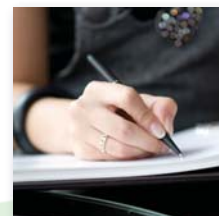


overview

for supervisors and principal investigators

welcome



In the last edition of 'overview', I was speculating on the format and look of the next one, as it would be the first to be published under the new £15 million contract awarded by the Research Councils to support the personal, professional and career development of researchers. I suggested that there would be changes ahead...

Well, those of you who have read 'overview' before will notice that we have a new look, a wider audience and a new name for the programme as a whole – Vitae. The new contract has a wider remit to include research staff as well as postgraduate researchers – so through 'overview' we hope we will be supporting principal investigators (PIs) as well as supervisors by bringing you relevant news, views and information. And if we are not – let us know! We are keen for overview to be your forum and invite articles, letters, news of your activities...even cartoons if you are of an artistic bent! Contact us on overview@vitae.ac.uk.

This issue is rather longer than normal – a reflection on how much has been going on over the last few months. It spends a bit of time bringing you up to date with Vitae's activities since its official launch in June. It is no accident that on the same day, the new Concordat to Support the Development of

Researchers was also launched. 'Researchers are central to the UK's outstanding research performance, so it is crucial to invest in and support them' is the view of Professor Sir Ivor Crewe (Chair of the strategy group which will be up overseeing the implementation of the Concordat) – a sentiment which is close to our hearts in Vitae. Read about the Concordat and how implementation may impact on your work on page 8.

We also have a report on some interesting research on different approaches to supervision – read the article on page 4 and see if you recognise how you go about this challenging, though fascinating process.

Activities of the (non sporting) Rugby Team, an article on Social Networks for Laboratory Researchers, events at the British Library, and our usual European update make up the rest of this edition. Many thanks to all our contributors – perhaps you could be one next time? Copy date is March 1. I'll be waiting....

Anne Goodman, Editor

Contents

Vitae Update

■ Vitae in 30 seconds	2
■ About 'overview'	2
■ First annual Vitae conference	3
■ The Vitae website	3

New approaches to postgraduate supervision and supervisor development

■ Supporting postgraduate researchers	6
■ Supporting research staff	7

Research staff issues

■ The Concordat to support the career development of researchers	8
■ Vitae Research Staff Development Advisory Group	10

■ UKHERD Members' Survey	11
■ Working with SEDA	11
■ Meeting the needs of research staff through CROS	11

Small worlds: social networks for laboratory researchers

■ Small worlds: social networks for laboratory researchers	12
--	----

2020 vision – the changing UK doctorate

■ 2020 vision – the changing UK doctorate	13
---	----

THE Awards

■ THE Awards	13
--------------	----

European update

■ Vitae and Europe	14
■ European University Association Council for Doctoral Education	15
■ Workshop for supervisors	15
■ Open access goes online	15
■ EURAXESS	15

Rugby Team update

■ How does it work?	16
■ Membership of the Rugby Team	16
■ Impact Framework	17
■ Skills Training and Supervision Survey (STaRSS)	17
■ Framework of researcher competencies	17
■ Understanding researchers' careers and the Rugby Team careers profiles project	17

The British Library – a key resource for science and social science postgraduates

■ The British Library – a key resource for science and social science postgraduates	18
---	----

New Vitae publications

■ New Vitae publications	19
--------------------------	----

Diary of events

■ Diary of events	19
-------------------	----

Contacts page

■ Contacts page	Back page
-----------------	-----------

Vitae update

Vitae in 30 seconds

Vitae:

- is a national organisation championing the personal, professional and career development of researchers
- is supported and funded by the Research Councils UK (RCUK), managed by The Career Development Organisation (CRAC) and delivered in partnership with regional Hub host universities
- builds on the previous work of the UK GRAD programme for postgraduate researchers and UKHERD, the UK Higher Education Researcher Development network for research staff
- is committed to enhancing the quality and output of the research base in the United Kingdom, through supporting the training and development of the next generation of world-class researchers
- means – the course of one's life or career.

Vitae works by:

- supporting a culture where staff supporting researcher development in higher education institutions are willing to exchange experiences and share practice
- providing a representative voice, working collaboratively, sharing, not 'reinventing wheels', informing, creating innovative models and resources.

See the back cover for details of Regional Hubs and National Team.

For even more information go to www.vitae.ac.uk/policyandpractice/aboutus.

overview

- is Vitae's Bulletin for supervisors and PIs
- is published three times a year, distributed in hard copy via your local Hub (see back cover) or available online
- aims to keep you informed of policy, news, new developments and events relevant to postgraduate researchers and research staff, with particular reference to skills development
- aims to keep you up to speed with what's happening – nationally, regionally, and locally. And we can put these initiatives into a European context for you too
- can provide you with a way to become involved, or to make your voice heard, by contributing to policy and developments
- can be used by you as a forum to raise issues, to comment, to celebrate your work, to be contentious – we want to hear from you, we want you to engage in debate with your colleagues across the country
- needs volunteers to be part of our Advisory Board – if you would like to find out more, contact overview@vitae.ac.uk.

Since the last issue of 'overview', things have changed a bit... Here is a quick round up of Vitae news and activities...

Vitae was launched on June 25 2008 by Ian Pearson MP alongside the new Concordat to Support the Career Development of Researchers. (See page 8)

'Vitae will play a major role in the drive for high-level skills, innovation and in the UK's goal to produce world class researchers' said Dr Janet Metcalfe, Chair and Head of Vitae, speaking at the launch event in Westminster (see picture below).

'Increasingly, the UK is operating within a global economy. The future prosperity of the UK is dependent on our ability as a nation to develop further our research base and be innovative. Vitae will work with the higher education sector to embed the principles of the newly launched Concordat and encourage researchers to realise their potential.'

'Vitae is passionate about valuing and developing those who are directly contributing to research and knowledge, said Ellen Pearce, the Director of Vitae. 'By working together and establishing strategic partnerships between funders and national organisations and other stakeholders, we can champion the common needs and interests of all researchers.'



400 attend first Vitae conference

Over 400 participants took part in the first Vitae conference on 8-9 September in London. Speakers included Professor Jean Chambaz, Université Pierre et Marie Curie and chair of the European Universities Association Council of Doctoral Education (EUA-CDE); Professor Sir Richard Brook, Director, Leverhulme Trust; Professor Phillip Esler, Chief Executive Arts and Humanities Research Council; and Richard Reeves, Director, Demos.

From the discussions and interactions during the conference, four overarching themes emerged to inform practice and developments in the coming years:

- sustaining the development of researchers
- building further evidence
- enhancing employability
- empowering researchers.



A full conference report is now available on the Vitae website and provides an overview of the keynote presentations, workshop and conference outcomes as well as next steps. www.vitae.ac.uk/vitaeconference2008. The next Vitae Conference is taking place on 8-9 September 2009 in Warwick.

The Vitae website

Our newly developed website provides plenty of information for you and your researchers and gives you ample opportunity to comment on content – have a quick look over your next cup of coffee...



- postgraduate researchers (PGRs) can go to www.vitae.ac.uk/pgr to find a range of resources and information covering doctoral issues
- research staff have their own section too www.vitae.ac.uk/researchstaff which provides advice on a broad range of topics, encouraging them to develop awareness and skills in areas such as research methods, applying for funding intellectual property and more
- the researcher careers section www.vitae.ac.uk/careers allows both PGRs and research staff to explore the concept of a career and gives information on opportunities outside Higher Education (HE) and research, working overseas and how to market themselves effectively to employers
- developers, trainers and careers professionals go to the Policy and Practice site for digests of recent policy developments, access to relevant publications, information on research

and a growing resources section featuring learning resources, examples of practice from Higher Education Institutions (HEIs) and a database of trainers www.vitae.ac.uk/policy-practice

- you can go to the supervisors and managers section www.vitae.ac.uk/supervisors-managers. This part of the site is still under development, so any suggestions for content would be useful.

Full functionality, including the Database of Practice www.vitae.ac.uk/dop will become available on the Vitae site shortly. Discussion modules and comment facilities will enable you to engage in conversations and communities of practice; sharing ideas, thoughts and resources.

The Database of Practice provides over 500 examples of practice relating to the skills and career development of researches, on a searchable database, added by the sector.

New approaches to postgraduate supervision and supervisor development



At the Vitae conference in September (see page 3) Dr Anne Lee, Academic Development Adviser University of Surrey, presented a workshop based on her research looking at concepts of doctoral research supervision. She has published two papers on this in the *South African Journal of Higher Education*¹, and subsequently in *Studies in Higher Education*². There is also a *Guide to using this approach in managing supervision teams* published by SRHE³.

Below is a brief summary of her research. She says there are often no right or wrong answers, but there are a range of approaches to this area from which we can choose, and that this is only the beginning of a dialogue – she would be very interested in your views. Contact her at a.lee@surrey.ac.uk.

Literature about doctoral supervision has concentrated on describing the ever lengthening lists of functions that must be carried out. This functional approach is necessary but there has been little exploration of a different paradigm, a conceptual approach towards research supervision. Lee's research attempts to fill this gap.

Lee first conducted a literature review on ways of supervising doctoral candidates, then interviewed a number of supervisors in the University of Surrey and at Harvard University (see box for details).

From these interviews, Lee proposes that there are two key influences on supervisors' approach to supervision: firstly their concept of research supervision and secondly their own experience as a doctoral student. Understanding the implications of these conceptions could enable supervisors to develop a wider range of approaches, maximise the advantages and minimise the disadvantages of each category.

Having explored what influences a supervisor's approach to their work with doctoral students, Lee proposes a framework of supervision which can be used both for the development of individual supervisors and to create a language which those involved in co-supervisory roles can

use to negotiate and understand their respective roles. (The framework has been created through examining the literature on supervision through the filter of the interviews with supervisors.)

The main concepts identified are:

■ **functional:** where the issue is one of project management;
'I have a weekly timetabled formal slot for them and follow-up if they do not turn up'

■ **enculturation:** where the postgraduate researcher is encouraged to become a member of the disciplinary community;
'My students all know their academic grandfather'

■ **critical thinking:** where the postgraduate researcher is encouraged to question and analyse their work;
'I use 'magic' words to help them identify the thread in their argument eg: arguably, conversely, unanimously, essentially, early on, inevitably etc'

■ **emancipation:** where the postgraduate researcher is encouraged to question and develop themselves;
'Your job as a supervisor is to get them knowing more than you'

■ **developing a quality relationship:** where the postgraduate researcher is enthused, inspired and cared for;
'(I) need to inspire and encourage them to be brave in what they are thinking.'

Supervisors of doctoral candidates are also trying to reconcile the tensions between their professional role as an academic and their personal self as well as encouraging the postgraduate researchers to move along a path towards increasing independence.

Figures 1-2 look at the framework and the advantages and disadvantages of it whilst Figure 3 summarises the tension between dependence and independence in each of the areas of the framework.

The impact of these approaches on existing postgraduate researchers is worth further research: for example, does an enculturation approach encourage postgraduate researchers to stay within the discipline and seek work within academia?

Additional interviews and discussions with groups of PhD researchers suggested that the five concepts have face validity with them as well as with supervisors. Further research is needed on this and on the proposition that whilst a supervisor might exemplify a range of conceptual approaches, the postgraduate researcher experiences one or two predominant approaches.

Fig 1: A framework for concepts of research supervision

When interviewees were shown the list of approaches at the end of the interviews many of them identified themselves quickly as falling into two of the categories (not necessarily the wider span of categories which they had described earlier in the interviews). Most of the interviewees said that they operated in the functional approach plus one other.

Fig 2: Advantages and disadvantages of each approach within the framework

Fig 3: Elements of dependence and independence within each approach

References

¹ Lee, A. (2007). *Developing Effective Supervisors' Concepts of Research Supervision*. *South African Journal of Higher Education*, 21(4)

² Lee, A. (2008) *How are doctoral students supervised? Concepts of research supervision*. *Studies in Higher Education* 33(4)

³ Lee, A. (2008) *Supervision Teams: Making them Work*. London. Society for Research into Higher Education

Interviews

Detailed interviews with twelve supervisors from the University of Surrey and three supervisors at Harvard University, from a range of disciplines were carried out. (This data was later compared with interviews and focus groups with twenty PhD researchers for further illumination and to check for face validity). The original twelve supervisors ranged from those with over 20 years experience of working with doctoral candidates to those who were still supervising their first postgraduate researchers. There were three female and nine male supervisors. The supervisors from the USA (they are known as 'advisors') were all experienced and male. Between them, the participants had experience of supervising over 150 PhD researchers both full and part-time. The postgraduate researchers were studying a mixture of traditional PhDs and professional doctorates.

Questions asked of supervisors

- *what has been your experience of supervising PhD students? How many, how many different types of doctoral students?*
- *what have your students gone on to do?*
- *how would you define an excellent PhD student or thesis?*
- *what effective ways are there of working with your students? Where do you begin? Where do you go then? How often do you see them? What do you do? What do they do?*
- *what problems have arisen and how have you coped with them?*

- *how were you supervised when you did your PhD?*
- *what do you think of the conceptual models?*

Questions asked of PhD researchers in interviews/focus groups

- *tell me about your PhD research*
- *what do you want from your supervisor?*
- *what do you most value getting from your supervisor?*
- *what has happened when you have felt most energised?*
- *examples of problems and how you have coped?*

Observations on developing supervisors

- *supervisors have learned most from how they were supervised themselves*
- *understanding a range of approaches is important*
- *co-supervision can be helpful if the roles are clearly allocated*
- *there are a range programmes that can be created for developing supervisors, from workshops to accredited courses and policy discussion groups.*

Forthcoming book by Anne Lee:

Helping New Postgraduates: A guide for academics

(Publication 2009 OUP/McGraw Hill
ISBN 978-0-335-23558-2)

Fig 1

	Functional	Enculturation	Critical Thinking	Emancipation	Relationship Development
Supervisors Activity	<ul style="list-style-type: none"> • Rational progression through tasks 	<ul style="list-style-type: none"> • Gate keeping • Master to apprentice 	<ul style="list-style-type: none"> • Evaluation • Challenge 	<ul style="list-style-type: none"> • Mentoring, • Supporting constructivism 	<ul style="list-style-type: none"> • Supervising by experience • Developing a relationship
Supervisor's knowledge & skills	<ul style="list-style-type: none"> • Directing • Project management 	<ul style="list-style-type: none"> • Diagnosis of deficiencies • Coaching 	<ul style="list-style-type: none"> • Argument • Analysis 	<ul style="list-style-type: none"> • Facilitation • Reflection 	<ul style="list-style-type: none"> • Managing conflict • Emotional intelligence
Possible student reaction	<ul style="list-style-type: none"> • Organised • Obedience 	<ul style="list-style-type: none"> • Role modelling • Apprenticeship 	<ul style="list-style-type: none"> • Constant inquiry • Fight or flight 	<ul style="list-style-type: none"> • Personal growth • Reframing 	<ul style="list-style-type: none"> • A good team member • Emotional intelligence

Fig 2

	Functional	Enculturation	Critical Thinking	Emancipation	Relationship Development
Advantages	<ul style="list-style-type: none"> • Clarity • Consistency • Progress can be monitored • Records are available 	<ul style="list-style-type: none"> • Encourages standards • Participation • Identity • Community Formation 	<ul style="list-style-type: none"> • Rational inquiry • Fallacy exposed 	<ul style="list-style-type: none"> • Personal growth • Ability to cope with change 	<ul style="list-style-type: none"> • Lifelong working partnerships • Enhanced self esteem
Disadvantages	<ul style="list-style-type: none"> • Rigidity when confronted with the creation of original knowledge 	<ul style="list-style-type: none"> • Low tolerance of internal difference • Sexist • Ethnicised regulation (Cousin & Deepwell 2005) 	<ul style="list-style-type: none"> • Denial of creativity • Can belittle or depersonalise student 	<ul style="list-style-type: none"> • Toxic mentoring (Darling 1985) where tutor abuses power 	<ul style="list-style-type: none"> • Potential for harassment, abandonment or rejection

Fig 3

	Functional	Enculturation	Critical Thinking	Emancipation	Relationship Development
Dependence	<ul style="list-style-type: none"> • Student needs explanation of stages to be followed and direction through them 	<ul style="list-style-type: none"> • Student needs to be shown what to do 	<ul style="list-style-type: none"> • Student learns the questions to ask, the frameworks to apply 	<ul style="list-style-type: none"> • Student seeks affirmation of self-worth 	<ul style="list-style-type: none"> • Student depends on supervisor's approval
Independence	<ul style="list-style-type: none"> • Student can programme own work, follow own timetables competently 	<ul style="list-style-type: none"> • Student can follow discipline's epistemological demands independently 	<ul style="list-style-type: none"> • Student can critique own work 	<ul style="list-style-type: none"> • Student autonomous. Can decide how to be, where to go, what to do, where to find information 	<ul style="list-style-type: none"> • Student demonstrates appropriate reciprocity and has power to withdraw

overview

for supervisors and principal investigators

Supporting you

Vitae runs a range of events which are designed to support you and your researchers. Take a look at our quick round up.

Preparing for academic practice

This is an interactive one-day workshop for supervisors and those supporting the development of researchers. This workshop explores how to support researchers in:

- managing themselves in an academic career
- promoting themselves and networking to get ahead in academia
- teaching
- supporting others in the research environment.

If you would like to know more about this workshop please contact Jonathan Roberts jonathan.roberts@vitae.ac.uk.

This workshop is part of a series developed by Vitae aimed at a variety of stakeholder groups within the context of staff supporting researchers.

Other workshops in the series are aimed at:

- staff new to developing researchers – anyone new to working in the research/development environment
- staff involved in researcher development – anyone responsible for the design, implementation and delivery of a whole programme of development or individual trainers
- co-ordinators/administrators – anyone responsible for managing, co-ordinating or administrating researcher development activities
- careers advisors – careers advisors working with researchers.

More information will be available in the next edition of overview.

Strategies for busy researchers

Vitae is holding this one-day workshop aimed at principal investigators, supervisors and senior research fellows on December 9 in London.

Led by Hugh Kearns, from Flinders University, Adelaide, Australia, who also wrote the Vitae booklet 'The balanced researcher' (www.vitae.ac.uk) the morning sessions will explore strategies that thousands of researchers have found useful in balancing the many demands on their time.

The focus of the afternoon session will be on encouraging the very best in postgraduate researchers, based on Hugh's 'Creating the Seven Habits of Highly Successful PhD students', and will give practical strategies to deal with a range of issues. A similar workshop, aimed at postgraduate researchers and research staff is being held the day before.

Hub events

The Regional Hubs (see back page) run a number of events throughout the year which may be of interest to you. Check the Events listing on the website, you can apply filters depending on your role. Remember, Hub events are open to everyone across the UK, no matter where you are based.

Supporting postgraduate researchers

Effective Researcher for PGRs

'How to be an effective researcher – for postgraduate researchers' is a two day, non residential programme aimed at those who are three to twelve months into their doctoral studies (see 'overview 4' for a full description of how the programme was conceived and how it has evolved.)

The course focuses on building understanding, skills and confidence in communication, planning, time management, problem solving, leadership and assertiveness.

'How to be an effective researcher' has been developed to ensure that it has the flexibility to be delivered to postgraduate researchers working in similar academic subjects or to researchers from a mixture of disciplines.

The 'kit in a box' comes complete with all materials and guidance for facilitators and is available through your local Hub. We can also put HEIs in touch with a network of experienced external trainers who are able to deliver or support the delivery of the programme internally www.vitae.ac.uk/effectiveresearcher.

GRADschools

Vitae continues to offer a small programme of national GRADschools – four in 2009.

GRADschools are experiential learning courses designed to develop postgraduate researchers' personal effectiveness and to empower them to take ownership of their learning and careers.

We also provide support and resources to institutions to develop and manage local GRADschools, some of which are run in collaboration with other local HEIs. For a full list of GRADschools, please see www.vitae.ac.uk/events. If you are interested in finding out more about running your own GRADschool contact Peri Cihan peri.cihan@vitae.ac.uk.

Careers in Focus

One-day Careers in Focus events offer postgraduate researchers insights into specific career sectors. Through working with employers, doctoral researchers have a chance to explore the skills and competencies that employers are looking for, find out what it is really like to work in a particular sector and how to make a successful application. Areas covered include Careers in Academia and Careers in Investment Banking. There are also plans for a Careers in Pharmaceuticals event www.vitae.ac.uk/cif.

Part-time researchers toolkit

'Isolated', 'Not part of the research community' – feelings often expressed by part-time researchers and feelings which can be a considerable barrier to them completing their doctorates.

In response to comments like these, the Midlands Hub Part-Time Researcher Project developed a series of workshops in collaboration with nine HEIs, geographically spread across the region which any part-time researcher from any participating university could attend. The workshops aimed to give part-timers the time and space to share their experiences and develop their understanding of the academic environment and process of research. The project combined the delivery of this series of workshops with a research project that investigated the needs of part-time researchers. The project will go on to produce a series of recommendations for HEIs and a toolkit for training professionals charged with supporting part-time researchers based on the project's workshops.

The part-time researcher course resources will be available to HEIs shortly. Contact Jonathan Roberts jonathan.roberts@vitae.ac.uk for more information.

Supporting research staff

Effective researcher for research staff

'How to be an effective researcher' is a two day programme designed to meet the general early-stage needs of research staff by addressing research and people management approaches. It has a similar basic framework to the 'Effective researcher for postgraduate researchers' programme (see left.)

The target audience for the staff course is researchers who are in their first year of contract. It is important that they have begun their work, so that they have experience to draw on within the course. However, it is not specifically addressed at end of contract issues.

The course is freely available via your local Hub, including all materials and equipment, (subject only to postage costs.) A team of experienced course leaders and facilitators are available to run the course initially, and can quickly support the development of institutional staff to take over the running of it. This process will be negotiated individually to suit the specific local needs. For more information contact your local Hub.



Broadening Horizons

'Broadening Horizons: shedding light on pathways for researchers', is an intensive two day programme. It explores career pathways for early career researchers, with the aim of enabling them to gain a clearer orientation of where they are within their career and what next steps to take. The programme is a collaborative project between Vitae and CRAC, and has been successfully piloted at the University of Oxford and the University of Warwick.

The programme uses a variety of group-based activities that provide opportunities to work with fellow researchers and facilitators from across a variety of disciplines. During the two day programme participants explore their personal career motivations, challenge their career assumptions, are encouraged to widen their career horizons and consider how to make the next step within their career. For further details about the programme, contact Jonathan Roberts Jonathan.roberts@vitae.ac.uk.

Strategies for busy researchers

A one-day workshop aimed at postgraduate researchers and research staff is being held on December 8 in London. The programme will complement the format of the event for supervisors and PIs being held the following day – see previous page.

See page 19 for details of our Vitae publications.

Research staff issues

The extended remit for Vitae, which now includes research staff, reflects a growing recognition of the need for a national organisation to support the needs of all researchers. The partnership with the former UKHERD – a network of individuals interested in the development of research staff – ensures that the development of Vitae and its activities draws upon a breadth of experience and knowledge that spans the whole researcher experience.

One of the main thrusts of Vitae's work in its first year or so will be supporting HEIs in the implementation of the new Concordat to support the Career Development of Researchers. Dr Tristram Hooley (Vitae) looks at what implications the new Concordat will have for PIs and managers of researchers and we also give you a round up of other research staff projects.

The Concordat to support the career development of researchers – what it means to you

On June 25 2008 a new Concordat was released that promises to improve the attractiveness of research careers and sustain research excellence in the UK.

When the last issue of overview was produced, consultation on the new Concordat was still in progress. By the end of June a final document had been drawn up, an impressive list of signatories and supporters assembled and a launch was held. If you have not had a chance to look at the new Concordat yet, you can find it online at www.researchconcordat.ac.uk.

The document sets out the expectations and responsibilities of researchers, their managers, employers and funders and aims to increase the attractiveness and sustainability of research careers in the UK. It builds on and recognises the work that has already been done in this area. But what does this mean in practice for academics who are in the position of managing a team of research staff?

The Concordat covers all researchers who work in UK higher education, so it will affect you if you have responsibility for line-managing researchers. Implementation is likely to mean that, as a manager, your responsibility for the

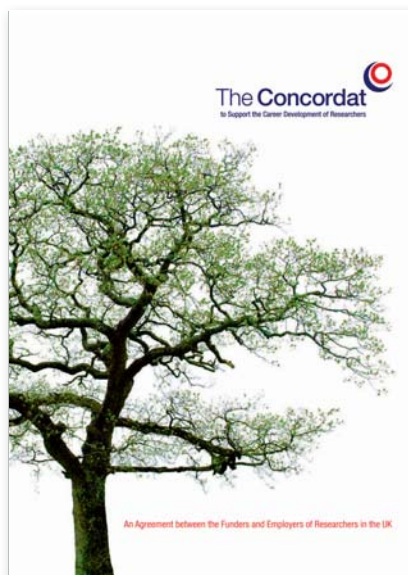
professional and career development of research staff is made more explicit. But how will each of the principles relate to your role?

Principles 1 and 2 relate to the recruitment and management of researchers.

These principles focus on increasing transparency, fairness and consistency. The Concordat also encourages the institution to take an active role in the development of its staff and to work to increase the stability and continuity of researchers' employment irrespective of their employment status.

As a manager of researchers you may wish to:

- update your understanding of institutional recruitment and management processes
- update your skills in aspects of recruitment such as interviewing
- use appraisals as opportunities to develop research staff and encourage them to think about their career
- find out what support (e.g. training or information) is available to you to help you
- ask for information about bridging funds between grants and whether your institution has a redeployment initiative.



The Concordat's key principles

- recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research
- researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research
- researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment
- the importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career
- individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning
- diversity and equality must be promoted in all aspects of the recruitment and career management of researchers
- 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.

Principles 3 and 4 relate to the professional and career development of your staff.

These principles recognise and value the fact that researchers' careers take a variety of paths. Providing researchers with opportunities that enable them to develop their employability may be a way to motivate and encourage them in their current roles. It is also clear that the opportunity to undertake professional development should be supported from the outset of an employment relationship and for all researchers regardless of their contractual status.

As a manager you may wish to:

- review the induction that new members of your group are given
- encourage research staff to engage in professional development
- consider whether you can delegate responsibilities as part of the professional development of research staff.

Principle 5 encourages researchers to take responsibility for their own careers and to be proactive in creating and taking advantage of opportunities.

This principle makes it clear that while institutions have a role to play in encouraging and supporting researchers' development, ultimately the responsibility rests with the researchers themselves.

As a manager you may wish to:

- encourage researchers to establish a professional profile and network related to their career aspirations
- make appropriate sources of information available such as the Vitae website and the services available from careers and staff development professionals at your institution.

Principle 6 encourages the recruitment and retention of researchers from the widest pool of available talent

This principle is about encouraging and supporting diversity of research staff. It encourages you to think more widely about the tools that you have to support, motivate and retain research staff. Researchers may be interested in exploring opportunities such as flexible working, career breaks and accessing increased support for issues such as disability and working in a second language.

This commitment to a diverse and non-discriminatory workforce is supported by UK law and builds on existing good practice in research institutions across the UK. Nonetheless the demanding nature of research work can often have a disproportionately detrimental effect on certain groups. The Concordat suggests ways to address these disincentives and indirect obstacles.

As a manager you may wish to:

- refresh your knowledge of institutional policy and practice relating to diversity
- consider the diversity of your research team and think about any actions you could take to support improve it.

Principle 7 sets out how the Concordat will be evaluated and encourages the development of institutional feedback.

Your views on the impact of the Concordat are likely to be sought in a number of ways. You may be asked to comment on your experiences by your institution and funders. A particularly important evaluation tool will be the Careers in Research Online Survey (CROS) for research staff. (See page 11.)

As a manager you may wish to:

- encourage research staff to contribute to studies such as CROS
- provide feedback on your experience of implementing the Concordat to your institution
- give constructive feedback to staff developers who provide courses for yourself and research staff.

Much of the above may seem to be implicit in good management and many HEIs are already demonstrating good practice in these areas. However, if you feel you need any support in implementing the Concordat, there is plenty available. The Vitae www.vitae.ac.uk and Concordat websites provide a good introduction to the background of the Concordat and explain who is involved, what help you can get and ideas about how to respond. Human resources professionals and staff developers in your institution also have responsibility to support research staff and should be available to advise you.

Vitae will be producing a series of commentaries to aid with the implementation of the Concordat. These should be available from the start of 2009 and will be downloadable from the Vitae website.

Please tell us about what you are doing to support the Concordat in your institution. We may be interested in featuring it in future issues of overview or on our Database of Practice overview@vitae.ac.uk.

Research staff issues

Useful links

Concordat website
www.researchconcordat.ac.uk

Leadership Development for Principal Investigators
www.le.ac.uk/researchleader

Concordat implementation

Professor Sir Ivor Crewe, Master of University College, Oxford and a former President of Universities UK, is to take on the chair of the new high level strategy group being set up to oversee the implementation of the Concordat.

Professor Crewe said: 'I am delighted to take on this new role. Researchers are central to the UK's outstanding research performance, so it is crucial to invest in and support them. The new Concordat, along with the collective commitment of all parties involved, provides us with a strong framework for moving forward.'

'The Concordat builds upon significant progress to date, but a lot of work remains to be done. As part of the implementation process we will need to look closely at benchmarking our current position, so that we can see where progress is being made and identify those areas where further action might be required. We also need to make a more sustained effort to promote the Concordat at grass roots level.'

Diana Warwick, Chief Executive, Universities UK, said: 'Professor Sir Ivor Crewe brings to this role extensive experience of higher education and research, as well as a strong commitment to ensuring a continued focus on the support and development of our research workforce. I have no doubt that we will see substantial progress on this agenda.'



Dr Sara Williams,
Chair of Vitae Research Staff
Development Advisory Group

Vitae Research Staff Development Advisory Group

From September the UKHERD Taskforce has become the new Vitae Research Staff Development Advisory Group. Its role is to inform the strategy and practice of the Vitae programme in relation to support for research staff. The group is chaired by Dr Sara Williams and includes former UKHERD Taskforce members and representatives from RCUK and the Wellcome Trust.

Membership

Dr Sara Williams, Training and Development Manager, Cardiff University (Chair)

Dr Sarah Ashworth, Research Staff Development Officer, Faculty of Life Sciences, University of Manchester

Rosie Beales, Research Careers and Diversity Unit, RCUK

Christian Carter, Personnel Manager (Policy Development), University of Bristol, (Deputy Chair)

Dr Karen Clegg, Director of the Graduate Training Unit, University of York

Dr Rob Daley, Researcher Development Programme Coordinator, Heriot-Watt University

Dr Odette Dewhurst, Senior Research Training and Development Officer, University of Leeds

Dr Tristram Hooley, Senior Manager, Vitae

Dr Candy Hassall, Basic Careers Portfolio Manager, Wellcome Trust

Dr Justin Hutchence, Project Officer, Staff Training and Development, University of Reading

Dr Clare Lambert, Learning & Development Advisor, University of Exeter

Ellen Pearce, Director, Vitae

Paul Monahan, Training Officer, Queen's University Belfast

Dr Stephen Tarling, Staff Development Adviser – Research Staff, UCL

Sheila Thompson, Director, Researcher Development Programme, University of Edinburgh

In addition, former UKHERD Taskforce members are also involved with Regional Hubs, often sitting on their Steering Groups.

UKHERD Members' Survey

In January/February 2008 UKHERD conducted a survey¹ to find out more about their members and their needs, and specifically to identify the kinds of support, advice, and resources that would help members in their roles in the future. The findings provided benchmarking data for Vitae and have been used to inform the planning of Vitae's early activities.

The survey elicited rich data regarding the principal issues facing research staff in the UK Higher Education sector. Some of the main themes that emerged were:

- recognition of the systemic and structural factors that influence the way that research staff are employed and the way that research careers are subsequently structured
- a call for more defined career and continuing professional development structures for research staff within HEIs, and parity of esteem for careers outside academia
- recognition of the importance of empowering, and engaging with, research staff so that they take responsibility for planning their own careers
- a request for greater support in engaging with other groups within the sector, most specifically principal investigators and senior management within institutions, but also the funders of research
- a need to take seriously issues of sustainability –of the research base, of research careers and of the researcher development agenda
- that there is still a clearly defined need for structures to enable those with an interest in the development of research staff to share good practice, build effective policy and influence key decision makers.

The full report is available to download from the Publications section of www.vitae.ac.uk/policyandpractice

References

¹ The survey was conducted by online questionnaire, using the Bristol Online Survey BOS (see below.) There were 65 responses from a possible population of 312 people signed up to the UKHERD JISC discussion list at the time of the survey.

BOS is now used for a range of other surveys – national and local. BOS is used by almost 200 different organisations: approximately 120 universities plus charities, hospitals, public services and companies. If your institution has a licence it is a really useful survey tool www.survey.bris.ac.uk.

Working with SEDA

In recognition of the fact that many staff and educational developers have responsibility for supporting staff in research roles, Vitae has worked with the Staff And Educational Development Association (SEDA) to develop a one day workshop to provide an opportunity to explore ways in which current models of support and development may be enhanced. The workshop will be held on December 4 at SEDA's offices in London.



Meeting the needs of research staff through CROS

Vitae is working with an extended CROS¹ steering group to revise CROS, the research staff survey tool in light of the launch of the new Concordat to support Career Development of Researchers. (See article on page 8)

The purpose of re-designing the survey is to:

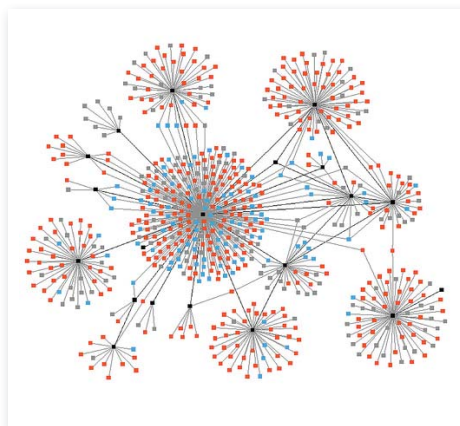
- ensure it will meet future requirements, while maintaining historical comparison where possible
- make the survey more engaging
- make the tone of the questions more active – researchers are also responsible for their own development
- acknowledge the wider activities of researchers
- support the monitoring of the implementation of the Concordat's principles
- continue to provide information to assist staff developers in understanding the development needs of researchers.

The initial draft survey was circulated for comment during September and October, and a small trial took place in November with research staff. The revised survey was sent out for comment during November, with the finalised survey available to the sector in January 2009. Sign up to the CROS-INSTJISC list to be kept informed of progress www.jiscmail.ac.uk.

References

¹ *Careers in Research Online Survey (CROS) had its beginnings when Bristol's Personnel Department commissioned its Institute for Learning and Research Technology (ILRT) to produce an online survey for contract research staff. The Bristol Online Survey (BOS) web based software was created to run this. The survey was run again in 2000 with Leeds participating and in 2001 the Higher Education Funding Councils for England and Scotland and the Office for Science and Technology funded (£175,000 over 2 years) a UK-wide survey that became CROS. CROS has been running on an annual basis since 2001.*

Although Small Worlds is aimed at laboratory researchers, it is not limited to PhD researchers. We welcome technical staff and academics willing to assist with the professional development of new researchers. Likewise, although Small Worlds is centred on the University of Leicester, it is open to all irrespective of their location because most of the problems faced by researchers are common to all. Small Worlds is an open initiative with a local flavour. We are able to offer this service by leveraging the power of free emerging web technologies.



smallworldz.wetpaint.com

Why do we need another site aimed at professional development of research staff? Unlike other initiatives such as Graduate Junction¹¹ Small Worlds is based on open tools loosely joined and is outward-looking. These sites are not mutually exclusive.

So please encourage your research staff or PGRS to join the site <http://smallworldz.wetpaint.com> and create a profile to share their professional online identities on the services (Twitter, Delicious, etc) we are using to build the project. Or why not join yourself!

The Small Worlds Project is funded by the University of Leicester Research Training Innovation Fund.

2020 vision – the changing UK doctorate

This was the name of a joint HEA (Higher Education Academy), Quality Assurance Agency (QAA), UK Council for Graduate Education (UKCGE), Vitae and the British Library event held in November at the British Library. Participants debated the global standing, positioning and reputation of the UK doctorate; the ways in which the doctorate makes an impact, economically, socially and culturally; and the ways in which the UK doctorate, and the doctoral student experience, are evolving in response to changing expectations, opportunities, challenges and requirements. Speakers included Mary-Louise Kearney, Director, the UNESCO Forum on Higher Education, Research and Knowledge.

The outcomes of the event are expected to help inform and shape the policy dialogue about the UK doctorate. For more information go to www.heacademy.ac.uk/ourwork/policy/doctorate.

2008 THE AWARDS

Congratulations go to Imperial College London (pictured right) who triumphed at this year's THE Awards, winning the RCUK/Vitae Outstanding Support for Early Career Researchers for their Finish Up, Move On programme – a two



TSL Education LTD

day course aiming to help PhD researchers complete their PhD and enter the world of work. Congratulations also go to the universities who were shortlisted. They were: Midlands Part-time Researcher Project, Midlands Part-Time Researcher Project; University of Edinburgh, Researcher Development Programme; University of Stirling, Learning Process; University of Strathclyde, Launchpad; University of Sussex, Profolio.

Dr Janet Metcalfe, Chair and Head of Vitae, said: 'Imperial College's innovative 'Finish-Up, Move-On' hits the spot brilliantly by cleverly combining researchers' preoccupation with completing their doctorate with the importance of thinking about 'what next?' and that of leadership and entrepreneurial thinking. This and the other shortlisted entries for the THE Award highlight the range and quality of the work being done in institutions to support the personal, professional and career development of researchers.'

Look out for a report on the winning project in the next edition of 'overview'.

European update

The EU is playing an increasing role in European higher education issues. Key areas where the European Union seeks to develop quality education and encourage cooperation between Member States include:

- research and development and the framework programmes for research
- mobility programmes for postgraduate researchers, researchers and academic staff
- recognition and transparency of qualifications
- quality assurance
- the establishment of a European qualifications framework.

In particular, the Bologna process on creating a European Higher Education Area is an important European initiative which exists outside the decision-making procedure of the European Union and involves 46 countries. In turn, it lays challenges for each countries HE system, for individual institutions and for staff.



Vitae and Europe

Vitae and members of its network have been involved in a number of European projects relating to postgraduate researchers and research staff.

Dr Janet Metcalfe, Chair and Head of Vitae was a member of the European Charter and Code (C&C) UK working group, which mapped existing UK legislation and practice against the C&C. She also sat on the Concordat working group, which developed the new UK Concordat for the Career Development of Researchers. She will represent Vitae on the Concordat Strategy Group, chaired by Professor Sir Ivor Crewe, which will overview the implementation and benchmarking of the Concordat. Janet will also sit on a new group set up by UUK and the Europe Unit to look at the social security and supplementary pension needs of mobile researchers as highlighted in the European Commission Communication, 'Better careers and more mobility: a European partnership for researchers'.

Christian Carter, Personnel Manager (Policy Development) University of Bristol and Deputy Chair of Vitae's Research Staff Development Advisory Group, sits on the EU Researchers' Charter and Code Label Working Group which is looking at the processes for implementation across Europe. The UK's implementation of the Charter and Code will be through the UK Concordat; both Christian and Ellen Pearce from Vitae are part of the European Charter and Code promoters network.

Vitae, and UK GRAD beforehand, has been actively engaged in the development of the third cycle, or doctoral cycle, of the Bologna Process. Janet attended many of the workshops and conferences that developed the definition of the doctoral cycle. The UK GRAD Programme also submitted a formal response to the Council of Ministers on behalf of our network www.vitae.ac.uk/bologna.

Vitae has strong links with the European Universities Association (EUA). Professor Mary Ritter, Pro Rector at Imperial College and chair of the Vitae Advisory Board is Vice Chair of the Steering Committee for the newly formed EUA Council for Doctoral Education (see next page). Professor Ella Ritchie, Pro Vice-Chancellor of Newcastle University and chair of the Rugby Team was the coordinator of the Quality Network in the EUA Doctoral Programmes Project. Dr Janet Metcalfe, Chair and Head of Vitae chaired the European University Association working group reviewing existing practice on the systematic collection of data on doctoral candidates' career paths. This is part of the EC-funded DOC-CAREERS project to examine the relationship between doctoral training in Europe and the employability of doctoral graduates.

For more information on European Policy see www.vitae.ac.uk/europeanpolicy.

European University Association Council for Doctoral Education

The European University Association Council for Doctoral Education (EUA-CDE) was established in 2008 to create a strong voice for European universities on doctoral education both inside Europe and internationally and to contribute to enhancing the visibility of doctoral/graduate/research schools and programmes.

Reflecting on the Council's first conference in EUA-CDE News, Prof Jean Chambaz, Chair of the EUA-CDE, Steering Committee, Vice-President for Research, Université Pierre et Marie, Curie – Paris VI commented:

'When it comes to the European Research Area, doctoral education certainly constitutes a core issue. This was made increasingly clear to EUA during its various projects in recent years to improve the discussions on doctoral reform across Europe. The time is now ripe to move from a mere reflection on doctoral education in general, to actually implementing this new vision. EUA-CDE must be seen in this context, as a platform that offers services to institutions, and helps them improve their doctoral structures and foster their institutional development.'

The conference took stock of developments in doctoral education since the last major EUA conference on the topic in 2006 and agreed on priorities for EUA-CDE activities and topics in the years to come. Almost 300 academic leaders, researchers, policy makers and other stakeholders from 35 countries participated. Presentations can be seen at www.eua.be/events/eua-council-for-doctoral-education.

Workshop for supervisors

The EUA-CDE will be holding a workshop on the topic 'Enhancing of Supervision: Professional Development and Assessment of Supervisors' on the 8 – 9 January 2009 at Imperial College.

The workshop aims to introduce practical examples of models of professional development of supervisors. Issues such as professional development, supervision assessment and supervision and disciplinary differences will each be addressed by two speakers from different countries. The workshop is only open to CDE members www.eua.be/events/eua-cde-workshop/home.

EURAXESS

The European Researchers Mobility Portal has a new name and web address. EURAXESS is the new overarching name for four initiatives for researchers, including Jobs, Services, Rights and Links http://ec.europa.eu/euraxess/index_en.cfm?l1=0&l2=0&l3=0.

The British Council hosts the excellent UK portal <http://www.britishcouncil.org/eumobility/>.

Open access goes online

Fast and reliable access to research results, especially via the web, can drive innovation, advance scientific discovery and support the development of a strong knowledge-based economy. The European Commission wants to ensure that the results of the research it funds under the EU's 7th Research Framework Programme (FP7) with more than €50 billion from 2007 – 2013, are disseminated as widely and effectively as possible to guarantee maximum exploitation and impact in the world of researchers and beyond. The Commission has launched a pilot project that will give unrestricted online access to EU-funded research results, primarily research articles published in peer reviewed journals, after an embargo period of between 6 and 12 months. The pilot will cover around 20% of the FP7 programme budget in areas such as health, energy, environment, social sciences and information and communication technologies.

In the UK, open access policy is supported by the Research Councils UK (RCUK), which in 2006 published a position statement endorsing open access to research outputs, while at the same time reaffirming its support for academic authors to choose where to publish their research. The policy is due for review by the RCUK in 2008.

Rugby Team update

How Does it Work?

The Rugby Team's terms of reference for 2008-2012 (endorsed at the Policy Forum 2008) are to:

- raise the awareness of the importance of evaluating the effectiveness of skills development and the activities of the Rugby Team
- inform national and agency policies and practices relating to the evaluation of skills development of researchers
- provide sector input into shaping a programme to build an evidence base on the effectiveness of developing researchers' skills
- act as a sector 'sounding board' with respect to Vitae's engagement in helping to build the evidence base.

It operates through a core team, together with a virtual correspondence group (VCG) and discussion forum, both of which are open to all interested parties. The Rugby Team reports back on progress and outputs to the Vitae Roberts Policy Forum which will next be held on January 8-9 in Manchester.

Rugby Team projects

The Rugby Team and others are working on a range of projects, some of which are highlighted below. For more information on these and previous Rugby Team activities and publications go to www.vitae.ac.uk/rugbyteam.

Understanding researchers' careers and the Rugby Team careers profiles project

A wide range of stakeholders have confirmed that better information to inform researcher career choices is timely and much needed. Collecting career profiles of individual researchers has the potential to improve understanding of the career paths followed by researchers and also to demonstrate the impact they have on culture, society and the economy in the UK. An initial workshop for key stakeholders run by the Rugby Team suggests there is a lot of support for collecting career profiles in a more systematic way.

This project aims to create a skeleton template to provide greater commonality in the collection of career profiles, such that a national picture can be better explored through larger libraries of career profiles. A sub-group of the Rugby Team is working with other national agencies to agree a way forward, which may constitute agreeing broad areas of interest for profiling careers and a set of core reference headings. The group will also consider the strategic long term opportunities for the project and tracking researcher careers in general, particularly how this will contribute to gathering evidence for the *Impact Framework*.

Membership of the Rugby Team 2008

Prof Ella Ritchie,

Newcastle University (Chair)

Dr Tony Bromley, University of Leeds;

Vitae Y&NE Hub

Dr Iain Cameron/Kate Reading,

RCUK

Dr Colin Chandler, Northumbria

University

Gill Clarke, University of Bristol; QAA

Duncan Connors, Secretary, National

Postgraduate Committee

Dr Rob Daley, Heriot-Watt University;

Vitae Research Staff Development
Advisory Group

Prof Pam Denicolo, Reading University;

SRHE; UKCGE

Clare Jones,

University of Nottingham; AGCAS

Dan Summers, Universities UK

Dr Janet Metcalfe/Ellen Pearce, Vitae

Prof Bernie Morley, Imperial College

Dr Donna Murray, University of

Edinburgh

Prof Chris Park, Lancaster University;

HE Academy Senior Associate

Dr Ashley Pringle, University of

Southampton; National Research Staff
Association (NRSA)

Suzanne Wilson, HEFCE

Dr Chris Wood, University of Exeter

The
Rugby
Team

evaluating the impacts of
developing researcher skills

Impact Framework

By the end of 2008, the Research Councils will start building the evidence base for the next government Spending Review (for 2011-13) and examples of HEIs/the sector engaging in self-evaluation will provide very persuasive evidence of the effectiveness of the Roberts' funding in embedding skills development.

Having developed and published the Impact Framework, the Rugby team feels there is a role for a sector-wide working group in taking forward the Framework and building upon the excellent work of the sector to date.

Activities for the Ruby Team in this area will be:

- providing a review of the application of the Impact Framework in a sample of institutions to be available at the January 2009 Roberts Policy Forum
- developing a greater understanding of ongoing evaluation across the sector: the sector is encouraged to make further contributions of examples of practice to the evaluation section of the Vitae Database of Practice
- a review of sector evaluation practice primarily based on the evaluation section of the Vitae Database of Practice will be carried out during 2010 with a report published at the September 2010 Vitae conference
- nurturing and supporting research into effective evaluation of the impact of researcher training and development activity.

Dr Tony Bromley, Senior Training and Development Officer, University of Leeds, one of the co-authors of the impact framework has set up a JISCmail list for sharing ideas, views and information on evaluation. To join the list, sign up to the EVALUATING-IMPACT list www.jiscmail.ac.ukk.

What is the Impact Framework?

The 'Rugby Team Impact Framework' is an evaluation model specifically tailored to the context of training and development of researchers in higher education. It explores the potential benefits of investment in training and development activity for the many different stakeholder groups. It proposes a model for evaluation and highlights example techniques. It is intended that the Impact Framework will foster, support and potentially guide existing and new ways of effectively evaluating researcher training and development.

www.vitae.ac.uk/rugbyteam.

Framework of researcher competencies

A significant recommendation of the Policy Forum in 2008 was that the sector should develop an overarching competencies framework/model of professional learning for researchers, which builds on or relates to the Joint Skills Statement. A joint Vitae and Rugby Team group is developing a project plan to move this forward. It is hoped that the scope for the framework will be presented to the Roberts' Policy Forum in January 2009, with the framework being delivered in late 2009/early 2010

Skills Training and Research Supervision Survey (STaRSS)

'STaRSS' is a survey of supervisors' views of the skills agenda developed and trialled by the Rugby Team in 2007. (See 'overview' 4.) Feedback from the initial trial and two subsequent workshops were used to refine the survey.

Although 'STaRSS' was clearly of value to those interested in evaluating skills development and the engagement of supervisors, the Rugby Team felt that 'STaRSS' is more likely to be used by an institution on a one-off basis as part of an internal/strategic review of skills development programmes and less likely to be used annually/regularly as with other surveys such as the 'Postgraduate Research Experience Survey' (PRES) and 'CROS' (the research staff survey tool – see page 11.)

As a result the Rugby Team has created a generic version of 'STaRSS' and set it up as a shared template on BOS (see page 11) available for free use by individual HEIs holding a BOS licence.

If you use BOS, you will find a new template called 'TEMPLATE – STaRSS' in your Shared Surveys area.

The British Library – a key resource for science and social science postgraduates

LIBRARY
HSILIRB

We all know what a fantastic resource the British Library (BL) is: the collection has been building for over 250 years and it receives a copy of everything published in Britain and Ireland. The BL also buys important publications from across the world, and the collection covers most known languages. The breadth and depth of the collection makes it especially valuable for those engaged in multi-disciplinary research. Ian Snowley, Head of Higher Education reports on some new developments.

With the changes taking place in both information provision and the way that scientists work, the British Library is committed to gaining a better understanding of scientific research and researchers to meet their needs. Over the past year, a Science, Technology and Medicine team has been assembled with a range of expertise in science, information provision or both, to take forward our strategy. We are responsible for new services such as UK PubMed Central www.ukpmc.ac.uk (a free archive of life sciences journals) and in partnership with Microsoft, we are developing an innovative product for researchers to manage all aspects of a research project. Interacting more closely with researchers is

important to the team and we are holding a series of events – TalkScience@BL – a great forum for postgraduate researchers to attend. For more information see: www.bl.uk/science.

The Library has also been increasing its focus on social science. The foundations of a new team were laid in 2006 with the establishment of Social Science Collections and Research. The team covers a wide range of disciplines and themes and are working to support the wide social science research community – whether based in universities, government, the third sector or commercial research organisations. Current activity is concentrating on opening up access to our wealth of content

and facilities, and looking for opportunities to exploit aspects of the Library's collections through collaborative research-led activities. As well as playing a lead role in the management and provision of information social scientists use, we also intend to support knowledge exchange, contribute to the development of the next generation of researchers and promote public understanding of the value of social science research.

You can find out all about our services, including remote access and how to use our reading rooms, on the BL website at www.bl.uk.

Did you know...?

- the BL is only one of six libraries in the UK entitled to receive a copy of everything published in Britain and Ireland. The other five are: the Bodleian at Oxford University, Cambridge University Library, Trinity College Library in Dublin, and the National Libraries of Scotland and Wales
- the Library holds over 13 million books, 920,000 journal and newspaper titles, 58 million patents, and 3 million sound recordings
- EThOS, a new service providing access to UK theses was launched on 5 November. The new service will provide much more efficient access to UK theses than the British Library

has ever been able to offer before. EThOS makes UK theses (e and paper based) available via a 'one-stop-shop' by harvesting e-theses from Institutional Repositories and digitising paper theses on-demand from researchers. Any e-thesis held by the system is available for immediate download anywhere in the world direct to the researchers desktop. www.ethos.ac.uk

- postgraduate training days are running throughout the Autumn. In February 2009 there will be a training day on Entrepreneurship. The days are free to postgraduate researchers. For more information, contact highereducation@bl.uk.

New Vitae publications



- **Enterprise at work: Exploring intrapreneurship in researcher development**
A collaborative project with UK higher education institutions (Vitae/CRAC)
- **GRADBritain** – online magazine by and for postgraduate researchers
- **Impact Framework** (Rugby Team) (see page 17)
- **Members' Survey** (UKHERD) (see page 11)
- **PGR Tips** – monthly email service for postgraduate researchers
- **Planning a doctorate** – schedule for success
- **The balanced researcher** – Strategies for busy researchers

Diary of events

Events which may be of particular interest to you – further details can be found on www.vitae.ac.uk/events.

Wednesday 03 December, Reading University
UKCGE: The Changing Role of the Supervisor

Thursday 04 December, London
SEDA/VITAE: Supporting and Developing Research Staff

Friday 05 December, Manchester
Vitae NW Hub: Developing Researchers for their Futures: A Good Practice Workshop

Tuesday 09 December, London
Vitae: Strategies for Busy Researchers

Wednesday 10 December, University of Durham
Vitae YNE Hub: Annual Conference

Friday 12 December, Cardiff University
Vitae SWW Hub: Taster Day for Effective Researcher for Research Staff

Tuesday 16 December, University of Bath
Vitae SWW Hub: Focus On... Enterprise

Tuesday 16 December, Canterbury Christ Church University
Vitae SE Hub: Managing research degrees at the departmental/school/faculty/university level

Wednesday 07 January 2009 – Thursday 08 January 2009, Macdonald Manchester Hotel
Vitae: Policy Forum

Tuesday 13 January, Wales Millennium Centre
Vitae SWW Hub & Higher Education Funding Council for Wales (HEFCW): Seminar on the Concordat to Support the Career Development of Researchers

Wednesday 25 February, Bristol Zoo
Vitae SWW Hub: Annual Good Practice Conference

Tuesday 24 March, University of Sheffield
Vitae YNE Hub: Sharing Induction Practice: A Trainer and Developers Forum

Copies can be downloaded from the Vitae website at www.vitae.ac.uk/publications or hard copies can be ordered by emailing orders@vitae.ac.uk

Keep in touch

Vitae has a network of 8 Regional Hubs. Each Hub has a Hub Co-ordinator and a Hub Manager and is hosted by a university in the Region. If you would like to be on the mailing list of your local Hub, to receive Regional newsletters, email alerts and details of local events, contact:



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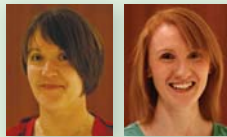
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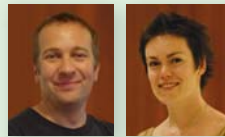
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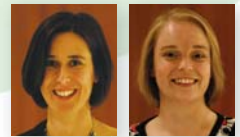
Scotland and NI Hub



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North West Hub



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South West and Wales Hub



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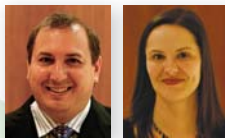
Yorkshire and North East Hub



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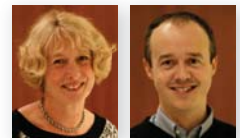
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The Advisory Board provides input to the Editor of 'overview' about the content and style of the publication. The group communicates virtually so membership does not require attendance at meetings. If you are interested in joining the Advisory Board, please contact overview@vitae.ac.uk

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