UEA RESEARCH DEGREE EDUCATION STRATEGY

HIGH QUALITY TRAINING FOR WORLD-LEADING RESEARCHERS

UEA
University of East Anglia

- KNOWLEDGE AND INTELLECTUAL ABILITIES
- PERSONAL EFFECTIVENESS
- RESEARCH GOVERNANCE AND ORGANISATION
- ENGAGEMENT, INFLUENCE AND IMPACT

FOREWORD BY THE PRO-VICE-CHANCELLOR (RESEARCH AND ENTERPRISE)

The Research Degree Education Strategy for 2014–19 not only recognises that research degree candidates are valued members of our academic community who contribute to our world-leading research and global reputation, but also seeks to ensure that the outstanding research environment offered by UEA and our partners on the Norwich Research Park is used effectively to train the next generation of researchers. Our strategy reflects on the 2012-16 Corporate Plan and looks forward to the vision for UEA's future currently being developed as part of the next Corporate Plan.

We have deliberately developed an educational strategy for research degree candidates that recognises that they are simultaneously both early career researchers and UEA registered students. In the first capacity we wish to offer high quality training that both supports their research and prepares them for careers inside and beyond academia. At the same time as UEA registered students they have a right to access the high-quality student-facing services and facilities that contribute substantially to UEA's outstanding performance in the National Student Survey (NSS) and other measures that evidence the satisfaction of our undergraduate population. Our Research Degree Education Strategy will ensure our continuing success through the combined efforts of our academic, research, technical and professional staff working together and in partnership with our research degree candidates and other stakeholders.

The University and its partners on the Norwich Research Park are committed to further developing the research infrastructure and providing an outstanding physical and digital training environment for our postgraduate researchers. However the key to the rich and rewarding doctoral education offered by UEA is our commitment to managing the professional relationship between our candidates and the academic staff and researchers who constitute their supervisory teams. Nurturing and ensuring the strength of these relationships remains at the very heart of our strategy.

To emphasise the distinctive nature of a UEA research degree we have produced a summary of attributes of UEA doctoral graduates. This is designed to help staff, sponsors, potential employers and research degree candidates themselves understand the knowledge, skills and behaviours that we anticipate will become hallmarks of graduates from our research degree programmes. These attributes will ensure that UEA doctoral graduates can not only realise their potential as researchers, but will also help them make maximum impact in their diverse future professional lives.

Professor Dave Petley, Pro-Vice-Chancellor (Research and Enterprise), UEA

ATTRIBUTES OF UEA DOCTORAL GRADUATES

The attributes set out below provide doctoral graduates with a framework within which they will be able to articulate their knowledge, abilities and skills to employers, whilst also providing staff and other stakeholders (e.g. employers, funding bodies) with a clear indication of the value of doctoral level study at UEA. These attributes take account of appropriate external reference points including *the UK Doctorate*[1] which was jointly authored by the QAA and NUS, and Vitae's *Researcher Development Framework*[2] (RDF). The attributes are themed according to the four domains of the RDF:

DOMAIN A – KNOWLEDGE AND INTELLECTUAL ABILITIES
The knowledge, intellectual abilities and techniques to do research.

DOMAIN B – PERSONAL EFFECTIVENESS
The personal qualities and approach to be an effective researcher.

DOMAIN C – RESEARCH GOVERNANCE AND ORGANISATION
The knowledge of the standards, requirements and professionalism to do research.

DOMAIN D – ENGAGEMENT, INFLUENCE AND IMPACT
The knowledge and skills to work with others and ensure the wider impact of research.

The extent to which any individual research degree candidate is able to demonstrate these attributes will depend on the nature and duration of the independent research project and the eventual award. For example, those graduating with the degrees MPhil or Master's by Research are less likely to be able to demonstrate the full range of attributes, while those completing a professional doctorate may demonstrate additional competencies and would also have developed their own individual professional practice.

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[1] http://www.qaa.ac.uk/en/Publications/Documents/Doctorate-guide.pdf
[2] https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework

DOMAIN A – KNOWLEDGE AND INTELLECTUAL ABILITIES

Doctoral graduates will be able to:

- Create and interpret new knowledge through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and merit publication.

- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

- Make informed decisions on complex issues in specialist fields often in the absence of complete data.

- Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.

- Demonstrate an awareness of the frontiers of research within the discipline and a detailed understanding of applicable techniques for research and advanced academic enquiry.

- Conceptualise, design and undertake research projects, and adjust the project design in the light of unforeseen problems.

- Critically analyse, evaluate and synthesise new and complex ideas.

- Evaluate and extrapolate from the outcomes of their research.

- Use appropriate advanced methodologies to solve complex problems in novel situations.

- Confidently use a range of technologies for academic and professional purposes.

DOMAIN B – PERSONAL EFFECTIVENESS

Doctoral graduates will be able to:

- Demonstrate a willingness and ability to learn and acquire knowledge.

- Create ideas and opportunities by investigating/seeking information and be able to use appropriate technology to search for high-quality information.

- Demonstrate self-discipline, motivation and thoroughness. Persevere in the face of obstacles and set- backs.

- Act autonomously and exercise personal responsibility in complex and unpredictable situations and in professional environments.

DOMAIN C – RESEARCH GOVERNANCE AND ORGANIZATION

Doctoral graduates will be able to:

- Explain the principles of good research conduct in their discipline and understand how to conduct their research in a way that complies with relevant ethical, legal and professional frameworks.

- Locate their research within a broader theoretical, and where appropriate, practical and policy context.

- Demonstrate that they are mindful of the environment and their own impact on it.

- Appreciate the principles behind the concept of corporate social responsibility

- Apply the principles of project management through the setting of research goals, intermediate milestones and prioritisation of activities.

- Appreciate the basic principles of financial management and commercial awareness.

DOMAIN D – ENGAGEMENT, INFLUENCE AND IMPACT

Doctoral graduates will be able to:

- Communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

- Critically evaluate and engage with the information obtained.

- Demonstrate an awareness of global perspectives on disciplinary knowledge and how it is represented and understood within other cultures.

- Show consideration to others. Listen, give and receive feedback and respond perceptively to others.

- Have insight into their own behaviours and impact on others when working in and contributing to the success of formal and informal teams. Appreciate contributions of other team members.

- Be sensitive to and respectful of individual differences. Develop awareness of diversity and difference within working environment.

- Understand the value of engaging with the public and with public policy.

- Develop awareness of the impact of research on wider society and of the impact of society, the environment and culture on research.

OUR STRATEGY

Our Research Degree Education Strategy consists of 15 Strategic Aims each of which has measurable outcomes.

AIMS	MEASURES
1 **To provide a dynamic and stimulating research environment:** Together with our Norwich Research Park partners we will continue to recruit the best established and early career researchers and invest in the physical and digital infrastructure to provide an outstanding environment that supports advanced scholarship and world-leading research.	Applicant quality Submission rates (%) Investment in infrastructure (£) Volume of external funding secured (£)
2 **To offer challenging and properly resourced research projects:** We will ensure that each project, whether devised by supervisor(s) or applicant, will be reviewed and refined before and/or during the admissions process to meet three criteria: (i) it is appropriate to the background of the student; (ii) there is a well-qualified and experienced supervisory team, who have received relevant training; (iii) there is a realistic prospect of progressing the research within the period of study.	Proportion of offers where the School or Institute Director of Postgraduate Research confirms these quality criteria have been met (%)
3 **To provide an effective induction to doctoral-level education:** We will offer effective programmes of induction that acknowledge the rich diversity of educational, cultural and professional backgrounds of our research degree candidates and help them integrate with their peer group(s), School and the wider research community in Norwich.	Positive feedback from research degree candidates from induction sessions and PRES (%)
4 **To ensure best practice and good conduct in research:** We will ensure that at the earliest opportunity all research degree candidates are introduced to the principles of good research conduct in their discipline, and that an understanding of how to comply with relevant ethical, legal and professional frameworks is developed through the programme of study.	Proportion of research degree candidates on training pathways that satisfy these training criteria (%).
5 **To encourage strong relationships between staff and candidates:** We will ensure research degree candidates gain maximum benefit from their programme of study by meeting regularly with their supervisory team, taking advantage of training opportunities offered by Graduate Schools and engaging with the wider research community at UEA. We will work with UUEAS to ensure that the interests of research degree candidates are represented at all levels of the University.	Proportion of research degree candidates engaging with supervisory meetings and annual progress review monitoring (%)

6	**To provide timely feedback and actively manage progression:** We will ensure that supervisory teams offer timely and helpful feedback which is appropriate to the work submitted or research idea suggested and provide a regulatory framework for all our research degrees with explicit requirements for timely progression.	Proportion of research degree candidates successfully completing probation at first opportunity (%)
7	**To provide career information throughout the research degree programme and beyond graduation:** We will make available accessible and understandable information on the range of career opportunities available to graduates of research degree programmes as well as providing opportunities to interact with a range of employers.	Positive feedback from research degree candidates for this area in PRES (%)
8	**To assess training needs in order to support research and enhance employability:** We will continue to develop mechanisms that assess, provide for and monitor the needs of each individual research degree candidate's continued professional development, including the development of professional and transferable skills. These needs will be met within candidates' research environment by Graduate Schools, working collaboratively with CSED and appropriate student-facing services such as the Careers Service, Dean of Students' Office and Library.	Proportion of research degree candidates submitting completed training needs analysis record to the Postgraduate Research Service (%)
9	**To offer a wider range of training opportunities:** We will provide opportunities for advanced research training to enable research degree candidates to develop their understanding and skills in areas beyond their specific research project. Where appropriate, this training will be offered at UEA and within the wider Norwich Research Park, but individuals will also be strongly encouraged to attend relevant training programmes elsewhere.	Positive feedback from research degree candidates for individual advanced training sessions and overall in annual progress review (%)
10	**To provide opportunities to develop an academic profile and establish networks:** We will support and encourage our research degree candidates to raise their academic profiles and establish sustainable networks with other researchers at UEA, within the wider Norwich Research Park, and beyond, by strongly encouraging participation in academic conferences, exchange visits and placements.	Proportion of research degree candidates who undertake a recorded external arrangement (%)
11	**To provide opportunities for research degree candidates who wish to teach:** We will continue to provide a programme of training which is appropriate to the discipline and style of teaching and learning undertaken and that allows research degree candidates who wish to participate fully in the delivery of taught programmes to meet the requirements of the descriptor for Level One of the UK Professional Standards Framework.	Proportion of research degree candidates who undertake training in learning and teaching (%)

12	**To promote international citizenship:** We will embrace the international profile of our staff and research degree candidates. Wherever possible we will deliver training to multidisciplinary groups of researchers to provide an inclusive and international perspective. We will seek to maximise opportunities for peer-to-peer learning and develop sustainable networks of peers that equip our research degree graduates to address contemporary global issues and challenges.	Proportion of research degree candidates with international fee status (%)
13	**To develop a governance structure that can oversee the specialist provision of research degrees:** We will continue to develop our governance structure for research degree programmes to enable us to deliver research degree education effectively and in accordance with this Strategy.	Proportion of actions listed in Quality Enhancement Plan which are achieved by the deadline set (%)
14	**To work with a range of stakeholders to evaluate and enhance our research degree provision:** We will work with research partners and employers to inform the Quality Enhancement Plan. The QEP will be reviewed regularly in order to evaluate our research degree provision in a structured manner and with reference to clear benchmarks and targets. We will work with UUEAS to ensure that feedback from research degree candidates is heard, considered and acted upon.	Proportion of actions listed in Quality Enhancement Plan with stakeholder involvement outside PGR Service and academic leads (%)
15	**To improve professional support for research degree education:** We will continue to improve and enhance processes relating to research degree administration to enable us to deliver other aims within this Strategy.	Proportion of critical priority areas in PGR Process Improvement Plan with progress by deadline (%)