

Universities in the Knowledge Economy



Universities in the
Knowledge Economy

RESEARCH TRAINING HANDBOOK

Revised 19 January 2014



EU Marie Curie
Initial Training Network (ITN)
7th Framework programme



Contents

Aims and Expectations	3
UNIKE's Aims	3
Expectations of UNIKE's PhD Fellows	3
Expectations of UNIKE's Post Doc Fellows	4
Extra Training for UNIKE Post Doc Fellows	4
Structure of UNIKE Training	6
UNIKE Research, Training and Career Plan	8
Introduction	8
Framework for the plan	8
Research	8
Scientific and complementary training needs	9
ECTS requirements	9
Career plan	10
Budget	11
Role of UNIKE Mentor	12
Doctoral Training Courses Available at Partner Institutions	13
Secondment or Placement	16
Definitions	16
Negotiation of Secondment	16
Knowledge Exchange	17
Evaluation – Pedagogical Outcomes	18
Financing Secondments	18
Other Information	18
List of Secondments	19
Fellow-led Work Groups	20
Dissemination and Communication	21
Training in Writing in Academic and Other Genres	21
Communication Commitments	21
Appendix 1. Marie Curie Career Development Plan	23
Appendix 2. Template for Secondment Agreement (DRAFT)	27
Appendix 3. Marie Curie Ambassadors	32

Aims and Expectations

UNIKE's Aims

UNIKE's aims are to create

1. A networked group of expertly trained, mobile and independent researchers taking new, critical and inter-disciplinary approaches to universities in global knowledge economies especially in Europe and the Asia-Pacific Rim
2. A cohort of current and future research leaders committed and able to develop doctoral education in their own institutions and internationally

Expectations of UNIKE's PhD Fellows

UNIKE's PhD fellows are expected to

1. Carry out an individual research project resulting in a thesis
2. Develop and carry out a detailed research, training and career plan
3. Participate in the UNIKE programme of workshops and summer schools
4. Fulfil the requirements of their institution's PhD school
5. Participate in a work group
 - Help organise a workshop/summer school
 - Participate in a virtual network, webinars, interviews, wikis etc.
6. Present two papers at international conferences, write two journal articles, write in different genres (e.g. blog, wiki, op ed.)
7. Act as Marie Curie Ambassador

Expectations of UNIKE's Post Doc Fellows

UNIKE's Post Doc fellows are expected to

1. Carry out an individual research project
2. Develop and carry out a detailed research, training and career plan
3. Participate in the UNIKE programme of workshops and summer schools
4. Participate in a work group
 - Help organise a workshop/summer school
 - Participate in a virtual network, webinars, interviews, wikis etc.
5. Present one paper at an international conference, write one journal article, write in different genres
6. Act as Marie Curie Ambassador

Extra Training for UNIKE Post Doc Fellows

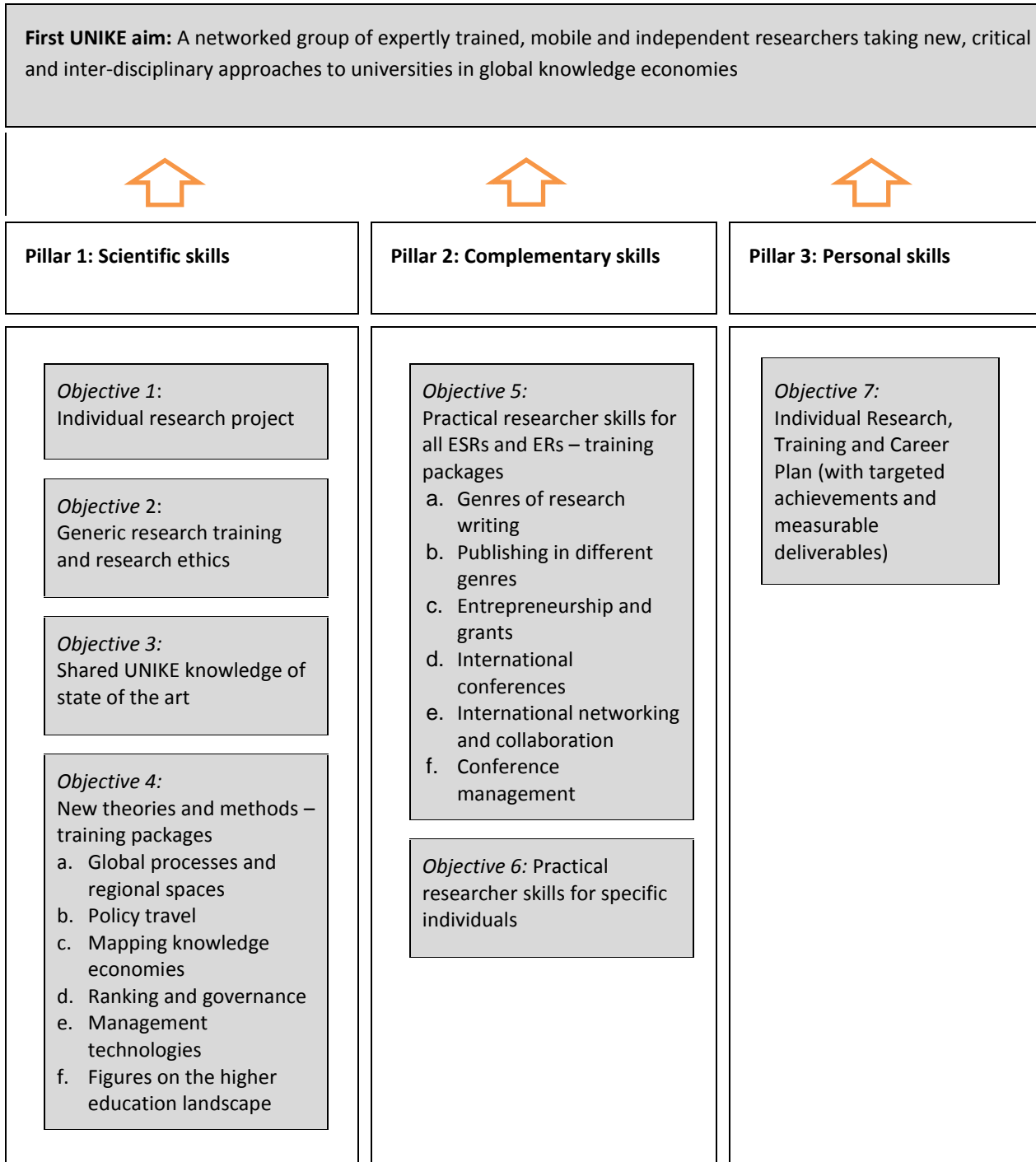
The ERs will be offered the following opportunities to enhance their careers as independent researchers and team leaders:

- Intersectoral and interdisciplinary experience and training – each ER's project involves a secondment to another sector or an invitation from a relevant associated partner to come on a research visit.
- Capacity to build collaborations – each ER will build up an international network of researchers on their topic and, with the support and advice of their supervisor, their institution's research officer, and their UNIKE mentor, identify opportunities to apply for a future collaborative research project.
- Active role in management – Each ER has a specific role in the management of the UNIKE programme.
 - ER1 (UB) develops an innovative dissemination space, to facilitate discussion among the dispersed network members, and to disseminate the research in a range of impactful ways. He facilitates the 3 work groups in using electronic technologies and

creating academic communities at a distance. E.g. they will use IT to network with and interview relevant resource persons among the associated partners, hold ESR-run webinars, and experiment with wikis and blogs.

- ER2 (AU) supports the UNIKE Coordinator in managing the programme of workshops and summer schools and especially the Auckland summer school (assisting with financial management, networking, liaison with the local organizer, programme design, and preparing plans for the Management Board).
- ER3 (Lyon) assists the UNIKE Coordinator with the Completion work package (WP6), which involves organising the final conference, working with the Network to write a book proposal and negotiate a contract with publishers, other dissemination and outreach activities, and formulating the continuation strategy, including creating a consortium of European and Asia Pacific partners and writing an application for Erasmus Mundus Joint Doctorates (EMJDs).
- Organisational skills – each ER will be responsible for turning their own research project and their network of links with the research of partners and associated partners into a programme of knowledge exchange and training at one of the UNIKE workshops or summer schools. They will be part of the team organising that workshop or summer school.

Structure of UNIKE Training



See Project Description for Management Purposes p. 15

Second UNIKE aim: To create a cohort of current and future researcher leaders committed and able to develop doctoral education in their own institutions and internationally



Pillar 1: International developments

Pillar 2: Partners' own practices

Pillar 3: Comparative evaluations

Objective 1:
Learn from international studies

Objective 2:
Contribute to international debates

Objective 3:
Comparison and improvement of doctoral education in partners' institutions

Objective 4:
Conduct formative and summative evaluations of UNIKE, drawing on experience of USA's IGERT programme

See Project Description for Management Purposes p. 20

UNIKE's Research, Training and Career Plan

Introduction

The UNIKE programme requires all PhD and Post Doc Fellows to write a 15-page detailed plan for their research, training and career development within the first 6 months. This builds on the initial project description that accompanied the fellow's application.

(If the fellow's own institution has a requirement to produce a detailed project outline, they must also meet that requirement. Hopefully the same text can be easily adapted for both purposes, but any incompatibilities should be raised with the UNIKE Coordinator).

This plan is to be prepared with the support of the fellow's supervisor and completed in time for the Bristol workshop (spring 2014). At the workshop, fellows will discuss their plan with their UNIKE mentor and present it to the rest of the group.

Annually thereafter, fellows will meet their UNIKE mentor at a workshop to review their plan, assess progress, take stock of experience and developments, agree any well-founded changes, and discuss plans for the next stage.

Framework for the plan

The following issues should be covered in the plan (and this list can be used as sub-headings and as the framework for the plan).

Research

- Literature review and problem formulation
- Theoretical approach, research strategy/methodology
- Research sites and methods (including reasons for their choice)
- Secondment and/or research visits to Associated Partners and how they are incorporated into the research strategy
- Analysis – how the documentary, empirical and other research data will be analysed. How this methodology will generate the kind of material needed to address the research questions.

- Dissemination plan – conferences, publications, other forms of dissemination (see section on Dissemination and Communication below) and an activity as a Marie Curie Ambassador
- Time plan

Scientific and complementary training needs

What from your existing research training and experience will you draw on in this study? What gaps are you aware of? What skills do you wish to acquire to enhance your career prospects? How will these training be needs met through:

- Supervision?
- UNIKE workshops and summer/winter schools?
- Research training at your own institution?
- Research training at a partner institution (see list)?
- Specialist training in preparation for a secondment (where from?)?
- Specialist skills or knowledge to be acquired through UNIKE secondment (ensure these are included in the secondment agreement) or research visits?

ECTS requirements

A PhD is 270 ECTS, but universities vary in how they distribute these to different parts of a doctoral programme. In particular, they vary in how many ECTS are required from taught courses.

How will your training plan enable you to fulfil your own institution's ECTS requirements?

These are as follows:

- Aarhus requires 30 ECTS of taught courses
- Porto requires 180 ECTS (20 research seminar/tutorials; 55 writing the thesis; 20 method course on 'structures and dynamics'; 20 course on 'contemporary education'; 45 from UNIKE (30 as the basic workshop allocation plus extra allocated by supervisor for giving papers, assisting in organising an event, research visits, Erasmus exchange) and 20 from other courses
- Ljubljana requires 60 ECTS of taught courses , i.e. 30 from the UNIKE courses and 30 from home courses

- Lyon requires no ECTS
- UK universities do not specify requirements in terms of ECTS – but supervisors may have to ask their institutions to recognise UNIKE courses in lieu of part of their institution’s required training programme if the total load is too great.

Career Plan

One of the aims of UNIKE (and the EU’s ITN programme) is to equip fellows to become researchers (and potential research leaders) in a range of sectors – in academia, private sector, and government and public policy – and in different countries.

In which sectors and kinds of jobs might you seek employment? What skills, experience and contacts should you aim to acquire during your fellowship?

How will you use UNIKE’s resources to help you achieve this:

- Supervision
- Mentor – UNIKE’s partners have a range of experience of not just working in academia, but in government service, working in international agencies, applied work, policy research, and consultancies. Choose your mentor as someone with whom to discuss not just your research but also how to build up your career prospects.
- UNIKE workshops and summer/winter schools – each event includes training in a ‘complementary skill’ and there will be opportunities to practice these skills on behalf of UNIKE (e.g. writing in different genres, electronic and other forms of dissemination)
- UNIKE Fellows – the fellows themselves already have a vast range of skills and experience, and extensive networks and contacts, so it is important to see yourselves as resources for each other.
- Secondments – if your project includes a secondment, consider the skills, contacts and experience that you wish to gain, and whether you will require formal training or will acquire these informally.
- Associated Partners – all associated partners have agreed to act as a resource for fellows, and they have a wealth of experience and networks in different countries, different kinds of organisations, and different kinds of research

There is a Model Career Development Plan for Marie Curie Fellows (see appendix) and some of its headings and descriptions are useful for you to use or adapt.

Budget

- Total costs: of research, training and career plan
- Total income: UNIKE budget plus any funding from your own institution for research expenses, giving papers at conferences etc.
Each fellow is allocated a UNIKE budget (PhDs 7,463 Euro; Post Docs 4,975 Euro) for research and dissemination expenses (which includes a secondment and/or research visit(s) to Associated Partner(s), fieldwork and other research costs plus giving papers at conferences and any other dissemination costs.
- Explain how any shortfall will be covered (funding applications to other sources)
- For exceptional research expenses (e.g. if the cost of living in the country where you will do fieldwork is exceptionally high) and to cover the costs of visas (e.g. for attending UNIKE events, secondments, fieldwork or research visits) an application may be made to the UNIKE research pool (the pool is 50,000 Euros in total).

Role of UNIKE Mentor

Each Fellow chooses one of the Partners, other than his or her own supervisor, as a UNIKE mentor for the three years of the project.

The UNIKE mentor is a critical friend who has a wealth of experience from their career as a researcher who

- discusses the Individual Research, Training and Career Plan with the researcher after 6 months *
- meets annually thereafter, using the Plan to assess progress, take stock of experience and developments, agree any well-founded changes and discuss plans for the next stage
- is available for the Fellow to contact at any time, as a leading scholar in the field, for research and career guidance.

*Question: should these meetings also include the supervisor?

Doctoral Training Courses available at Partner Institutions

When planning their research training, fellows should look at the courses offered by Partner institutions as well as their own. Fellows are encouraged to develop a broad set of theoretical and methodological (qualitative and quantitative) skills.

Preliminary discussions between the partners indicate that it should be possible to arrange for a fellow to participate in a doctoral training course at a partner institution and have the ECTS recognised at their own institution. This is especially if a partner's course meets a need not covered by the fellow's own institution. For example, a partner may offer a specialist course needed for a fellow's research project. This possibility may also be important for fellows whose own institution's teaching is not in a language they know.

The PhD coursework offered by different institutions varies enormously. Some institutions provide generic social science research skills and research ethics; others a narrow range of disciplinary approaches to the field.

Some institutions run a year-long or semester-long course, whereas Bristol and Aarhus have a flexible model of short courses in English. Bristol also has advanced quantitative training offered by the Centre for Multi-Level Modelling

Information about Partners' doctoral training can be found at:

Aarhus University and Denmark

<http://phd.au.dk/gradschools/arts/courses/>

<http://phdcourses.dk/>

Bristol University

<http://www.bristol.ac.uk/education/students/masters/edures/structure.html>

Ljubljana University – see overleaf

Porto University – see overleaf

Roehampton University

<http://www.roehampton.ac.uk/programme-details/?cURL=pg/socialresearchmethods/>

UNIKE – DOCTORAL TRAINING COURSES AT PARTNER UNIVERSITIES

Name of University	University of Ljubljana
<i>Brief description of your institution's doctoral training (e.g. generic social science or specialist, semester length or short courses, regional consortia)</i>	<i>Doctoral School in Teacher Education and Education Sciences (i.e., specialist training) Semester length (6 semesters; 180 ECTS). Faculty of Education as coordinator; in cooperation with six other faculties (Arts, Sciences, Technology) and the Institute of Education (an independent – not University institute).</i>
1. Name of course/module	Study Orientation Module: Educational Policy 1 (Associate Professor Slavko Gaber)
Dates and duration of course (make clear if it's a block or one day a week)	Once to twice per month; no details before the beginning of a semester
Brief description of the aims and what the course covers	The relationship between various academic disciplines and educational policies; their disciplinary and interdisciplinary conceptualisations, evaluations and reflections. Areas of educational policies (e.g. preschool, primary & secondary school education, higher education, language policies, policies dealing with inequality, special needs, violence, etc.)
ECTS	5 ECTS
Fee (if any – please argue for fee access for UNIKE fellows)	No fee for the UNIKE fellows enrolled at the University of Ljubljana (and no details yet on those enrolled at other universities – we await a response from administration)
Who to contact to register for the course	Ms Maja Lesnjak Tursic; Maja.Lesnjak@pef.uni-lj.si
2. Name of course/module	Study Orientation Module: Educational Policy 2 (Professor Pavel Zgaga)
Dates and duration of course (make clear if it's a block or one day a week)	Once to twice per month; no details before the beginning of a semester
Brief description of the aims and what the course covers	Higher education policy; its historical background and contemporary issues. Institutional, national, international/transnational higher education policy. "Higher education areas" and policy futures.
ECTS	5 ECTS
Fee (if any – please argue for fee access for UNIKE fellows)	No fee for the UNIKE fellows enrolled at the University of Ljubljana (and no details yet on those enrolled at other universities – we await a response from administration)
Who to contact to register for the course	Ms Maja Lesnjak Tursic; Maja.Lesnjak@pef.uni-lj.si
3. Name of course/module	Elective Module 1: Conceptualisations of the University and Research Space (Professor Pavel Zgaga)
Dates and duration of course (make clear if it's a block or one day a week)	Once to twice per month; no details before the beginning of a semester
Brief description of the aims and what the course covers	The historical, ideational and conceptual context in which the development of academic institutions (particularly universities) has taken place; key issues in contemporary higher education research.

UNIKE – DOCTORAL TRAINING COURSES AT PARTNER UNIVERSITIES

Name of University	University of Porto
<i>Brief description of your institution's doctoral training (e.g. generic social science or specialist, semester length or short courses, regional consortia)</i>	- Doctoral Program in Education Sciences. Specialist training. - Duration of 6 semesters - The Doctoral Program is developed at the Faculty of Psychology and Education Sciences of the University of Porto
1. Name of course/module	<i>Structures and Dynamics in Research Work – curricular unit</i>
Dates and duration of the course (make clear if it is a block or one day a week)	1st and 2nd semester 1 days (3 hours each) per week
Brief description of the aims and what the course covers	The unit aims at looking the 'state of the art' in specific domains of research on education. Its objective is to develop scientific research skills, by means of operationalising relevant research questions.
ECTS	20 ECTS
Fee (if any – please argue for fee access for UNIKE fellows)	N/A
Who to contact to register for the course	Helena Barbieri – barbieri@fpce.up.pt
2. Name of the course	<i>Research Seminar on a Tutorial basis</i>
Dates and duration of the course (make clear if it is a block or one day a week)	1st and 2nd semester Twice per month
Brief description of the aims and what the course covers	The seminar aims at focusing the students' research on relevant higher education policy studies and in education issues in higher education
ECTS	20 ECTS
Fee (if any – please argue for fee access for UNIKE fellows)	N/A
Who to contact to register for the course	Helena Barbieri – barbieri@fpce.up.pt
3. Name of course/modules	<i>Issues and Problematics in Contemporary Education</i>
Dates and duration of the course (make clear if it is a block or one day a week)	1st and 2nd semester 1 days (3 hours each) per week
Brief description of the aims and what the course covers	The curricular unit focuses on selected themes and interrogations in the educational field, and aims at elaborating them as research issues.
ECTS	20 ECTS
Fee (if any – please argue for fee access for UNIKE fellows)	N/A
Who to contact to register for the course	Helena Barbieri – barbieri@fpce.up.pt

Secondment or Placement

For some of the UNIKE PhD projects, secondments or placements have been arranged with Associated Partners who are private companies or 'socio-economic actors' (see list below). Other fellows are also welcome to suggest possible placements with Associated Partners, and these would have to be negotiated via the Coordinator. If a project does not include a placement, it should certainly include a research visit to one of the Associated Partners, and some projects will have both.

Definitions

Whereas the EU's ITN documents refer to 'secondments', the term 'placement' might be more appropriate.

- Secondment - the temporary transfer of a person from their normal duty to another assignment
- Placement - a short time spent in a company to get work experience

In UNIKE's definition, the fellow

- continues to be paid by and receive their salary from the university where they are employed
- is located at the placement organisation for an agreed period of time (3-9 months) through which the fellow gains work experience and/or new skills which widens his/her scope for future employment
- carries out an agreed piece of work for that organisation, which is both useful for the organisation and contributes to the fellow's research project

Negotiation of secondments

The UNIKE Coordinator has made a preliminary agreement with each of the secondment organisations that they can offer a secondment within the broad topic of the fellow's project.

All the secondment contacts have agreed, on the one hand, that the student can initiate an idea for the task that will advance their own research whilst providing the organisation with new and useful knowledge. On the other hand, all secondment contacts have also proposed tasks and experience that would give the students a vantage point onto the field in which they are researching, and a meaningful and very practical exposure to the working realities of a sector outside the academy where there are possibilities for employment using researcher skills. Secondment contacts have also considered how each secondment will entail the fellow gaining

specific knowledge, learning new skills and/or learning to adapt their research skills to a specific task, e.g. learn a new genre of writing.

Next, these outlines for secondments need to be discussed and negotiated in detail so that the secondment agreement can be included in the fellow's Research, Training and Career Plan. The next steps are

1. UNIKE Coordinator has a brief discussion with each of the fellows and their supervisor about what the organisation has offered and what the fellow is interested in
2. UNIKE Coordinator introduces the fellow and supervisor to the contact in the secondment organisation by a skype meeting or by email
3. The fellow, supervisor and secondment contact negotiate the details of the secondment using a standard template for a secondment agreement provided by the UNIKE Coordinator (see Appendix 2). This includes designating the fellow's secondment supervisor, detailing the fellow's work task, location in the organisation, working conditions, confidentiality, IPR and rights (or any restrictions) to publish material generated during their stay.
4. Draft secondment agreement must be sent to the UNIKE Coordinator to check all aspects are covered
5. Fellow, supervisor and secondment contact sign the secondment agreement.

Knowledge exchange

The UNIKE secondments also aim for 'knowledge exchange'. Whereas the secondment organisations will be a very important source of information for fellows' research projects (and wider career development), fellows should also use their placement to transfer relevant research knowledge (substantive understandings; new ways of researching the sector) to the secondment organisation. In this way fellows will help generate a genuine 2-way transfer model that is at the heart of the idea of knowledge-transfer partnerships.

Most secondment tasks will involve research that is written or presented in a form useful for that organisation. Fellows should learn skills needed for Knowledge Transfer Partnerships through these secondments, and will be encouraged to maintain contact with their secondment organisation and to exercise these skills by presenting the results of their thesis to the organisation in a suitable form.

Evaluation - Pedagogical outcomes

An evaluation form will be provided by the UNIKE Coordinator. The evaluation of these secondments will encourage both parties to reflect on the placement in a pedagogical way: what have both parties learnt from the secondment; are there other or alternative ways of organising a placement that might lead to different, deeper, more lasting outcomes? Our intention is together to produce reflexive descriptions of the placements, create a register of best/innovative practice, and direct it toward understandings of social innovation, on the one hand, and UNIKE Notes on Doctoral Training, on the other.

One of the partners (University of Bristol) has undertaken research on the Professional Doctorate run by the School of Engineering (university/industry). Our aim will be to build on this work, with the view to working toward a longer standing goal of mutual recognition of training undertaken by all participants, including the private sector.

Financing of secondments

All fellows have a budget allocation for research costs, which is to cover the costs of secondments, research visits to Associated Partners, fieldwork, conferences, etc. (see Budget above).

If the placement is in a country where the cost of living is higher than where the fellow is employed, the fellow can apply to the UNIKE research pool to cover these exceptional costs.

The secondment organisation will not contribute to the cost of salary, flights, accommodation and other living costs. However, if the piece of work that the fellow agrees to do for the organisation involves any specific costs (additional travel, accommodation, materials etc.) then the secondment organisation must agree to cover these, and they must be detailed in the Secondment Agreement.

Other information

Although Marie Curie Fellows may not be eligible for funding under the EU's 'ERASMUS Student Mobility for Placements' scheme, some of this scheme's information and guidance might be useful

http://ec.europa.eu/education/erasmus/placement_en.htm

The '[ERASMUS Student Charter](#)' sets out students' rights and obligations with respect to periods abroad.

'Move in Europe. Your rights as a mobile student' seems to refer to BA students, but there may be something of interest http://ec.europa.eu/education/pub/pdf/higher/move_en.pdf

List of Secondments

ESR/ER No.	Host	Place of Secondment	Length of Secondment	Purpose
ESR5	AP1 Times Higher Education	London Mentor: Phil Baty Deputy Editor	3 months	First hand engagement with THE World Rankings. Project: special analysis of rankings results and producing a report. Contribution to the launch that year's THE World Rankings.
ER1	AP2 Berghahn Books	New York Mentor: Vivian Berghahn, Managing Director	3 months	To gain knowledge of the changing landscape of publishing. Project: Training programme and research project on a current development in journal publishing.
ESR4	AP3 Academic Cooperation Association	Brussels Mentor: Bernd Waechter, Director	6 months	Develop skills for work in a research consultancy, different writing genres. Project: Work on ACA Newsletter, to follow and analyse higher education developments in Europe and beyond.
ESR10	AP4 GHK Consulting Limited	London Dr Nick Henry, Principal	3 months	Develop knowledge and skills needed for work in a research consultancy, especially report writing. Project: policy research in higher education.
ESR2 ESR6	AP6 APRU Association of Pacific Rim Universities	Singapore Prof. Christopher Tremewan, Secretary General	2 secondments, each 3 months	Participate in APRU and: 1. Project on internationalisation of higher education from peripheral perspectives. 2. Project on governance through autonomy in selected countries
ESR3 ESR1	AP7 Sino-Danish Center,	Beijing Prof. Hans Gregersen, Executive Director	2 secondments, each 3 months	1. Research on design and delivery of new Danish-Chinese MA programme 2. Research on higher education policy travel via ASEM.
ESR9	AP9 Magna Charta Observatory		Up to 3 months	
ESR12	AP10 CIRGE Centre for Innovation & Research in Graduate Education	University of Washington, US. Prof. Maresi Nerad, Director	Up to 9 months	Training and supervision to conduct an evaluation of IGERT programme and design evaluation of ITNs

Fellow-led Work Groups

Fellows are grouped in three work groups, working on Work Package 1: Concepts and theories; Work Package 2: Trends and developments; and Work Package 3: Policies and practices, respectively (for full details, see Workshop Organisation Handbook pp. 11-13). The idea behind this is that the fellows in each work group should set up a fellow-led discussion group to collect, share, debate, develop and publish knowledge (Pillar 1, Objective 3) and then use that knowledge to work with the partners who are in their work group to design the academic content of two events (workshops or summer/winter schools) that have been assigned to them.

It is important to emphasise that the discussion groups are fellow-led. That is, the fellows decide among themselves what topics to address and whether and in which ways to include (or not) any other PhD students who are attending the UNIKE programme or any partners.

It is entirely up to the fellows to set their own agenda. Topics could include (but not be limited to)

- discussing a book or an academic debate the members of a group all find relevant, or that one or two members are struggling with
- using Partners and Associated Partners as resource persons with specialist regional or theoretical knowledge for contacts, references and electronic interviews
- discussing each other's research plans, methodologies, and, later, fieldwork results and draft chapters.

These discussion groups will mainly meet electronically, although they will also meet face-to-face at workshops and summer/winter schools.

Mette Thornval (meth@dpu.dk) the communication officer in UNIKE's Administrative Coordination Team (ACT) at Aarhus will help the fellows start up their discussion groups and will provide initial support and training in the different electronic communication systems. She will continue to coordinate UNIKE's website and communications long term. She will work closely with the UNIKE Post Doc Fellow at Bristol, who has the special responsibility to help facilitate the discussion groups both socially and technically.

Socially, all members of each discussion group will need to be careful to ensure they are helping to create a feeling in the group that all belong to its distributed academic community. Fellows will also have to work consciously to establish an atmosphere of 'critical encouragement' and mutual confidence, which is needed for free exchange of ideas and to build high quality research capacity.

Technically, each discussion group may wish to hold regular 'webinars' and experiment with methods of sharing knowledge (e.g. wikis) and disseminating the results of their discussions, analyses of literature or policies, and research (e.g. blogs).

Dissemination and Communication

Training in writing in academic and other genres

Articles. Supervision and training will include working with fellows on writing an abstract and key words that will register appropriately in search engines, and on guiding them in the structuring and writing the articles. Several partners are experienced journal editors. Training will be provided by Associated Partners Routledge and Berghahn Books on the publication process.

Communication. We will take advice from our private sector partners who are engaged in publishing (Berghahn Books and Routledge) and in news coverage (THE and ACA) to develop methods of conveying our debates and findings through a range of media.

Social media. Learning how to use new social media and texts for dissemination to the wider public will be part of the Training Packages on ‘New genres of writing’, delivered at the first Workshop in Denmark and ‘Publishing in different genres’ delivered at the Summer School in Slovenia. The Lyon post doc will assist with this work. ER1, whose UNIKE role is to develop an impactful and innovative dissemination space, will also assist ESRs in using that space.

Public communication and Marie Curie Ambassadors. To develop the ability to present academic research to a different discipline or age group, fellows will be encouraged to act as Marie Curie Ambassadors and present their research to another university or a school. A particularly suitable audience would be the Erasmus Mundus Students and Alumni Association. (See Appendix 3).

Communication Commitments (in the Project Description)

Academic publishing
Each of the PhD fellow’s projects will result in a thesis
UNIKE funds PhD fellows to give papers at two international conferences and Post Doc fellows at one.
All fellows to produce at least two articles submitted to international peer-reviewed journals.
All fellows are expected to contribute presentations to UNIKE’s Auckland summer school and Copenhagen final conference
The project as a whole will produce an edited volume with articles by the fellows, either single authored or jointly authored by two or more fellows or with a supervisor
<i>Fellows’ Communication Commitments</i>

<p>Blog e.g. summarising a policy report or discussing a policy development (modelled on Robertson and Olds GlobalHigherEd) – each ESR and ER to write one blog for public release.</p>
<p>Op ed. or newspaper article (Training by AP1 THE) – all ESRs required to write one for a local or international newspaper.</p>
<p>Multimedia release - The fellow-led discussion groups for each Work Package will be encouraged to use a wiki to enhance their communication and knowledge sharing and will make a podcast or video interview to present their research on the website.</p>
<p>Press release – one per workshop or winter/summer school highlighting the topic and findings, for circulation to partners and other organisations concerned with reforms of universities in the knowledge economy – e.g. AP3 ACA, Chronicle of Higher Ed, University World News.</p>
<p>Facebook and Twitter feeds - UNIKE’s website will host Facebook and Twitter feeds. Facebook will enable the UNIKE collaborators to share information using private settings; twitter feeds will enable interested publics to be constantly updated with knowledge around key developments in the sector.</p>
<p><i>Transfer to other research settings</i></p>
<p>Fellows’ secondments to include a research task presented in a form useful for that organisation and encouraged to learn knowledge transfer skills (see section on secondments)</p>
<p>Associated partners are asked to post UNIKE press releases and other output on their websites and circulate it to their members.</p>
<p><i>Commercialised</i></p>
<p>UNIKE Notes on Doctoral Education to be compiled into a Handbook at low cost</p>
<p><i>Made available to the public</i></p>
<p>ESRs to act as Marie Curie Ambassadors and present their research to other universities and Erasmus Mundus Students and Alumni Association.</p>

Name of fellow:

Department:

Name of Supervisor:

Date:

BRIEF OVERVIEW OF RESEARCH PROJECT AND MAJOR ACCOMPLISHMENTS EXPECTED (half page should be sufficient):

LONG-TERM CAREER OBJECTIVES (over 5 years):

1. Goals:
2. What further research activity or other training is needed to attain these goals?

SHORT-TERM OBJECTIVES (1-2 years):

1. Research results
 - Anticipated publications:

 - Anticipated conference, workshop attendance, courses, and /or seminar presentations:
2. Research Skills and techniques:
 - Training in specific new areas, or technical expertise etc:
3. Research management:
 - Fellowship or other funding applications planned (indicate name of award if known; include fellowships with entire funding periods, grants written/applied for/received, professional society presentation awards or travel awards, etc.)
4. Communication skills:
5. Other professional training (course work, teaching activity):
6. Anticipated networking opportunities
7. Other activities (community, etc) with professional relevance:

Date & Signature of fellow:

Date & Signature of supervisor:

Career Development Plan-Final year

BRIEF OVERVIEW OF PROGRESS, ACHIEVEMENT AND PERFORMANCE (half page should be sufficient):

LONG-TERM CAREER OBJECTIVES (over 5 years):

If relevant, mention any adjustments to your long-term career objectives as a result of the training received.

SHORT-TERM OBJECTIVES ACHIEVED DURING THE TRAINING PERIOD:

1. Research results
 - Publications (incl. in press):
 - Conference, workshop attendance, courses, and /or seminar presentations:
2. Research Skills and techniques acquired:
 - Training in specific new areas, or technical expertise etc.:
3. Research management:
 - Fellowship or other funding applications achieved (indicate name of award if known; include fellowships with entire funding periods, grants written/applied for/received, professional society presentation awards or travel awards, etc.)
4. Communication skills:
5. Other professional training (course work, teaching activity):
6. Anticipated networking opportunities
7. Other activities (community, etc.) with professional relevance:

Date & Signature of fellow:

Date & Signature of supervisor:

Guidance on some of the competencies expected in a Marie Curie Researcher Career Development Plan

The following points are a non-exhaustive series of aspects that could be covered by the career development plan, and it is relevant to the short-term objectives that will be set by the researcher and the reviewer at the beginning of the fellowship period. The objectives should be set with respect to the skills and experience that each researcher should acquire at a given time of his/her career. A postgraduate researcher at PhD level will have very different needs compared to a post-doctoral researcher at an advanced stage of his/her professional development. These objectives should be revised at the end of the fellowship and should be used as a pro-active monitoring of progress in the researcher's career.

1. Research results.

These should give an overview of the main direct results obtained as a consequence of the research carried out during the training period. It may include publications, conference, workshop attendance, courses, and /or seminar presentations, patents etc. This will vary according to the area of research and the type of results most common to each field. The information at this level should be relatively general since the career development plan does not strictly constitute a report on the scientific results achieved.

2. Research Skills and techniques acquired.

Competence in experimental design, quantitative and qualitative methods, relevant research methodologies, data capture, statistics, analytical skills.

Original, independent and critical thinking.

Critical analysis and evaluation of one's findings and those of others

Acquisition of new expertise in areas and techniques related to the researcher's field and adequate understanding their appropriate application

Foresight and technology transfer, grasp of ethics and appreciation of IPPR.

3. Research management.

Ability to successfully identify and secure possible sources of funding for personal and team research as appropriate.

Project management skills relating to proposals and tenders work programming, supervision, deadlines and delivery, negotiation with funders, financial planning, and resource management.

Skills appropriate to working with others and in teams and in teambuilding.

4. Communication skills.

Personal presentation skills, poster presentations, skills in report writing and preparing academic papers and books.

To be able to defend research outcomes at seminars, conferences, etc.

Contribute to promote public understanding of one's own field

5. Other professional training (course work, teaching activity):

Involvement in teaching, supervision or mentoring

6. Anticipated networking opportunities.

Develop/maintain co-operative networks and working relationships as appropriate with supervisor/peers/colleagues within the institution and the wider research community

7. Other activities (community, etc.) with professional relevance.

Issues related with career management, including transferable skills, management of own career progression, ways to develop employability, awareness of what potential employers are looking for when considering CV applications etc.

Secondment Agreement

BETWEEN

UNIKE Fellow

[Insert Name, status (UNIKE PhD or Post Doc fellow) at ?? University, home address, email]

AND

The University

Head of department (or equivalent) at the University

[Insert name and position, Name of University, Address, email]

Supervisor at the University

[Insert Name, Address email]

AND

Secondment organisation

Manager at the Secondment Organisation

[Insert Name and position, Organisation's name, Address, email]

Supervisor in the Secondment Organisation (if different)

[Insert Name, Address, email]

ARTICLE 1 **Dates of Secondment**

[Insert dates]

ARTICLE 2 **Detailed programme of the training period**

[Insert programme]

ARTICLE 3 **Secondment task**

[Insert description of Secondment task that the UNIKE Fellow will do for the organisation and expected output (report, presentation etc.)]

ARTICLE 4 **Training**

[Insert description of training (if any) that the Secondment organisation will provide for the student, including the knowledge, skills and experience to be acquired.]

ARTICLE 5 **Research**

[Describe the purpose of the secondment in terms of the research the UNIKE Fellow will conduct for her/his thesis during the secondment.]

ARTICLE 6 **Work arrangements**

[Describe: Working hours
Provision of a work space, computer, internet
Frequency of reporting to secondment supervisor]

ARTICLE 7 **Coordination arrangements**

[Insert: Frequency of meetings between UNIKE Fellow, university supervisor and secondment supervisor]

Method of meeting (electronic?)

ARTICLE 8 **Confidentiality and other restrictions**

The UNIKE Fellow undertakes to respect confidentiality and not use in any publications any material which s/he is told is confidential or restricted during the secondment, and until such time as the Secondment Organisation deems the material is no longer confidential.

[Describe the method by which the Secondment Organisation will make clear that material is confidential.]

[Any restrictions on the ownership and use of data collected during the secondment should be described here]

ARTICLE 9 **Rights over research material**

Unless stated otherwise (Article 8 above), the Secondment Organisation agrees that the UNIKE Fellow has the ownership of any data collected during her/his task for the organisation and from research conducted during the secondment as well as any intellectual property rights in relation to the data.

In publications arising from the secondment, the Fellow will give the Secondment Organisation an opportunity to comment on factual content and will take any such comments into account, and then, with proper acknowledgement, may publish the material without further notice to the Secondment Organisation.

ARTICLE 10 **Employment**

During the period of the secondment, the UNIKE fellow will continue to be employed by the University and receive her/his regular salary. The secondment organisation is not expected to make any contribution towards salary costs. As regards holidays and illness, the UNIKE Fellow is subject to the rules of her/his University.

ARTICLE 11 **Financial support**

The UNIKE fellow will not seek financial support from the secondment organisation for salary, flights, accommodation or ordinary living costs. The secondment organisation will cover the cost of any travel, accommodation,

research and other costs occasioned by the work task that the UNIKE fellow has agreed to do for the organisation.

The Secondment organisation undertakes to provide the UNIKE Fellow with assistance in finding suitable accommodation.

ARTICLE 12 Insurance

The UNIKE fellow and the University will identify the best way of arranging for travel, health, accident and personal liability insurance during the period of the secondment.

The secondment organisation undertakes to insure the UNIKE fellow against accidents whilst carrying out activities associated with the secondment or whilst travelling to and from work.

ARTICLE 13 Visa

If relevant, the secondment organisation will assist the UNIKE Fellow in applying for the appropriate visa.

ARTICLE 14 Feedback and Evaluation

The Secondment supervisor undertakes to provide the UNIKE Fellow with monthly feedback during the secondment.

The UNIKE Fellow, Secondment supervisor and University supervisor agree to evaluate the secondment, using a template provided by the UNIKE Coordinator.

ARTICLE 15 Liability

No Party shall have any liability towards the other Party for any indirect, incidental or consequential loss, damage, costs or expenses of any kind including, but not limited to the loss of the use of any data or information, or loss of revenue, savings or profit in connection with or arising out of this Agreement, even if the other Party shall have been advised of the possibility of such damages.

ARTICLE 16 Dispute resolution

If the Secondment supervisor is dissatisfied with the work or conduct of the UNIKE Fellow, this should be raised with the University supervisor. The University where the UNIKE Fellow is employed is ultimately responsible for resolving any difficulties.

If the University supervisor is dissatisfied with any aspect of the secondment, this should be raised with the Secondment supervisor and the manager named above.

ARTICLE 17 Termination

Either Party may terminate this Secondment Agreement by giving one week's written notice to the other in the event of the other Party being in material breach of any of the terms or conditions of this Agreement or if a dispute fails to be successfully resolved.

SIGNATURES

1. Date.....
Signed by UNIKE Fellow

2. Date.....
Signed by Head of Department (or equivalent) for and on behalf of the
University of

3. Date.....
Signed by Manager for and on behalf of the
Secondment Organisation.....

Appendix 3 Marie Curie Ambassadors

OUTREACH ACTIVITIES WITHIN MARIE CURIE ITN PROJECTS

Outreach Activities are dissemination initiatives directed at the general public. The primary goal is to create awareness of the importance of research to society and to raise awareness of the Marie Curie Actions. Each consortium is invited to submit an Outreach Activities Plan as part of their proposal. The type of outreach activities is freely chosen by the consortium and could range from press articles to exposing students from primary and secondary schools or universities to science, research and innovation in order to develop their motivation to embrace research careers.

Outreach activities and their impact are taken into account during the evaluation of proposals in the light of the principles of the 'European Charter for Researchers' and 'Code of Conduct for the Recruitment of Researchers'. The relevant principle in the Charter is: "**Public engagement**" which notes that "[r]esearchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns."

Possible outreach activities:

- **Marie Curie Ambassadors:** recruited fellows visit schools, universities, community organisations, etc. and promote their research field or assist teachers in preparing and delivering teaching materials.
- **Workshop Day:** An ITN project runs a workshop/activity day in areas related to the raising of scientific awareness, for school/university students.
- **Summer-School Week:** Students spend one week in a summer school where they receive a first-hand experience from the recruited fellows about their current research activities or wider scientific issues; the recruited fellows prepare specific activities, lectures and experiments.
- **ITN Project Open Day:** Students and the general public visit the research institutions or labs and receive first-hand experience or lectures.
- **Public talks, TV Talks, Podcasts and Articles in Newspapers:** recruited fellows give a public talk/TV interview or write an article in the local newspaper about the results of the project and how these results could be relevant to the general public.
- **e-Newsletters:** recruited fellows develop a web-based document to be released on the internet for the attention of the public at large (e.g. Wikipedia).
- **Multimedia Releases:** recruited fellows make video-clips to be released on the internet, in spaces open to the public at large.