

Half plenary sessions, workshop titles and presenters

Optional workshop session O – Tuesday 8 September 2015 (09:30)

Workshop O1 – Expand your researcher development provision through Vitae membership

Dr Katie Wheat, Training and Resources Development Manager, Vitae

Dr Jane Sugars, Project Manager, Vitae

Alison Mitchell, Director of Development, Vitae

This pre-conference workshop and networking opportunity is for those who wish to have an overview of global researcher development and the landscape of researcher development in the UK, as context for the conference and the work of Vitae. International participants and those new to researcher development in UK HE, are especially invited to meet members of the Vitae team and network with other participants attending the conference.

The session will also provide guidance on how to make the most of the wealth of information hosted on the Vitae website, including a tour of recently published members-only content. We will look at the range of training and development resources available to staff supporting researchers and discuss how they might be used and adapted to complement the existing researcher development provision within their institution.

Topics covered

- Understanding the global researcher development and UK landscape
- An introduction to Vitae membership for organisations; for prospective and current members
- An overview of the Vitae library of training and development resources for researcher developers
- Getting the most from your membership through the Vitae website

Themes covered

- Building institutional capacity for researchers' professional development to maintain research excellence
- Sustainable practice to support researcher skills, professional and career development
- New approaches to enabling researchers to reach their potential and make powerful career choices

Outcomes

- Understand the global and UK context for the professional and career development of researchers
- Explore the broad range of Vitae resources and how they might be used to complement existing institutional provision

Format

The session is a mixture of presentation and group discussion. Participants are encouraged to bring along any questions that they have to the session. Refreshments will be provided.

Workshop session A – Tuesday 8 September 2015 (15.20)

Workshop A1 – Empowering career transitions - approach, tools and challenges

Dr Lynn Clark, Researcher Developer, Manager, Liverpool John Moores University

John Trantom, Staff Development Advisor, Liverpool John Moores University

Workshop overview:

Postgraduate researchers and early career researchers often struggle to recognise and explore the diversity of career options that are fundamentally open to them. They may lack confidence, insights, and effective tools that can help them connect their existing reality to future career options.

This workshop will examine the approach, tools and challenges faced at Liverpool John Moores University when supporting researchers to develop a compelling vision and a map of how, what they do, or could do, contributes to their future; to be clearer about where they are heading; and use constructive tools and insights to help them move in the "right" direction - for themselves. There will be an opportunity for delegates to discuss how their institutions are addressing this challenge.

Tools utilised on the Programme 'Your Career Your Choice' included:

- Career Model Canvas
- GPS for your career
- Know your Purpose (in 5 questions)
- Wheel of Life
- Pain Points and 'Experiments'
- 30 day diary ('loved it, loathe it')

Within the Coaching element tools included:

- Various coaching models such as GROW, REGROW, OSCAR
- AUA Professional Behaviours wheel
- Clean language
- Johari Window

This session will cover:

- the challenges faced and approaches taken to engaging researchers with a 3 month long programme of workshops, tools and career coaching
- the career canvas - a tool to support researchers to develop a compelling vision and a map of how, what they do, or could do, contributes to their future, be clearer about where they are heading and first steps to developing future research leaders
- the outcomes and future developments
- decision-making and planning processes used in a cross-service team project
- a coaching element and how this supported the overall purpose of the programme

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Participants will:

- have a greater awareness of a new approach, tools and challenges faced when empowering career transitions of PGRs and ECRs
- explore alternative approaches to supporting researchers in their transition to a future career option

Format:

Information, interaction and discussion. Participants should also be prepared to include examples from their own experience during discussion.

Workshop A2 – CROS and PIRLS 2015 – UK trends and local value

Dr Robin Mellors-Bourne, Acting Chief Executive Officer, CRAC/Vitae

Dr Rui Pires Martins, Researcher Development Advisor, Queen Mary University of London

Background:

CROS (Careers in Research Online Survey) is well established as the national survey which gathers UK HE research staff perspectives on and experiences of employment and careers, and participation in personal/career development. PIRLS (Principal Investigators and Research Leaders Survey) works in parallel to record views and experiences of research leaders, in relation to research leadership and the management of research staff and groups.

The surveys were run in 2015 in a record number of institutions. This provides an updated evidence base for monitoring progress in implementing the Concordat to Support the Career Development of Researchers, at a national level and within institutions. Increasingly, institutions are using their CROS results, especially as evidence in submissions in relation to the European Commission's HR Excellence in Research Award.

This session will cover:

- main results from aggregate analysis of 2015 CROS and PIRLS surveys/reports
- potential issues and focus for institutional analysis of CROS and PIRLS data
- how CROS and PIRLS provide evidence of progress in Concordat implementation outcomes and future developments
- using CROS to provide evidence for reporting within the HR Excellence in Research Award process

Participants will:

- have a greater awareness of the national trends for CROS and PIRLS
- share and gain insights into how researcher developers and institutions are using CROS and PIRLS results to evidence local needs and/or institutional progress in supporting researchers.

Format:

Information, interaction and discussion. Participants should also be prepared to share examples of how they have used CROS and PIRLS results during discussion.

Workshop A3 – Researcher development - I'm an academic why would I participate?

Prof Laura Poole-Warren, Pro Vice-Chancellor (Research Training) and Dean of Graduate Research, UNSW Australia

Cecilia Stenstrom, Director, Researcher Development, UNSW Australia

Workshop overview:

UNSW Australia aims to provide career relevant and effective researcher development. Prior to 2013, a program based approach was used. Analysis of participant feedback on the program suggested that effectiveness was influenced by factors such as participants' age, level of prior experience, their work environment and the educational design of the program. It was clear that different modules within the program had different value to a participant depending on the above factors. Since 2013, an integrated career development framework has been progressively introduced. The framework offers contextualised, curated modules and events that individuals pick and choose based on their current need. This researcher driven approach allows selection of modules and events that address development in the areas of scholarly research, teaching and service; the three areas required for academic career progression. Researcher participation has increased by 400% since the introduction of the framework and the implementation of the researcher driven approach. Expansion of the reach of modules is being addressed through blended learning approaches based on online modules combined with face to face workshops.

Workshop topics covered:

- An introduction to the UNSW Australia Academic Career Development Framework and related policy
- UNSW Australia context
- Aligning with academic promotion areas of performance
- Researcher driven development
- Principles underpinning the design and delivery of training and development solutions that promote timely engagement by researchers, irrespective of their career stage
- Model improvements and sustainability challenges

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices

Workshop outcomes:

Gain insight to the:

- Challenges of building an integrated yet researcher driven development model
- Effective and sustainable design of researcher centric development strategies and tactics
- Alternative approaches to supporting researcher development

Format:

Information and discussion

Workshop A4 – Critical reflection and accreditation in research degree supervision

Dr Angela Tinwell, Senior Lecturer, University of Bolton

Workshop overview:

This workshop will provide an introduction to the new Research Degree Supervision module that is available for staff at the University of Bolton. The purpose of this module is to prepare candidates to undertake the role of a research degree supervisor. Candidates will critically reflect on the skills, attributes and characteristics of research degree supervisors and the role of the supervisor in the lifecycle of a research degree student. This workshop will provide the opportunity for you to pose questions about the new module, discuss the benefits and challenges of implementing this CPD module and to consider how a similar module may be pioneered at your institution.

As well as improving career development for academic staff at HE institutions, this Research Degree Supervision module has a beneficial impact on the career development of researchers and early careers researchers. This module provides an opportunity for early career researchers and research degree students to obtain experience in research degree supervision. Hence, this module will aid career development for those who are currently doing a PhD and early career researchers who have just completed their PhD who wish to gain vital experience and skills in PhD supervision to help achieve an academic job such as a post-doc research position and/or lecturer at a HE institution. In this way, this module serves to enhance the career development for researchers by ensuring that they are equipped and experienced in the skills required for PhD supervision to assist their careers in teaching and research. The Research Degree Supervision module provides an effective method to transform professional development for researchers and embeds professional development in the research environment at HE institutions. This module is also applicable for experienced PIs and PhD supervisors to ensure that they keep up to date with best practice in supervising research degree students.

This session will provide:

- An introduction to the Research Degree Supervision module.
- Critical reflection on the skills required as a supervisor for a research degree student.
- Challenges faced in managing research degree supervisors.
- A case study and example of how to transform and improve professional development for research degree supervisors.
- Provide a case study for how to empower researchers and early career researchers to improve their skills and experience in research degree supervision to help achieve jobs in teaching and research.
- Pose a solution for researcher developers to enable supervisors to be effective in developing the careers of the researcher.
- How to design, implement and deliver a module in Research Degree Supervision at a HE institution.

Participants will:

- Understand the purpose, benefits and challenges of the Research Degree Supervision module.
- Consider best practice in research degree supervision at your own institution.

- Consider how academic staff, researchers and early career researchers can obtain and improve vital skills and experience in PhD supervision to aid their career development.
- Reflect on and evaluate your own personal effectiveness in research degree supervision and develop action plans for further enhancement, sharing your insight with others.

Format:

Information, critical reflection and group discussion. Participants should be prepared to share their experience and training in research degree supervision.

Workshop A5 – Who shares wins: a new model in doctoral training

Dr Rebekah Smith McGloin, Research Capability Development Manager, Coventry University

Workshop overview:

The cohort-based model of doctoral education is already well established in many UK universities. Changes in Research Council funding models have led to significant numbers of funded home postgraduates in many research-intensive universities finding themselves part of a doctoral training programme. The advantages of peer support, tailored training and enhanced industry engagement are currently widely discussed. The challenges are also the cause of debate and focus on the emerging paradigm of two-tier training, often within a single institution. Concentration of postgraduate funding into doctoral training programmes into a smaller number of institutions has also created greater disparity at sector level. University Alliance HEIs have recently developed the cohort model further to fit more geographically disparate, smaller communities of doctoral students who are carrying out a different kind of research. The first national Doctoral Training Alliance (DTA) launches across 12 universities this October. Several others are planned.

This workshop looks at the opportunities in this innovative approach and what it might mean for other communities of postgraduate researchers, policy-makers and research developers across the sector.

Workshop topics covered:

- Overview of structural changes in doctoral education across the sector
- What are the policy drivers?
- What makes research at University Alliance institutions distinct?
- Characteristics of the Doctoral Training Alliance model
- Methodology for development and set-up
- Challenges to developing the model in non-research-intensive universities
- Aspirations for the future
- Other possible developments of the model to support innovations in the sector: professional doctorates, co-tutelles, international research capability development

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- New and interesting ways of supporting mobility - international, intersectoral, interdisciplinary and virtual mobility

Workshop outcomes:

Participants will have gained:

- An understanding of sector-wide structural changes (Graduate Schools, Doctoral Colleges, Doctoral Training Programmes)
- An overview of further developments in the doctoral training model
- An insight into the first Doctoral Training Alliance programme
- An opportunity to consider and discuss how the model might continue to evolve.

Format:

Presentation and discussion

Workshop A6 – Up or out dilemma in the Tenure Track programme

Liesbeth Volbeda, Career advisor for (young) researchers, University of Groningen, The Netherlands

C.S.F. (Frank) Nienhuis, Policy advisor Strategic Human Resource Management, University of Groningen, The Netherlands

Dr Alison Leggett, Head of Academic Staff Development, University of Bristol

Workshop overview:

In 2003, the board of the University of Groningen (Netherlands) initiated the Tenure Track as a career development path for researchers to gain a tenured position as a full professor (in 5 to 7 years). This is in order to compensate for the outflow of experienced academics foreseen over the coming years, and in the context of strategic policy oriented towards quality, the University of Groningen is focusing on attracting talented academics who are to progress to key positions in teaching and research at the university. At present there are more than 300 tenure trackers at the University of Groningen.

As mentioned at the Vitae Conference of 3 September 2014 within the Tenure Track System, academics have the right to be promoted after reaching certain teaching, publishing, management and income targets and end up with a full professorship if they successfully complete the programme.

The workshop will give a brief overview of the program and its embedding in faculties, discussing the need for cooperation with faculty boards and faculty research development staff. Subsequently the focus will be on three aspects the program offers support with:

- The up or out dilemma after 5 years, tenure or not?
- Tenure track programme: the balance between a talent development and performance management approach;
- The pros and cons of the tenure track programme.

There will be an opportunity for other institutions to discuss and exchange views on how they support their talented research staff with a Tenure Track programme.

Workshop topics covered:

- The up or out dilemma after 5 years, tenure or not?
- Tenure Track programme: the balance between a talent development and performance management approach;
- The pros and cons of the Tenure Track programme.

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Themes covered:

- Developing a pipeline of research talent, including widening participation issues and the strategies to attract the best candidates into research degrees

Workshop outcomes:

- have a greater awareness of the organisational challenges associated with starting a science wide program to support talented researchers;
- Success and failures of the Tenure Track programme related to talent development;
- The implications of the up

Format:

Information, interaction and discussion.

Workshop A7 – From the ground up - a research-based approach to designing development activities in Knowledge Exchange

Dr Emma Compton-Daw, Academic Developer (Research), University of Strathclyde
Fiona Conway, Academic Developer (Knowledge Exchange), University of Strathclyde
Dr Katie Wheat, Training and Resources Development Manager, Vitae

Workshop overview:

The University of Strathclyde, as a leading international technological university, places a strong emphasis on Knowledge Exchange alongside the traditional academic roles of Research and Teaching. It is the first University in the UK to implement a Knowledge Exchange career pathway and all academic staff are expected to undertake Knowledge Exchange activities as part of their role. In order to support staff to excel in this area, the Organisational and Staff Development Unit (OSDU) has implemented a unique Knowledge Exchange development programme incorporating both accredited, taught provision to Masters level and a bespoke CPD programme.

A research-based approach was used to design this programme following extensive stakeholder consultation. Researchers in Knowledge Exchange roles, staff supporting Knowledge Exchange activities and external Knowledge Exchange partners, were consulted through programme of focus groups and one-to-one interviews. During this workshop we will discuss the emerging themes and how these have shaped the programme. There will also be the opportunity for participants to discuss the role of Knowledge Exchange at their own institutions and share best practice around this provision.

Workshop topics covered:

- What do you understand Knowledge Exchange to be and how does this vary across different Institutions and disciplines?
- What support do researchers, and their knowledge exchange partners, need in order to undertake successful Knowledge Exchange activities?
- What are the skills and development opportunities necessary to facilitate development of knowledge exchange professionals within the academic environment?
- What support is offered for Knowledge Exchange development across different institutions?

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Leadership development for researchers
- New and interesting ways of supporting mobility - international, intersectoral, interdisciplinary and virtual mobility
- Researchers' development across boundaries: learning from international collaborations, exploring inter-cultural competences and business/industry collaborations in developing researchers

Workshop outcomes:

During the workshop participants will:

- Understand the research and scholarship methodology employed for programme design
- Examine the importance of research in programme development
- Discuss the role of Knowledge Exchange at their own institutions
- Understand the needs of researchers involved in Knowledge Exchange activities
- Share best practice around Knowledge Exchange Development provision
- Discuss the need for the promotion of professional standing within this domain.

Format:

Information, interaction and discussion

Workshop A8 – Equality of opportunity? Challenges in the DTC/P landscape

Dr Nigel Eady, Head of Researcher Training and Development, King's College London

Dr Caitlin Patrick, Social Science Research Methods Co-ordinator, King's College London

Dr Jane Wellens, Head of the Graduate School, University of Nottingham

Background:

Most funding agencies, in particular the UK Research Councils, have moved towards funding most, if not all, of their PhD studentships through Doctoral Training Centres or Partnerships. These provide high quality training environments, with the additional benefits of building strong cohorts of researchers. However, in many institutions, these students co-exist alongside self-funded and internationally-funded students, who may not be able to access the same development opportunities and may feel more isolated than their DTC/P counterparts. This can create a dual or even multi-tiered training landscape. This workshop will outline how two universities, King's College London and the University of Nottingham, have tried to create equality of opportunity. In particular, the King's Interdisciplinary Social Science DTC (KISS DTC) – an attempt to bring social science PhD students from all faculties together, irrespective of funder - will be described. There will be ample opportunity for attendees to outline and discuss similar challenges in the training landscape.

This session will cover:

- the intra-institutional KISS doctoral training model at King's College London
- initial evaluation of the KISS model
- approaches to bring together DTC/Ps at the University of Nottingham
- the challenges of aligning multiple priorities to produce a uniformly high quality student experience for all PhD students

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- views from other institutions

Participants will:

- understand the variety of models and approaches being taken to create effective cohorts of students
- examine the pros and cons of various cohort models
- discuss how to deliver best practice in large/diffuse institutions
- take away at least one idea to implement

Format:

Short presentations and small group discussion.

Participants are encouraged to share successes and challenges in addressing similar issues.

Workshop A9 – 10 years on - reflections and strategies for supporting researchers

Dr Karen Clegg, Director, Researcher Development, University of York

Workshop overview:

Across the UK sector, universities have been identifying, implementing and evaluating interventions to try and improve the career and professional development of researchers. The external drivers and funding to support researcher development have changed significantly but across the sector there is continued commitment to providing researchers with the very possible environment in which to work, develop their skills and talent and contribute to society.

Drawing on a decade of experience at the University of York and the national data available this workshop invites participants to critically reflect on the areas in which real change and tangible differences have been made at their own institutions and to identify the key factors that led to success. In doing so we will collectively draw up a list of the interventions that have made a difference to researchers and consider the extent to which these align with our own institutional strategies and with external drivers (RCUK statement, Concordat, HR Excellence in Research) and identify what this signals about the future of researcher development.

Workshop topics covered:

- Strategic interventions for researcher development
- Evaluation of interventions
- Identification of factors that lead to success
- Alignment of RD strategies with institutional priorities and external drivers
- Recommendations for those providing, resourcing and wishing to influence researcher development in the UK and beyond

Themes covered:

- Researcher development and researcher careers evaluation and impact studies to further our understanding and knowledge of the researcher landscape

Workshop outcomes:

- Recommendations for those providing, resourcing and wishing to influence researcher development in the UK and beyond

- Greater awareness of the factors that lead to successful RD interventions

Format:

Interactive workshop

Workshop A10 – HR Excellence in Research Award: What does the future hold?

Dr Irmela Brach, Policy Officer, ERA Policy and Reform Unit, DG Research and Innovation, European Commission

Dr Iain Cameron, Head of Research Careers, Research Councils UK

Jen Reynolds, Vitae and CRAC Partnerships Manager, Vitae

Workshop overview:

The Human Resources Strategy for Researchers (also known as HRS4R) is the mechanism through which the European Commission (EC) seeks to ensure that concrete steps are put in place by institutions to enhance working conditions for researchers across Europe as set out in the European Charter and Code. 245 institutions now hold the Award across Europe, 94 of which are UK institutions.

The European Commission has set up an Expert Group to explore how the HR Excellence in Research Award can be strengthened and be a more powerful instrument in implementing the HR Strategy for Researchers (HRS4R). This workshop will explore how participants are using the Award within their institutions, and potential strategies and approaches for the future direction of the Award. It will explore questions such as: should the current process for submissions change and if so how? Should there be an additional award to account for interesting/exceptional achievements within the process? Should a stronger 'quality' element be introduced?

This session will cover:

- Discussion to share experiences on the current process
- Discussion to explore what should happen next

Participants will:

- Explore the benefits and challenges of the current process
- Have the opportunity to feed their views into the future development of the HR Excellence Award

Format:

Presentation of information, interaction and discussion.

Workshop A11 – Developing the next generation of research leaders

Alison Mitchell, Director of Development, Vitae

Dr Fiona Denney, Director, Brunel Educational Excellence Centre, Brunel University

Dr Katie Wheat, Training and Resources Development Manager Vitae

Overview

This workshop is based on a research project supported by funding from the Leadership Foundation for Higher Education (LFHE) under the Innovation and Transformation scheme, exploring what academic and research leaders wish they had known about managing and

developing talent when they started. The research was conducted using semi-structured interviews with research and academic leaders, who were asked to reflect on their career and development journeys and what would have been useful for becoming effective leaders of the next generation. During this workshop, participants will discuss the results of the project, which will be used to produce guidance to assist academic and research leaders to develop talent more effectively, to enhance the effective development of the next generation of researchers, and to provide HEIs with guidance on how to enhance academic talent management.

Topics covered

- An overview of outcomes from a collaborative research project funded by LFHE
- Exploring the themes in research leadership and transition to leadership, as experienced by current research leaders
- Supporting leadership development in the next generation of research leaders; for researcher developers, supervisors and principal investigators, and institutions
- Potential outputs and resources to be developed from the project
- Other related developments across the sector

Themes covered

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Working with PIs and supervisors to transform professional development for researchers and embed professional development in the research environment
- Leadership development for researchers

Outcomes

- Explore the possibilities in developing the next generation of research leaders
- A set of recommendations for resources, to be used by researcher developers, supervisors and principal investigators, and institutions

Format

The session is a mixture of presentation and group discussion

Workshop session B – Tuesday 8 September 2014 (16.30)

Workshop B1 – From evaluation to organisational impact

Dr Tania Alcantarilla, Evaluation and Impact Project Manager, University of Southampton
Dr Julie Reeves, Researcher Development Coordinator, University of Southampton

Workshop overview:

Is it possible to evaluate training up to level 4 of the Impact Framework (and/or Kirkpatrick's model) easily and simply, and still receive effective data?

It is commonplace to evaluate activities at Level 1, i.e. the reaction to a training course, however Higher Education Institutions are increasingly concerned to capture the impact training programmes have on individuals and also in demonstrating the benefits this brings

to the organisation. In the post Roberts era, developers need to find evidence of 'adding value' to sustain their funding and to support business cases.

At Southampton we dissected the evaluation process to pilot a three stage approach. We share our evaluation model, explain the rationale behind it and report the findings from our pilot. We propose a solution which allows developers to compile impact data in, what we believe, is a simple, quick and 'easy to manage' way. The model enables developers to validate course content, evaluate the perceived learning and application of interventions, and to assess the changes at the organisational level with just two surveys!

Workshop topics covered:

- Impact Framework and Donald Kirkpatrick's levels of evaluation
- Differences between assessing effectiveness and assessing impact
- Key aspects of evaluating workplace transfer in HEIs, including areas of concern
- Case study: Southampton Training Evaluation Matrix (TEM) - that reports on the rationale, construct and findings from pilot work.

Themes covered:

- Researcher development and researcher careers evaluation and impact studies to further our understanding and knowledge of the researcher landscape

Workshop outcomes:

- Gain a better understanding of the key aspects of evaluating learning acquisition and workplace transfer in HEIs
- Explore how to set up an automatic evaluation system that can capture large quantities of qualitative and quantitative data
- Follow through the evaluation process of examples of training interventions to Level 4 IF/Kirkpatrick
- Receive a model that will help you to set the TEM according to the strategic needs of your Institution

Format:

Interactive workshop

**Workshop B2 – Nurturing research talent in a challenging funding landscape:
the future doctoral pipeline**

Dr Penny Dowdney, Doctoral School Manager, Bangor University

Gary Reed, Director of Research, Business and Innovation, Aberystwyth University

Dr Robin Mellors-Bourne, Acting Chief Executive Officer, CRAC/Vitae

Background:

The doctoral candidates of today are potentially the academics of the future. We are currently facing challenges in the funding landscape which could impact on the flow of people through from PGT to PGR and then on to PDRA (research staff) and ultimately Academic posts. This workshop will explore current challenges in the funding landscape and ways in which we could approach doctoral funding to nurture future research talent.

This session will cover:

- The current funding landscape
- University PGT and PGR strategies

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- The future of PhDs
- Diversity of doctoral provision
- Innovative funding initiatives

Participants will:

- Have a greater awareness of the issues around the PGT=> PGR => PDRA => Academic pipeline.
- Explore the doctoral funding landscape and the challenges we currently face

Format:

Information, interaction and discussion.

Participants should be prepared to include examples from their own experience during discussion.

Workshop B3 – Negotiating training needs in an interdisciplinary and industry-collaborative doctoral setting

Dr Sylvia Anne Mackie, Lecturer in Research Communication, Swinburne University of Technology

Workshop overview:

The past decade has seen an increase in new forms of the doctorate, especially those involving university-industry collaborative training. This workshop draws on an investigation into such a program and in particular into how its students can be better supported in negotiating their individual training needs. These doctoral candidates are enrolled in the newly-created PhD program in technology innovation at the ARC Training Centre in Biodevices, Swinburne University of Technology, Australia. This centre provides industry-oriented research training in engineering biodevices and diagnostics, with a focus on developing skills in research, design thinking, entrepreneurship and innovation. In the workshop Sylvia will share their approach to: conceptualising the complexities of such a mixed pedagogic system, providing responsive and targeted developmental support to its emerging researchers and facilitating negotiation around additional training needs among its many stakeholders.

Workshop topics covered:

- Initial steps in conceptualising interdisciplinary and collaborative doctoral systems
- Strategies for scaffolding development in industry-collaborative settings
- Brokering cross-unit support for emerging researchers in complex programs
- Staged feedback and evaluation mechanisms

Themes covered:

- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models including European and international collaborations (e.g. ITNs)
- Researchers' development across boundaries: learning from international collaborations, exploring inter-cultural competences and business/industry collaborations in developing researchers

Workshop outcomes:

Participants will:

- Conceptualise interactions between PhD students, their interdisciplinary supervisory teams (both academic and industry-based), industry mentors and university developmental support staff in a collaborative doctoral program
- Explore, share and discuss ways to improve negotiation of training needs in such settings

Format:

Presentation; staged interactive discussion

Workshop B4 – Integrating research and researcher development

Dr Kieran Fenby-Hulse, Research Development Executive, Coventry University

Dr Anne Galliot, Research Development Adviser, University of Brighton

Workshop overview:

The intersection between research development and researcher development remains relatively unexplored and this is, perhaps evidenced by the fact that the two areas each have their own professional body. It is, however, only through the effective combination of the two that researchers are able to excel in their careers.

By examining both research centre and faculty-based approaches to research and researcher development, this workshop looks at how training and practice can be integrated to create a reflexive learning programme that has both tangible and “real world” outcomes. In particular, the workshop will look at how researcher development is connected to research policy issues such as the REF, Interdisciplinarity, Open Access, Practice as Research, as well as Gender and Equality.

The workshop is led by two research developers who both have experience of, and active involvement with, researcher development. Kieran currently acts as the Research Development Executive for the Centre for Dance Research at Coventry University and Anne acts as the Research Development Adviser at Brighton University's College of Arts.

Workshop topics covered:

The session will cover:

- The varied roles and responsibilities of research and researcher developers;
- The intersection between research development and researcher development;
- How to develop a holistic approach to researcher and research development as a means to improve organisational effectiveness and joining up of research strategies within and across organisations.

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Working with PIs and supervisors to transform professional development for researchers and embed professional development in the research environment
- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models including European and international collaborations (e.g. ITNs)
- Researchers' development across boundaries: learning from international collaborations, exploring inter-cultural competences and business/industry collaborations in developing researchers

Workshop outcomes:

Participants will:

- Gain a better understanding of the role of researcher development and how this connects to career advancement;
- Identify areas for cross-department collaboration;
- Explore a range of different approaches to holistic training and development

Format: Presentation and interactive discussion

Workshop B5 – The researcher parent trap

Dr Sarah Mohammad-Qureshi, Researcher Development Officer, University of Manchester

Outline

“Should I start a family during my early research career?” A very real and immediate concern for many early-career researchers, yet so rarely discussed. Knowing the details of policies, such as maternity/paternity/adoption leave and pay, can be a major contributor when deciding to have children. However, whilst working on relatively short contracts and competing to establish a career, it can be difficult to broach the subject of children with your line manager/peers and the very real fear of taking yourself out of the game by starting a family is ever present. Additionally, researchers returning to work face a confusing and challenging, sometimes isolating, time whilst they adjust to a new work-life balance. The ‘Researcher Parent Trap’ information session was delivered at The University of Manchester in June 2015 to acknowledge these concerns and provide valuable information to early career researchers; the ironic title reflects the belief amongst many that starting a family is a step towards career failure. Amongst the talks was information delivered by the HR Policy Manager and the Athena SWAN Coordinator. In addition, a guest talk by Dr. Katie Perry (C.E. of the Daphne Jackson Trust) enlightened researchers about returning to research after a career-break for caring responsibilities. The event was attended by over 80 researchers across The University, demonstrating the requirement for communication on the subject. This was a positive step towards encouraging early career researchers to discuss these common-placed issues.

This workshop will communicate some of the ways our institute is addressing the needs of researcher parents and initiate discussion of additional training and support provisions required. The first half will summarise the information and feedback from the ‘Researcher Parent Trap’; outlining information on national and University policies and practices during pregnancy and/or leave and support available for returning parents. There will also be examples of stories provided by current and ex-researchers who had first-hand knowledge on raising a family whilst in an academic career plus select feedback from Research Staff. The second half of the workshop will enable conference participants to share how their institutions are supporting researcher parents. The discussion will open out to further explore the needs of this community of Researchers and identify distinct areas where their career progression is particularly challenged above that of other research staff groups, helping to direct programmes of support and training specific to these researchers.

This session will cover:

- the additional challenges faced by early career researchers who are starting a family or have caring responsibilities.
- the current support available for Research Staff at The University of Manchester and nationally.

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- ideas for improving the retention of researcher parents in academia with examples of support requested by researcher parents.

Participants will:

- have greater understanding on the specific needs of researcher parents and the impact on their research career progression.
- generate ideas for provisions that will afford a more positive career outlook for researcher parents.

Format:

Information, discussion and idea generation.

Workshop B6 – EURAXESS network career development activities

Dr Jane Sugars, Project Manager, Vitae

Workshop overview:

EURAXESS is a thriving network with members from 40 countries in the EU and beyond. The initiative is a collaboration between the EC and member nations to create a more favourable environment for researchers to move freely in the European Research Area and support individual researchers to be mobile. Its remit is now expanding to embrace researchers' career development and Vitae has recently been announced as the first national EURAXESS Career Development Centre (www.vitae.ac.uk/EURAXESSUK-CDC). Two EURAXESS-funded projects currently on-going to advance career development resources for the network are PIPERS and REFLEX. This workshop will give an overview of the aims of these projects with more detail on expected outcomes from PIPERS.

Workshop topics:

- Researcher development support in Europe
- Frameworks for researcher development
- New online tool for researcher development.

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- New and interesting ways of supporting mobility - international, intersectoral, interdisciplinary and virtual mobility

Outcomes:

- Learn about projects to progress researcher development support in Europe
- Give feedback on plans for a new online tool for researchers
- Find out how your institution can be involved in the EURAXESS network.

Format:

Information, discussion and idea generation.

Workshop B7 – Trends and recommendations in researcher development for doctoral cohorts

Dr Katie Wheat, Training and Resources Development Manager, Vitae
Alison Mitchell, Director of Development, Vitae

Overview

Building on the outcomes from a recent Vitae event on ‘Enhancing researcher development across doctoral training cohorts and communities’, this workshop will explore the trends in researcher development for doctoral cohorts and communities (e.g., DTCs, DTPs, CDTs, ITNs, etc.) and aim to generate a set of recommendations for the successful professional and career development of doctoral candidates, in relation to cohorts and communities.

Topics covered

- An overview of developments in doctoral training cohorts, outcomes from previous Vitae events on doctoral training cohorts and communities
- Understanding the trends in researcher development for doctoral researchers, in particular, the needs of cohorts and communities of doctoral researchers, in the UK and Europe
- Recommendations for researcher development practice and suggested actions for the sector

Themes covered

- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models including European and international collaborations (e.g. ITNs)
- New and interesting ways of supporting mobility - international, intersectoral, interdisciplinary and virtual mobility
- Developing a pipeline of research talent, including widening participation issues and the strategies to attract the best candidates into research degrees

Outcomes

- Understand the context for the professional and career development of doctoral researchers within and alongside cohort training models
- A set of recommendations for researcher developers and the wider sector

Format

The session is a mixture of presentation and group discussion

Workshop B8 – Using PRES to enhance provision for doctoral researchers

Dr Alex Buckley, Surveys Manager, Higher Education Academy
Shaun McGall, Student Engagement and Quality Enhancement Officer, University of Bath

Outline

This workshop will explore how institutions are using PRES to enhance researcher development provision for doctoral researchers: the opportunities and challenges. The

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landscape of doctoral education has changed considerably since PRES was introduced in 2007, and even since the last major review in 2013. The Research Councils are now funding doctoral training partnerships (DTP), centres for doctoral training (CDT) and collaborative training with non-academic partners, where researchers are experiencing different research and training environments within, and across different institutions. Many institutions have also introduced structured doctoral programmes. The recent growth in professional doctorates raises the issue of whether PRES is capturing and reflecting the views of these researchers, for example some institutions register professional doctoral researchers as postgraduate taught in their first year.

Workshop topics:

- Understanding the landscape of doctoral training programmes and impact on the views and experiences of researchers
- Ensuring PGR representation and engagement

Workshop outcomes:

- A better understanding of how PRES data can inform enhancement
- Examples of how institutions are mining PRES data to explore the experiences and views of different researcher cohorts
- Recommendations on how PRES could evolve to reflect the changing nature of doctoral provision

Format: Presentation and interactive discussion

Workshop B9 – Supporting practitioners into research careers

Julie Ramage, Senior Research Manager, Glasgow School of Art

Dr Alison Hay, Research Developer, Research and Graduate School, Glasgow School of Art

Background

At the Glasgow School of Art, we recruit many of our researchers and research/teaching staff from industry and/or practice; and we have a significant cohort of staff maintaining careers in practice alongside academic research. It makes sense for practice-based and applied research to be led by researchers who are themselves experienced practitioners with direct links into industries and communities that our research seeks to impact. However, transitions to research careers are not straightforward and the demands of academic research can be different from those of other sectors. There are cultural, methodological and personal barriers to success, which even those who are demonstrably at the top of their game in their practice and professions can face.

In this workshop we will discuss the challenges and present mechanisms that we have developed to support practitioners into research careers. We also invite others to discuss their approaches. We specialise in Fine Art, Architecture, Design and Digital Design. However, we expect there to be interesting and useful parallels with other applied subjects such as social work, healthcare, engineering, perhaps others. We would particularly welcome discussion of these parallels with workshop participants.

This session will cover:

- The culture shock of joining the world of academic research
- Locating your work, finding academic peer groups and making a difference

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- Showing your workings and making research and impact explicit
- Making the most of your track record and previous experiences
- Insecurities and personal challenges
- What is recognised and rewarded in academia? Is excellent practice excellent research?
- Keeping up to date with developments in industry and practice – staying on top of both games
- An intensive research package for those entering research from practice

Participants will:

- Have explored the differing requirements of researchers in practice and in academic settings
- Have shared practice and approaches for supporting researchers who are making transitions from practice and industry to academia.

Format:

Case studies; Presentation of our 'Research Bootcamp' materials; discussion

Workshop B10 – Early career researchers and employment challenges – UK and European perspectives

Laurence Hopkins, Head of Research, Universities and Colleges Employers Association (UCEA)

Jonathan White, Bargaining and Negotiations Official, University and College Union (UCU)

Background

There has been a significant focus on career support and development for early career researchers in the UK in recent years and it remains ahead of the curve in Europe in this respect. However, many non-academic challenges remain, many of which are related to employment terms and conditions and some of which have led to informal and formal employment disputes. The use of fixed-term contracts, maternity provisions, and the arrangements in place for PhD candidates and research staff to support learning and teaching are just three areas where concerns have been raised. These issues also raise broader questions about the stability and sustainability of research careers in the UK. This workshop will explore the employment issues facing early career researchers, the employment relations context and identify potential and actual solutions from recent European research by the Universities and Colleges Employers Association (UCEA) and research on the funding and employment of UK researchers by the University and College Union (UCU). It will also look to draw on participant experience of these issues, how they affect researchers and what solutions might be feasible.

This session will cover:

- The employment relations landscape in HE
- Particular issues and challenges regarding early career researchers
- Research on the role of trade unions and employers in supporting early career researchers in six European countries (Cyprus, Finland, Germany, Italy, Romania and the UK)
- Research on the funding and employment of researchers by UCU
- Recent examples in the UK

Participants will:

- Improve their understanding of employment relations in HE as well as the specific issues regarding early career researchers
- Learn about context, policies and practice in the UK and other European countries
- Discuss their own experience and identify possible / practical solutions to address key issues

Format:

Two presentations (with PowerPoint slides), table discussion, feedback and group discussion. Participants should be prepared to include examples from their own experience during discussion.

Workshop B11 - Supporting aspiring researchers in the arts, humanities and social sciences

Dr James Lees, Portfolio Manager, Research Careers and Training, AHRC

Outline

This workshop session will look at the issues facing individuals seeking to develop research careers in the arts, humanities and social sciences post-PhD. While there are small numbers of postdoctoral research posts and fellowships available, typically individuals take on teaching only roles whilst pursuing their research aspirations. However, as with postdoctoral research staff in the sciences, there are limited numbers of permanent academic posts available, and competition for these can be extremely intense. The Concordat to Support the Career Development of Researchers has done much to encourage the broader development and support of postdoctoral research staff during their early career phase, but arguably it has not had the same impact for aspiring researchers in the arts, humanities and social sciences, in their post-PhD career development.

The Workshop will consider the following questions:

- How relevant is the Concordat to early career researchers in the arts, humanities and social sciences? Do they see the Concordat as relevant to them?
- Are institutions promoting CROS to this community of aspiring researchers?
- Do researcher developers see their role as extending to support those aspiring researchers in the arts, humanities and social sciences?
- What forms of support can a university extend to early career researchers in the arts, humanities and social sciences, and how best can this be done?

The workshop will build on the findings of the AHRC / British Academy report, Support for Arts and Humanities Researchers Post-PhD (2014).

Workshop session C – Wednesday 9 September 2015 (11.00)

Workshop C1 – Successful models for providing training opportunities to postdoctoral research staff

Dr Katie Wheat, Training and Resources Development Manager, Vitae
Dr Emma Compton-Daw, Academic Developer (Research), University of Strathclyde

Overview

Building on a recent Google Hangout, jointly hosted by Vitae and UKRSA, this workshop will discuss the value of different models of training activities with particular reference to experiential activities such as research staff associations and the use of technology to reach those who are not able to attend events in person.

We will also present data from a survey of research staff, looking at the factors that attract research staff towards professional development opportunities, and which activities they find are most valued by their institutions, by their supervisors, and by themselves.

An audience of researcher developers and other stakeholders, together with current and former research staff will discuss the available evidence, in light of their own experiences, to produce a recommendations briefing to be used by staff supporting the development of postdoctoral research staff.

Topics covered

- An overview of experiential professional development opportunities for research staff
- Using technology to enhance professional development for research staff
- The experiences of research staff; survey results

Conference themes

- Sustainable practice to support researcher skills, professional and career development
- Building institutional capacity for researchers' professional development to maintain research excellence

Workshop themes

- New approaches to enabling researchers to reach their potential and make powerful career choices

Outcomes

- Understand a range of potential opportunities for the training and development of research staff
- Recommendations for successful development and engagement of research staff

Format

- The session is a mixture of presentation and interactive group discussions

Workshop C2 – Professional internships for PhD researchers: An integral part of doctoral training

Dr Rob Hardwick, Senior Innovation and Skills Manager, Biotechnology and Biological Sciences Research Council

Nikki Easen, Bioscience Skills and Training Programme Manager, Biotechnology and Biological Sciences Research Council

Dr Caroline Pope, SULSA Post Graduate Placement Coordinator, University of Edinburgh

Dr Jane Sugars, Project Manager, Vitae

Workshop overview:

There is growing recognition of the value of work experience placements as part of undergraduate and postgraduate curricula. In 2012, BBSRC became the first Research Council to require all of the PhD students funded through its Doctoral Training Partnership (DTP) programme to undertake a three-month Professional Internship for PhD Students (PIPS) in an area outside of academic research. This workshop will review the evidence to date on the student and employer experience from this goal.

Delegates will be informed about:

- Overview of the PIPS scheme journey so far
- Implementation perspectives from the BBSRC and East of Scotland DTP
- What PhD students do on their internship
- What PhD students learn from their internship

During the interactive part of the workshop delegates will be invited to brain storm in small groups the topic "What are the outcomes of PIPS and how can we capture these?" This question will be considered from the perspective of the various stakeholders involved - Student, Supervisor/University, Employer and Government.

Format: Presentation and interactive group discussion

Workshop C3 – Join the coaching revolution: researcher developers as agents for change

Dr Natalie James, Research Staff Officer, University of Sussex

Dr Sarah Robins-Hobden, Independent Researcher Development Consultant

Workshop overview:

Evidence demonstrates that coaching aids individuals to grow their potential and make better choices in all aspects of their lives. Many public and private sector organisations experience the benefits of coaching at individual, team and organisational levels. Vitae's "Coaching for research in UK higher education institutions: a review" (2011), indicated UK universities were recognising the potential value of coaching researchers; however, four years on there remains varying engagement from institutions.

Researcher developers are perfectly positioned to stimulate a coaching culture to the advantage of researchers; our institutions; and ourselves.

Workshop participants will investigate collective experiences of coaching researchers, share what works (and what doesn't); and analyse expectations, motivations, and outcomes from coachee, coach and organisational perspectives.

There will be opportunities for participants to connect with others interested in coaching researchers, with a view to developing a UK-wide community that will share experiences and on-going peer support for their practice. Participants will also be invited to contribute to a collaborative toolkit to support those wishing to embed and maintain a coaching culture within their institution's researcher development provision.

Workshop topics covered:

- Sharing current coaching practices at various UK institutions
- Effective techniques and styles for coaching researchers
- Ethics, boundaries and challenges to consider when coaching researchers
- Benefits of coaching for researchers, institutions and researcher developers
- Developing as a coach: expanding your researcher development skills portfolio
- Embedding coaching within researcher development practice and planning a coaching intervention in your own institution

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices

Workshop outcomes:

- Assessment of best practice and techniques in coaching researchers
- Collaborative toolkit of resources to support coaching interventions for researchers
- Peer action learning set and/or online community for those interested in coaching researchers

Format:

Information, interaction and discussion. Participants should be prepared to include examples from their own experience during discussion.

Workshop C4 – Rules of engagement - the supervision of cohort doctoral training

Dr Parmjit Dhugga, Head of Researcher Development, University of Nottingham
David Shipley, Manufacturing Technology EngD Centre Manager, University of Nottingham

Workshop overview:

The pressures of new agendas, changing student expectations and new doctoral degrees are challenging traditional frameworks for doctoral supervision. The growth of sector cohort doctoral training within Centres for Doctoral Training (CDTs), Doctoral Training Partnerships (DTPs) and Initial Training Networks (ITNs); together with the position of the professional doctorate as doctoral training that is substantially located within the professional area, means that supervisors need to gain, develop and share new knowledge to facilitate the training of practice based students.

The University of Nottingham is currently involved in over 32 CDTs/DTPs/ITNs, and also offers 10 professional doctoral degrees. This workshop will draw on experience at the University to examine the evolving nature of doctoral supervision, and the pedagogic practices that support doctoral programs that distinctly link research with professional workplace practice.

The workshop will explore how the majority of current supervisors who have only experienced, both as student and supervisor, doctoral research in the 'traditional' PhD format are managing the uncertainties resulting from misalignment in expectations, the tensions inherent in doctoral research and the demands of the new program formats. The workshop will recognise that the emphasis of the doctoral supervision remains to train people in academic research and ensure all doctorate students, like traditional PhD students, make an explicit contribution to knowledge. Practice based doctorates however,

need to be permeated by the 'triple helix' of practice, theory and research. The workshop will provide opportunities to share and discuss how supervisors ensure that the knowledge produced is both theoretically sound and original, and also of relevance to the practice area.

Workshop topics covered:

- An overview of the supervision of practice based doctoral students at the University of Nottingham.
- The supervisory craft required to support practice based doctoral students
- The supervision model as a double and reciprocal apprenticeship.
- The challenges faced by both students and their supervisors in balancing academic requirements with praxis.
- Facilitated discussions: We offer the Nottingham experience as a starting place for discussion. The aim of the discussion is to encourage the sharing and evaluation of other models of supervision of practice based doctoral students which currently exist.
- We also aim to create a network of engaged staff who can help each other work to implement initiatives in their own universities.

Themes covered:

- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models including European and international collaborations (e.g. ITNs)

Workshop outcomes:

Participants will have:

- An understanding of the essential requirements for the supervision of practice based doctoral students.
- A greater awareness of the additional challenges and the augmented training required to facilitate the practice based doctorate as a successful and smooth process.
- A chance to discuss the different ways in which practice based doctorates are operationalised by different HEIs.
- A chance to build external networks for support and collaboration

Format:

Presentations and facilitated group discussions

Workshop C5 – The mentoring pipeline: institutional perspectives on mentoring as a development tool

Sam Hopkins, Researcher development officer, University of Surrey

Dr Susan Brooks, Reader in Cell Biology and Research Training Co-ordinator, Oxford Brookes University

Kay Pearson, Researcher Development Officer, University of Surrey

Workshop overview:

Mentoring is often touted as a tool for career progression and widening participation within academia and, done well, can be. The challenge is to create a programme that is useful for all parties meeting the needs of participants and the institution. In this workshop we will look at how two institutions use mentoring as a tool for development.

The research staff mentoring scheme at Oxford Brookes University is now entering its third year. It is open to all research active staff from early career researchers to professors. Here,

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we will present the nuts and bolts of how the scheme operates and discuss its benefits, to participants and the Institution, and logistical considerations in its organisation and implementation.

With four mentoring programmes at Surrey feeding into one another we really do have a mentoring pipeline. The outcomes, benefits and pitfalls for both mentor and mentee will be discussed for each cohort along with institutional benefits and practical considerations.

Workshop topics covered:

- Benefits of mentoring to the mentor when there are no tangible outputs
- Widening participation in postgraduate research using PGRs for cultural capital
- Offering support to research staff in transitions into permanent roles and to promotion using role models as mentors
- The part that employer mentoring plays for postgraduate researchers
- Practical considerations for providing transition support
- Benefits of mentoring to the mentee
- How universities can provide support for researchers throughout their career
- Successfully collaborating with other departments in the University
- Taking care of researchers on their journey through research

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Developing a pipeline of research talent, including widening participation issues and the strategies to attract the best candidates into research degrees
- Researchers' development across boundaries: learning from international collaborations, exploring inter-cultural competences and business/industry collaborations in developing researchers

Workshop outcomes:

- Have discussed the role of mentoring at their institution including widening participation at all levels
- Have contributed to the discussion on the benefits of mentoring from their institutions perspective
- Have considered the practical implications of setting up and running a scheme
- Have identified the key transitional periods during a researcher's career where mentoring may be beneficial
- Made connections with members at other institutions who are working on mentoring projects for collaboration and support

Format:

Discussion and contribution of what institutions are currently doing and the pros and cons of each approach with the opportunity to create a network of people all working on mentoring projects across institutions.

Workshop C6 – Teaching transferable career skills - a solution focused approach

Martin Coffey, Career Management Skills Developer, University of Leicester
Jayne Sharples, Postgraduate Careers Consultant, University of Birmingham

Workshop overview:

Traditionally, a UK PhD is a training for future academics. However, as recognised by Roberts (2002), increasing numbers of PhD researchers has given rise to an increased need for preparation for careers beyond Higher Education (HE).

A contemporary HE challenge is the delivery of transferable career skills. Defining skills is easy but the challenge is how best to teach them to students whose aspirations and aptitudes have not been oriented to a career outside of HE.

Enterprise skills do not easily lend themselves to teaching in the classroom, due to their practical nature and application. Youth Enterprise Scheme competitions are designed to enable teams of PhD researchers to represent their University in developing a business idea along with the related enterprise skills.

Having prepared teams for a number of these competitions without success, the author developed a refined, fit for purpose, teaching approach. Success followed, with teams reaching the national final of Engineering YES 2014 and 2015, and winning the national final of Biotechnology YES 2014.

The paper details the teaching principles employed, drawn from solution focused brief therapy:

- Ask questions rather than sell answers
- Listening for, and reinforcing, student strengths
- Working with what people can do, and their relevant experience
- Focusing on details of the solution, not the problem
- Source/provide expert input when/where required

There is also a student demonstration of some of the skills acquired, along with a student explanation of their transformed appreciation of enterprise.

Workshop topics covered:

- Innovative transferrable skills training
- Employability
- Enterprise skills development
- Solution focused researcher training

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices

Workshop outcomes:

- Describe an innovative methodology for developing researcher skills, in the area of employability and enterprise
- Demonstrate skill development, via student demonstration
- Explore links to real career outcomes and opportunities
- Explore skills development

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Format:

An interactive workshop addressing an area of practice in researcher development.

Workshop C7 – Innovating in researcher development to support the career progression of internationally mobile researchers: UK, African and global perspectives

Alison Mitchell, Director of Development, Vitae

Dr Jane Wellens, Head of the Graduate School, University of Nottingham

Dr Harry Tagbor, Head of the Department of Epidemiology & Biostatistics, School of Public Health, Kwame Nkrumah University of Science & Technology, Kumasi – Ghana

Dr Hazel McCullough, Professional Development and Educational Advisor, London School of Hygiene and Tropical Medicine

Outline

How can we as a community of global researcher developers enhance our researcher development to meet the needs of internationally mobile researchers? In this interactive workshop we will provide a platform to make more explicit the potential valuable learning gains from dialogue amongst the international researcher developer community and consider how we might achieve mutual understanding between research collaborators to support researchers' career development and progression in a global research environment. Case studies will present perspectives from African colleagues who frequently look to the UK and other researcher development communities (US, France, Denmark, Norway) to inform their own researcher development approaches, whilst internationally mobile researchers move between our different countries in their careers. We will explore a variety of international ideas and cultural insights to enable us all to be creative and innovative in our own researcher development delivery to meet the needs of global researchers.

Participants will discuss:

- What are the similarities and differences in required competencies of researchers in different countries?
- What are the benefits and challenges faced in developing researchers in different countries?
- What are the key considerations for facilitating early-career researchers' transition from PhD to postdoctoral research in an international research environment?
- What are the implications for career development planning and provision for international researchers studying and working in the UK and moving home or to other countries to continue their research careers?

Themes covered

- Researchers' development across boundaries: learning from international collaborations, exploring inter-cultural competences and business/industry collaborations in developing researchers
- Developing a pipeline of research talent, including widening participation issues and the strategies to attract the best candidates into research degrees
- New approaches to enabling researchers to reach their potential and make powerful career choices

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Workshop outcomes

Participants will gain insights into the career development needs of internationally mobile researchers within a global research talent pool and international support for the careers of global researchers, enabling consideration of practical actions to enhance institutional provision.

Format

International case studies of researcher development followed by facilitated group discussion of the topics using the jigsaw approach to address the topic questions and come together to explore practical actions.

Background and case studies

This workshop is part of an on-going Vitae project, building on a workshop at last year's conference '**Divergence and convergence in international research cultures and practices: implications for researcher development**' which considered how global convergence of research policy and practice, and the mobility of researchers globally impacts on the development of researchers locally (Mitchell and Wellens). **CIRCLE** funded by the Association of Commonwealth Universities and the African Academy of Sciences facilitates institutional capacity building in the career development of African researchers to develop relevant local solutions and improve uptake of research in local, national and regional implementation. **The Malaria Capacity Development Consortium (MCDC)** funded by the Wellcome Trust and the Bill and Melinda Gates Foundation, strengthens malaria research capacity in Africa. Career Development Groups support the embedding of sustainable career development support for researchers within their institutional structures and processes

Workshop C8 – To be advised

Workshop C9 – Embedding peer learning at all levels of doctoral education - the case of the SPHeRE programme: challenges and opportunities

Dr Amanda Slevin, Assistant Director - Academic Affairs, Royal College of Surgeons in Ireland

Dr Sarah Barry, Assistant Director - Teaching and Learning, Trinity College Dublin

Researcher development often involves different approaches to teaching and learning and peer learning is particularly beneficial within a cohort model. This workshop examines peer learning within the SPHeRE Programme, an inter-institutional, inter-disciplinary PhD programme in population health and health services research. Participants will have the opportunity to encounter innovative approaches to peer learning in and beyond traditional teaching and learning, engaging in peer learning around challenges and opportunities associated with peer learning in structured doctoral education.

Workshop topics covered:

- Researcher development using different approaches to teaching and learning within a cohort model of doctoral education
- Peer learning within the SPHeRE Programme
- Peer learning with practitioners from other institutions
- Challenges and opportunities
- Themes covered

- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models including European and international collaborations (e.g. ITNs)

Workshop outcomes - participants will:

- Examine different approaches to teaching and learning in doctoral education
- Explore peer learning in and beyond teaching and learning in a cohort model
- Engage in peer learning as education practitioners, sharing learning around challenges and opportunities created by peer learning
- Discuss the sustainability of innovative approaches to peer learning

Format

This participative workshop will involve facilitator input, group discussions, and peer learning. Participants should be prepared to contribute ideas and examples from their own experience.

Workshop C10 – What do research staff do next? managing loss of social identity

Janet Metcalfe, Chair and Head, Vitae

The **What do research staff do next?** project revealed that research staff who move out of academic research roles find the loss of identity one of the main challenges. One of the reasons for this is that for academics particularly, their social identity as an academic is central to who they perceive themselves to be. Having invested so much time, emotional energy and their career aspirations in becoming an academic, many struggle with acknowledging that they may not achieve this. This can make both the decision to look for alternative career opportunities stressful and the eventual transition to new employment difficult to make.

This workshop will explore ways we can develop the career resilience of research staff and deal with low self-esteem and the impact on their self-identity in losing their social identity. Particularly, we will encourage participants to share their experiences of working with research staff who are moving into new careers and how they incorporate relevant support into their researcher development activities.

Workshop topics covered:

- an overview of the results from the second phase of the project exploring the transitions of research staff across Europe into other occupations
- stories of the challenges research staff face in making the transition to new careers
- practical examples of how institutions are supporting the career transitions of research staff.

Participants will:

- **have the opportunity to examine the transition experiences of research staff across Europe**
- learn more about the range of careers of former research staff
- explore how the outcomes from the project can be used within institutions to support research staff career decisions.

Format: Information, interaction and discussion.

Workshop session D – Wednesday 9 September 2014 (13.45)

Workshop D1 – What does research independence mean for research staff?

Dr Katie Wheat, Training and Resources Development Manager, Vitae

Overview

During this workshop, participants will explore the meaning of independence as a researcher. For example, where and how does the transition take place from 'recognised' to 'established' researcher? How can this transition be supported? How do researchers profile and showcase themselves as having achieved independence? Is it important to make a distinction between 'personal independence' and research independence'?

The Vitae Researcher Development Framework (RDF) will be used as a framework for this session, using a current draft of an 'independent researcher' lens, which will be shaped and built on by participants during this workshop.

Topics covered

- An overview of the 'independent researcher' project background
- Exploring the needs and expectations of research staff during the transition to independence
- The Vitae Researcher Development Framework (RDF) as a tool for identifying and developing the relevant knowledge, behaviours, and attributes of independent researchers

Workshop Themes

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Working with PIs and supervisors to transform professional development for researchers and embed professional development in the research environment
- Leadership development for researchers

Conference themes

- Building institutional capacity for researchers' professional development to maintain research excellence
- Sustainable practice to support researcher skills, professional and career development

Outcomes

- Understand the context for achieving and supporting research independence
- A 'research independence' lens on the Vitae Researcher Development Framework

Format

The session is a mixture of presentation, interactive discussion and activities

Workshop D2 – BAFL or 'Business As a Foreign Language': how should we speak to PGRs from the arts and humanities in order to encourage engagement with enterprise and entrepreneurship education and training?

Dr Dawn Weatherston, Entrepreneurial Development Officer, Newcastle University
Jane Nolan, Teaching Fellow in Enterprise, Newcastle University

Workshop overview:

This highly interactive session engages participants in a Researcher Development Workshop based on a workshop originally developed by the session presenters as part of a student led AHRC funded Collaborative Skills Project, which was co-created by Arts and Humanities Researchers. Participants will experience at first-hand tools, techniques and pedagogical approaches designed to provide knowledge and develop key transferable skills, to prepare researchers for freelance/portfolio careers or self-employment in the creative sector, and to enhance employability both within and outside the Academy.

Arts and Humanities Researchers and their supervisors can find the language of enterprise and entrepreneurship off-putting and jargonistic; this can be a barrier to engagement. The presenters will share their concept of BaFL, Business as a Foreign Language, and facilitate a discussion about how we might translate the language of business into congruent and engaging ways of speaking and understanding.

The session will also contextualize the workshop in the wider landscape of training and development for Arts and Humanities Researchers and reflect on its resonance with a number of key frameworks, reports and recommendations.

Workshop topics covered:

- Introduction to BAFL or 'Business as a Foreign Language'/ sharing and development of glossary
- Model for a one day workshop
- The importance of values in the teaching of enterprise/ entrepreneurship
- Business Model Canvas/ skills mapping exercise

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices

Workshop outcomes:

- Participants will take away ideas on how to use appropriate language to both attract and teach students about enterprise and entrepreneurship.
- They will have shared ownership of 'the glossary'.
- They will use some of the key pedagogical approaches, such as Business Model Canvas, which they can consider using in the future
- They will be provided with a workshop outline for use with Arts and Humanities students.
- They will identify ways in which to express entrepreneurial learning within the context of the Researcher Development Framework

Format:

Interactive workshop

Workshop D3 – Developing research staff: using structured programmes to increase engagement and enhance outcomes

Jos Finer, Head of Organisational and Staff Development, University of St Andrews
Michelle Paterson, Staff Developer (Research Staff), University of St Andrews

Workshop overview:

This workshop brings together two key themes in research staff development: how to engage research staff in their own professional development and how to extend their career planning horizon from the end of their current contract to encompass longer term career goals.

The workshop will demonstrate how these two themes can be addressed by moving away from a menu-based open programme and towards a more structured approach to professional development for Postdocs.

The workshop presents a model for structured development programmes, the principles of which can be applied within any research staff development programme and which could bring benefits to the participants, to the researcher developer and to the institution.

Workshop topics covered:

- Pros and cons of traditional approaches and open programmes
- Advantages of structured programmes as an alternative
- Principles for effective structured programmes
- 'Passport programmes' - a model for structured development programmes
- 'Passport to Research Futures' - a case study for research staff development
- Themes for structured development programmes
- Constructing a programme 'what building material do you already have?'
- External recognition 'what are the options?'

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Leadership development for researchers

Workshop outcomes:

By the end of the workshop participants will:

- Appreciate the value of structured development programmes to the researcher developer, participant and institution
- Be aware of some principles for effective structured programmes which can be applied to different development themes
- Have a model for structured development programmes which could be replicated and developed by different institutions
- Have considered how existing provision could be used to build a structured development programme
- Be aware of options for gaining external recognition for structured development programmes

Format:

Workshop, including presentations and group activities/discussion

Workshop D4 – Hashtag training! developing digital researchers

Davina Whitnall, Graduate Training Programme Manager for Life Sciences, University of Manchester

Dr Emma Smith, Researcher Development Manager, University of Warwick

Yvonne Budden, Scholarly Communications Manager, University of Warwick

Conference workshop themes covered

- New approaches to enabling researchers to reach their potential and make powerful career choices
- New and interesting ways of supporting mobility - international, intersectoral, interdisciplinary and virtual mobility
- Researchers' development across boundaries

Workshop outline

This workshop takes as its starting point the increasing 'digital skills gap' within the workforce, exploring how we might adapt our training practice to help researchers develop their digital literacy and face the future employment landscape.

The workshop will zoom in first on social media use and later on programming, which are both valuable skills for researchers and potentially useful tools to enhance teaching and learning. Drawing on examples of theory, practice, and researchers' perspectives, we will share ideas for training interventions and invite workshop participants to participate actively in this practice-sharing. Theories such as the Honeycomb framework of social media will be set alongside examples taken from an e-learning case study (the University of Warwick's 'Digital Tools for Researchers' online course) in order to map out some of the challenges and benefits involved in designing resources to develop digital researchers. Participants will also have an interactive opportunity, using a Raspberry Pi, to explore an innovative approach to developing programming skills.

Workshop topics:

- Supporting the needs of researchers in an age of digital scholarship
- Identifying digital skills gaps within the researcher community
- Exploration of theory and practice in digital skills development
- Considering the benefits and challenges involved in developing researchers' social media literacy
- Sharing examples of modern, sustainable training practices
- Secondary topics include: Developing researcher developers; Collaborative approaches to delivery
-

Workshop outcomes:

By the end of the workshop participants will have:

- An awareness of theory and policy regarding the digital skills gap for researchers
- Discussed theories and practices to support the development of researchers' digital literacy
- Considered the benefits and limitations of e-learning as a sustainable, collaborative approach to researcher development for institutions
- Touched on the challenges involved in developing interactive, impactful online learning
- Engaged in an experimental learning activity using Raspberry Pi's

- Considered possible future directions for developing digital researchers in their own institution

Format

Presentation, practice-sharing and interactive activities

Workshop D5 – Improving the abilities of hosting institutions to culturally integrate international researchers

Svetlana Dimitrova, EURAXESS Bulgaria network coordinator, Sofia University St Kliment Ohridski

Dr Linda Hui Yang, Intercultural Researcher/Trainer, Dublin, Ireland, University College Dublin

Natalia Blagoeva, Founder and CEO, Eudaimonia Solutions EOOD

Background

This workshop targets the needs of stakeholders at hosting institutions who support mobile researchers and their integration, as well as researchers themselves. It aims to raise awareness of challenges faced by mobile researchers and to introduce solutions that would improve the abilities of the institutions to integrate mobile researchers and of researchers to get integrated.

Participants will first be informed of the challenges faced by mobile researchers based on exciting data collected through research and workshops in the field of multicultural competences and communication of both researchers and EURAXESS staff.

They will then be involved in interactive exercises empowering them to be more aware of their own stage of growth and understand how the ability to deal with diversity and multicultural challenges depends on the level of growth of people in the educational establishment, the culture they create together and the type of decision making they support. This approach will improve the abilities of participants to work across the boundaries of inter-cultural, but also inter-organisational and business/industry boundaries.

This session will cover:

- Introduction to the challenges encountered by foreign mobile researchers in the acculturation process in the host institutions and countries.
- Introduction to the Cultural Values Assessment according to the world renowned methodology of Barrett Values Centre
- Introduction to Values-based Approach to decision making of Barrett Values Centre as a tool towards being effective across the boundaries of inter-cultural, inter-organizational and business/industry boundaries
- Advancing the skills of the participants to be effective Leaders and Agent of Change within the Host institutions
- Application of the Values-based Approach in professional and social settings.

Participants will:

- have a better understanding of the challenges encountered by foreign mobile researchers in the European context
- have a greater awareness of why people may act or react the way they do in situations
- explore alternative approaches to decision making
- advance their understanding of what is at the foundation of effective diversity management

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- advance their understanding of what true leadership is
- get motivated to be agents of positive change towards improving the ability of the hosting institutions to culturally integrate incoming researchers
- have a plan for applying the Values-based approach in supporting mobile researchers, and for researchers have a plan to apply the approach to overcoming the challenges identified.

Themes covered:

- New and interesting ways of supporting mobility - international, intersectoral, interdisciplinary and virtual mobility
- Researchers' development across boundaries: learning from international collaborations, exploring inter-cultural competences and business/industry collaborations in developing researchers

Format:

Information, assessment, interaction, group discussions and summary of key learnings.

Workshop D6 – Preparing for, delivering and surviving webinars

Helen Hampson, Researcher Development Officer, University of Sussex

Helen Webb, Research Support Librarian, University of Sussex

Workshop overview:

Like many other institutions engaging part-time and distance researchers is a priority for the University of Sussex, and webinars are one way the Research Development team aims to support this community. Having recently piloted webinars, we have also been pleased to see many full-time and campus based researchers joining us in these online sessions. Sharing our experiences and providing feedback from Sussex researchers, we will focus the workshop to explore:

- How webinars can support part-time, distance, and busy researchers
- Deciding which topics to deliver in an online format, and how to structure sessions
- Keeping participants online, developing engaging and interactive webinars
- Technological considerations, recording and evaluating

As well as sharing what has worked well at Sussex, we're keen to hear about the experiences of others working in researcher development. The workshop will include plenty of discussion time to pull together good practice from those who have led or participated in webinars, and provide a solid starting point for those with less experience but an interest in using webinars for researcher development.

Workshop topics covered:

- Reviewing which topics might work in an online format and how to structure an online development session
- How to make webinars more engaging and encourage online participation
- Technological considerations, making sure you have the right support, and a back-up plan for when things go wrong
- Tips for less stress on the day, and the do's and don'ts of webinars
- Recording webinars as a reusable resource for researchers, and using in distance-learning doctoral programmes
- When and how to evaluate a webinar

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Case studies and examples that mainstream equality and diversity for researchers and the research environment
- New and interesting ways of supporting mobility - international, intersectoral, interdisciplinary and virtual mobility

Workshop outcomes:

By the end of the workshop, participants will have:

- Considered how webinars can be built into blended researcher development programmes to support a diverse doctoral community
- Identified the topics which will work well in an online format, and how an engaging webinar might be structured
- Understood how to prepare for a successful webinar and evaluate its effectiveness

Format: Interactive workshop addressing an area of practice in researcher development

Workshop D7 – Unconscious bias training. What is unconscious bias: considerations and tips

Sandy Sparks, Learning and Development Advisor, University of Warwick

Workshop overview

"Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences" (ECU: 2013 Unconscious Bias in higher education) The HR Excellence Action Plan & Athena Swan/Gender Equality Mark (GEM) institutional & departmental action plans, improving recruitment & selection and equality and diversity training, this has resulted in an increased demand for training on Unconscious Bias.

There is an increasing need to understand Unconscious Bias and its implications as well as provide a training / learning and development provision.

The workshop will: provide an introduction to Unconscious Bias, discuss the implications for researchers & researcher developers as well as consider the wider context of E&D/ HR etc. Delegates will also experience a taster training session on unconscious bias and then look at a case study of the University of Warwick's Unconscious Bias training provision.

This will be an interactive workshop session on Unconscious Bias followed by a discussion on; sharing practice and ideas from other institutions; adaptation of the material for different audiences and also impact of effective training/ workshops on Unconscious Bias.

There will be an opportunity to discuss how other Institutions are addressing this challenge.

Workshop topics covered:

Unconscious Bias

This session will cover:

- What is Unconscious Bias
- Implications for researchers and researcher developers
- Explore how Unconscious Bias is important in leadership and links to E&D
- Examples / Relevance of Unconscious Bias in HE

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- What can be done to mitigate Unconscious Bias
- Case study: University of Warwick
- Share experience/ practice from other institutions and consider alternative training options

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Case study and examples that mainstream equality and diversity for researchers and the research environment
- Leadership development for researchers

Workshop outcomes:

Participants will:

- Have an increased awareness of Unconscious Bias
- Have experienced a short introductory interactive Unconscious Bias training session.
- Explored alternative approaches / applications of the material for supporting researchers in their development and shares practice.

Format:

Information, interaction and discussion and an introductory interactive workshop session on Unconscious Bias.

Workshop D8 – Discovering the professional identities of researcher developers: roles, responsibilities and representations

Dr Anna Price, Head of Researcher Development, Queen Mary University of London, (formerly King's College London)

Dr Richard P J Freeman, Programme Leader for Researcher Development, University College London

Alison Mitchell, Director of Development, Vitae

Jen Reynolds, Partnerships Manager, Vitae

Workshop overview:

The 'academic pipeline' and the skills required for progression in academia (formalised in the Vitae RDF) are well documented and very familiar to researcher developers. Less well documented is the pipeline for the emergent profession of researcher developer.

Building on the work previously undertaken by Vitae and the researcher development community, recognising the range and diversity of the pipeline, and inspired by the suggestion of the Vitae London Hub Steering Group, Vitae has partnered with KCL, UCL IoE and QMUL to work on a research project to illuminate how the researcher developer community define themselves regarding their roles, responsibilities and professional identities and demonstrate the great diversity in the role.

This workshop will explore the findings of the research, which included over 100 responses to a survey of researcher developers, together with targeted interviews and data collected contemporaneously with CROS, PIRLS, PRES and PTES 2015. It will also seek perspectives from workshop participants to put these findings into context and to discuss what they might mean for researcher developers, as individuals and as a community, with regard to informing their current practices, collaborating with others, their future career aspirations and their professional development.

Participants will have the opportunity to review the findings in terms of their own career development with reference to the Vitae Careers Framework for Researcher Developers (CFRD) which is a new framework to support the aspirations of all who work in the emerging professional area of researcher development.

Workshop topics covered:

Identity and self-identification

- How do researcher developers compare to researchers and academics?
- What do researcher developers actually do and how are they perceived?
- What skills are necessary for researcher developers?
- Career progression and CPD for researcher developers

Workshop outcomes:

- Understanding of the diversity of roles of researcher developers across the UK
- Reflecting on what the findings mean for how we engage with our audiences
- Reflecting on career progression opportunities and continuing professional development needs of researcher developers
- Understanding the Career Framework for Researcher Developers
- Creating and exploring your individual profile, using CFRD

Format: Presentation, discussion and interactive activity

Workshop D9 – Pastoral support for PGRs: issues, solutions and peer-led initiatives

Laura Hutchinson, Graduate School Manager (Researcher Development), Northumbria University

Dr Kathryn North, Researcher Development Manager, Loughborough University

Jordan Dawson, Postgraduate Researcher, Loughborough University

Andrew Rowe, Postgraduate Researcher, Loughborough University

Workshop Outline

It is often assumed that the first point of call for PhD students facing pastoral problems is their supervisory team, another member of department staff or perhaps their University's Student Services. However, there are a myriad of reasons why students may feel uncomfortable seeking help from these places – so where do they turn for help? In this workshop we explore the types of non-academic issues faced by research students, barriers to them seeking help, and examples of current practice in the sector. We share examples of

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student led initiatives, including the PhD Support Network (@LboroPhDSN), recently established by Loughborough University postgraduate researchers and Doctoral Dilemmas at Northumbria University. The PhD SN offers a peer-led scheme for signposting support services at the University and a safe space for non-academic discussion, Doctoral Dilemmas is a lunchtime workshop led by students. We consider the role peer-led schemes can play in enriching support, and discuss how Universities and Vitae might provide a route to a national initiative for accessible, non-academic support for PGRs.

Prepare for the boot to be on the other foot, as the PhD support network founder members are running the show!

Workshop Topics:

- The pastoral support needs of doctoral students
- Examples of current practice in HEIs, such as PhD Support Network at Loughborough and Doctoral Dilemmas at Northumbria
- An opportunity to explore and develop other schemes to improve pastoral support for PGRs, locally and nationally

Workshop Aims:

- An increased understanding of non-academic issues faced by doctoral communities
- Sharing of current practice to support doctoral researchers across institutions, and institutional and cultural barriers to accessing this kind of support
- Exploring potential solutions to address pastoral issues at a local level
- Offer an insight into the examples of current practice

Format: Presentation and discussion

Workshop D10 - Career paths for young researchers within and outside of academia

Iben Roerbye, HR Consultant and Project Manager, University of Copenhagen, Denmark

Ditte Thoegersen, Project Manager, University of Copenhagen

Dr Irene Garcia, Enterprise Officer, University of Aberdeen

Prof Etsuko Tanaka, Assistant professor, Nagoya University, Japan

Dr Lucy Leiper, Senior Researcher Developer, University of Aberdeen

Higher Education institutes continue to recruit increasing numbers of postgraduates and postdocs, and many must continue a career outside academia. The career paths for researchers are ever more diverse and competitive. It is essential that the training and development opportunities offered by Universities meet their needs. In this session, the Universities of Aberdeen, Copenhagen and Nagoya will showcase different projects that have explored the changing requirements and career paths of postgraduate researchers and postdocs and how to address them within our Universities. This will be a world café style workshop in which participants will explore themes around; researcher's aspirations and career paths; new approaches to skills training and employer skills requirements.

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Programme:

Duration:	Host	Content
10 min	University of Copenhagen	The voice of PhD students and Postdocs
10 min	Nagoya University	The training of PhD students and Young Researchers' transferrable skills
10 min	University of Aberdeen	The voice of Alt-Academic Employers
5 min	Break	
30 min	World Café	Participants are divided into 3 groups. Each university will facilitate a table discussion (10 minutes) where the group will address 3 specific questions based on the host University's project. Thereafter the group will move on to the next table discussion.
15 min	Feedback and questions	All participants gather and share the most important insights from each of the three table discussions. Moderated by Lucy

University of Copenhagen: The voice of PhDs and Postdocs: UCPH has carried out extensive quantitative and qualitative studies among doctoral graduates and Postdocs about their current career opportunities as well as their wishes for future career prospects.

Nagoya University: The training of PhD students: Transferable skills, doctoral education: An internal focus: how do we make sure, that the researchers obtain the needed skills for their future careers in the current labor market for PhD holders?

University of Aberdeen: Alt-academic employers: Exploring employer's perceptions of researchers and the skills they have: What are the benefits of employing researchers in private sector jobs; what are the skills gaps? How do we increase knowledge of the value created by researchers in companies?

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Researcher development and researcher careers evaluation and impact studies to further our understanding and knowledge of the researcher landscape

Format:

Information, interaction and discussion