

# Motivating Researchers: Promoting Excellence in Researcher Training

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# Summary



- Introduction
- What is Excellence:
  - Management
  - Provision
  - Engagement
  - Measurement
- To identify: Key themes
- Conclusions

# Management of Training

- What is the most effective way to manage generic training?
  - Different levels
    - Institutional
    - Faculty
    - Research “Centre”
    - Department/School
  - Coordination of training across levels
  - Role of Doctoral Training Centres?

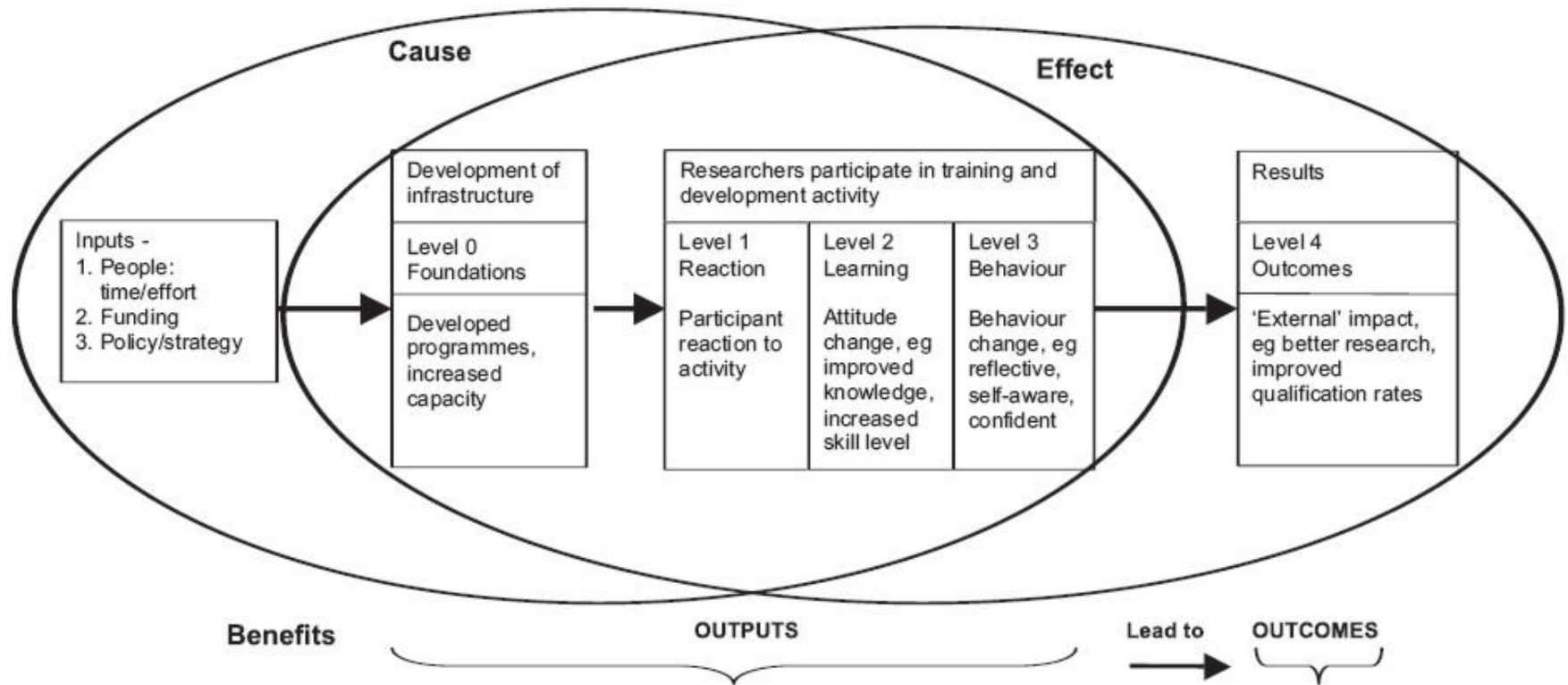
# How do we get engagement?

- Mandatory or optional?
  - Role of a needs analysis
  - Monitoring of attendance
    - Diploma Supplement?
- Role of supervisory teams?
  - Promoting of training
- Publicising training
  - Departments, handbooks, emails etc.
- Who offers training?
  - Where is the “home” for good training?

# What is researcher training?

- Joint Skills Statement
  - A: research skills and techniques
  - B: research environment
  - C: research management
  - D: personal effectiveness
  - E: communication skills
  - F: teamworking and networking skills
  - G: career management
- Is this still an appropriate benchmark?

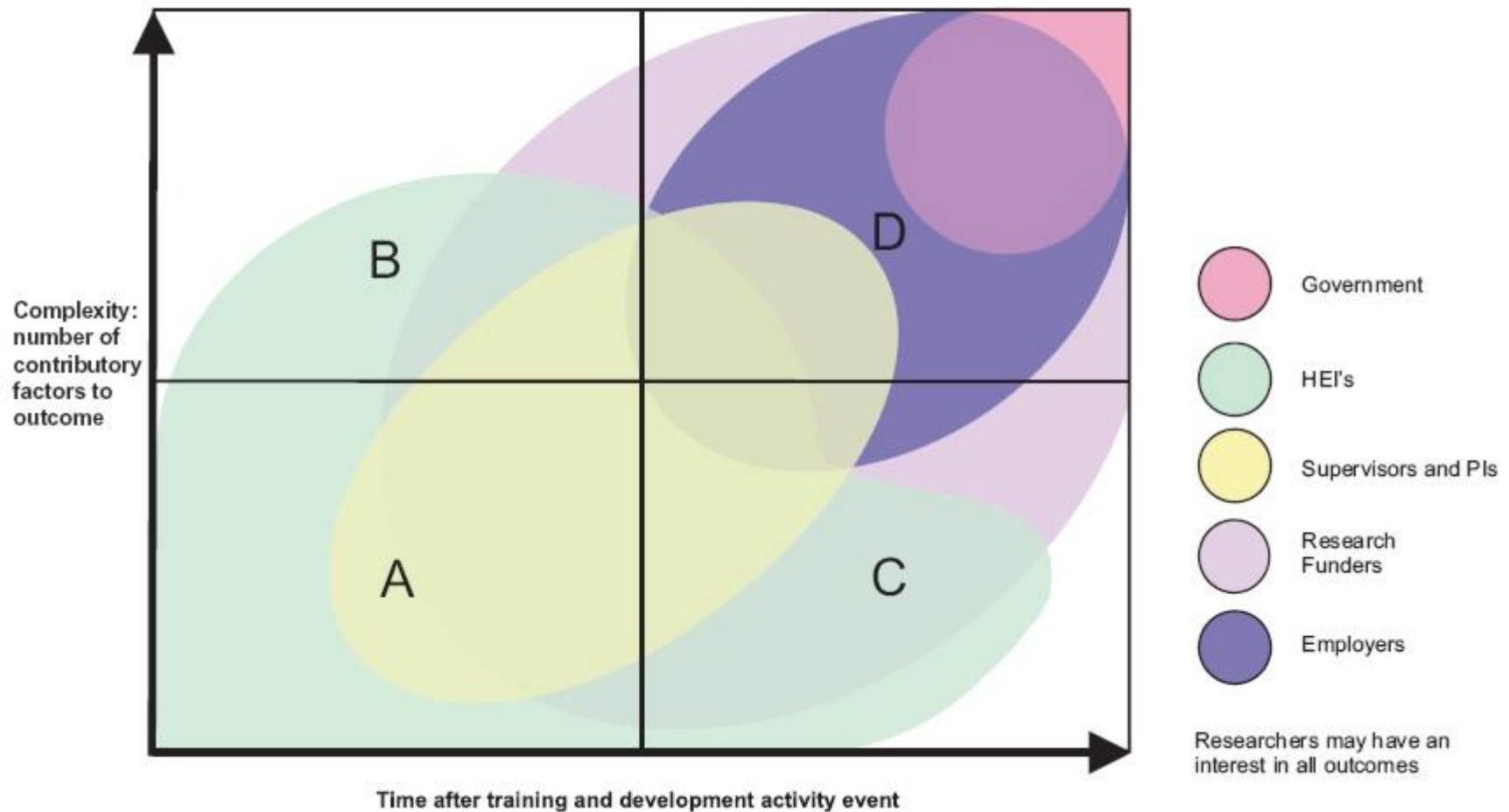
# How do we measure success?



**Figure 1: Schematic representation of projected benefits at different impact levels (levels 0 - 4)**  
See text for explanation of levels.

# Who measures success?

Figure 3: A schematic representation of the key outcome areas of interest for stakeholders.



# External Priorities for Training?



- What are stakeholders priorities?



# Roberts' Reporting Requirements?

- Emergent Issues from 2008 reporting?
  - Embedding staff
  - Impact at all levels
  - Careers advisors
  - More on enterprise and business
  - Employers' views?

# Conclusions

# Emerging Themes

- Priorities for action:

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# References

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