

Research Councils UK
Excellence
with impact

Strategies for PG Skills Training Provision Post- Roberts'

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Quality over Quantity

Statement of Expectations

- The implementation of these recommendations has been supported by RCUK policy and funding since the publication of the Roberts Review in 2002.
- RCUK remains fully committed to the maintenance of this high level skills agenda through its Research Careers activities, the Vitae programme and the Concordat.
- RCUK also recognises the significant progress reported by the sector since 2002.
- Recognising the extent to which research organisations have already taken responsibility for the agenda, RCUK is now setting out its expectations for the future development of the agenda.

Expectations on research organisations

Statement of Expectations

...the quality of skills provision and the employability of researchers are maintained and improved, through research organisations acting to:

- Maintain availability of a broad range of career planning, training and development opportunities for Research Council funded researchers
- Fully embed researcher development into the normal processes in the research and training environment.
- Recover funds to support researcher development from all funders of research and research students*
- Continue to improve effectiveness and value for money of their researcher development programmes.

<http://www.rcuk.ac.uk/rescareer/rcdu/training.htm>

RCUK recognises that the transition from the current ring-fencing to embedding in grants will take time. The necessary decisions will be informed by a range of inputs including the BIS postgraduate review and an evaluation of the impact of the Roberts funding.

Flexibility in the use of already allocated funding.


Statement of Expectations

- *The final confirmed payment of the current spending period will be made during October 2010 covering the period to March 2011.*
- *Research Organisations might wish to note that the Research Councils expect Roberts payments will normally be used within the academic year in which they are paid.*
- *It is not expected that a large proportion of the monies will be carried forward between academic years.*
- *However, if an organisation's strategy is best met by some carry-forward of funds to the 2011/12 academic year, that strategy should be included as a separate heading within the annual report due in November 2010 along with the amounts the organisation proposes to carry forward to the 2011/12 academic year.*

Forthcoming and FAQs

Statement of
Expectations -
FAQs

“The Research Councils anticipate that funding for researcher development will be increasingly embedded into their normal training and research grant mechanisms.”

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- RCUK is shortly to issue a further letter and FAQs.
 - What further information can/should RCUK be issuing at this time?

Forthcoming letter and FAQs

- include the costs of **researcher development and transferable skills training** in the fees for PGRs.
- universities may decide to raise their fees levels.
- Research Council Training Grants allow a charge to the grant for the same level of fee used for UK/EU non-RC funded students
- The fee level used in calculating the value of Training Grants will be uplifted by £200 - figure been agreed after discussion with the sector on the cost per student
- This figure is based on a it applying to all postgraduate research fees, so that the responsibility for funding this important element of skills provision is shared by all funders.
- The provisional Research Council fee level to be used in Training Grants starting in October 2011 is **£3,732**.

letter and FAQs will be at www.rcuk.ac.uk/rescareer/rcdu/postgradtrain.asp



Forthcoming FAQs -1

1. What is the Statement of Expectations Regarding Researcher Development?
2. Why is the funding mechanism for researcher development changing?
3. How much funding will be available for transferable skills and career development training in future?
4. How will the Research Councils embed researcher development funding into normal mechanisms for postgraduate researchers?

Forthcoming FAQs -2

6. Will there be any transition funding between the old and new mechanisms of funding?
7. How will the monitoring arrangements for researcher development change? How will they link to end of grant reporting, QAA and Concordat reporting?
8. How should HEIs and ROs encourage other funders of research and research students to include funding for researcher development?

Forthcoming FAQs –More?

- Are there any other FAQs that could usefully be added?

One Step Beyond – BIS (2010)

One Step
Beyond

- *Set for Success*, encouraged the expansion of the Graduate School model because of the benefits to the student experience.
- more should be done to prepare PhD students for careers in academia or business

HEIs should ensure that transferable skills training is embedded as standard in the funding and design of all postgraduate research programmes.


One Step
Beyond

- The injection of the 'Roberts' funding has made a significant impact on the availability and take-up of transferable skills training.
- Evaluation has shown it to be extremely effective, that it has improved the student experience and the quality of research, and has helped to prepare postgraduate researchers for success in a wide range of careers.
- Research Councils UK has committed to providing this dedicated funding stream until 2010-11 and is currently reviewing future provision.
- The review will address the progress made and will make recommendations for both the medium and longer-term future of researcher development.

Doctoral Training Centres and the Researcher Development Agenda

One Step
Beyond

- The expansion of Doctoral Training Centres (DTCs), funded by the Research Councils, has also been a positive step. DTCs provide a cohort-based approach to postgraduate researcher training by funding a critical mass of postgraduates in excellent research environments. DTCs offer a structured programme of development with embedded transferable skills training, and in many cases also offer greater opportunities for interdisciplinary working

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- What are the issues for researcher development in relation to DTCs and how should these be addressed?

Securing the future - influences

- Independent review report - Sept 2010
- Detailed analysis of 2009 reports compared to outline strategies from 2004/5
- Report on the use of the Evaluation Framework (RTIF)
- RCUK SR2010 outcomes
- Evidencing the case for Researcher Development within Universities

Where does the sector as a whole stand against the Rugby Team Impact Framework?

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6

The Rugby Team Impact Framework

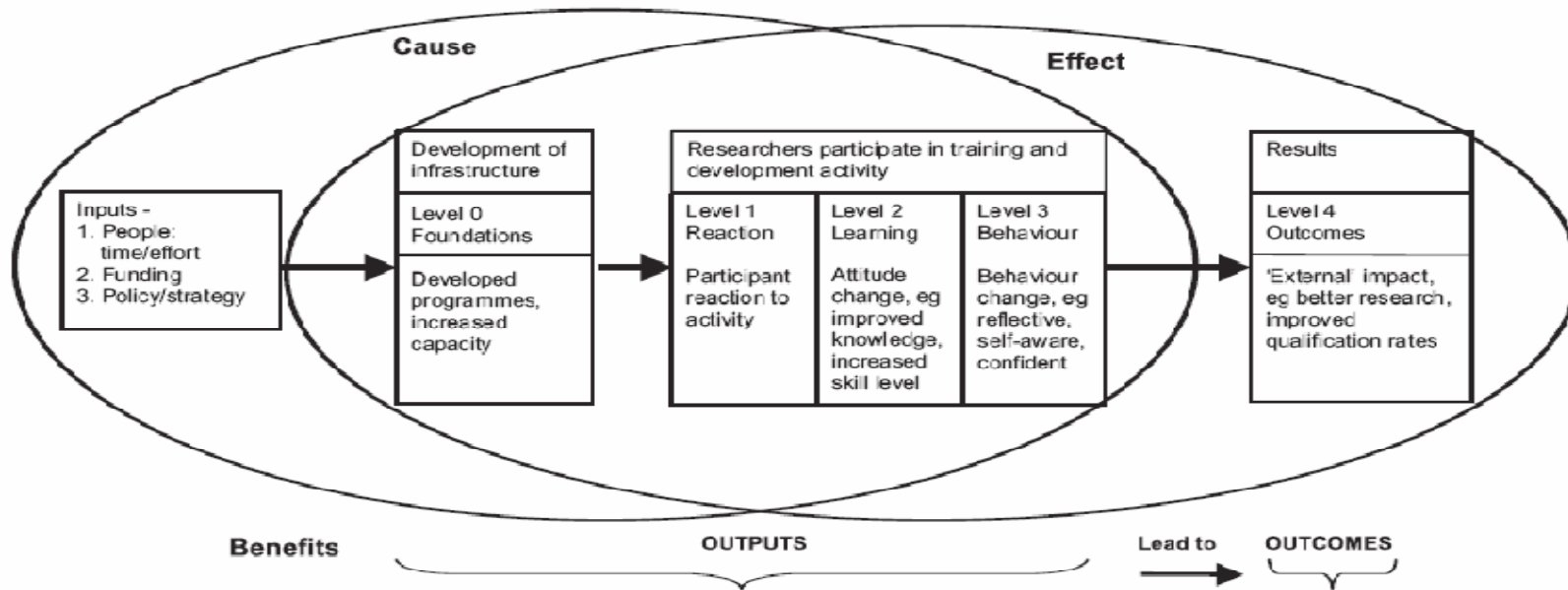


Figure 1: Schematic representation of projected benefits at different impact levels (levels 0 - 4)
See text for explanation of levels.