

London Hub ebulletin - issue #13

London, 22 March 2011

The London Hub E-bulletin has been created to keep staff who support researchers up to date with the latest regional and national news of professional, personal and career development for researchers. The target audience to whom the information should be disseminated is indicated in the core subject.

This e-bulletin is divided in 4 categories:

- [Events](#)
- [Publications](#)
- [Consultations](#)
- [Tools](#)

EVENTS

- **Centre for Excellence in Preparing for Academic Practice**

04 April 2011 - 06 April 2011

St Hugh's College, Oxford

"Academia as workplace: Linking past, present and future"

Following three very successful events, the Centre for Excellence in Preparing for Academic Practice will host a fourth international conference, this time on the theme of: Academia as workplace: linking past, present and future.

The theme for this fourth conference seeks to engage with notions of Academia as constituting a workplace in itself, and of academic practices as forms of work.

Find out more at <http://www.learning.ox.ac.uk/cetl.php?page=410>

- **Doctoral Training Centre - Models for the Future**

4th May 2011

University of Reading

More details to follow on this page <http://www.ukcge.ac.uk/events/eventsarea/dtc11>

- **Cuts in Culture: The Impact on Creativity**

11 May 2011

London

This one-day conference will examine the repercussions of funding cuts to the arts and humanities sector, consider the immediate fallout and the impact on the future of the industry. You will hear from high profile speakers, assess issues outlined in the Higher Education White Paper, network with leading experts and benefit from introductions to potential industry/academic partners.

Find out more at

http://www.researchresearch.com/index.php?option=com_content&view=article&id=51&Itemid=54

- **“Fit for the Future” 4th SDF Spring Conference**

12 May 2011 - 13 May 2011

Rugby

The theme for the conference is: ‘Fit for the Future’, with Thursday (Day One) focusing on how staff development community can support their organisations to get ‘Fit for the Future’; and Friday (Day Two) focusing on how staff developers can support themselves to be ‘Fit for the Future’.

In addition, the ‘Fit for the Future’ Conference is based on an Olympic-styled theme looking to explore and learn about relevant topics within the following areas:

- Motivation
- Goals
- Teamwork
- Resilience
- Strength

More at <http://www.staffdevelopment.ac.uk/?q=content/spring-conference-2011>

- **Focus on....Institutional Approaches to Engaging PI's and Supervisors**

18 May 2011

Warwick University, Argent Court

Participants will be provided with an opportunity to share their experiences of engaging PIs and Supervisors with researcher development and the skills agenda, implementing successful practice and learn from others.

Participants will be encouraged to talk candidly about their experiences of working with supervisors and PIs and share materials and resources.

<http://www.vitae.ac.uk/policy-practice/916-337181/Focus-onInstitutional-Approaches-to-Engaging-PIs-and-Supervisors.html>

- **Good Practice in Research Ethics**

19th May 2011

Birmingham

This workshop will explore two areas of the ethical issues confronting HEIs. The first contextual theme is institutional ‘resistance’ to ethical scrutiny of research; the second specific theme is the ethics of authorship. The theme of institutional ‘resistance’ concerns the problems that HEIs face on two fronts: the first, individual researchers’ lack of awareness of the need for or range of ethical scrutiny, and in some cases, active resistance to it; the second, institutional structures which make the improvement of researcher awareness difficult to achieve in practice. The theme of authorship is one which affects all disciplines across a range of research levels from taught students to senior staff. There appears to be widespread

misunderstanding of the ethics of authorship and publication and how to deal with problems of authorship effectively.

More details at <http://www.ukcge.ac.uk/events/eventsarea/ethics11>

- **4th Annual Meeting of the EUA Council for Doctoral Education**
09 June 2011 - 10 June 2011
Madrid

The Annual Meeting of the EUA Council for Doctoral Education is the largest gathering of stakeholders in the field of doctoral education in Europe. It presents thought-provoking ideas, illustrative case studies and debates on relevant topics in the field, bringing together university leaders, researchers, political actors, funding organisations, quality assurance agencies and all others interested in the development of doctoral education.

The 4th Annual Meeting will focus on ways of providing structured doctoral education that promote creativity, individual autonomy and critical thinking

It will explore the tension that can arise from taking institutional responsibility for doctoral education while simultaneously trying to ensure that doctoral candidates develop a creative edge, independence and the ability to manage their own research and careers.

<http://www.eua.be/cde/meetings-and-events.aspx>

- **Making an Impact: Getting Research into Policy and Practice**
21 June 2011
London

Those who conduct research and evaluation in social policy are often frustrated by the lack of interest that policy makers and politicians show in research findings. Without a detailed knowledge of what goes on inside central and local government, it is often difficult for social researchers to have an influence on policy. The course will provide insider knowledge, to enable researchers to develop strategies to bring key research findings to the attention of potential users. Participants will be encouraged to draw on their own experience, as well as that of the tutors, who have wide experience of working in and with the public and voluntary sectors.

Who will benefit?

Researchers and research managers in central and local government and the voluntary sector who want to understand how to maximize the impact of research on policy and practice.

http://www.the-sra.org.uk/training/policy_and_practice_21062011.htm

PUBLICATIONS

- **Vitae Research Staff Conference 2010 Report**

The Vitae Research Staff Conference in 2010 was for members of research staff who are active in research staff associations (RSAs) or who wish to become so. People who have an interest in setting up RSAs were also invited to attend. The event aimed to empower individuals through a greater understanding of policy and practice to make an impact on the experiences and careers of research staff within their own institutions and influence national agendas. Last year's inaugural conference resulted in the establishment of the UK Research Staff Association (UKRSA) and launched Vitae's successful Research Staff Blog. This year, even more than last, the emphasis was on the exchange of views by members of research staff alongside input on local, national and international developments.

Download [the report](#)

- **STEM careers research results launched by David Willetts**

Higher Education and Science Minister David Willetts has launched results of a [BIS-sponsored research project looking into why so many Science Technology, Engineering and Mathematics \(STEM\) graduates appear not to enter STEM jobs](#). The Department wanted to investigate an apparent quandary - when there is a financial premium in opting for a career in a science or technology occupation, why is it so many UK employers cannot recruit enough graduates with STEM qualifications? The research was carried out by CRAC, with support from CIHE and NICEC, based on extensive surveys of STEM students and postgraduates and also STEM graduates in the workplace.

In brief, the majority of final-year STEM students who have career ideas do want a job related to their degree subject, because it will potentially be interesting, while thoughts of pay and career progression are secondary. A very large number, however, are still undecided; many of them will be attracted by large corporate recruiters in the City, such as in accountancy or consultancy, while many others 'drift out' to other sectors after graduation.

This partly reflects that most students had chosen their STEM degrees not because they were thinking about a STEM (or any) career, but because they liked and/or were good at the subject. Very few had prior ideas about careers linked to their degree subject (possibly a weakness of current guidance before university). Certainly most did not assume that they would naturally enter STEM careers. In fact, more of those doing subjects like physics or engineering had been motivated by the thought that these could open up a wide range of careers, rather than to qualify them for science or engineering jobs. What was also very clear, once in the workplace, was that STEM graduates were almost universally valued for their skills, right across the economy, irrespective of sector.

The report recommends helping students to develop a better understanding of real STEM career opportunities, so that they can make decisions informed by knowledge rather than inherited perceptions; this could reduce the 'drift' of many away from STEM careers. Greater availability and uptake of degree-related work experience could be one of the most effective ways to achieve this.

Later this spring Vitae will publish a related report based on CRAC's survey of more than 4000 doctoral students as part of the BIS project. This will reveal the current 'career intentions' of doctoral students across all subject groups, and how their career thinking has developed. Investigation of their progression paths to date, decisions and career thinking, also

www.vitae.ac.uk

uncovers insights into the UK doctoral researcher cohort itself, the role of work experience and researchers' educational backgrounds.

- **EUA launches major new report on financial sustainability of European universities**

EUA has launched its major new report on the financial sustainability of European universities.

The report, “Financially Sustainable Universities II: European Universities Diversifying Income Streams”, is the outcome of a two-year EC-supported project (European Universities Diversifying Income Streams - EUDIS) and its findings are based on an online survey completed by more than 150 universities across 27 countries, by site visits and by workshops involving a wide range of institutions.

This [report](#) underlines that universities need both sufficient resources and a long-term planning horizon to invest in their future academic and research activities, and thus to continue fulfilling their role in society. EUA believes that future financial sustainability depends on reliable, sufficient public funding, and on the autonomy and support necessary to explore successfully complementary funding options.

The report gives a detailed description of how European universities are currently financed, and looks into the sector’s expectations for future evolutions. It also analyses the many different barriers currently preventing universities from pursuing additional income streams (considering internal challenges and external regulatory barriers) and the possible drivers for stimulating ‘income diversification’.

- **Joining Forces in a World of Open Innovation: for collaborative research and knowledge transfer between science and industry guidelines.**

This [Handbook](#) describes a voluntary programme of Responsible Partnering aimed at improving strategic collaboration and knowledge exchange between companies and publicly-funded research organizations (for convenience, referred to as PROs), including Universities, Research and Technology Organizations and other public and semi-public bodies which engage in R&D. It addresses the organization and management of collaborative research and knowledge exchange, and the contexts (including education) in which these activities take place. The Handbook provides “self help” guidelines intended to help senior staff develop and implement effective approaches to these activities, develop the right professional skills and achieve an effective internal orientation directed towards addressing the organization’s objectives through partnership.

CONSULTATION

- **Defining the characteristics of the UK doctoral degree**

Based on discussions and researches that have taken place to date, QAA intends to publish a document defining the characteristics of doctoral study in the UK which will complement the Masters degree characteristics document already published.

The new publication will give guidance to higher education professionals who set and assess standards for postgraduates wishing to do a doctorate (PhD, DPhil or other level 8 award). A companion document, the *Rough Guide to the UK Doctorate*, will provide information for students interested in doing a doctorate.

Both documents are already at draft stage. Feedback from those with an interest in postgraduate education will be precious.

The [Doctoral degree characteristics document \(PDF\)](#) defines what is expected of doctoral candidates and describes different types of doctorate, their purpose, their structure and how they are assessed.

The [Rough guide to the UK doctorate](#), supplies relevant information for current and prospective doctoral candidates. It is intended to help them make decisions about their study and know what to expect - and what will be expected of them.

Comments and suggestions regarding the content and presentation of these documents are welcomed.

Please respond before 29 April 2011 by emailing doctorate@qaa.ac.uk.

TOOL

- **The Researcher Development Framework**

The new A4 size [leaflet](#) can now be downloaded.

The Researcher Development Framework (RDF) has been incorporated into a downloadable CPD tool to allow researchers to identify the areas in the framework they want to develop further, create an action plan and record evidence of their progress.RDF.

Watch this [space](#) on the 21 of April to be the first to download the new version of the RDF CPD tool