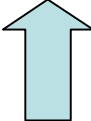


# Future Challenges: an RCUK Perspective

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ESRC

# Background

- UK : 60,000 f/t; 40,000 p/t doctoral students
- RCs : 16,500 students currently supported
- RCs : 25% of FT; HEIs 30
- PSA Target : STEM PhDs 
- 70% of 17,000 new PhDs graduate in STEM
- Supply streams: UK (probably 25% through direct u/g education; many from work, career break)
- 42% PhD starts from outside UK

# RCUK Key Foci

- PG training is part of a skills pipeline which works right across the academic lifecourse
- Devolution
- Flexibility
- Strategy
  - Health of disciplines
  - Holistic approach with physical infrastructure developments and cross council programmes

# Devolution

- Most RC Studentships through block grants
- DTA/DTG Model EPSRC/MRC/BBSRC; NERC/STFC
- ESRC DTC/DTU Consultation
- AHRC Block Grant Partnerships
  
- Gives HEIs the opportunity to provide:
  - Early confirmation
  - Make decisions on best
  - Fit with HEI training strategy
  
- HEIs opportunity to work in partnership

# Flexibility

- Within a commitment to training and research these provide an opportunity for a more HEI, project led personalised approach
- ESRC : 1+3; 2+2; +4
- Aligns with Bologna

# Strategy

- Health of Disciplines
- Align with resources and directed programmes
- EPSRC CDTs
  - 44 supporting >2000 students over five years
  - Supplemented by 17 EngD; 12 Life Science; 3 Complexity Science
  - CDTs enable PhD students to work across disciplines

# Health of Disciplines

- Demography of Academic Work Force
- Emerging Areas
- Examples:
  - Language Based Area Studies
  - Public Health
  - Quantitative Social Science

# Links with resources/research programmes

- E-health human capacity through OSCHR
- ESRC links to longitudinal studies/ cohorts
- RCUK Cross Council programmes
  - Lifelong Health and Well-being
  - LWEC
  - Energy
  - Security
  - Digital Economy
  - Nanoscience

# Impact

- Excellence with Impact
- Opportunities and Measurement

# Opportunities

- **Joint Studentships eg CASE; ESRC/WAG**
- **Internships eg ESRC**
- **Increased focus on transferable skills**
  - Need to understand which and effective delivery
  - 50% of ESRC Students develop careers outside academia
- **Roberts supported by Thrift, Wellings**
  - Suggested that earmarked funding impacted on culture
  - Example St Andrews conference

# Measurement

- **Academic Impact : improved capture of PhD research output**
- **Non-academic Impact**
  - Improved capture of direct impacts
  - Longitudinal study of UK/EU domiciled students
  - Possibilities for parallel non-EU (DIUS)