**Annex O: Researcher Development Programme**

# 1. Overview

1.1 The University is responsible for ensuring that research students are provided with appropriate opportunities for personal and professional development. Research students need support in order to develop the research, subject specific and transferable skills required to become effective researchers, to enhance their employability and to assist their career progress after completion of their degree.

1.2 The University will provide a programme of skills training consistent with the areas outlined in the [Careers Research and Advisory Centre (CRAC) Vitae Researcher Development Framework](https://www.crac.org.uk/vitae), which is divided into four main areas:

1. Knowledge and intellectual abilities
2. Personal effectiveness
3. Research governance and organisation
4. Engagement, influence and impact

# 2. Subject-specific Research Skills

Schools are responsible for ensuring that research students are provided with the subject-specific research skills they will need to complete their research projects. Supervisory teams will ensure that their research students receive the necessary research skills training and this will be monitored at reviews (see [Annex J: Progression and Examination](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-research-courses#annexj)) and by the Divisional Graduate Studies and PG Student Experience Committee.

# 3. Researcher Development Programme

3.1 The Graduate and Researcher College is responsible for providing a Researcher Development Programme for postgraduate researchers. All new PhD students are required to undertake a Researcher Development Assessment (see the [appendix to this Annex](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-research-courses#annexo)), which they are introduced to at a Researcher Development Assessment Workshop. The completion of a Researcher Development Assessment is a requirement for successful completion of the probation review for PhD students (see [Annex J](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-research-courses#annexj)).

3.2 The Researcher Development Assessment (see appendix) has a dual purpose and is for the benefit of both research students and supervisors. The Researcher Development Assessment uses the Vitae Researcher Development Framework as its basis. In completing the Researcher Development Assessment, all new PhD students are encouraged to consider their existing portfolio of skills, as well as the skills that they hope to acquire while doing their doctoral research. Researchers are also actively encouraged to consider a range of career options and the particular skills that they might need for their chosen career. The identification of training and development needs at an early stage will help PhD students to complete their research and writing using the most effective means to avoid situations in which they fail to progress because they lack a particular skill. Opportunities for developing some of these skills are available through participation in training courses, but research students will also acquire some of these skills independently during the course of their doctorate.

3.3 Divisional Directors of Graduate Studies and PG Student Experience are responsible for ensuring that students and supervisors within their Divisions are made aware of the Researcher Development Programme offered by the Graduate and Researcher College and the requirement for all new PhD students to undertake a Researcher Development Assessment prior to their probation review.