

**WP5/D5.8**  
**WP5/D5.9**



**docent**  
doctors in enterprise

**Evaluation report on needs and contest  
and on work process  
(Deliverables n. 8 - 9)**

Edited by Fundeun

*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein*

## DOCENT PROJECT EVALUATION – WP5

### Evaluation report on needs and contest

#### (Deliverable 8)

### and evaluation report on work process

#### (Deliverable 9)

The evaluation in DOCENT Project will be actively integrated in all phases of the Project, so the evaluation activities start from the beginning of the project (WP1). This report explains the methodology to use in the Evaluation of Docent Project (WP5) and shows the evaluation of the first step of the project: survey of the current landscape.

#### METHODOLOGY:

##### - INTERNAL EVALUATION

For the internal evaluation we could foresee 4 steps that correspond to the four deliverables of the project (deliverables n. 8, 9, 10, 11).

With the words “internal evaluation” we mean an evaluation that is based on **processes**, and for this reason, is continuous during the (whole project) cycle, including all the phases of work. It is fundamentally formative in that it aims to fine tune and adapt the working context. It is aimed to facilitate the integration of suggestions put forward to improve the project.

The method of internal evaluation incorporated within the project is the following:

- data collected through methods and techniques designed specifically for each step of evaluation plan
- analysis of the data collected
- a report drawn up for the evaluation of each phase (deliverables n. 8, 9, 10, 11)
- sharing and discussing the report among the DOCENT partners.

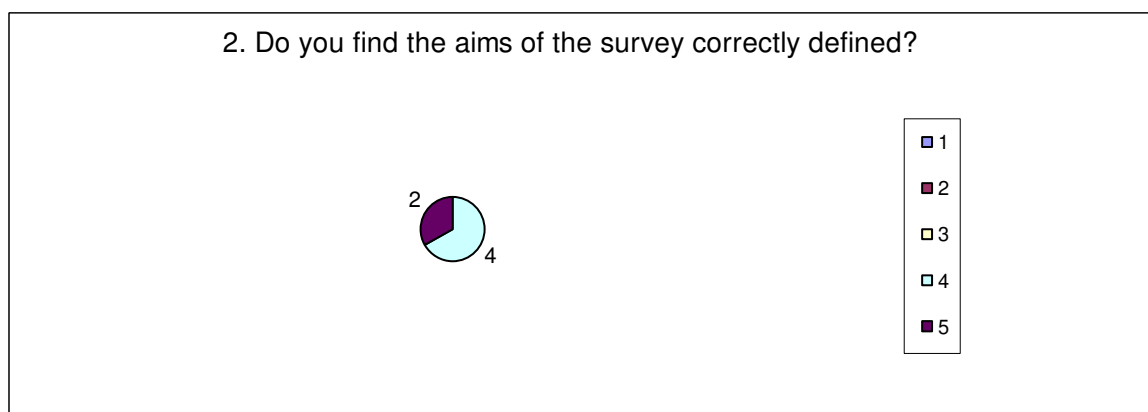
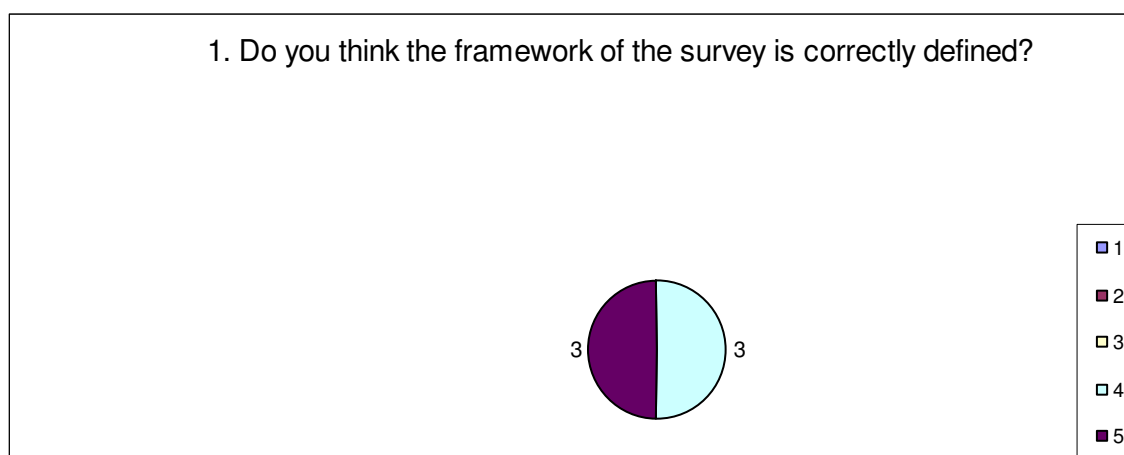


WP1 is integrated in this first step of evaluation. **The first step** was based on **the needs analysis** within the area of Phd transversal training course and Guidance service **in the context of different countries**.

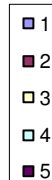
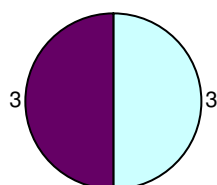
The principal criterion which has been considered in this first step is that of **relevance**, taken to mean the justification of the project with reference to national and European development.

## TOOLS:

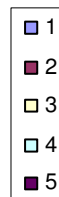
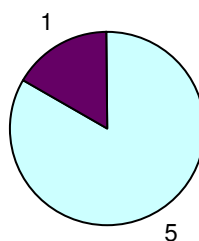
FUNDEUN, as responsible of WP5, designed a form directed to Aster, Fundeun, University of Modena, University of Malta, COEPA and Cofindustria Emilia-Romagna in order to extract conclusions about the processes of WP1. This form included 15 close-questions and 1 open question. These were the answers to this form:



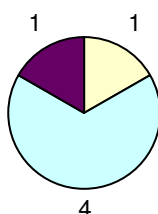
3. Do you consider the survey properly designed to identify the gaps/needs of the enterprises and Phds?



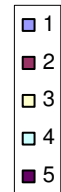
4.1 How do you assess the design of the methodology carried out in desk research?



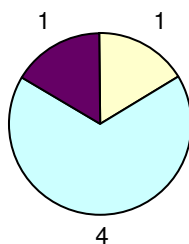
4.2 How do you assess the design of the methodology carried out in interviews?



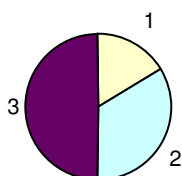
**5. Do you consider the results obtained from secondary sources information (analyzed surveys) are important for our investigation?**



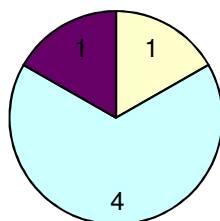
**6. Do you think that the best practices are correctly selected?**



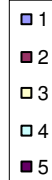
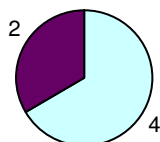
**7. Do you consider the privileged witnesses in the interviews are correctly selected?**



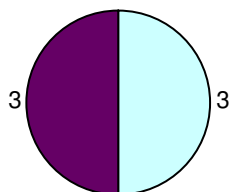
8. Do you think the guideline to make the interviews is correctly defined?



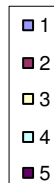
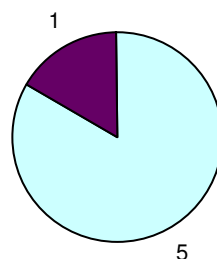
9.1 Have you obtain both useful and required information from the survey by means of the used tools? Desk research



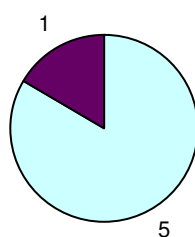
9.2 Have you obtain both useful and required information from the survey by means of the used tools? Interviews



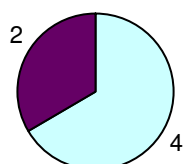
10. Have you obtained enough elements to extract useful conclusions with the collected information?



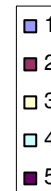
12. Are the conclusions/ recommendations extracted in WP1 enough to design next steps included in WP2?



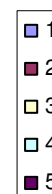
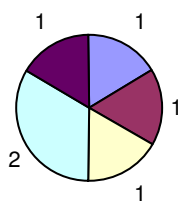
13. Could you assess the partners level of involvement in the WP1?



**14. Do you consider the communication/information processes among the partners to develop WP1 adequated?**



**15. Do you consider the timing in the actions included in WP1 adequated?**



FUNDEUN designed a specific form direct to CRAC, as leader of WP1, to extract more qualitative information. The two type of form, the first for the while partnership and the other for the WP1 leader, Crac, are part of the present report in the annex 1 and 2

## EVALUATION ON CONTEST AND NEEDS

We include some comments of partners about the BEST and the WORSE (things) they have highlighted from those taking place in WP1:

### WORSE THINGS





- - “There was a slight postponement of timing, although this kind of problems in a European project involving partners from several European countries is normal, we believe that greater communication and more regular exchange of information can help us overcome these problems and/or also reduce it.”
- - “We did not have the brochure on time, so we went to the interviews without a proper presentation”
- “The deadline but that was my fault”
- “Due to the inevitable language/translation difficulties and discrepancies in use of some key terms it took quite a long time to reach clarity on the aims of the project, including those of WP1”.
- “ I think that the target timings we agreed at the Bologna meeting could have been more realistic. As a group we didn’t really take Christmas (and Easter) holidays into account”.
- “partners have not met the deadlines and it would really help if information about progress/reasons for delays etc were more freely-flowing than it has been”.
- “we could communicate more often and freely as a whole group , we should consider what’s realistic and honestly achievable in setting future deadlines”.

## BEST THINGS

- “the partnership is complementary and so well placed to undertake the work.”
- “All partners have been friendly and approachable”.
- “The Bologna meeting was an enormously helpful start to the WP.”
- “ASTER have been very responsive and efficient both in terms of updating CRAC as co-ordinators and completing work”.
- “how all the partners are involve and how we work all together with the web platform”
- “The web platform is adequate but has a few downsides (e.g. 1 person must upload documents and invite new people, there is not a ‘shared file’ facility, you must go online to read messages as they do not arrive in notification emails, partners must tick ‘follow’ in order to get emails about discussion threads). I suspect that some partners, when they are busy, find it hard to follow discussions for some of these reasons and may have missed some requests”.



- “We felt that the meeting in Bologna helped a great deal in terms of reaching the necessary level of clarity. Following the meeting we did feel in a position to move forward with WP1”

## EVALUATION ON WORK PROCESS

FUNDEUN includes some RECOMMENDATIONS with all collected information that will improve our future work in DOCENT PROJECT:

- DEADLINES: None of us has fully met our interim deadline, so this shows that we as a group were too optimistic about the time we have each had available to dedicate to this part of the project. We should design a timetable more real.
- COMMUNICATION: greater communication and more regular exchange of information
- LANGUAGE: idiom difficulties. We should improve the communication process.
- COORDINATION OF WP1: the preference of CRAC as co-ordinators would be to develop plans as a team based on discussion/agreement rather than to be directive in everything.
- WEB PLATTFORM: communications via web platform could improve if all partners would be willing to openly share setbacks as well as successes with the group. This could help us to find solutions without the need for additional co-ordination time from the lead partner, as there is not a large amount of time scheduled for this.
- PARTNERS: an additional university partner might have given a better balance to work on WP1

## - EXTERNAL EVALUATION

With the words external evaluation we mean an evaluation on the **deliverables** of the projects.

The method we foreseen is that of *Peer Review* which consist in a form of external evaluation which is aimed to support the development of quality in a project. The “Peer” (or the “Critical friend”), is an evaluator in the same level of the persons whose performance is



in charge to evaluate. He works in the same (or in a similar) sector and he is skilled in the area of activities he has to evaluate. We enclose a brief C.V. of the external evaluator:

Dr Charles Jackson, BSc, MSc, FRSA is a Senior Fellow of the National Institute for Careers Education and Counselling (NICEC) and a Visiting Professor at Kingston Business School. He led the team that conducted the recent European Review of Career Guidance to Support Workforce Development for CEDEFOP. Other recent work includes research for the UK GRAD programme on the recruitment of people with PhDs and acting as the internal evaluator of Researchers in Residence, a programme funded by Research Councils UK and the Wellcome Trust.

We enclose the external evaluation:

***Review by Charles Jackson, Senior Fellow,  
National Institute for Career Education and Counselling***

### ***1. Introduction and background to the DOCENT project***

DOCENT (Doctors in Enterprise) is a two year programme of work funded by the European Commission. It is being carried out by partner organisations from Italy, Malta, Spain and the UK.

‘The project aims to contribute to enhancing the employability of technical and scientific doctoral candidates through the development and testing of:

- a model for the provision of careers services specific to doctoral candidates and graduates capable of innovation and effective knowledge transfer, whether as an employee or as an entrepreneur. It will include guidelines for integration/coordination between University functions
- training modules to be offered within this careers services framework to support the professional development of doctoral candidates and graduates, in particular opening up opportunities beyond academia, and underpinning the development of transferable skills’

DOCENT 2010

This initial review covers the period up to the production of project’s first published report in June 2010. It covers all the deliverables produced by the project over this time period. It provides, therefore, a review of the draft report and the second project meeting held in

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Cambridge in April, 2010 where the draft report was discussed with a panel of experts. In addition, the project has produced as part of its dissemination and co-ordination work strands, a brochure describing the project, a website for dissemination and a web platform for use by members of the project team: the value of these resources for dissemination and project co-ordination is noted. However, the main part of this review focuses on examining the project's first published report.

## ***2. Initial draft report and project meeting April 2010***

The first work package 'Analysis' focused on reviewing existing work across Europe on the development of transferable skills and the provision of careers support for doctoral researchers. It aimed to examine, in particular, how such training and career counselling activity could support those researchers looking to work outside 'academia'.

This component of the project had four main elements:

- A review of national and European support for doctoral candidates
- A study of the high level skill needs of employers
- A review of current institutional support for doctoral candidates that included case studies of good practice
- An analysis of the careers and employability skills required by doctoral candidates and graduates

Initial draft chapters describing the results of each of these components of the first work package were presented and discussed at the 2<sup>nd</sup> DOCENT meeting held in Cambridge in April 2010 which was hosted by CRAC who had acted as project lead for this component. Most of the work presented under these four headings was based on desk research and drew on published reports but the research on employers' high level skill needs also involved each project partner conducting interviews with key players that had been identified by the partnership. A total of 40 interviews were completed as part of this phase of work.

In reporting on each of the four elements, the aim was to describe the current picture, identify gaps in provision, note the strengths of current provision and make recommendations. Initial draft of the chapters were circulated ahead of the meeting in Cambridge and the relevant authors then gave a presentation of the results of their analysis to the other member of the project team and the invited experts.



From an evaluation perspective, the main point to note is that the project team had adopted a robust approach to the conduct of this initial review and analysis of the current state of play. In particular, the involvement of external experts at this meeting meant that the initial results and recommendations were subject to external scrutiny from practitioners and researchers who had been closely involved with recent developments and were aware of current 'best practice' in this field.

The DOCENT project team had therefore developed and used a process for internal review of its initial work that would allow for the refinement and development of the initial report in the light of the comments received as well as the detailed discussion at the meeting.

### **3. Dissemination and communication activities**

Two other project work packages – Dissemination (WP6) and Co-ordination (WP7) – have also been initiated in this first phase of the project. These show how the project team has taken a proactive approach to the communication and dissemination of information related to the project. This work has included:

1. The development of a brochure describing the project which is available in Italian, English and Spanish.
2. A project website (<http://docentproject.eu/index.html>) that provides more detailed information on the project. This includes background information on the project, a description of the activities involved in the various work streams as well as the overall project timetable. Project reports are also being made available via the website. This is also a multilingual site with information being provided in the three working languages used by the project team (Italian, English and Spanish).
3. A web platform to share information and co-ordinate activity within the project team. This includes minutes of meetings, draft reports and other working documents. The platform also includes discussion fora on each project stand and is being actively used by the project team.

These resources show that the project team have taken the issue of dissemination seriously and have adopted a systematic approach to the provision of information about the project. The website, in particular, will be used to provide more detailed background information on the project as it develops and thereby ensure that up-to-date information is



available to anyone interested. It is also a vehicle for disseminating project reports as they become available.

#### ***4. Transferable skills and employability for doctoral graduates: survey of the current landscape: Report***

This is the most significant outcome from the first phase of the project. The report is an excellent review of current practice and will be a valuable resource to others interested in this area. It provides a detailed review of many existing programmes that have been developed to support the career development of doctoral graduates as well as of other closely linked initiatives. Although it is not intended to be an exhaustive review, a particular strength of the report is the range and diversity of the initiatives that are described and that come from a range of different EU countries. The report is also timely and builds upon other existing EU and nationally funded projects.

This initial research has been based on interviews with expert informants from across EU member countries and a review of relevant literature as well as a meeting for all the project partners to which three experts in the field and the evaluator were also invited. The project team can, therefore, be confident that the report covers the full range of initiatives in this field.

Making effective use of highly skilled people is a key challenge for countries that aspire to be leaders in the 21<sup>st</sup> century knowledge economy. One of the characteristics of this emerging labour market is that it is becoming increasingly complex and diverse and at the highest levels requires people with very specialised skills. Some of these labour markets are also inevitably quite small because of their highly specialised nature. They are also international. Doctoral graduates are a prime example of a group whose career development EU economies need to nurture in order to ensure that their talent is utilised effectively.

One major challenge that this project recognises is the need to change employers' perceptions of doctoral graduates. Do employers, for example, treat doctoral researchers as new graduates or experienced hires? What factors influence their decisions about hiring doctoral graduates? That employers see these graduates as a valuable resource is critical if initiatives such as this one are to facilitate the successful transfer of more doctoral graduates into the wider labour market. This will require on-going dialogue with employers that builds on successful pilot projects.

This research also comes at a time when many doctoral programmes themselves are changing. There have been a number of initiatives, such as the introduction and



development of graduate schools as well as better training and support for supervisors, designed to improve the inherent quality of doctoral training. In the UK, for example, the length of many PhD programmes has been extended from three to four years and more formal training courses have been introduced in the first years of doctoral study. Such changes have parallels in other countries and reflect a growing awareness of the need to improve the quality of the training experience that is provided to doctoral researchers.

Nevertheless, it is interesting that this review is not able to document evidence of much either formal or informal evaluation of many of the initiatives it describes. While summative evaluation of such programmes is not easy to carry out, there is a strong case for more formative evaluation to ensure that the lessons from the development of such programmes are captured for the benefit of others.

In outlining how training modules will be developed in the next stage of the project, the team are going to build on the outcomes from this review. It will be particularly important that the project team recognise that effective career management interventions have both to help people with their immediate career management issues and also to equip them with the skills they will need in the future to manage their career and career development effectively.

There is considerable evidence that much of the most effective career development support in the workplace is provided informally by work colleagues, peers, supervisors and managers. One challenge going forward for this project is not only to develop effective materials for doctoral researchers but also to contribute to the building of capacity and infrastructure through the development of materials and resources that will enhance the delivery and quality of this informal provision.

The report usefully notes that successful career interventions can be delivered either to individuals or groups and that they need to equip the doctoral researchers in such areas as building a professional network and understanding the labour market. This latter issue will be particularly critical given the highly specialised and often small scale but international nature of the labour markets within which many doctoral graduates will be seeking employment. This will mean that the career interventions should include the skills of creative job search and how to access hidden labour market opportunities.

## ***5. Initial conclusions***

This short report has set out to review the initial work of the DOCENT project. It has focussed on the initial research carried out by the project team and now published as the first project report. It has also briefly reviewed the project infrastructure (brochure, website



and web platform) that has been developed to support the subsequent stages of the project and to ensure that the project outcomes are effectively disseminated.

In my view, there is no doubt as to the relevance and need for this research project in the European context and the value of the work being undertaken. In these initial stages the project team have developed a strategy and approach to the project that is systematic and builds coherently on existing work. The project plan going forward has also been developed in an appropriate and thoughtful manner that is relevant as well as sufficiently resourced. One example of their forward planning is that the project team has already started to discuss how to achieve long-term sustainability for the work after the initial funding period. There is also evidence that the project partners are working together successfully as a team and co-ordinating their work together. The web platform that has been developed is one way that the team is co-ordinating its work.





## ANNEX 1

### EVALUATION WP5

FORM DIRECTED TO ASTER, FUNDEUN, UNIVERSITY OF MODENA, UNIVERSITY OF MALTA, COEPA AND COFINDUSTRIA EMILIA-ROMAGNA

**INTRODUCTION:** FUNDEUN must evaluate the processes related to WP1 in order to improve all the partners work in the project and facilitate decision-making for undertaking performance improvements.

In this first phase, we enclose a FORM that should be answered sincerely and sent to us completed before **15 January 2010**.

The form includes 15 close-questions and 1 open-question. Please, mark the answer you think more adequate to your opinion.

#### QUESTIONNAIRE:

*From question 1 to 15, mark the appropriate answer among 1-5 according to your opinion*

**1. do you think the framework of the survey is correctly defined?**

NO	1	2	3	4	5	YES
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**2. do you find the aims of the survey correctly defined?**

NO	1	2	3	4	5	YES
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**3. do you consider the survey properly designed to identify the gaps/needs of the enterprises and Phds?**

NO	1	2	3	4	5	YES
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4. How do you assess the design of the methodology carried out in:

- DESK RESEARCH:

NO	1	2	3	4	5	YES
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- INTERVIEWS:

NO	1	2	3	4	5	YES
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5. do you consider the results obtained from secondary sources information (analyzed surveys) are important for our investigation?

NO	1	2	3	4	5	YES
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6. do you think that the Best Practices are correctly selected?

NO	1	2	3	4	5	YES
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7. do you consider the privileged witnesses in the interviews are correctly selected?

NO	1	2	3	4	5	YES
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8. do you think the guideline to make the interviews is correctly defined ?

NO	1	2	3	4	5	YES
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9. Have you obtain both useful and required information from the survey by means of the used tools?



- **DESK RESEARCH:**

<b>NO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>YES</b>
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- **INTERVIEWS:**

<b>NO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>YES</b>
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**10. Have you obtained enough elements to extract useful conclusions with the collected information?**

<b>NO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>YES</b>
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**11. Have you obtained enough information to underline useful recommendations?**

<b>NO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>YES</b>
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**12. Are the conclusions/recommendations extracted in WP1 enough to design next steps included in WP2?**

<b>NO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>YES</b>
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**13. Could you assess the partners level of involvement in the WP1?**

<b>NO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>YES</b>
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14. Do you consider the communication/information processes among the partners to develop WP1 adequate?

NO	1	2	3	4	5	YES
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15. Do you consider the timing in the actions included in WP1 adequate?

NO	1	2	3	4	5	YES
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16. What are the BEST and the WORSE (things) you can highlight from those taking place in WP1?.....

Thank you very much.



## ANNEX 2

### EVALUATION WP5

#### FORM DIRECTED TO CRAC

**INTRODUCTION:** FUNDEUN must evaluate the processes related to WP1 in order to improve all the partners work in the project and facilitate decision-making for undertaking performance improvements.

In this first phase, we enclose an FORM that should be answered sincerely and sent to us completed before **15 February 2010**.

The form includes 7 open-question.

#### QUESTIONNAIRE:

1. do you think the information extracted from the application form of the project and the one obtain from the meeting in Bologna has given you enough information to develop WP1?
2. do you find the composition of the partners group interesting enough to reach the aims of WP1?
3. Have you obtained in the working group enough elements to extract useful conclusions/recommendations from the collected information?
4. Could you assess the partners level of involvement in the WP1? Have the partners collaborated with you in WP1?
5. How do you assess the information/communication process in WP1? Suggestions to improve it.
6. Do you consider the timing in the actions included in WP1 adequate?
7. What are the BEST and the WORSE (things) you can highlight from those taking place in WP1?.....

**Thank you very much.**

