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2014
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OUTSTANDING SUPPORT FOR
EARLY CAREER RESEARCHERS

What metrics for environments that nurture researcher development?

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2015 Budget

“...introduce income-contingent loans of up to £25,000 to support PhDs and research-based masters degrees.

These loans will be in addition to existing funding, and designed to minimise public subsidy.”

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416330/47881_Budget_2015_Web_Accessible.pdf p.49

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SGHRM report 2014

“Doctoral education was traditionally geared towards the production of a new generation of scientists for universities and the public research system. Here a change has been taking place in recent years.”

http://ec.europa.eu/euraxess/pdf/research_policies/SGHRM_IDTP_Report_Final.pdf p.3

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SGHRM report 2014

“In Europe the number of doctoral candidates is increasing. It will probably continue to do so in the future, as the strategic goal of the EU to make all member states spend 3% of the GDP for research and development will, if achieved, increase the demand for well-trained researchers.”

http://ec.europa.eu/euraxess/pdf/research_policies/SGHRM_IDTP_Report_Final.pdf p.3

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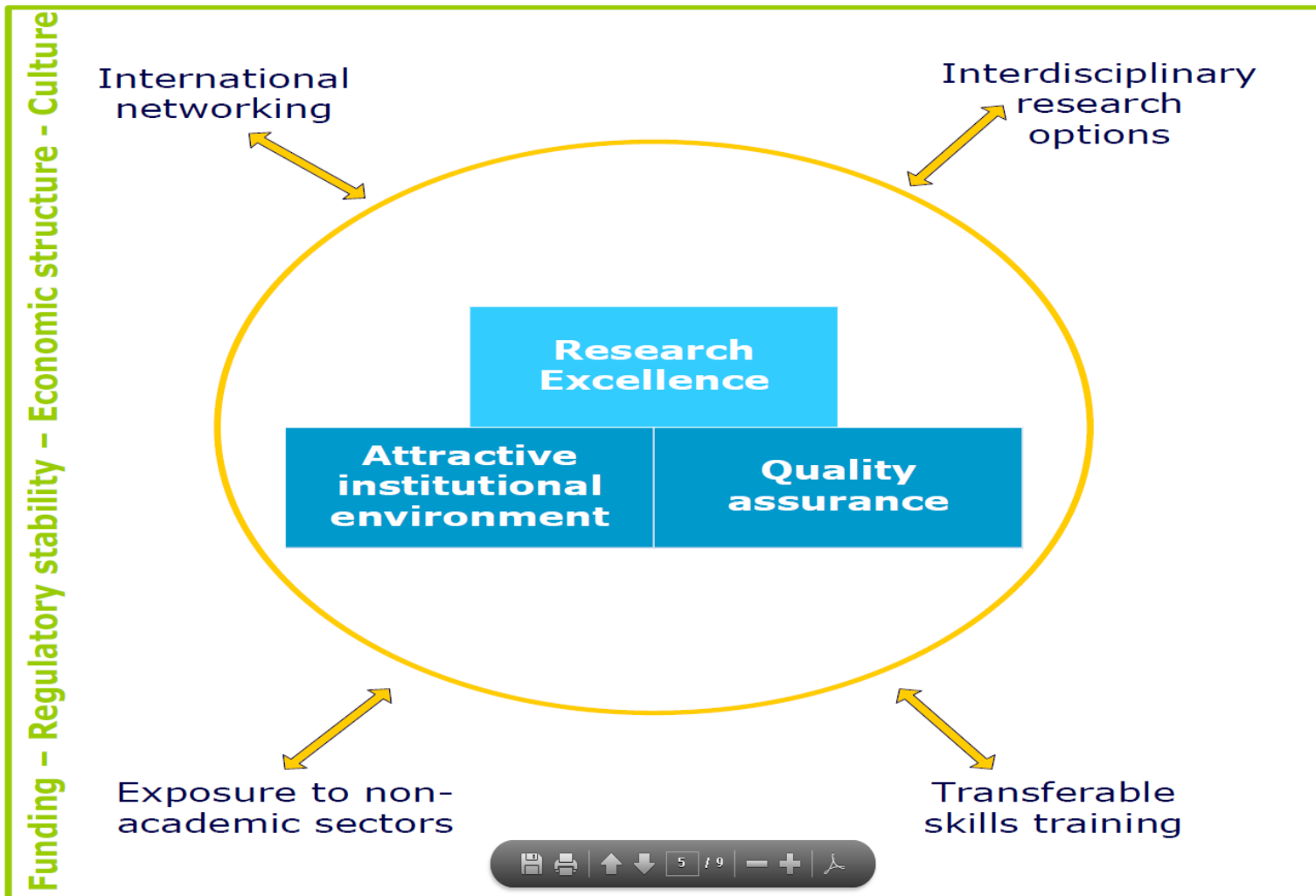
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The Impact of Doctoral Researchers

- Enhance profitability
- Increase productivity
- Improve reputation
- Develop staff
- Generate ideas
- Inspire and motivate

CFE Research (November 2014) – *The impact of doctoral careers* : <http://www.rcuk.ac.uk/RCUK-prod/assets/documents/skills/timodcfullreport.pdf>

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Institutional Environment

1. Supervisors
2. Department
3. Faculty
4. Peers
5. Physical Space
6. Partners

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CDEFI

Conférence des Directeurs

des Ecoles Françaises d'Ingénieurs



CONFERENCE OF RECTORS
CRASP
OF ACADEMIC SCHOOLS IN POLAND



Rektorenkonferenz der Schweizer Universitäten
Conférence des Recteurs des Universités Suisses
Conferenza dei Rettori delle Università Svizzere
Rectors' Conference of the Swiss Universities

HRK German Rectors' Conference
The Voice of the Universities



Joint declaration on Doctoral Training in Europe

The presidents of
the Conference of the Directors of French Engineering Schools (CDEFI),
the Conference of University Presidents (CPU), France,
the Conference of Rectors of Academic Schools in Poland (CRASP),
the German Rectors' Conference (HRK),
the Rectors' Conference of the Swiss Universities (CRUS) and
Universities UK (UUK)

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The Metric Tide

“Peer review, despite its flaws and limitations, continues to command widespread support across disciplines. Metrics should support, not supplant expert judgement.” p.viii, 2015

Wilsdon, J., et al. (2015). *The Metric Tide: Report of the Independent Review of the Role of Metrics in Research Assessment and Management*. DOI:10.13140/RG.2.1.4929.1363

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REF 2014

65%

Quality of the research outputs

20%

Impact of research beyond academia

15%

The research environment

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Research Environment

- Overview
- Research Strategy
- People, including:
 - i. Staffing strategy and staff development.
 - ii. Research Students (supported by limited metrics on number of doctoral awards)
- Income, infrastructure and facilities (supported by metrics on research income)
- Collaboration and contribution to the discipline.



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Metrics

1. REF 2014
2. PRES 2015
3. Submission Rate 2010/11
4. 3yr Submission Rate 2009/10/11/12

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Results

REF v Submission Rate

$$r = -0.02637$$

REF v 3yr Submission Rate

$$r = 0.031862$$

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	Correlation with REF	Correlation with submission rate**	Correlation with 3-yr submission rate*
Supervision			
2.1.a. My supervisor/s have the skills and subject knowledge to support my research	0.172654922	-0.017998072	-0.248069781
2.2.a. I have regular contact with my supervisor/s, appropriate for my needs	-0.097365613	0.336966688	0.128110938
2.3.a. My supervisor/s provide feedback that helps me direct my research activities	0.238783461	-0.130646612	-0.291421822
2.4.a. My supervisor/s help me to identify my training and development needs as a researcher	-0.056600255	0.107267411	-0.055326604
Resource			
4.1.a. I have a suitable working space	0.116648741	0.061678407	0.045328114
4.2.a. There is adequate provision of computing resources and facilities	-0.073669663	0.147077068	0.089815185
4.3.a. There is adequate provision of library facilities (including physical and online resources)	0.218977684	-0.029283065	-0.087118398
4.4.a. I have access to the specialist resources necessary for my research	-0.033042557	0.184181038	0.007017327
Research Culture			
6.1.a. My department provides a good seminar programme	0.206991265	0.275371941	0.160018358
6.2.a. I have frequent opportunities to discuss my research with other research students	0.277608932	0.398171399	0.538944664
6.3.a. The research ambience in my department or faculty stimulates my work	-0.007324211	0.423024137	0.459772343
6.4.a. I have opportunities to become involved in the wider research community, beyond my department	-0.121654507	0.33678056	0.249382586
Progress and Assessment			
8.1.a. I received an appropriate induction to my research degree programme	0.020187895	0.16736488	0.254514311
8.2.a. I understand the requirements and deadlines for formal monitoring of my progress	0.016935814	0.34141155	0.205764161
8.3.a. I understand the required standard for my thesis	-0.044781363	0.127562468	0.165964777
8.4.a. The final assessment procedures for my degree are clear to me	0.160406447	0.171085993	0.144215762
Responsibilities			
10.1.a. My institution values and responds to feedback from research degree students	0.208146617	0.089547725	0.089328811
10.2.a. I understand my responsibilities as a research degree student	-0.089113155	0.21242402	0.082016357
10.3.a. I am aware of my supervisors' responsibilities towards me as a research degree student	-0.09427944	0.034997352	-0.044917898
10.4.a. Other than my supervisor/s, I know who to approach if I am concerned about any aspect of my degree programme	0.066207987	0.314130478	0.272000818



Professional Development			
14.1.a. My ability to manage projects has developed during my programme	-0.20110464	0.412179927	0.372135697
14.2.a. My ability to communicate information effectively to diverse audiences has developed during my programme	-0.063837123	0.519504343	0.461998394
14.3.a. I have developed contacts or professional networks during my programme	-0.022769533	-0.182445228	-0.167103059
14.4.a. I have increasingly managed my own professional development during my programme	-0.175043288	0.134878299	-0.065826707
Opportunities			
16. Opportunity (% yes) Agreeing a personal training or development plan	-0.101461127	-0.296587562	-0.315620929
16. Opportunity (% yes) Attending an academic research conference	-0.238176429	-0.064553018	0.080565896
16. Opportunity (% yes) Communicating your research to a non-academic audience	0.099264128	0.025070559	0.103735213
16. Opportunity (% yes) Presenting a paper or poster at an academic research conference	-0.153284263	-0.11760158	-0.101897336
16. Opportunity (% yes) Receiving advice on career options	-0.17062931	0.081792232	-0.039856105
16. Opportunity (% yes) Receiving training to develop my research skills	-0.278560843	-0.109486446	0.058112265
16. Opportunity (% yes) Receiving training to develop my transferable skills	-0.2548932	0.096785239	-0.019431101
16. Opportunity (% yes) Submitting a paper for publication in an academic journal or book	0.023823238	-0.185199253	-0.065551337
16. Opportunity (% yes) Taking part in a placement or internship	-0.056259932	0.315528668	0.281848179
Teaching			
17. Please indicate whether you have taught (or demonstrated) at your institution during your research degree programme	-0.155840371	0.227370706	0.382805494
17.a. ""If yes,"" to what extent do you agree that you have been given appropriate support and guidance for your teaching?	0.208184869	0.022140279	-0.00979962
17b. Did you receive formal training for your teaching?	0.106192592	-0.152974457	-0.053224625
Overall Experience			
18.1.a. Overall, I am satisfied with the experience of my research degree programme	-0.061160824	0.257993169	0.126839112
18.2.a. I am confident that I will complete my research degree programme within my institution's expected timescale	0.17269523	0.216523366	0.271702931



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