# Going Global
# Skills for 21st Century Researchers

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www.vitae.ac.uk

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

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realising the potential of researchers

- World-class professional development

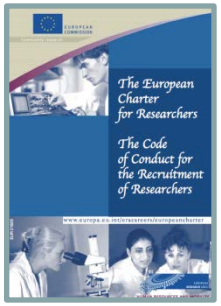
- Courses
- Resources
- Networks
- UK Research Staff Association
- International Consortia of Research Staff Associations

# A policy framework - rationale

## Developing the European Research Area

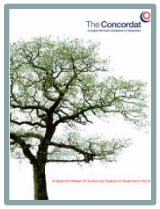
- Europe's research and innovation performance needs to be boosted to master the many challenges ahead and keep its place in a fast changing world
- H2020 focus on career development, mobility and working conditions

## Roberts review and legacy




- 2002 Review by Professor Sir Gareth Roberts
- Recommendations funded
- Ensuring better preparation for academic and non-academic careers
- Ring-fenced science/research budget as part of economic recovery plan
- Strong evidence that programmes make a difference: to employability, supervisory relationships, winning funding, being an effective researcher

"A vibrant science and innovation sector is fundamental to the UK's plan for long term economic growth. It is vital that we continue to support researchers to fulfil their potential.
The HR Excellence in Research initiative helps institutions to continually review and improve career development for research staff. I'm delighted that so many UK universities have retained the award."
David Willetts, Universities and Science Minister, February 2014



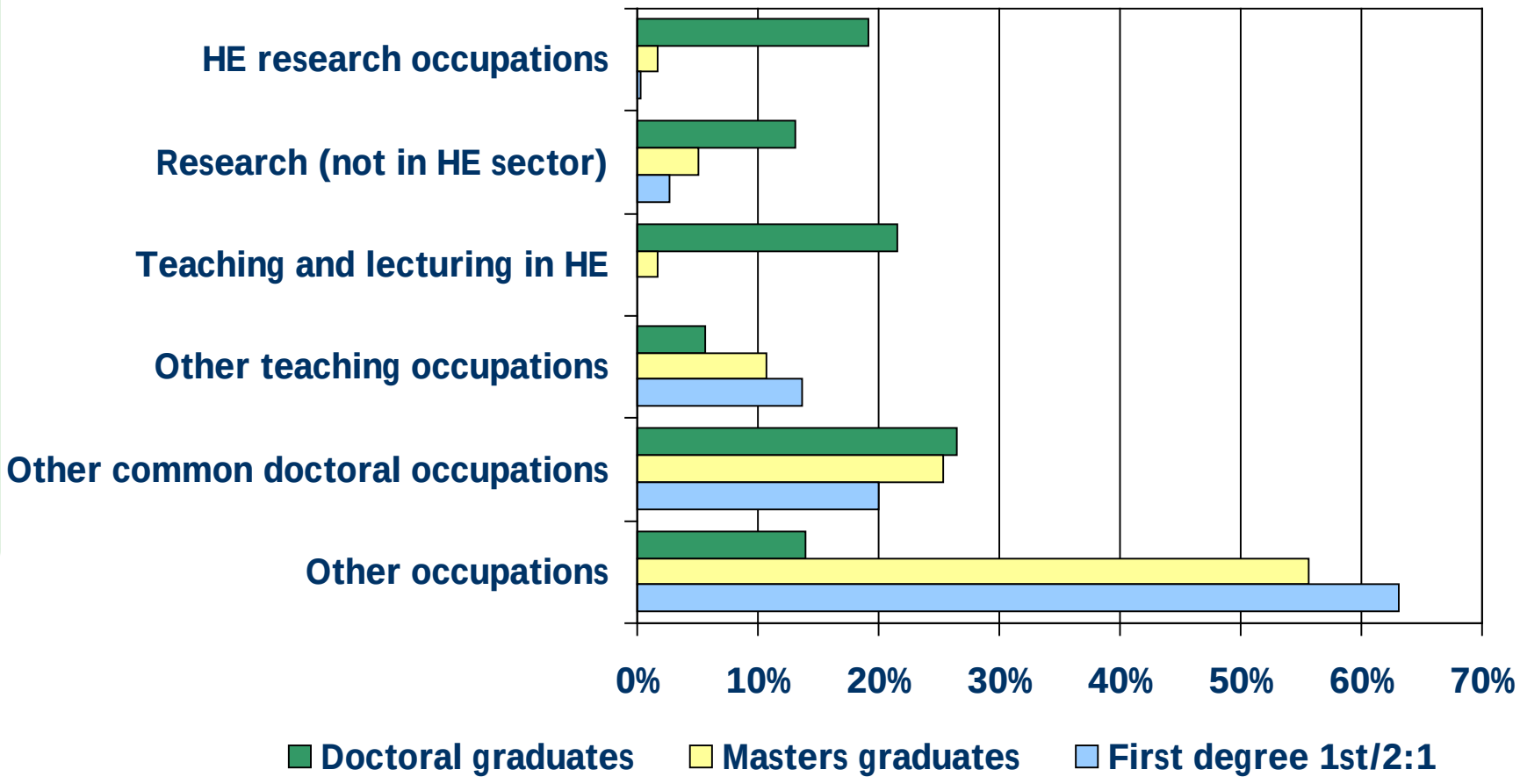
# An evidence based framework
# Occupational cluster by discipline

Table 4.3 Occupational clusters for doctoral graduate respondents in UK employment by discipline (November 2008)

| Clusters[1] | All | Arts and humanities | Biological sciences | Biomedical sciences | Physical sciences and engineering | Social sciences |
|---|---|---|---|---|---|---|
| HE research occupations | 19.2% | 7.5% | 27.3% | 23.2% | 18.8% | 13.7% |
| Research (not in HE sector) | 13.1% | 3.4% | 23.1% | 10.1% | 17.6% | 8.1% |
| Teaching and lecturing in HE | 21.6% | 50.0% | 7.0% | 14.8% | 14.0% | 46.5% |
| Other teaching occupations | 5.7% | 11.2% | 7.5% | 2.7% | 4.5% | 3.7% |
| Other common doctoral occupations | 26.5% | 5.8% | 17.5% | 40.3% | 31.4% | 12.6% |
| Other occupations | 13.9% | 22.2% | 17.6% | 8.9% | 13.7% | 15.4% |
| (N) | *1625* | *180* | *220* | *405* | *555* | *180* |

[1] Clusters combine occupations and employment sectors to define labour market outcomes based on Labour Force Survey data

# An evidence based framework
# Clusters by qualification: the unique profile of doctoral graduates



# HR Excellence in Research Award

HR EXCELLENCE IN RESEARCH

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- Award demonstrates alignment with the principles of the European Charter and Code for Researchers
- 180+ organisations with the Award across Europe

- 5 step process:

gap analysis, public action plan

acknowledgement, internal review, external review

- Common actions include:
  - Career and professional development programme 84%
  - Mentoring activities 53%
  - Reviewing pay and progression procedures (100%)
  - Developing, reviewing and implementing appraisal procedures (78%)
  - Support for staff to take on wider roles, eg teaching and supervision (61%)

# The Vitae Researcher Development Framework (RDF)
# Skills for the 21st century
# Articulating the breadth of researcher capabilities

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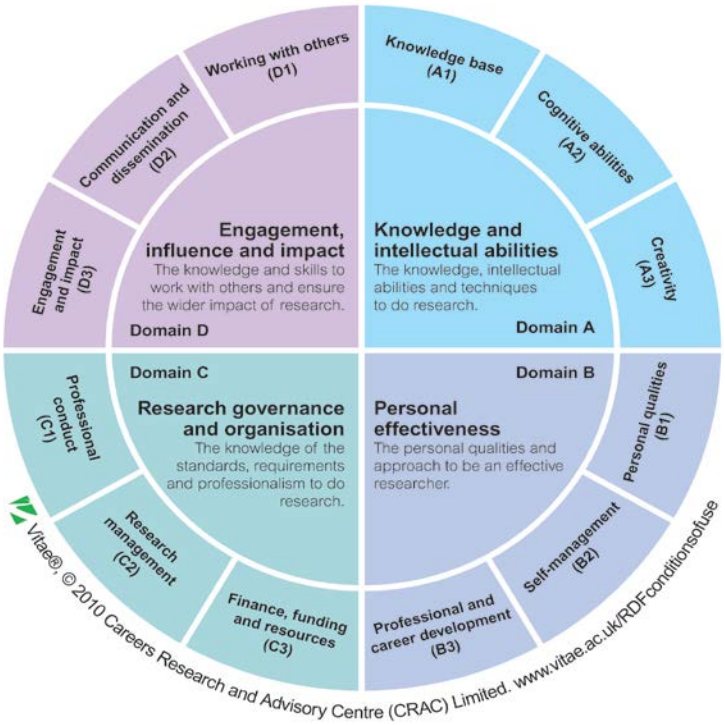
- Developed **by** researchers **for** researchers, robust in methodology and validity
- Articulates the knowledge, behaviour and attributes of successful, world-class researchers
- Underpinning strategic framework
- Common framework and universal language for understanding and communicating researcher competencies internationally
- Beneficial for all researchers irrespective of levels of experience
- RDS - a strategic statement, endorsed by key organisations
- Used in Australia, Europe, the US and West Africa



*A framework for organisations and individuals*

# Some challenges and opportunities

- Against the policy context, career expectations and decisions are highly individual and circumstance/context dependent
- The role of the supervisor, principal investigator, line manager is crucial; we need to transform everyday conversations
- We need to value all career routes
- We need researchers to prioritise career development actions
- We need to foster resilience, entrepreneurialism, creativity, boldness and the ability to lead work across disciplinary, geographic and cultural boundaries

**"We do not always need a plan to create a career.**

**Instead, we need a plan to act on happenstance - to transform unplanned events into career opportunity."** -

From "In praise of uncertainty" by Kathleen Mitchell

The Concordat to Support the Career Development of Researchers

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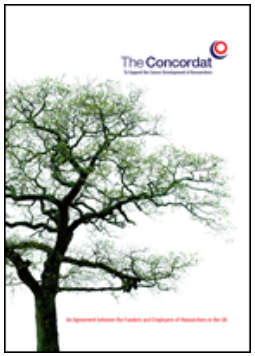

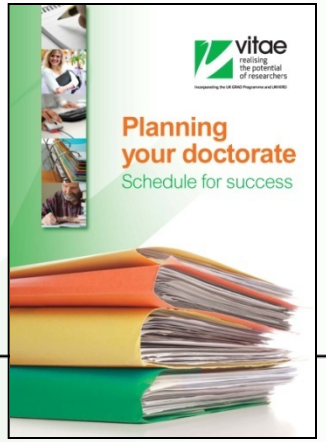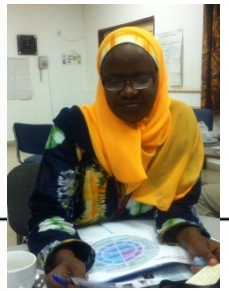
HR EXCELLENCE IN RESEARCH