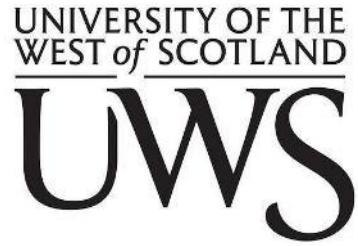


More bang for your buck: planning strategically aligned researcher development



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Does this
feel at all
familiar to
anyone?

We should collaborate on ...

Would you help us deliver...

You need to...

...Oh wow, that sounds so interesting

*Oh no! Where will I find resource to
do this on top of everything?*

What made us think about this?

Realising the huge variability in RD across HEIs:

How much staffing, if any?

How much budget, and what it can be spent on?

Where it sits in institutional structures?

If there is RD for supervisors?

Combines PGR and research staff or separate?

Pick-n-mix, structured pathways, credit-bearing?

CDT training independent or integrated?

Realising we face similar challenges:

Scalable vs personalised

More demand and gaps than resource to meet it

Communication, engagement, and no-shows

Balancing user-need and institutional drivers

Difficulty of measuring impact and ROI

What 'meaningful ROI' is!*

**Is it about institutional strategic priorities such as on-time completion and post-PhD employability? Or is it about PGR happiness and confidence? And can strategic priorities really be a proxy for that?*

What are our shared contexts? Here are some we thought of: what would you like to add?



Post pandemic fatigue. High no-shows.

PGR mental health and cost of living crisis

HE budget tightening and increased spend scrutiny

Reduced international mobility

Inter-uni partnerships encouraged (e.g. CDTs, CIVIS)

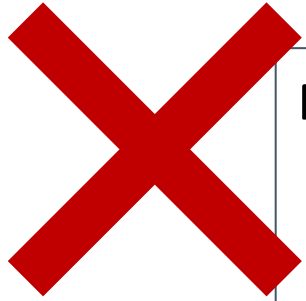
REF 2029: PCE component

UKRI New Deal for Postgraduate Students

Vitae Researcher Development Framework

Election result

What do we expect to achieve in this workshop?

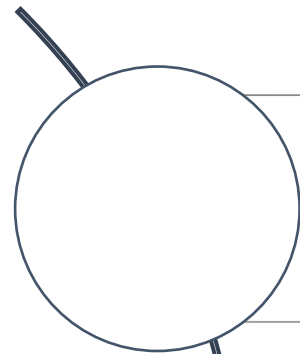


Fix all our challenges. Accomplish happy, thriving PGRs and their Supervisors who are confident in their current research practice and future career planning. Have well-resourced development which offers fully-personalised support. Deliver a fully fair and inclusive research environment in which we always measure what is valuable, and never unduly value what is measurable.

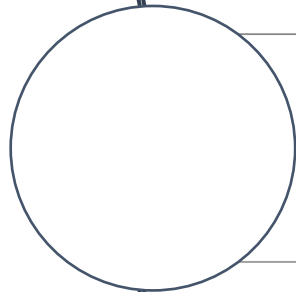


Have an improved understanding of the PGR and Supervisor development landscape across UKHE. Share good practice. Get ideas for approaches that have helped peers to be more strategic in planning their provision. Make connections and find future potential collaborators or mentors.

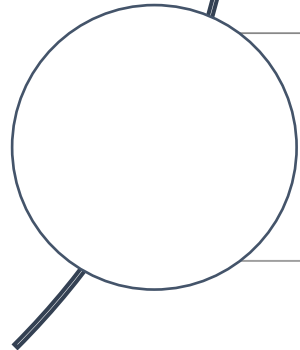
What do we expect to achieve in this workshop?



What do we do?



(a case study)



How do we do it?

WHAT DO WE DO?





UNIVERSITY OF THE
WEST *of* SCOTLAND

UWS



University
of Glasgow

VIA VERITAS VITA



Range of PGR populations in the room today?



HESA: Total UK PGRs c.113000 at 161 HEIs



5

Norwich Uni of the Arts (160th)

300

Uni of West of Scotland (88th)

30000

Uni of Glasgow (9th)

60000

Uni College London (1st)



What does
researcher
development look
like where you are?

HEI

SCOPE OF USERS

INSTITUTIONAL
STRUCTURE

RESOURCING

SYSTEMS

PROVISION

What does RD look like where you are?

PGR & Supervisor Development

Scope of users?

- Number of people. Notable demographics

Institutional structure?

- Where does RD sit: In a central service, in disciplinary units, both?

Resourcing?

- E.g. staffing, budget, internal facilitation or externally bought in?

Provision?

- e.g. workshops, inductions, mentoring, internships, competitions etc. Frequency? Location? Capacity?

Systems?

- E.g. booking, tracking, evaluation etc. How consistent? resource intensive?



Have a conversation with 3 or 4 people nearby, from a different institution to you.

What patterns did you find?
Do you face similar challenges?

HOW DO WE DO IT?






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WEST of SCOTLAND

UWS

**FIRST: A
quick story
for context**

A photograph of a woman with dark hair tied back, sitting and reading a book to two young children. The children are looking at the book with interest. The scene is dimly lit, suggesting an evening or indoor setting with soft lighting.

Cross-institutional pooling can be great for balancing out resource and sharing expertise. However, it can be a logistical and planning nightmare if realistic care is not taken to consider the time, value, and impact of investing in collaboration

ScotHERD members and engagement

(approximate number of PGRs from HESA data 2021/22)

University of
Edinburgh
(c.3800)

University of
Glasgow (c.3000)

University of
Strathclyde
(c.1500)

University of St
Andrews (c. 1120)

University of
Aberdeen (c.975)

University of
Dundee (c.730)

Heriot-Watt
University (c.650)

University of
Stirling (c.550)

Glasgow
Caledonian
University (c.400)

University of the
West of Scotland
(c.300)

Edinburgh Napier
University (c.250)

Robert Gordon
University (c.200)

Queen Margaret
University
Edinburgh (c.120)

Uni of the
Highlands and
Islands (c.100)

Abertay University
(c.75)

Royal
Conservatoire
(c.45)

Glasgow School of
Art (c.40)

Scotland Rural
College (no data)

UKCGE Writing Group

Padlet where supervisors can ask UKCGE questions about eligibility and criteria

- Thurs 22 Feb | 09.30-11.00 | **Introduction to Good Supervisory Practice Framework**
- Thurs 29 Feb | 09.30-11.00 | **Supervisory relationship with candidates**
- Thurs 14 Mar | 09.30-11.00 | **Supervisory relationship with co-supervisors**
- Thurs 28 Mar | 09.30-11.00 | **Reflecting upon and enhancing practice**
- Thurs 02 May | 09.30-11.00 | **Supervision observation**
- Thurs 16 May | 09.30-11.00 | **Supporting candidates research projects**
- Thurs 30 May | 09.30-11.00 | **Encouraging candidates to write and giving appropriate feedback**
- Thurs 13 June | 09.30-11.00 | **Supporting candidates personal, professional and career development**
- Thurs 27 June | 09.30-11.00 | **Supporting candidates to disseminate their research**
- Thurs 22 Aug | 09.30-11.00 | **Peer writing support**
- Thurs 05 Sept | 09.30-11.00 | **Additional themes for full accreditation**
- Thurs 19 Sept | 09.30-11.00 | **Peer writing support**

Shared OneDrive folder for project management

Shared literature bank on Padlet



UKCGE Supervisor Writing Group 2024: Mid-Point Evaluation of Pilot

You have received this because you signed up for one or more sessions of the pilot Scotland Supervisor Writing Group for getting UKCGE recognition.

We are at a mid-point in the group, and the facilitation team are keen to know things like:

- Is the group useful? Is it worth running again in the future?
- Does the format add something that you don't get in other places?
- Is the group making it more likely you will apply to UKCGE for recognition?
- Is the group influencing your approach to your supervisory practice?
- Is there anything that is not so good, and that we could improve?

First and foremost we want this group to be useful to you (there is no point doing it otherwise!) so this check-in is to ensure we are getting it right. This is why we have included you, even if you have not attended any of the sessions.

We also want to understand how well it is working for our own programme **evaluation and reporting**. Researcher developers have institutional obligations to show that they are providing fit-for-purpose opportunities for you. So the aggregated data (minus any possible identifiers, such as institutional affiliation) will be shared with researcher development teams at Universities that have Writing Group members.

UKCGE Writing Group

Strategic drivers?

- Internal and external strategic frameworks / priorities. How they are enacted

Planning provision?

- How you decide what development to offer. Do you plan a yearly cycle or offer ad hoc.

Reporting?

- How you report on / disseminate evidence of impact. Who gets what information?

Alignment?

- How you align provision to strategic context and need. How you choose between scalable and personal? What makes this easy / hard?

Collaborations?

- How do you collaborate internally/ externally on provision? What are the benefit and challenges?



UKCGE Writing Group

Strategic drivers?

- UKCGE GSPF. University strategies. UKRI New Deal for PGRs etc. Scottish Grad Schools. Opportunities to strengthen Scottish HEI connections in step with other staff interdisciplinary initiatives.

Planning provision?

- Shared workload and peer-led content development

Reporting?

- Institutional voicing of shared data

Alignment?

- Shared and divergent need

Collaborations?

- Replicable formula, agreed approach, division of labour

Strategy to Collaborate



Back to you! Use page 2 of the template to make notes on your context and how collaborations do (or could) support your strategic goals

PGR & Supervisor Development

Strategic drivers?

- Internal and external strategic frameworks / priorities. How they are enacted

Planning provision?

- How you decide what development to offer. Do you plan a yearly cycle or offer ad hoc.

Reporting?

- How you report on / disseminate evidence of impact. Who gets what information?

Alignment?

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- How do you collaborate internally/ externally on provision? What are the benefit and challenges?

Strategy to Collaborate

STRATEGIC DRIVERS

PLANNING PROVISION

REPORTING

ALIGNMENT

COLLABORATIONS

Have a conversation with 3 or 4 people nearby, from a different institution to you.



What patterns did you find?
Did you get any useful tips?
Did you find any potential
collaborations?

Strategically aligned researcher development....



Like everyone who supports doctoral candidates, researcher developers are working in a climate of high no-shows and post-pandemic fatigue (Uekusa 2023, Williams 2022). As a sector we are seeking to step up to strategic drivers towards more support for PGRs and their supervisors, (e.g. UKRI New Deal Response 2023), while making informed use of limited time and resources. There is also increased sector enthusiasm for cross-institutional collaboration. Pooling resources offers both strengthened provision and logistical challenges, so those involved must realistically consider how investment in collaboration supports the needs of their home institutions.

Thirteen years on from the end of the Roberts ring-fenced funding (Flinders & Anderson, 2019), how development activity is resourced and facilitated looks different depending on the size, scope, and institutional priorities of a University. In this interactive workshop, two Researcher Developers from different research environments - one a post 92 institution, the other, a Russell Group institution - lead an exploration of the decision-making and resource allocation practices underpinning opportunities for PGRs and their Supervisors.

The workshop uses structured activities and small group conversations to consider how development is designed, delivered, and evaluated - navigating both user-need and institutional drivers - within resource constraints. It offers an opportunity to share process and practice, learn what works from each other, and seek group conclusions on when scalability supports impact.

In particular, the workshop will consider collective leadership in Researcher Development, taking insight from a current collaboration between the workshop leads. Co-facilitating a cross-institutional peer-writing group for the UKCGE Recognised Supervisor award highlights the similar and divergent ways that inter-institutional programming interacts with institutional strategies. Both facilitators have strategic responsibilities for programming within their institutions and this workshop may be of interest to those who share similar responsibilities and are interested in collaborating with others in the sector.