

# Skills Development & Articulation in Doctoral Education: Exploring how Irish and European Frameworks support the enhancement of career readiness

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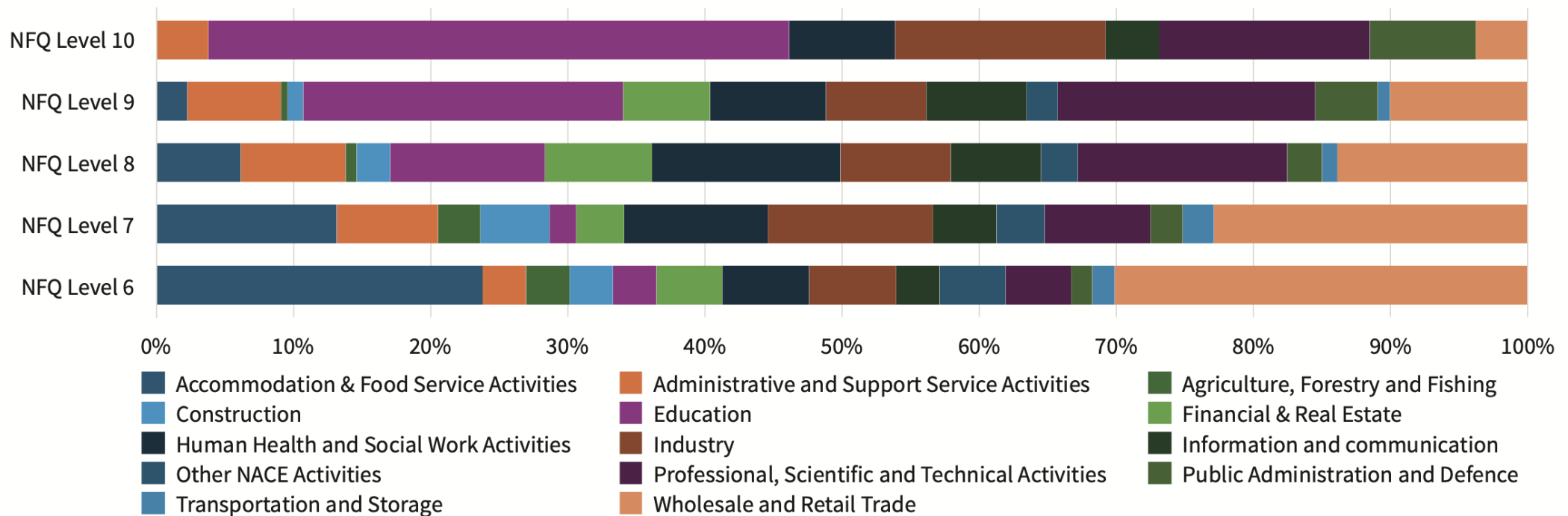
2026 EUA-CDE ANNUAL MEETING

Doctoral research and talent for the advancement of society

# Careers

*Figure 1: Destination outcomes of 2019 graduates in first years after graduations by NFQ level.*

The data below shows that Doctoral graduates are more likely to be working in education (pink), professional, scientific and technical activities (purple), industry (brown) and public administration and defence (dark green) than other award level.

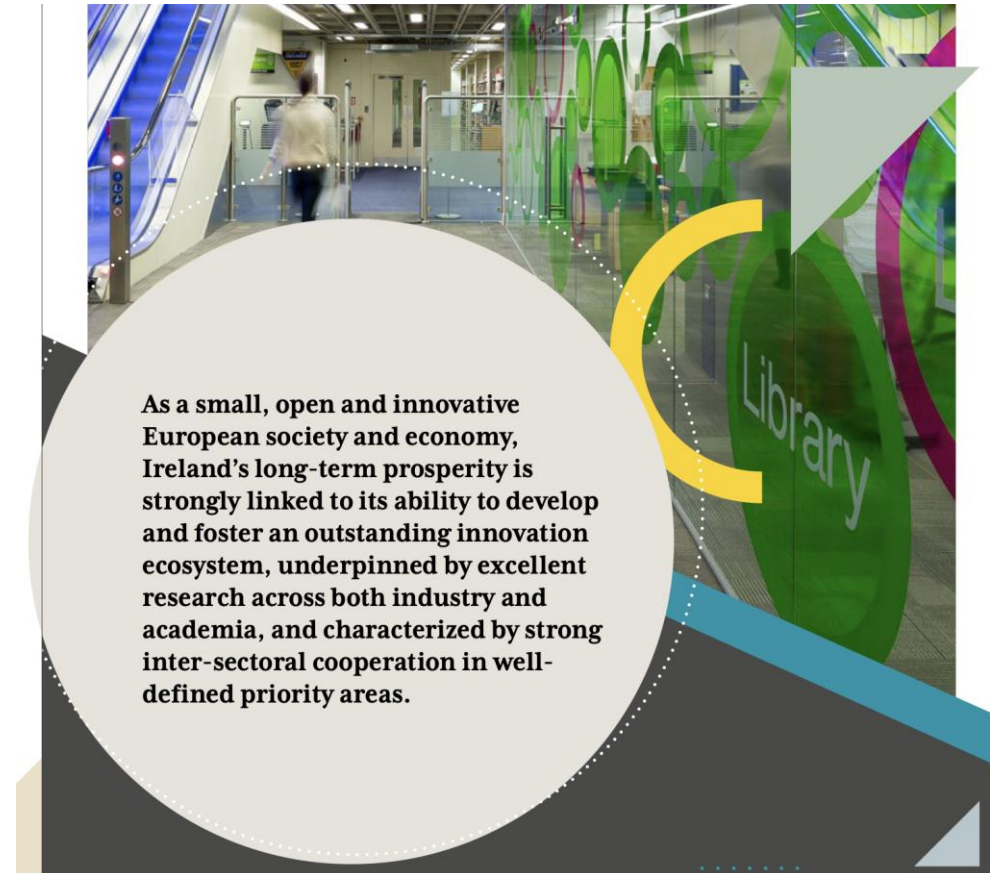


# Irish Perspective

## IUA: Irish Universities Doctoral Skills Statement THIRD EDITION (2021)

### Doctoral Candidates, Expected Outcomes

Doctoral training is about the holistic development of researchers towards professional maturity. By the end of their doctoral training PhD graduates should be able to initiate and perform knowledge-production research activities, both in academic settings and beyond academic settings in public, charitable and private sectors. As per the first Salzburg principle: *'The core component of doctoral training is the advancement of knowledge through original research. At the same time, it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia'*<sup>5</sup>



**As a small, open and innovative European society and economy, Ireland's long-term prosperity is strongly linked to its ability to develop and foster an outstanding innovation ecosystem, underpinned by excellent research across both industry and academia, and characterized by strong inter-sectoral cooperation in well-defined priority areas.**

# Irish Perspective

IUA: Irish Universities Doctoral Skills Statement  
THIRD EDITION (2021)

- **Research skills**
- **Ethics and social understanding skills**
- **Personal Effectiveness Transferable Skills**
- **Team-working and leadership skills**
- **Communication skills**
- **Entrepreneurship & innovation skills**

Endorsed by the National Forum for Doctoral Education

<https://www.iua.ie/wp-content/uploads/2021/07/IUA-PhD-Graduate-Skills-Statement-2021-final.pdf>

<https://hea.ie/assets/uploads/2023/02/National-Framework-for-Doctoral-Education-2023.pdf>



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# EU Perspective

## The EU Competency Framework for Researchers



# Alignment of Irish/EU frameworks

## Making an Impact (EU) *Foundational*

Participation in the publication process      Demonstrate effective writing and publishing skills through submission of peer-reviewed articles, reviews and.... (Communication)

Disseminate results to the research community .....and conference proceedings (Communication)

Teach in in academic or vocational contexts      Effectively support the learning of other students when involved in teaching and demonstrating (Communication)

Communicate to the broad public      Effectively use and decide on appropriate forms and levels of communication for the benefit of public engagement (Communication)

Increase the impact of science on policy and society      Understand different cultural environments, including the business world, and the contribution that knowledge transfer can make to society (Entrepreneur/Innovation)

Promote open innovation      Demonstrate the ability to develop and maintain effective relationships with colleagues and work in a collaborative environment (Team Work)

Promote the transfer of knowledge      Knowledge of intellectual property and know-how (Research)

# What does support currently look like?

- Discipline specific skills – ECTS
- Dedicated careers support / specific for researchers
- Workshops – no ECTS (writing / communication/ project management..)
- Alignment with IUA Skills Statement
- Capture of skills in document / portfolio format
- Inclusion of skills development record in assessment (e.g. TA)
- Completion requirement for progressing examination / graduation

# CoARA Commitments (framework) for signatories

## CoARA's Core Commitments



**1. Recognise diverse contributions to research**



**2. Base research assessment primarily on qualitative evaluation**



**3. Abandon inappropriate uses of journal- and metric-based evaluation**



**4. Avoid the use of rankings of research organisations in research assessment**

# Addressing challenges – articulation & language?

- Thesis in 3 / 3 minute Thesis...
- Lay seminars / conferences engaging external stakeholders
- Awareness build and initiatives
  - *value and impact* of research (Una Europa competition)
  - skills for *all roles* / employment
- Incorporate relevant CoARA principles
- Consider *language* used - all skills relevant for all roles (different weighting)
- Consider *measuring* skill development, not just attendance
- Consistently engage *alumni and employers* (consistent messaging)

Questions/Comments

Thank you

