

Developing Leaders

How can we support World Leading Teams?

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Pioneering research
and skills

Our three Strategic Plan goals

Developing Leaders

- Nurturing the visionary leaders who set research agendas and inspirational team leaders who act as role models;

Delivering Impact

- Embedding impact throughout our portfolio by creating an environment in which it arises naturally, in whatever form, from the knowledge base;

Shaping Capability

- Ensuring we have the right people, with the right resource, in the right places to deliver the highest quality long-term research in areas where the UK leads internationally and where there is current or future national need;

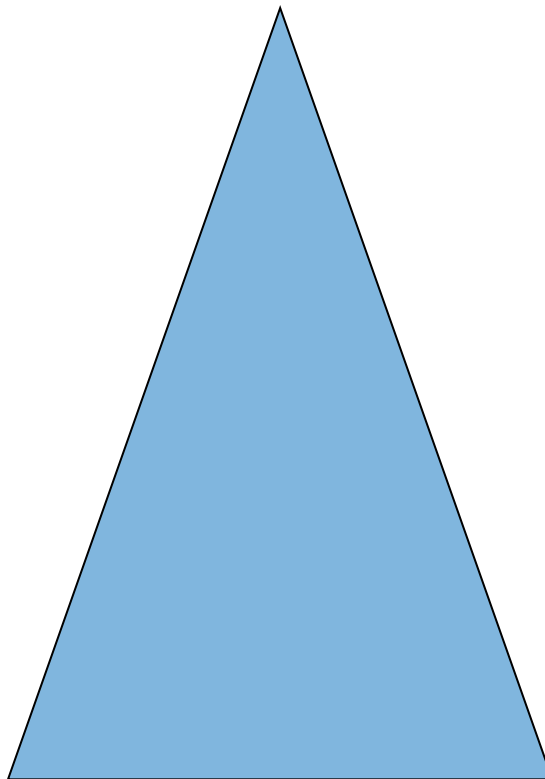


Developing Leaders – Delivery Plan

We will support and promote leadership role models who can inspire others and can integrate the efforts of their peers to deliver greater impact from our investment. In this delivery plan we will:

- Develop our future leaders;
- Increase focus on developing a cohort of both current and future leaders;
- Provide tailored support for individuals with leadership potential across all career stages;
- Provide an increased proportion of support to individuals not projects;

The Career Path



- Programme grants
- Flexible packages of support
- Support for teams around Fellowships
- Focussing Fellowships on strategic areas
- Stage gating along the career path
- Increasing focus of cohorts on strategic challenges
- Broader base of capability for PhDs, Statement of expectations, Prizes

Working with cohorts, creativity cross disciplinary, connected, mobility, for greater impact.



What we have already done:

Doctoral Training

- Giving priority to PhD quality:
 - Opened 10% of studentships to the very best – wherever they are from;
 - Rolled out PhD Plus as a prize for the best students on completion;
 - Statement of Expectations forming the basis of a strategic dialogue on training with universities.

Doctoral Training

- CDT Mid-term Review – Strategic integration into the university, committed academics , strong management and a student centred approach were indicators of the best and most successful
- The review found that CDTs contributing to a changing Doctoral Training Landscape
- Council discussion indicated we should maintain a balance between DTG and CDTs



What we have already done: Fellowships

- New approach to funding fellowships July 2011:
 - Single Fellowship scheme
 - Support for Fellows linked to our strategic priorities
 - More streamlined processes
 - Emphasis on person specification rather than specific eligibility conditions.
- More working with cohorts – Royal Society, New Directions and fellows meeting.

What we are planning to do

- CDT exercise in 2013
- Evolution of DTGs through university dialogue
- Stage-gating for fellows
- Pilots in mentoring and creativity support
- Exploring ways to retain women in SET as they go up the academic

career path

How can we support – world leading teams?

- So far mostly talked about what we've done to support the individual
- Developing Leaders is not just about studentships and fellowships
- EPSRC has a variety of different ways in which we can support world leading individuals and their groups
- Now look at world leading teams



How can we support – world leading teams?

- What are the key features of a world leading team?
- What needs to be in place to bring these about?
- What is missing?



End of Presentation

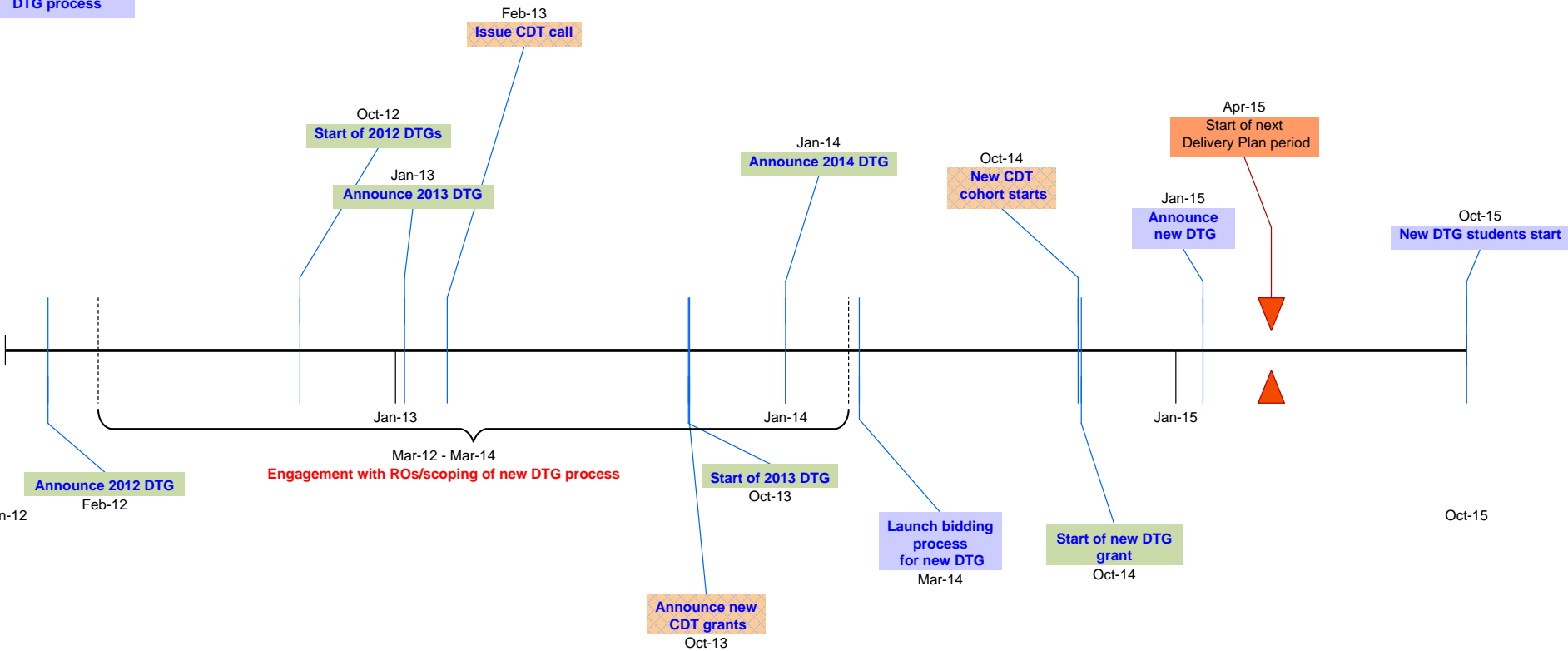
Additional slides

New approach to DTG/ CDT Exercise - high level timeline

CDT Renewal

Existing DTG process

New DTG process



EPSRC Doctoral training

- Quality of the Training is paramount.
- 3 Main routes:
 - Doctoral Training Grant (DTG)
 - Centres for Doctoral Training (CDTs including IDCs)
 - Industrial Case.



RCUK Funded PhD Students

Research Council Funded PhD Students – new starts by financial year

| Research Council | PhD Studentships / FY | |
|---------------------------|-----------------------|-------|
| | 09-10 | 10-11 |
| AHRC | 737 | 732 |
| ESRC | 719 | 730 |
| BBSRC | 539 | 555 |
| EPSRC | 3301 | 2863 |
| MRC | 426 | 426 |
| NERC | 334 | 325 |
| STFC | 240 | 225 |
| Total funded Studentships | 6296 | 5856 |

EPSRC's main training routes – new starts by academic year

| New starts in Academic Year | 09/10 | 10/11 |
|-----------------------------|-------|-------|
| Centres | 555 | 649 |
| DTG | 1685 | 1332 |
| Industrial CASE | 209 | 149 |



The key questions at the review

- Objectives and CDT operation?
- Student outcomes (in and out)?
- Taught components management?
- Impact at host research organisation?
- Wider impact outside the research organisation?
- Outputs.
- Other .
- (Impact in Industry).



Main messages from CDT review

- The majority of Centres have made good progress or better.
- In general an effective way of training a cohort of students - Continuing need to share best practice e.g. learning lessons about flexibility across IDCs
- Attracted substantial leverage
- The existence of centres is driving wider changes as a result of the perceived benefit of a cohort-based approach
- There are benefits from maximising linkage with and/or co-location with other major investments
- Strategic integration into the university, committed academics, strong management, and a student-centred approach were indicators of the best and most successful



Draft CDT Timeline

- Engagement about scope – March – July 2012.
- Intent for call October/November 2012.
- Issue call February 2013.
- Closing date June/July 2013.
- October 2014 – new CDT cohort starts.



A rationale for change

- CDTs have changed the training landscape.
- Universities are increasingly thinking about training students in cohorts and developing their own strategies for PhD training.
- EPSRC has articulated its expectations for PhD training, but there is currently no rigorous monitoring process in place for this.
- There is a desire on the part of universities and EPSRC to move towards grants of longer duration.
- The current automatic DTG allocation without an application process means it is difficult to ascertain how universities use these funds to deliver their own research strategies and whether they support EPSRC's strategies.

