



Incorporating the UK GRAD Programme and UKHERD

‘Minding the Skills Gap’ workshop
3 September 2008
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www.vitae.ac.uk

**Vitae is supported by Research Councils UK (RCUK),
managed by CRAC: The Career Development Organisation
and delivered in partnership with regional Hub host universities**

Researcher training



- ✔ Vitae aims and activities
- ✔ Pre and post Roberts
- ✔ Issues in engaging in researcher development
- ✔ Solutions

Vitae vision and aims



- ✓ For the UK to be world-class in supporting the personal, professional and career development of researchers
- ✓ Aims:
 - Championing the development and implementation of effective policy
 - Enhancing higher education provision through sharing practice and resource
 - Providing access to development opportunities and resources
 - Building an evidence base to support the researcher development agenda

Vitae activities



- ✔ Bringing stakeholders together
- ✔ Latest news and policy updates
- ✔ Regional hubs: newsletters, events and activities
- ✔ Network of colleagues to share thoughts, ideas and practice
- ✔ Databases: practice, resources, trainers and developers
- ✔ Innovation: development resources
- ✔ Programme delivery
- ✔ Research projects: researcher careers, employers' views
- ✔ Evaluation: reviews, Rugby Team activities

Issues around engaging

- ❑ Poor co-ordination / engagement at a national level
- ❑ Poor co-ordination / engagement at an institutional level
- ❑ Lack of awareness of relevant researcher competencies
- ❑ Lack of understanding of researchers' development needs
- ❑ Pressures of research
- ❑ Language issues
- ❑ Access to resources

Pre and post Roberts

Pre-Roberts

- ❑ Low profile of PGRs
- ❑ Little strategic provision
- ❑ Lack of co-ordination
- ❑ Pockets of excellence
- ❑ Predominately research related
- ❑ Little matching with needs
- ❑ Little reflective practice
- ❑ Low researcher engagement
- ❑ Few feedback mechanisms

Post-Roberts

- ❑ PVC responsibility (53%)
- ❑ Strategic approach
- ❑ Centralised co-ordination (69%)
- ❑ Sharing of practice
- ❑ Joint Skills Statement
- ❑ Training needs analysis
- ❑ Personal development planning (53% PGR; 32% RS)
- ❑ Researcher input (30%)
- ❑ Evaluation mechanisms

Solutions

- ✔ Strategic approach
- ✔ National postgraduate and research staff task groups
- ✔ Provide representation on 'skills committees'
- ✔ Provide information on services and activities in 'researcher' acceptable language
- ✔ Work directly with and in faculties and departments; specialised resources
- ✔ Develop personal relationships and 'champions'
- ✔ Have powerful presence at induction and other events
- ✔ Demonstrate value to the researcher [and research]