

Half plenary sessions, workshop titles and presenters

Optional workshop session O – Tuesday 9 September 2014 (09.45)

Workshop O1 – So you're new to research staff

Dr Emma Gillaspay, Manager, Vitae North West Hub, University of Manchester

Workshop overview:

Those new to working in research staff development face a potentially bewildering array of policies and procedures. Research staff also have unique developmental needs which are important to consider when putting together programmes. So, where do you start? What do you really need to know when working with research staff for the first time?

Topics covered:

- Policy and drivers currently influencing research staff and their development
- Vitae programmes relevant for the development of research staff
- Challenges and opportunities in developing research staff
- Creating effective research staff development programmes

Format

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

Workshop O2 – So you're new to postgraduate researchers

Anne Goodman, Manager, Vitae South West and Wales Hub, Cardiff University

Workshop overview:

This session will give participants an opportunity to explore the development needs of postgraduate researchers and help to demystify some of the policies, terms, acronyms and organisations that make up the researcher development agenda.

Topics covered:

- Understanding the characteristics and training needs of postgraduate researchers
- National and international drivers impacting on postgraduate researcher development
- Examples of good practice in postgraduate researcher development

Workshop O3 – So you're new to the UK higher education system

Alison Mitchell, Director of Development, Vitae

Workshop overview:

This programme has been designed to give international participants the opportunity to meet each other and Vitae staff before the main conference begins. It is an optional addition to the main conference programme.

The session aims to give you background information to enable you to understand the context in which researcher development is delivered within UK higher education institutions.

**Vitae Researcher Development International
Conference**
9-10 September 2014 The Midland, Manchester



For those new to the UK higher education system, the session will cover key structures, reports, policies, terms of reference, organisations and issues.

By the end of the session, participants will have:

- explored the structure of the UK higher education system
- reviewed an overview of the main drivers currently influencing researchers and research staff and their development in the UK
- been introduced to the key reports, most common acronyms and latest surveys and initiatives.

Format

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

Workshop session A – Tuesday 9 September 2014 (15.20)

Workshop A1 – Supporting widening participation students in their transitions onto postgraduate and research study

Steve Kendall, Associate Dean, Director, Widening Participation/Professional and Academic Development Advisor, University of Bedfordshire

Maria Kukhareva, Professional and Academic Development, University of Bedfordshire

Workshop overview:

In this workshop we are inviting participants to focus their attention on students from a Widening Participation background who continue their academic career in research (or who for a variety of reasons are unable or unwilling to do so). In particular, we would like to explore the motivations and barriers that frame the transitions of these students onto postgraduate study, and, consequently, how we can support these transitions.

We will be building on the messages recently identified in the HEFCE policy document (HEFCE, 2013*; see also Universities UK blog**) and HEA research***, both of which shed light on the reasons behind low participation rates in postgraduate programmes amongst non-traditional students and gaps in provision for the latter.

As a university with a strong commitment to Widening Participation, we would like to start a discussion around establishing specific mechanisms that have a positive impact on the progress of non-traditional students beyond undergraduate qualification and into research. In particular, we will explore holistic approaches that promote excellence and a sense of belonging, as well as enhance students' scholarly expertise and sense of agency.

* HEFCE (2013) Trends in transition from first degree to postgraduate study: Qualifiers between 2002-03 and 2010-11, Issues report

** Winskowski, N. (2013) Fixing the "broken bridge" to postgraduate study, Universities UK blog, 4 July

*** Stuart, M., Lido, C., Morgan, S., Solomon, L. and Akroyd, K. (2008) Widening participation to postgraduate study: decisions, deterrents and creating success, HEA

Workshop topics covered:

- Policy developments relating to doctoral education and employing researchers
- Developing a pipeline of research talent, including widening participation issues and the strategies to attract the best candidates into research degrees

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

Workshop outcomes:

- build on the recent "fixing a broken bridge" messages in policy and research with regards to insufficient support for non-traditional students who have the potential to become promising researchers

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- explore barriers and motivations that affect widening participation
- actions for researcher developers

Format:

A 55 minute workshop addressing an area of policy or providing information and discussion on a researcher development policy related topic

Workshop A2 – The Training Game

Emma Sandon-Hesketh, Research Development Manager, University of Central Lancashire

Workshop overview:

Nearly all universities will now have in place some format of training programme for their researchers, both staff and students. The Research Development Framework, Doctoral Training Centre initiatives, and the amended QAA code all underpin the importance of such training being integral to the research experience. But how easy is it to achieve buy in? How do we market the availability of such training in such a way that all can relate to it, access it, and participate? What if we don't use the RDF Planner? What if our training is delivered from multiple sources within the organisation? How and where do we link up our resources in innovative and appealing ways?

This session will give participants the opportunity to review their training model and assess and evaluate the power of its attraction. Looking particularly at research staff - from early career researcher to professors – participants will be asked to team work and share ideas in order to develop different ways to re-package training/skills programmes in innovative and eye catching formats that might improve attendance and access, and have more meaning for the stakeholders. The session will also profile one approach that UCLan have developed as a response to the challenges above. All welcome!

Workshop topics covered:

- Scanning the training horizon
- Forming the Gaming Group
- Collecting the training
- Consolidating themes
- Identifying opportunities for collaborative working
- Marketing the training - engaging the stakeholder
- Web Platforms and their usefulness to date
- Combined approaches - real, virtual, app
- Feedback and evaluation to date"

Themes covered

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

Workshop outcomes:

Participants will gain an understanding of one institutions approach to:

- identifying and consolidating multiple training streams
- customer needs analysis with researchers

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- collaborative working in-house for custom design training system
- developing and testing, and testing, and testing and re-testing ...!
- managing the challenges along the way
- taking it to the next level - Website and App training developments

Workshop A3 in collaboration with UKCGE – International comparisons in postgraduate education: quality, access and employment outcomes



Dr Brooke Storer-Church, Higher Education Policy Advisor (Postgraduate Policy), Higher Education Funding Council England (HEFCE)

Gill Clarke, Vice Chair, UK Council for Graduate Education

Workshop overview:

Background

The 'International comparisons' report is one of three publications commissioned by HEFCE with the aim of contributing to information sources on postgraduate education and potentially to inform policy. It compares masters and doctoral education in England with postgraduate education in seven other countries: Australia, Germany, India, Norway, Scotland, Spain and the United States and has three overarching themes: quality, access and employment outcomes. The report is being published on 9 September with two other postgraduate reports commissioned by HEFCE and this workshop will provide an initial opportunity to explore the project findings.

Workshop content and structure

The workshop is intended to begin disseminating the findings of the 'International comparisons' report and to consider how they relate to institutional practice. After a brief introduction by workshop leaders, delegates will split into three groups according to their interests:

- Quality
- Access
- Employment outcomes

Copies of an extract from the report will be provided to facilitate discussions. The groups will have approximately 30 minutes to discuss the report findings in these areas and how the outcomes relate to postgraduate provision in their own institutions. A plenary discussion will provide an opportunity to consider the outcomes of each group's conclusions.

Workshop A4 – Embedding support for disabled students into postgraduate researcher provision

Dr Emma Rowlett, Disability Adviser for Postgraduate Students, University of Nottingham

Emma Day, Project Manager, Vitae

Workshop overview:

Disabled postgraduate research students (PGRs) and the staff who support them face a number of challenges, and due to the nature of the doctoral process these differ from those experienced by disabled students on taught courses. In 2009 the University of Nottingham created a post designed to work as part of both the central Disability Support service and the Graduate School and in doing so has embedded support for disabled students into

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



mainstream provision for PGRs. What has become apparent from this is that many of the issues disabled students face are not dissimilar in nature to those experienced by their non-disabled peers, although they are likely to be more severe. Therefore much of the work that is done to improve the experiences of disabled students also benefits those who have not disclosed a disability.

This workshop will examine the insights that have been gained into the nature of these challenges, provide an opportunity to share what other institutions are already doing to address these and explore what additional approaches might be taken to incorporate the needs of disabled PGRs and the staff who support them into the researcher development process.

Workshop topics covered:

- Insights from the University of Nottingham
- Experiences from other Institutions
- Issues that arise at specific points during the student life cycle, including: recruitment, induction, annual reviews of progress, and the viva voce examination
- Resources available including Premia and Every Researcher Counts

Themes covered:

- Case studies and examples that mainstream equality and diversity for research careers and the research environment

Workshop outcomes:

Participants will:

- Have greater awareness of the challenges facing disabled PGRs and the staff who support them
- Explore how to address these challenges, including taking approaches that benefit all students, not just those who have declared a disability
- Understand more about resources available.

Format:

Information, interaction and discussion.

Workshop A5 – Support for researchers in the arts and humanities post-PhD

Professor Nigel Vincent, Professor Emeritus, Manchester University

Dr Sue Carver, Head of Research Careers, Training and Peer Review, Arts and Humanities Research Council (AHRC)

Workshop overview:

The Arts and Humanities Research Council (AHRC) and the British Academy (BA) commissioned a study from Oakleigh Consulting Limited to understand more about the issues faced by researchers in the period immediately following their PhD. Both funders wanted to obtain further insight into the diversity of roles, opportunities and employment for researchers who work in research organisations following their doctorate, and the needs and aspirations of researchers at this early stage of their career.

The study was focussed on those who wish to pursue a career in the higher education sector. The aim being to increase understanding of the numbers and types of roles and contracts taken up, as well as how well supported and informed these early career

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



researchers feel in pursuing their careers. The study comprised a survey and a series of interviews with early career researchers, at various points in their career, and staff in a variety of roles at a range of research organisations.

Workshop topics covered:

Key findings from the study will be presented at the workshop. This will be followed by a discussion on the types of support available to early career researchers and an opportunity to share ideas and best practice.

Themes covered:

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

Workshop outcomes:

Further insight into the careers of researchers' post-PhD and how they can be supported.

Format:

Presentation and discussion

Workshop A6 – What researchers do when they move out of higher education

Dr Janet Metcalfe, Chair and Head, CRAC/Vitae

Julie Gould, Naturejobs Web and Advertorial Editor, Naturejobs

Workshop overview:

This workshop will present the initial results of a Vitae project, in collaboration with Naturejobs, 'What do research staff do next' that is exploring the careers of researchers who have been employed as research staff.

Particularly the project aims to use career stories to develop a better understanding of how researchers transition from research posts at European universities and public research institutes to career paths in other employment sectors. It explores the tipping points in their careers, why they decided to leave academic research and how they achieved this. The project will create a valuable resource for researchers looking at careers outside research in higher education, which will help them make more informed career decisions.

The session will cover:

- an overview of the project approach, progress and the next stages
- emerging results from the survey, including the main reasons for leaving higher education, the competencies they are using in their current employment and the advice they would give current research staff

Participants will:

- have the opportunity to examine the initial results and input to the next stages of the project
- learn 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.

www.vitae.ac.uk

Workshop A7 – Developing experienced researchers’ use of technology: examining some critical issues

Shailesh Appukuttan, Technical Development Manager, University of Huddersfield

Workshop overview:

Experienced researchers often have established ways of engaging with their research activities, which work for them. However, rapid technological advances are ubiquitous in the 21st century, and offer overwhelming amounts of information and novel ways of synthesising it. This can create technological overload distracting from the research itself; but it is not a factor researchers can ignore.

Various collaborative efforts such as the Seven Pillars of Information Literacy - Research Lens (contributions from Society of College, National and University Libraries, Researcher Development Framework, and Research Information Network) are there to prepare researchers for the technology era. It focuses on various stages of dealing with information. But how does this translate in practice? How are these skills development and support systems implemented for researchers?

Comprehensive training on a tool becomes less useful by the time 1) researchers want to apply it in their research and 2) a new version of the tool comes out, which means they have to upgrade and/or retrain. This raises many questions to be addressed in the workshop. Is it practical for institutions to keep-up with this evolving landscape through training? Is it a matter of researchers’ conceptions of technology use, or not being realistic about training needs? Are the rigour and quality of research compromised due to time for and access to the latest technologies? Is this an issue in the internationalisation of research, and associated competition and career development of researchers?

This workshop will examine the emerging findings from a study of technology use in research activities by 26 experienced social and educational researchers from 8 Universities in the UK. Participants will be encouraged to compare the findings with their own experiences and discuss how far they reflect an international perspective.

Workshop topics covered:

In terms of researchers’ activities, the topics covered will include:

- Critical phases and activities in the researcher’s role
- Relevance and expectations of technology use in academic research
- Benefits, challenges, and drawbacks of technology use
- Developing and supporting technical skills and meeting related technical needs
- Strategies for choosing and using relevant technology
- Whether or not choice of technology and related skills influence the research

Themes covered:

- New approaches to enabling researchers to reach their potential and make powerful career choices
- Working with PIs and supervisors to transform everyday conversations into those that further professional development and embed training and development in the research environment

Workshop outcomes:

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



In terms of technology use for research, participants will be able to:

- explore a range of experience and conceptions of researchers' use of technology and reflect on these in light of their own experiences
- gain insight into strengths and weaknesses of using technology
- identify and discuss key strategic challenges in researcher development related to technology use and its impact
- explore alternative approaches and develop recommendations for researcher development and support activities
- gain an insight into the latest research findings and consider implications for their own institutions

Format:

80 minutes - Introduction using audio/video responses (reconstructed); critical group discussions; feedback and reflection

Workshop A8 – RENKEI - Developing future leaders who can effectively work across boundaries of disciplines, cultures and domains.

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

Dr Robin Humphrey, Reader and Director of Postgraduate Research Training Programme, University of Newcastle

Jane Nolan MBE, Teaching Fellow in Enterprise and Visiting Entrepreneur, Newcastle University

Katie Plant, Research Assistant, University of Southampton

Workshop overview:

In order to prepare early career researchers to become the research leaders and global citizens of the future with the ability to tackle the Grand Challenges ahead of us, they must learn skills to work across cultures, disciplines and domains. The ability to communicate and work effectively across these different boundaries will prepare them for future careers with impact in a number of different sectors.

In this workshop we will describe a recent innovative programme - Collaborating Across Cultures: The 2013 RENKEI Researcher Development School in Bristol and Kyoto - developed by the Universities of Bristol, Newcastle and Kyoto to develop the aforementioned skills in researchers from Japanese and UK universities. The School has had a profound impact on the researchers involved through both skills development as well as new perspectives. You will hear from both organisers and participants.

We will then invite discussion around how the approaches and concept of the School could be applied more broadly in different contexts, encouraging participants to share their experiences of relevant activities they have been involved in.

Workshop topics covered:

This session will cover:

- The concept, design and approaches used in the RENKEI Researcher Development School
- Impact of the School on researcher participants, through personal accounts and overall evaluation
- Application of the approaches and learning from the School to other contexts
- Related experiences from other institutions

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



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 and interdisciplinary
- Researchers development across boundaries: learning from international collaborations and exploring inter-cultural competence

Workshop outcomes:

"Participants will

- Have developed a knowledge of the design of the RENKEI Researcher Development School and the approaches employed
- Have had the opportunity to share the details of related activities they may be undertaking
- Have heard about related approaches being used in other institutions
- Have had an opportunity to discuss and generate ideas about how they might apply some of the approaches and concepts to activity within their own context"

Format:

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

Workshop A9 – Ethical leadership in research

Professor Shailey Minocha, Professor of Learning Technologies and Social Computing, The Open University

Workshop overview:

Ethical principles and moral concerns are a key component of VITAE's Researcher Development Framework (RDF) and are associated with the professional conduct of researchers. Being sensitised to ethical issues during postgraduate and early career research will contribute to the development of ethical leadership skills.

Ethical leadership skills influence research projects in various ways: task performance of researchers on projects; efficiency, effectiveness and impact of research projects; financial integrity; promoting values that are essential to collaborative work such as trust, accountability, mutual respect, fairness, intellectual property interests, data-sharing policies and authorship; and promoting moral and social values such as social responsibility, compliance with the law, health and safety, human rights and animal welfare.

This workshop will cover:

- strategies on embedding training on ethics in researcher development programmes;
- linking the adherence to ethical considerations in research to engendering ethical leadership skills;
- reflecting on why ethical leadership in research careers matters; and
- how ethical research leaders can lead others to be ethical and can shape cultures and systems to foster ethical behaviour.

Participants will:

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- develop and implement strategies on embedding ethical considerations and moral principles in the researcher training and development programmes in their institutions;
- understand the relationship between adherence to ethical principles in research projects to development of ethical leadership skills;
- understand the significance of ethical leadership for the efficiency, effectiveness and impact of research projects; and
- instill ethical leadership skills in their postgraduate researchers and early career researchers.

Workshop A10 – Internationalisation of researcher development: applying the Researcher Development Framework in the West African context

Dr Judith Williams, Senior Lecturer, Vitae North West Hub Coordinator, University of Manchester

Dr Rachel Cowen, Lecturer (Research Staff and Academic Staff Development), University of Manchester

Jen Reynolds, Vitae and CRAC Partnerships Manager, Vitae

Workshop overview:

This workshop will share our experience of designing and delivering a researcher development programme for researchers working at the MRC Unit, The Gambia. The University of Manchester and Vitae were awarded MRC funding to create this six month programme suited to researchers working in West Africa. The project aimed to deliver a sustainable and affordable programme that enabled researchers to enhance their outputs, and to empower them to take control of their personal and career development in a strategic manner. It also provided a significant opportunity to test the applicability of the Researcher Development Framework (RDF) with researchers working in a very different setting to that for which the RDF was developed and tested.

Project team: The University of Manchester (Judy Williams, Rachel Cowen, Emma Gillaspay), Vitae (Ellen Pearce, Jen Reynolds) and MRC Unit, The Gambia (Peter Dukes).

Workshop topics covered:

This workshop will:

- Provide an overview of the programme and topics covered.
- Provide evidence of the impact of the programme and lessons learnt delivering researcher training within an international research context.
- Generate tips for developing researcher development programmes for countries outside the UK.
- Explore the challenges of gathering evaluation and impact data

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
- Leadership development for researchers

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- Researcher development and researcher careers evaluation and impact studies to further our understanding and knowledge of the researcher landscape
- New and interesting ways of supporting mobility - international, intersectoral and interdisciplinary
- Researchers' development across boundaries: learning from international collaborations and exploring inter-cultural competence

Workshop outcomes:

By attending this workshop, participants will:

- Gain an insight into the developmental needs of researchers working in West Africa and how that differs from researchers based in the UK.
- Discuss best practice in developing programmes for researchers outside the UK.
- Explore the applicability of the RDF to underpin programmes outside the UK.

Format:

55 minute interactive workshop

Workshop session B – Tuesday 9 September 2014 (16.20)

Workshop B1 – Every Researcher Counts: where are we now and where are we going?

Emma Day, Project Manager, Vitae

Workshop overview:

The importance of addressing equality and diversity in the research environment has never been clearer. It is essential that the sector enables all researchers to maximise their potential.

This workshop will consider where are we now and where are we going? It will highlight learning from the Every Researcher Counts regional conference programme and project to date. The project has developed two new resources – a set of scenario answers, developed with Equality Challenge Unit (ECU) and a reflection and appraisal booklet for research staff. Both of these new resources will be demonstrated. We will also be asking for collaboration in developing our strategy for the big actions institutions, principle investigators and research staff should be taking to address this agenda.

Workshop topics covered:

- Equality and diversity in the research environment

Themes covered:

- The importance of addressing equality and diversity in the research environment
- The current sector picture and sector drivers
- Next steps to move this agenda forward

Workshop outcomes:

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



By the end of the workshop, participants will:

- Have a clear sense of the current status of equality and diversity in the research environment
- Have considered what we need to do next
- Experienced a taster of Equality Challenge Unit (ECU) scenario answers and know how to utilise them
- Received a preview of forthcoming Research Staff resource and provided brief feedback.

Format:

Interactive workshop, including presentation and group discussion.

Workshop B2 – We give researchers wings!

Dr Christiane Wuellner, Executive Director, Ruhr University Bochum, Research School
Dr Ursula Justus, Counselling for PhD, Ombudsperson, Ruhr University Bochum, Research School

Workshop overview:

Background:

Early career researchers of today are experienced researchers of the future.

The main goal of RUB Research School is to prepare researchers at an early stage of their careers for this task and to enable them to start their research career in a more “experienced” way.

Supported by a special programme doctoral candidates learn - in a holistic approach - how to apply for research funding in a smart and qualified way by participating in the peer review process of applications for an international funding scheme. The programme not only focuses on how to write successful research proposals, but qualifies doctoral candidates in addition, on how to become a good reviewer and how to move cleverly through the research system.

This session will cover:

- description of a university wide and cross-disciplinary graduate school for doctoral candidates
- a quality cycle for proposal writing, selection procedure, review and decision process
- first outcomes and further ideas

Participants will:

- take home a new module for early career researchers and its first results
- have the opportunity to participate in a joint discussion about the question of the value of this preparation for further careers and whether this will be an advantage in the competition for jobs?

Format:

Information, interaction and discussion. We are very interested in your comments, ideas, and hearing about comparable activities and experiences.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Workshop B3 in collaboration with UKCGE – International comparisons in postgraduate education: quality, access and employment outcomes



Dr Brooke Storer-Church, Higher Education Policy Advisor (Postgraduate Policy), HEFCE
Gill Clarke, Vice Chair, UK Council for Graduate Education

Workshop overview:

Background

The 'International comparisons' report is one of three publications commissioned by HEFCE with the aim of contributing to information sources on postgraduate education and potentially to inform policy. It compares masters and doctoral education in England with postgraduate education in seven other countries: Australia, Germany, India, Norway, Scotland, Spain and the United States and has three overarching themes: quality, access and employment outcomes. The report is being published on 9 September with two other postgraduate reports commissioned by HEFCE and this workshop will provide an initial opportunity to explore the project findings.

Workshop content and structure

The workshop is intended to begin disseminating the findings of the 'International comparisons' report and to consider how they relate to institutional practice. After a brief introduction by workshop leaders, delegates will split into three groups according to their interests:

- Quality
- Access
- Employment outcomes

Copies of an extract from the report will be provided to facilitate discussions. The groups will have approximately 30 minutes to discuss the report findings in these areas and how the outcomes relate to postgraduate provision in their own institutions. A plenary discussion will provide an opportunity to consider the outcomes of each group's conclusions.

Workshop B4 – Student unions and universities: a partnership approach to empowering researchers

Dr Elizabeth Adams, Researcher Development Officer, University of Glasgow
Stef Black, Postgraduate Development Officer, University of Glasgow Students' Representative Council

Workshop overview:

This workshop will consider the role of Student Unions in empowering researchers and helping them to develop skills for leadership and interdisciplinary working. We will present case studies from the University of Glasgow, including a joint approach to promoting and analysing the PG Research Experience Survey, working with elected officers and the use of a Postgraduate Club as a hub for researcher-led activity. Through allowing each organisation (the University and the Student Union) to play to its own strengths in terms of culture, working practices and student engagement, we have been able to use a variety of approaches to tackle important issues, such as student well-being and stress management. Workshop participants will be invited to discuss their own examples of partnership working, with the aim of developing sustainable practice which makes best use of resources and both supports and empowers the individual researcher.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Workshop topics covered:

- Student representation
- Leadership Development and empowerment
- Researcher-led initiatives

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 and interdisciplinary'

Workshop outcomes:

Participants will

- Gain an understanding of the role of a student union and its potential for supporting researcher development
- Receive examples and case studies of the types of project which have benefitted from a joint approach at the University of Glasgow
- Share their own experiences of the benefits and barriers to working in partnership with a student representative body"

Format:

Presentation and discussion

Workshop B5 – The introduction to public engagement for postgraduate researcher's online module: a University of Birmingham (UoB) doctoral training partnership (DTP) researcher development case study

Dr Catherine Mills, University Graduate School Manager, Acting Assistant Director, University of Birmingham

Jim Bell, University Graduate School Events and Marketing Officer, University of Birmingham

Workshop overview:

This workshop will showcase the "Introduction to Public Engagement for PGRs" online module developed by Birmingham's University Graduate School as part of UoB's Postgraduate Certificate in Advanced Research Methods & Skills (PGCARMS). PGCARMS provides key researcher development for UoB DTP-funded PGRs. We will start by providing workshop participants with a background to the module, its development and its role within the wider UoB DTP provision. We will then outline our distance learning approach to public engagement development. This will include our use of UoB's new Virtual Learning Environment, our development Birmingham-specific resources, and our approach to assessment. Workshop participants will be asked to complete a few of the online public engagement exercises to get a sense of the content and how the module worked. We will reflect on our lessons learnt from the first module cohort, drawing on participant evaluation data and module tutor observations. We will finish by asking workshop participants to share their examples of public engagement and distance learning researcher development and suggesting next steps for development and delivery of the module.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Workshop topics covered:

- How the public engagement module sits within the wider University of Birmingham Doctoral Training Partnership researcher development provision
- Recap from last year's special interest session and update on the progress of the public engagement module
- The development and delivery of the public engagement module including our distance learning approach.
- Demonstration of the new virtual learning environment used for the delivery of the majority of the module
- Reflection on learning from the module's first cohort, including evaluation from the module participants.
- Discussion of potential next steps for the public engagement module with practice sharing from workshop participants.

Themes covered:

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

Workshop outcomes:

- Workshop participants will gain insight into UoB's approach to Doctoral Training Partnership researcher development
- Workshop participants will gain knowledge of public engagement training and distance learning researcher development at UoB
- The interactive exercises enabled workshop participants to share best practice in public engagement and distance learning researcher development

Format: Presentation

Workshop B6 – The role of research staff associations for research staff in career development

Dr Emma Compton-Daw, Staff Developer (Research Staff), University of St Andrews

Dr Nicola Phillips, Programme Support Tutor, Manchester Metropolitan University

Dr Katie Wheat, Project Manager, Vitae

Workshop overview:

Despite prevailing career uncertainty, engaging researchers in their own career development can be a challenge. During this interactive workshop we will examine how Research Staff Associations (RSAs) enable researchers to engage with and take control of their own career development. We will explore the role of RSAs in forming networks of researchers at Institutional, National and International levels. Participants will then be invited to discuss topics such as the benefits of these networks and associations for Researcher Developers, the challenges researchers face in their future careers, and how to better engage researchers in their career development.

We will also present examples of successful career development activities RSAs themselves coordinate at Institutions across the UK. In particular we will introduce a multimedia project, Stories in Science: Postdoctoral Career Pathways, undertaken by members of the College of Life Sciences Postdoc Association at the University of Dundee. Stories in Science: Postdoctoral Career Pathways provides an easily accessible resource to engage

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



researchers considering their future career options, parts of which can be easily incorporated into training activities. This project was conceived and managed by Research Staff with the aim to provide clear, accessible information on possible career paths available to postdoctoral researchers and as part of the Athena Swan activities the majority of examples are highly successful women. A brochure, exhibition and interactive website with video interviews and career advice illustrate the career timelines of successful academic and non-academic staff in and around the College of Life Sciences, providing a clear and simple visualisation of post-postdoctoral career routes.

Topics covered:

- The benefits of RSAs to researchers and researcher developers
- Engaging Research Staff in their own career development
- Challenges faced by researchers considering their future careers
- The role of RSAs as networks
- Overview of the content of Stories in Science: Postdoctoral Career Pathways
- Examples of training activities around the Stories in Science: Postdoctoral Career Pathways project
- Experiences from other Institutions

Outcomes:

Participants will:

- Have gained an insight into career development challenges faced by research staff and how they tackle these challenges themselves
- Have discussed the benefits of Research Staff Associations to Researcher Developers
- Have explored approaches to engage researchers in career development
- Have gained knowledge of Stories in Science: Postdoctoral Pathways
- Have a new practical example to use the Stories in Science: Postdoctoral Pathways in their training and development activities with researchers

Workshop B7- Masterclass for heads of department

Karen Poder, Head of Section: HR Competence and Management Development, University of Copenhagen

Brief overview:

At the University of Copenhagen we see working with HoDs and top management as an important part of building institutional capacity for researchers' professional development and maintaining their research excellence which is one of the themes of this conference. The next generation of our leadership program will therefore offer masterclasses to HoDs on some of the most essential parts of their tasks: strategic leadership, relational competencies, communications and change management.

To increase the cohesion and relations between HoDs and the top management of the University both groups will be invited to attend the masterclasses. We strive to develop a common language about leadership and a shared culture concerning leadership and management at the University. Bridging the gaps between the different management levels and bringing them together in leadership development sessions is therefore essential we believe.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



However, the group of HoDs also need a forum of their own to be able to work together on their actual organisational challenges. The challenges that the HoDs face include increasing the amount of external funding, implementing political reforms and organising their departments to support research and education. The HoDs need a facilitated opportunity to share their experiences with peers in a confidential setting.

Based on this case the session will focus on the different kinds of challenges in leadership development at universities: the academic culture, the role of leaders in academia, as well as the actual activities in our programs.

Workshop B8 – ‘I need a session on’ - Answers to a trainer’s dilemmas - Vitae’s resources for researchers

Dr Emma Gillaspy, Manager, Vitae North West Hub and Trainer, University of Manchester
Anne Goodman, Manager, Vitae South West and Wales Hub, Cardiff University

Workshop overview:

Vitae has a wealth of useful training resources for you to use with your researchers. Whether you are looking for a one or two day course, for something you could run over a number of sessions, or for materials to embed in your development programmes, this is your opportunity to come and hear more about, and get a taste of, the range of Vitae resources on offer.

Workshop topics covered:

- an overview of Vitae resources for researchers

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 research careers and the research environment
- Leadership development for researchers

Workshop outcomes:

Participants will:

- Understand the range of resources on offer
- Identify opportunities for using Vitae resources in their own institution

Format:

Interactive Workshop (80 mins)

Workshop B9 – How do we engage researchers in their professional development planning?

Jen Reynolds, Vitae and CRAC Partnerships Manager, Vitae
Emma Sandon-Hesketh, Research Development Manager, University of Central Lancashire

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Workshop overview:

Engaging researchers with their own professional development planning (PDP) can be challenging and researcher developers in institutions are adopting a variety of approaches to effectively involve researchers.

This workshop will provide case studies from researcher developers sharing strategic and operational ways that they have successfully engaged their audiences, including researchers, PIs and senior management with professional development using the Vitae Researcher Development Framework (RDF). The session will also explore ways to make researcher developers' lives easier with regards to engagement and how to make the most of the RDF: including using the RDF to plan provision and deliver training mapped to the RDF.

This session will cover:

- case studies from researcher developers on ways to engage researchers with PDP
- tools to help support researcher developers to support others with PDP
- how to make the most of the RDF to engage researchers, plan provision and deliver training

Participants will:

- explore ways to engage different audiences with professional development in their own institutions
- discuss ways to make the most of the RDF to help them in their role
- share experiences with other participants

Format:

Presentation of information, interaction and discussion.

Workshop B10 – Non-judgemental communication for researcher development

Dr Mariam Attia, Postdoctoral Research Associate, School of Education, University of Durham

Workshop overview:

Background

Non-judgemental communication in peer-interaction can support individual development of the intellectual capacity and personal effectiveness required for self-motivated exploration and discovery. It can also increase collegiality among researchers who work together, enhancing their potential for future engagement and influence. The disciplined use of non-judgmental communication skills for an agreed period of time does not replace the need for the usual academic discourse of argument, critique, discussion and evaluation. It offers additional opportunities to find different ways forward. The approach can be applied to strictly intellectual issues, to the strategic planning of projects or career progression, to the formulation of publication proposals or grant applications, or to other issues of personal or interpersonal significance.

This session will cover

- Active experience of the basic skills involved
- Presentation of the underlying principles

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- An introduction to the website www.cooperative-development.com, and its emerging community of researchers and researcher educators engaged in the use of non-judgemental discourse.

Participants will

- Understand, both experientially and intellectually, the differences and opportunities offered by the use of non-judgemental discourse
- Be in a position to judge for themselves the potential of the approach for the growth of their own personal effectiveness and interpersonal engagement as they give and receive collegial peer support for individual self-development.

Format

Task-based interaction, information, exemplification, discussion, networking opportunities

Workshop session C – Wednesday 10 September 2014 (11.20)

Workshop C1 – How embedded evaluation can secure the future of resource intensive researcher development programmes by enhancing: participant learning; course development and impact reporting

Dr Geraint Wyn Story, Researcher Development Consultant, University of Cambridge
Natacha Wilson, Independent Development and Innovation Consultant, University of Cambridge

Workshop overview:

With a change of funding (post-Roberts era) and potentially tighter researcher development budgets, institutions may be faced with having to prioritise. Consequently, resource intensive programmes and courses such as GRADschool, Leadership in Action or other bespoke programmes are often the target of cost cutting. Our ability to develop robust and reliable evaluation frameworks and processes is critical to demonstrate the value of researcher development and, more specifically, the place each programme takes in the wider development agenda. The objective of resource intensive programmes is often linked to a clear focus on experiential learning which require a large investment for the HEIs involved, in terms of up-front costs (e.g. residential courses), staff time and student time away from research. The workshop will specifically focus on Cambridge GRADschool (three-day residential course aimed at research students) and the evaluation approach developed and implemented over the last 2 years.

This 80 minute interactive workshop will help participants reflect on the importance of embedded evaluation to deliver fit for purpose programmes and as a mean to measure the benefits and impact of programmes focusing on experiential learning. It will examine the benefits and challenges of embedding evaluation in programme design and implementation, discuss data analysis and generate discussion about how this evaluation approach could be taken forward to evaluate researcher training and development provision for resource intensive programmes. This workshop will look at an evaluation approach used over the past two years for the University of Cambridge Local GRADschool, and make reference to the approaches of the national Impact Framework and the Impact and Evaluation Group.

Workshop topics covered:

The workshop will comprise two parts:

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



1. A short, interactive presentation of a case study of embedded evaluation for Cambridge GRADschool . This will include:

- An overview of the evaluation approach used that integrates evaluation at three stages of the programme (pre-course, post- course, 3 months on).
- An exploration of the key benefits and challenges of embedding evaluation in programme design and delivery
- Overview of collation methods and data analysis, and how these can feed into future programme development (developers), enhance learning (researchers) and help measure ROI (outcomes, behaviour changes)
- Whole group discussion to elicit and share views and experiences of participants who have initiated/conducted evaluative studies at their institutions, or are thinking of doing so.

2. An interactive session of small group discussions and whole group feedback will encourage an exchange among practitioners about how to realistically concretely tackle the challenge of strengthening evaluation capacities:

- strengthening evaluation capacities:
- Small group sessions where participants can identify possibilities for conducting evaluation at their institutions
- Whole group feedback session, sharing strategies and good practices identified and discussed within the small group sessions

Themes covered:

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

Workshop outcomes:

Participants will:

- Gain specific insight from reviewing the approach in evaluating resource intensive programmes
- Explore the wider role of evaluation in shaping future researcher development activities
- Identify ways of adapting their evaluation approach to meet stakeholder needs
- Become part of a network / forum for sharing experiences and good practice
- Participants might wish to bring any examples of service evaluation conducted at their institutions for comparison
- Understand how evaluation of resource intensive programmes aligns with the Impact Framework and the Impact and Evaluation Group approach.

Format:

80 minutes workshop (short presentation followed by interactive session)

Workshop C2 – Might increasing expectations limit the intrinsic attributes derived from a research degree?

Dr Richy Hetherington, Postgraduate Skills Development Coordinator, Newcastle University

www.vitae.ac.uk

Panel members

- **Rhys Anderson**, MPhil student and 3 Minute Thesis finalist, Newcastle University
- **Prof David Bogle**, Professor of Chemical Engineering and Head of UCL Graduate School, University College London
- **Dr Iain Cameron**, Head of Research Careers and Diversity, Research Councils UK
- **Julie Gould**- Naturejobs Web and Advertorial Editor, Naturejobs
- **Dr Brooke Storer-Church**, - Higher Education Policy Advisor (Postgraduate Policy), HEFCE

Workshop overview:

This workshop aims to consider the juxtaposition between the increasing demands on time, research outputs and broader skills development with some of the core elements that make doctoral graduates stand out. There will be a short presentation highlighting the increasing expectations of gaining a doctoral qualification. This will be followed by a panel discussion to consider how these changes might be impacting on the characteristics of the doctoral graduate. The discussion will then be taken on to consider appropriate methods to analyse the changes that have taken place and what is an optimum for structured interventions in development as compared to a more organic form of professional development intrinsic to the research process.

Workshop topics covered:

- Can the push to deliver ever more from our researchers limit the learning they make?
- Should a PhD always result in publication within three years?
- Does compulsory formalised training add as much as unstructured learning through research?
- In a four year PhD is there time for a masters and an internship?
- What methods can be employed to analyse what works best?
- What do employers look for in a doctoral graduate that a graduate doesn't have?
- Does fitting the needs of the research and the researcher fit perfectly together?

Themes covered:

- Working with PIs and supervisors to transform everyday conversations into those that further professional development and embed training and development in the research environment
- Researcher development and researcher careers evaluation and impact studies to further our understanding and knowledge of the researcher landscape
- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models (e.g. ITNs)

Workshop outcomes:

- Consideration of what is appropriate to ask research students in order to best fulfil their development needs.
- Provide some balance in the expectations of what training and development staff should look to offer.
- Shape the expectations of the Research Councils and particularly DTPs and DTCs

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- Discussion of scholarly activity that can support suggestions made
- Increase the sector's thinking in what attributes we hope researchers will have.

Format:

Short Presentation and Discussion Forum

Workshop C3 – A hidden resource for researcher developers: engaging and developing technical scientific Staff

Dr Elise Glen, Researcher Development Coordinator, Institute of Cancer Research

Dr Amy Moore, Researcher Development Advisor, Institute of Cancer Research

Dr Laura Fish, Higher Scientific Officer, Institute of Cancer Research

Workshop overview:

In addition to postdoctoral training fellows and team leaders, the ICR employs a large number of Scientific Officers. The Scientific Officers are a diverse workforce ranging from school leavers to PhD graduates who have chosen to follow a technical, rather than academic, career path. The emphasis placed on researchers at the ICR to generate high impact publications and win grant funding meant the Scientific Officers felt less valued and overlooked when it came to training and career development opportunities. This led to the formation of a Scientific Officer Association in 2011. Since then the association has helped design and deliver 7 new initiatives to specifically support this section of the ICR workforce in all aspects of personal and career development to engage with the principles outlined in The Concordat for research staff. The workshop will look at the risks associated with not effectively engaging with all research staff including the barriers to engagement which might exist and explore the initiatives started by the SOA themselves. It will question how we can better cater for particular staff groups in our own institutions, including helping them to raise their profile and look at the benefits which exist to institutions in doing so.

Workshop topics covered:

- The role of scientific officers at the ICR
- Barriers to researcher engagement - identity and representation at the ICR

Case study:

- The role and aims of the Scientific Officer Association
Examples of initiatives started by the SOA: what's worked and what hasn't
How you can use similar initiatives to develop overlooked groups, at little cost
Using the results of staff surveys to inform on-going training for staff groups within the ICR

Themes covered:

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

Workshop outcomes:

- Exploring the importance of supporting the career development of under-represented staff groups within our institutions and reflection on which staff groups this could benefit from better integration.
- Appreciation of the barriers that might exist to engaging with those groups.
- Discussion and sharing of expertise and ideas of how we can support these groups using a case study of the Scientific Officer Association at the Institute of Cancer Research.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- Gaining an appreciation of what can be gained institutionally from engaging with non-academic research staff.
- Tips on how to overcome researcher inertia and organisational apathy and create or re-launch your own staff association.

Format:

Case study, group discussions

Workshop C4 – Challenges and opportunities for researcher development in the context of cohort models for doctoral training

Dr Katie Wheat, Project Manager, Vitae

Lou Sumner, Assistant Registrar (Graduates), University of Oxford

Workshop overview:

In June 2014, participants from the UK and Europe came together in an Open Space format to address the overarching theme 'how can we, together, support researchers, ensuring an equality of professional development provision for all, in light of the changing structures for doctoral education, such as doctoral training centres?' This workshop will follow up on the outcomes from this Open Space event, with the aim of producing a key set of actions for stakeholders.

In this workshop, participants will have the opportunity to explore the challenges and opportunities for researcher development within and alongside Centres for doctoral training (CDTs), Doctoral training partnerships (DTPs), Initial training networks (ITNs) and other cohort training models. These discussions could be inspired by or based on the key themes and questions raised in the Open Space event, such as, "what does 'equality of opportunity' look like?", "how we can support and embed the role of supervisors in researcher development?" and "what is good practice within cohort training models that we might want to transfer to the wider postgraduate researcher community?"

Participants will be invited to define and vote on the key actions for the stakeholders in researcher development and cohort training models, such as, recommended actions for Vitae, recommended actions for funders, and recommended actions for researcher developers.

Topics covered:

- The UK and European context of new cohort models for doctoral training
- A summary of the key outcomes from the Vitae Open Space event
- Potential challenges and opportunities for researcher development
- The changing role of researcher developers within and alongside cohort training models
- Key actions for the sector

Themes covered:

- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models (e.g. ITN's)
- Researchers' development across boundaries: learning from international collaborations and exploring intercultural competence
- Developing a pipeline of research talent, including widening participation issues and the strategies to attract the best candidates into research degrees

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Outcomes:

Participants will have the opportunity to:

- define the major challenges and opportunities facing researcher developers in the context of cohort training models
- create a set of key actions for stakeholders, including Vitae, funders, researcher developers, and institutions.

Workshop C5 – Outstanding support for early career researchers

Janette Gilder, Director Project Support Office, University of Wolverhampton

Karen Bill, Associate Dean, European Business and Research Development Manager, University of Wolverhampton

Workshop overview:

We invite the audience to learn about our Researcher Development Programme, called NU2EU. NU2EU is an innovative research programme to develop transferable skills and careers of early career researchers at the University of Wolverhampton.

The objectives are to help those that are new to working across Europe to build:

1. confidence and collaborative relationships;
2. an in-depth understanding of the EU research and innovation landscape; and
3. skills in producing competitive proposals that are submitted.

The programme design involved a unique collaboration between the private sector and the university's Project Support office, Brussels office, and Faculty of Education, Health and Wellbeing to meet researcher developmental needs.

NU2EU was also monitored as a small scale research project to measure effectiveness in terms of "post-doc" career development. Research, enterprise and leadership skill sets were mapped and measured in relation to the Vitae Researcher Development Framework which is part of our concordat strategy.

We also intend to demonstrate some of the elements of this programme.

Workshop topics

The following successes have been achieved against the project objectives above:

- Increased confidence in all participants, one participant has been promoted within their field of expertise
- Four new research collaborations with international partners.
- Four programmes to attract research fellows from international universities are in the pipeline.
- Participation as partners in two projects and lead applicant on two programmes worth in total 998,936 Euros.
- Participants developed increased scientific confidence to talk about their work in a wider EU and university context.
- Greater awareness of EU research opportunity within the participants enhancing their career potential; five strong collaboration opportunities in development with these participants to further Research Activity.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Workshop 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 and interdisciplinary
- Researcher development within the cohort model: practice sharing from doctoral training centres/partnership and other cohort based models
- Researchers' development across boundaries: learning from international collaborations and exploring inter-cultural competence

Workshop C6 – Preparing research staff for leadership

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

Paul Toombs, Independent Training Consultant

Workshop overview:

Target Audience:

This workshop is aimed at researcher developers who already have some experience of preparing, designing and / or delivering leadership development for researchers as we will be inviting all participants to share their experiences and actively learn from each other.

Background:

This workshop is intended to give participants an opportunity to discuss and debate various approaches to developing researchers for the variety of leadership positions that they might find themselves in throughout an academic career.

The workshop convenors will build on their experiences of running leadership programmes in various universities, writing Vitae's *The Leading Researcher* booklet and, more recently, their work on a new leadership handbook. The workshop will help participants to identify key elements of leadership development that could then be used in their own organisations.

This session will cover:

- The importance of self-development for being an effective research leader
- The challenges of designing leadership training that is relevant to different research leadership roles
- Perspectives of recent research leaders and how their development was supported in different ways

Participants will:

- Experience some of the materials used by the convenors
- Discuss and share their own experiences in developing research leaders
- Appreciate the complexity of the research leader role and learn how to develop leadership training that addresses this complexity

Format:

Be prepared to be actively involved.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Workshop C7 – Understanding the transition to doctoral study: making the most of the data

Dr Steven Hill, Head of Research Policy, Higher Education Funding Council for England (HEFCE)

Hannah White, Analyst, Higher Education Funding Council for England (HEFCE)

Workshop overview:

A wealth of data is collected about the transition to doctoral study, through the HESA student record and, recently, the Intentions after Graduation Survey (IAGS) component of the National Student Survey. This workshop will provide an opportunity for delegates to consider in detail the analysis of the transition to doctoral study already carried out by HEFCE. The session has two aims. The first is to discuss the strengths and weaknesses of the current data and analysis, and consider future additional lines of inquiry. The second aim is to discuss the policy implications that flow from the analysis, and explore potential policy options for tackling the issues raised.

This session will cover:

- current data sources for analysing the transition to doctoral study
- completed and planned HEFCE analysis of these data sources
- questions that can be addressed with the data
- policy implications of the current analysis

Participants will:

- have a greater awareness of the data currently available
- consider how these data can be further used to develop postgraduate policy

Format:

Presentation and extended discussion.

In advance of the workshop, it would be helpful if participants could consider potential research questions concerning the transition to doctoral study.

Workshop C8 – Peer supported learning for researcher development

Dr Anne Boulwood, Reader in the Psychology of Fashion, Birmingham City University

Parmjit Dhugga, Head of Researcher Development, University of Nottingham

Jo Garrad, Funding Development Manager, Bournemouth University

Jennifer Roddis, Research Facilitator, Bournemouth University

Emily Cieciura, Research Facilitator, Bournemouth University

Dr Sian Vaughan, Senior Research Fellow and Keeper of Archives, Birmingham City University

Dr Jacqueline Taylor, Postdoctoral Research Fellow, Birmingham City University

Dr Victoria Sedman, Researcher Training and Development Manager, Graduate School, University of Nottingham

Workshop overview:

This session will discuss different schemes currently used at three UK Universities:

- The Research Mentoring Initiative (RMI) to support Art & Design researchers' professional development at Birmingham City University;
- Two cohort based development schemes, the EU Academic Development

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Scheme (EUADS) and the Grants Academy at Bournemouth University;

- Peer supported experiential training opportunities using naturally occurring opportunities within Higher Education at the University of Nottingham.

We will outline these schemes, their benefits and challenges, drawing attention to the myriad modes of support that peer supported learning can provide for researchers. In doing so, this session will share how universities can holistically assist researchers both in their career development through for example, developing researchers' skills needed in both academia and industry alongside personal support and how developmental communities can best support researchers.

We anticipate that drawing on a range of approaches and disciplines will facilitate lively discussion, offering delegates an important opportunity to share their experience of similar schemes and discuss the relevance of the approach to their own subject disciplines.

Topics covered:

- An overview of current peer supported learning approaches utilised at different HEIs;
- Details of the aims, challenges and successes of each approach;
- An understanding of contrasting peer supported learning approaches including research mentoring, utilising the cohort and experiential training opportunities;
- Facilitated discussion sharing and evaluating other models of implementation that currently exist.

Workshop outcomes:

Participants will have:

- An understanding of the fundamental requirements for peer supported development initiatives and novel ways that these have been put into practice;
- A greater awareness of the advantages and challenges of scope and implementation with these approaches;
- A chance to discuss a variety of implementation models used by different HEIs in researcher development programmes;
- An opportunity to create a network of engaged staff who can support each other and collaborate to implement initiatives in their own universities.

Format:

Three 15 minute presentations and facilitated group discussion

Workshop C9 – Researcher Developers' Professional Framework (ReDProF): exploring our careers and continuing professional development

Jen Reynolds, Vitae and CRAC Partnerships Manager, Vitae
Sarah Robins-Hobden, Manager, Vitae South East Hub, University of Sussex
Daniela Bultoc, Doctoral Skills Development Programme Manager, University College London
Anna Price, Coordinator, Vitae London Hub, King's College, London

Workshop overview:

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



This workshop will enable participants to explore and make final inputs into the development of a new professional framework for researcher developers (ReDProF). To date the framework has been created by a working group of over 30 researcher developers across the UK, led by Vitae, and has been explored and tested in a variety of contexts to reach this iteration.

The framework has been designed to support the professional aspirations of researcher developers and is relevant to all those with a professional interest in developing research staff and doctoral researchers. Developing researchers may form the whole or part of your role within professional services, as a trainer or as an academic.

The workshop will cover:

- researcher career pathways and capabilities identified in these roles
- the background to the framework
- professional development planning for researcher developers

Participants will:

- understand the breadth and diversity of roles within researcher development
- use the framework to:
 - identify activities and capabilities required in their role
 - benchmark their strengths and needs as researcher developers using ReDProF
 - identify which areas can be developed and begin action planning
 - articulate the evidence of their capability

Format: presentation, interactive activities, discussion.

Workshop C10 – Supporting researcher development right across the pipeline

Professor Julia Connell, Director, Researcher Development and Training, Graduate Research School, University of Technology, Sydney Australia

Workshop overview:

This interactive session will focus on a selection of key strategies and practices that can support researcher development right across the pipeline. Participants will hear about researcher development currently utilised at the University of Technology Sydney and share their own best practices.

Workshop topics covered:

Fundamental development for: Higher Degree Research (HDR) Students; HDR Supervisors; Early Career Researchers and Mid-Career Researchers (academics wanting to move to Senior Lecturer/Associate Professor)

Themes covered:

Researcher development across boundaries - learning from international collaborations

Workshop outcomes:

Participants will:

- Ascertain the fundamental factors that underpin researcher development right across the pipeline

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- Consider challenges associated with those factors
- Identify best practices that support researcher development and help to address the challenges

Format:

Presentation by workshop leader followed by working in small groups to share your own best practices in addition to others you may wish to adopt.

Workshop session D – Wednesday 10 September 2014 (13.45)

Workshop D1 – Diagnosing and enhancing the research culture to maximise the potential of researchers

Dr Janet De Wilde, Head of Research Development, Queen Mary, University of London
Dr Rui Pires Martins, Postdoctoral Researcher Development Advisor, Queen Mary, University of London

Workshop overview:

Background

From the analysis of the 2013 Postgraduate Research (PGR) Student Experience Survey (published by the Higher Education Academy 2013) it was identified that the 'research culture' was the least positive aspect of the PGR student experience. The research culture in this context was queried by four statements:

- My department provides a good seminar programme
- I have frequent opportunities to discuss my research with other research students
- The research ambience in my department or faculty stimulates my work
- I have opportunities to become involved in the wider research community, beyond my department

This workshop will present, discuss and develop work that we are undertaking to further understand these components of and drivers for research culture. It will include a discussion on the everyday routines and rituals that transform everyday practice into an environment that develops and enhances the professional research environment for both students and staff. It will also explore effective current practice and new approaches to develop a growing and sustainable research culture enabling researchers to reach their full potential.

This session will cover

- Diagnosing the context of research culture. We will present the work we are undertaking to further understand the context of research culture. The components and drivers of research culture will be discussed and explored. The attendees will be able to critique and add to the understanding of 'research culture'.
- Exploring routines and rituals of research culture. The routines and rituals of a healthy research culture will be analysed from the perspective of PhD students, post docs and academic staff.
- Exploring the diversity and inclusivity of research cultures in UK HEIs.
- Enhancing the research culture. Practices to enhance the research culture will be discussed and explored. We will explore what makes an inclusive, inspiring and innovative research culture and how this can be implemented and sustained in practice.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- Enabling researcher potential. The relationship between the research culture and enabling researchers to develop their potential.

Participants will:

- Develop a greater understanding of the contributors to and drivers of research culture.
- Develop an awareness of the relationship between culture and both the student and staff research experience
- Explore ways to enhance the research culture in their own institutions.

Format:

Information/short presentation, interaction and discussion.

Participants will be asked to contribute ideas and examples from their practice.

Workshop D2 – Understanding how HEIs recruit and select PGR students

Dr Robin Mellors-Bourne, Director, Research and Intelligence, CRAC

Prof Helen Thomas, Director of Doctoral Programmes, University of the Arts, London

Workshop overview:

Background

Why do universities have PGRs (i.e. students on PhD and other doctoral programmes)? Do they want more or less of them in future? How do they go about attracting potential PGRs to apply, and then how do they select between those applicants?

Although anecdotal answers to questions like these are commonplace, relatively little research has been focused on how the PGR market operates, at least in comparison with the undergraduate, PGT or international student markets.

HEFCE commissioned CRAC to lead a research project to depict the complex and diverse landscape of PGR recruitment and selection, principally exploring it through the perspectives of English HEIs. The research is being launched by HEFCE at this conference, and this workshop provides an insight into what it found.

This session will cover:

- Why institutions recruit PGRs strategically and how they see this changing in future;
- Practically how they attract PGRs and whether this results in a diverse PGR cohort;
- What constitutes 'quality' in selecting between applicants and how this is changing;
- The impact of collaborative doctoral training structures;
- Case studies of different approaches to PGR recruitment.

Participants will:

- Gain an insight into national trends, strategically and operationally;
- Observe some current institutional approaches to PGR recruitment;
- Consider where their own institution's strategy and practice are positioned in this landscape.

Format:

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Information, interaction and discussion.

Participants will be welcome to share examples of interesting or innovative practice, not covered in the research.

Workshop D3 – 21st century marine doctoral training: Opportunities and Challenges for collaboration (a Canadian Perspective)

Tanya Crawford, Training and Research Co-ordinator, MEOPAR (Marine Environmental Observation Prediction and Response)

Workshop overview:

Background

Our future depends on an informed relationship with the ocean

Established in 2012, MEOPAR is the Marine Environmental Observation Prediction and Response Network, a non-profit national Centres of Excellence, funded by the Government of Canada. Our network is comprised of 35 outstanding natural and social scientist principal investigators in 12 universities across Canada, conducting 20 diverse research projects, with the goal to better understand, predict and respond to the impact of the human-marine hazard interface. The principal investigators hire HQP's (highly qualified personnel) for whom MEOPAR provides a researcher development training program. This session will introduce the audience to MEOPAR, our research, and our experience in developing a diverse next generation of marine researchers in Canada. In this session, we will live demo our online training software (Adobe Connect) between the UK and with a doctoral researcher in Canada. For more information, please refer to About Adobe Connect later in this outline.

This session will share:

- an introduction to MEOPAR
- our goals for researcher development in our Network
- the opportunities and challenges for researcher development in our Network
- the strategies we are employing as a network to address the above (e.g., Adobe Connect)
- the 'lessons learned' to date
- our training plan for researcher development in YEAR 1

Participants will:

- acquire new knowledge about the researcher development we do (in person and online) in a potentially new-to-you context: the Canadian marine environment
- participate in a Q & A dialogue for clarity about our researcher development initiative
- provide feedback to the presenter about our researcher development activities

Format:

Presentation, interwoven discussion, Q&A. A live demo of Adobe Connect that MEOPAR uses for doctoral training will be included. A graphic recording visual aid (4' x 8' banner) accompanies this presentation and will be posted in the session room.

About Adobe Connect

To participate in the live demo in this session, use this link:

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



<https://meopar.adobeconnect.com/vitae-conference/> . When prompted, type your name in the Guest dialogue box and you will then enter the virtual meeting space.

To use Adobe Connect, you will need a computer, internet connection, a headset or a microphone with speakers. A webcam is optional.

If you wish to participate in the live demo, please check your computer compatibility prior to September 10 at

https://meopar.adobeconnect.com/common/help/en/support/meeting_test.htm .

To learn more about Adobe Connect, please read <http://www.adobe.com/products/adobeconnect.html> .

Workshop D4 – Building institutional capacity for supporting research staff in their transition to research independence: learning from the insights of Principal Investigators

Dr Sharon Saunders, Research Staff Development Consultant, University of Cambridge
Natacha Wilson, Independent Research and Innovation Consultant, University of Cambridge

Workshop overview:

Achieving research independence by becoming a principal investigator (PI) is a key aspiration for research staff and can be characterised as a critical career transition point. Understanding how existing PIs prepare for and manage this significant leadership transition is the focus of a current evaluation study led by Dr Sharon Saunders at the University of Cambridge. This study seeks to further our understanding of the development needs of research staff/postdoctoral researchers by investigating how 50 PIs in two UK and one European research intensive institutions prepare for and deal with the transition to PI on an everyday basis.

This workshop will focus on presenting preliminary findings from PIs in the Science, Technology, Engineering, Mathematics and Medicine (STEMM disciplines) in relation to their advice for aspiring PIs.

The workshop will also present a framework showing how to utilise the findings to conduct an institutional gap analysis. There will also be an opportunity to discuss how these findings can be used to develop new approaches to enable researchers to reach their potential and make powerful career choices.

This session will cover:

- a summary of the preliminary findings on the advice given to aspiring PIs by successful PIs
- the presentation of a framework to conduct an institutional gap analysis based upon the findings
- how the research findings are being used to inform the leadership development agenda for research staff at the University of Cambridge

Participants will:

- have a greater awareness of the advice successful PIs are suggesting to aspiring PIs

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- have access to a practical framework that can be used to conduct an institutional gap analysis for research staff provision
- have the opportunity to explore how researcher developers can work with PIs and researchers to embed learning and development in the research environment

Format:

The 80 minute workshop will comprise 2 sections:

- A short presentation with key findings
- An interactive session encouraging participant's feedback and input

Workshop D5 – Cultivating cross-disciplinary researchers communities: the Crucible effect

Dr Sandrine Soubes, Researcher Development Manager, University of Sheffield
Samantha Aspinall, Senior Researcher Training and Development Officer, STORMA Ltd, University of Leeds

Workshop overview:

Session Learning Outcomes

- Gain insight on how interdisciplinary research practices can be fostered in early career researchers
- Inspire colleagues to develop creative opportunities for the fostering of new research communities
- Explore the impact of investing in broad and bold professional development for early career researchers and discuss ways to run such programme in institutions
- Develop an understanding of the power of space and play in enabling researchers from different disciplines to create links and bridges of interest

Session Outline

Space and time are rarely afforded to early career researchers to explore collaborative and interdisciplinary practices.

This session will describe and reflect upon an institutional initiative, The Sheffield Crucible, developed to introduce researchers to “new ways of thinking and working, with the ultimate goal of creating long-term shifts in attitude towards collaboration”. It aimed to develop the competencies required to initiate and develop interdisciplinary working, knowledge exchange, entrepreneurial activity and creative thinking. The Sheffield Crucible programme was built on a programme initiated by NESTA.

We will present the impact of The Sheffield Crucible, which brought together 30 researchers from 5 faculties during residential developmental programmes, offered seed funding for innovative, risky and cross-disciplinary projects, incorporated public engagement at the core of the funding application process, and provided space to play with ideas, as well as the building of new researchers' community. We will illustrate how this initiative, by providing opportunities for early career researchers to build research independence has now become integrated in our vision, policies and commitment towards ECRs.

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



Workshop D6 – HR Excellence in Research Award: Sharing practice - exploring success measures in the context of the 2 and 4 year reviews

Ellen Pearce, CEO, CRAC, Director, Vitae

Jen Reynolds, Vitae and CRAC Partnerships Manager, Vitae

Helen Cameron, Human Resources Manager, Newcastle University

Dr Justin Hutchence, Research Staff Development Manager, University of Reading

Workshop overview:

A key element of the HR Excellence in Research process is on-going review and evaluation, both internal and external. Over 50 institutions have been through their internal review, to retain the Award and the first sets of UK institutions to submit for the 4 year review are due to do so in September and December 2014.

Details of the requirements for external review submissions were published in February 2014. During this workshop an overview of the process will be provided and the process for the two year review will briefly be outlined.

Exploring strategies and approaches for effective review mechanisms and sharing practice around demonstrating measures of success will form the main part of this session, so participants must come prepared to share their experiences.

This session will cover:

- processes: how to submit for the 2 and 4 year reviews
- a view from institution(s) on their approach to undertaking the 2 year review and their reflections on the process in light of the 4 year external review
- discussion to share practice around review and measures to demonstrate success.

Participants will:

Format:

Presentation of information, interaction and discussion.

- learn about the process for undertaking the two and four year review
- hear case studies from institutions about their strategies for effective review of progress, including indicators and success measures
- identify actions or recommendations to measure/demonstrate success
- have the opportunity to share practice with Award holders.

Workshop D7 – Every mentee counts: mentoring schemes for researchers

Jos Finer, Head of Organisational Development, CAPOD, University of St Andrews

Workshop Overview:

Mentoring, as a means to support professional and career development, has the potential to create transformational change. This workshop will explore issues around the provision of formal mentoring within centrally coordinated schemes and will look at some of the particular benefits of this approach, including the capacity to mitigate the impact of unconscious bias, which may present itself in other development processes.

The workshop draws on the experience of running mentoring schemes at the University of St Andrews since 2005, as well as leading other mentoring-related projects such as 'SUMAC',

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



the online mentoring platform currently in use with 24 UK institutions, and the 'Mentoring Scotland 2013' conference on mentoring in the Scottish HE sector.

Workshop topics covered:

- Formal mentoring and centrally coordinated schemes
- Mentoring process flows
- Underlying principles for effective mentoring schemes
- Matching and mentoring partnerships
- The mentoring experience and the unique potential of mentoring

Themes covered:

- The rise of mentoring in the HE sector
- The value of centrally coordinated, formal schemes over informal mentoring
- The importance of scheme design and principles for successful schemes
- The potential power of mentoring partnerships to support professional and career development
- The difference between mentoring and other development activities in relation to unconscious bias

Workshop outcomes:

By the end of the workshop, participants will:

- Have a clear sense of the relevance, the rise and the value of mentoring as part of the professional and career development provision in Higher Education
- Understand how formal mentoring schemes work, based on a process flow model for a typical scheme
- Appreciate a range of underlying principles for effective mentoring schemes
- Understand how mentoring offers unique support, addressing the specific needs of each individual and mitigating the impact of unconscious bias

Format:

Interactive workshop, including presentation, video clips, group discussion and practical exercises.

Workshop D8 – Achieving a step change in the career development provision for research staff

Dr Katie Wheat, Project Manager, Vitae

Sarah Robins-Hobden, Vitae South East Hub, University of Sussex

Gill Johnston, Vitae South East Hub, University of Surrey

Workshop overview:

In this workshop we will consider the challenges and needs of research staff in their career development. We will present an overview of the current sector career development provision for research staff and look at the new resources developed by Vitae to support a step change in provision across the sector. The Vitae Researcher Development Framework (RDF) will be used as a reference point for surveying the current and new provision. This will

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



allow us to establish what our areas of strength are, identify areas where we could do more, and highlight areas of good practice.

Participants will gain an up-to-date insight into sector provision, and be invited to benchmark their own institutional provision for research staff.

The workshop will conclude with the opportunity to create a personal action plan and recommendations for Vitae in continuing to support the career development of research staff.

Topics covered:

- What do research staff need from their career development?
- What is the current sector provision for research staff?
- What does your own institutional provision look like?
- What new resources are available from Vitae to support research staff?
- How can we take this forward to the benefit of research staff?

Themes covered:

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

Outcomes:

Participants will have the opportunity to:

- define the major challenges and opportunities in the career development of research staff
- gain insights into the career development provision for research staff in their own institution and across the sector
- contribute to a recommended action plan for Vitae's further work in this area

Workshop D9 – Realising researcher potential - Introducing the CNA Confidence Need Analysis!

Davina Whitnall, Postgraduate Skills Training Manager, Faculty of Life Sciences, University of Manchester

Workshop overview:

Most training and development needs are misdiagnosed and are actually confidence needs. Recognising the difference between competence and confidence is crucial to enabling researchers to reach their potential and make powerful career choices. There are recognised mechanisms in place to identify skills gaps and assess competence but how can we accurately measure confidence? Many researchers have the skills but need something more to help them realise their full potential. Furthermore, many researchers find it challenging to identify opportunities to build confidence and even more difficult to evidence this in an employability situation. This workshop explores the use of a Confidence Needs Analysis (CNA), how to create a CNA and embed it into existing processes and training. During the session, we identify approaches for getting researchers to explore opportunities for them to practice and build confidence.

Workshop topics covered:

- Confidence vs. competence

www.vitae.ac.uk

Vitae Researcher Development International Conference

9-10 September 2014 The Midland, Manchester



- Researcher-led activity
- Evidencing confidence
- Examining Confidence Needs Analysis (CNA)
- Approaches to embedding confidence assessment and building opportunities"

Themes covered:

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

Workshop outcomes:

- Identification of confidence needs through the use of a CNA
- Understanding of the impact of confidence as a barrier to making career choices
- Identification of opportunities for researchers to build confidence
- Exploration of examples and approaches
- Commit to actions to move forward a CNA implementation plan"

Format:

Workshop, presentation of ideas, discussion and group activity

Workshop D10 - Divergence and convergence in international research cultures and practices: implications for researcher developers

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

Alison Mitchell, Director of Development, Vitae

Workshop overview:

Researcher development across cultures

Cross-cultural researcher development is a complex and multi-faceted emerging area. For example, it could include UK HEIs and research institutes with overseas campuses, UK researchers moving internationally, international researchers moving to the UK, and international research collaborations. However, the needs of researchers in international campuses and international researchers are not necessarily all the same. This workshop will explore the challenges for researcher developers working with international researchers and within international structures of strategic and research collaboration. What are the similarities and differences and how can we identify, exchange best practice and leverage established resources such as the Vitae Researcher Development Framework and the associated Mobility lens to good effect to support mobile international researchers and emerging researcher development practices in overseas campuses. What community actions should we take to help researcher developers meet the challenges of researcher development across cultures.

www.vitae.ac.uk