprise
- ✔ And more...



# International Work

- ✔ RDF trials in Europe and the US
- ✔ Development of an online professional development planner – subscription
- ✔ Courses for researchers
- ✔ Train the trainer, master classes and professional development
- ✔ Projects and research
- ✔ International newsletter (register at [www.vitae.ac.uk/international](http://www.vitae.ac.uk/international))



# Next steps for Vitae

- ✔ Sustainability of researcher development
- ✔ Consolidation (realise value of past investments, demonstrate value and achievements)
- ✔ Focus on employability, managing career transitions, value in the work place, leadership, collaborative working, enterprise
- ✔ Embed the RDF
- ✔ Extend the number of institutions with the HR Excellence in Research award
- ✔ Extend international collaborations; the global researcher