

Annex P: Researcher Development Programme

Researcher Development Assessment A: Knowledge and intellectual abilities

The Researcher Development Assessment is adapted from the domains and sub-domains of the Vitae Researcher Development Framework¹

Domain A: Knowledge and intellectual abilities This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.	Characteristic descriptor	Skill level (1-5) 1 = no evidence 2 = low 3 = average 4 = strong 5 = outstanding
A1 Knowledge base		
Subject knowledge	<ul style="list-style-type: none"> I have a core knowledge and basic understanding of key concepts, issues and history of thought. 	
Research Methods – theoretical	<ul style="list-style-type: none"> I understand relevant research methodologies and techniques and their appropriate application and can justify their usage within my own research area. 	
Research Methods – practical	<ul style="list-style-type: none"> I can demonstrate growth in competence in my own subject area and I am developing my awareness of alternative methods/techniques. 	
Information seeking	<ul style="list-style-type: none"> I can identify and access, as well as assess the reliability of bibliographical resources, archives and other sources of relevant information, including web based resources, primary sources and repositories. 	
Information literacy and management	<ul style="list-style-type: none"> I have knowledge of relevant information technology related to information/data collation and management (e.g. word processing, spreadsheets, simulation systems, databases, reference management tools). I know where to obtain expert advice – i.e. information/data managers, archivists and librarians. 	
Languages	<ul style="list-style-type: none"> I have excellent knowledge of the language(s) (including technical) which are appropriate for my research. 	
Academic literacy and numeracy	<ul style="list-style-type: none"> I can write clearly and in a style appropriate to purpose and context for specialist and non-specialist audiences. I am mathematically competent to undertake research in my own discipline/research area and understand and can apply any statistics that may be used in my discipline/research area. I can analyse data and use appropriate computer packages. 	

¹Vitae, © 2010 Careers Research and Advisory Centre (CRAC) Limited, www.vitae.ac.uk/rdf

A2 Cognitive abilities

Analysing	<ul style="list-style-type: none">I can critically analyse and evaluate my own findings and those of others.	
Synthesising	<ul style="list-style-type: none">I see connections between sections of my own information/data and previous studies.	
Critical thinking	<ul style="list-style-type: none">I am able to understand arguments and theories (oral and textual) and articulate my own assumptions; I am developing independent and critical thinking.	
Evaluating	<ul style="list-style-type: none">I can construct a critique (assessing quality, integrity and authenticity of data), and receive constructive criticism.I can evaluate the impact and outcomes of my research.	
Problem solving	<ul style="list-style-type: none">I can isolate basic themes of my own research and formulate basic research questions and hypotheses.	

A3 Creativity

Innovation	<ul style="list-style-type: none">I understand the role of innovation and creativity in research and am working towards making an original contribution to knowledge.	
------------	---	--

Argument construction	<ul style="list-style-type: none">I can constructively defend my research outcomes with evidence and invite challenge.I can structure oral and written arguments concisely and intelligibly	
-----------------------	--	--

Researcher Development Assessment B: Personal effectiveness

Domain B: Personal effectiveness This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.	Characteristic descriptor	Skill level (1-5) 1 = no evidence 2 = low 3 = average 4 = strong 5 = outstanding
B1 Personal Qualities		
Enthusiasm	<ul style="list-style-type: none"> I can maintain enthusiasm and motivation for my own research. 	
Integrity	<ul style="list-style-type: none"> I can demonstrate an appreciation of standards of good research practice in the institution and/or discipline/research area. 	
Self-reflection	<ul style="list-style-type: none"> I am aware of my strengths weaknesses and seek opportunities to develop, get feedback and support. 	
Responsibility	<ul style="list-style-type: none"> I am capable of gradually taking complete responsibility for my own project and my own well-being and developing independence. 	
B2 Self-management		
Time management	<ul style="list-style-type: none"> I can manage my own time effectively to complete my research project; I can adhere to a clear plan and effectively organise my data and notes. 	
Responsiveness to change	<ul style="list-style-type: none"> I can adapt my approach when required and can seek guidance and carefully consider risk. 	
Work-life balance	<ul style="list-style-type: none"> I use support and advisory resources when necessary to avoid undue pressure and to enhance my personal wellbeing. 	
B3 Professional and career development		
Career management	<ul style="list-style-type: none"> I manage my own career progression, and set realistic career goals; I can effectively present my skills and experiences (e.g. CV's) and I can identify and develop ways to improve employability. I am beginning to establish a career network and can recognise and take advantage of career development opportunities. 	
Responsiveness to opportunities	<ul style="list-style-type: none"> I can demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia. 	
Networking	<ul style="list-style-type: none"> I can develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community. 	
Reputation and esteem	<ul style="list-style-type: none"> I can speak with authority on my own topic. 	

Researcher Development Assessment C: Research governance and organisation

Domain C: Research governance and organisation This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.	Characteristic descriptor	Skill level (1-5) 1= no evidence 2 = low 3 = average 4 = strong 5 = outstanding
C1 Professional Conduct		
Health and safety	<ul style="list-style-type: none"> I can understand relevant health and safety issues and demonstrate responsible working practices. 	
Ethics and principles and sustainability	<ul style="list-style-type: none"> I can show knowledge and understanding of ethical requirements and codes of conduct appropriate for my discipline/research area, research council and professional association/body. I am able to demonstrate an awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by my research (e.g. sustainability). I understand the concept of corporate social responsibility and will seek guidance as necessary. 	
Legal requirements	<ul style="list-style-type: none"> I have a basic understanding of legal requirements surrounding research (e.g. General Data Protection Regulations, Freedom of Information Act, Disability Discrimination Act and equality legislation) and am aware of information/data security and longevity issues. 	
IPR and copyright	<ul style="list-style-type: none"> I have a basic understanding of data ownership rules as they apply to my own research. 	
Respect and confidentiality	<ul style="list-style-type: none"> Within my own research I respect the right of participants to confidentiality and anonymity. I respect colleagues. 	
Attribution and co-authorship	<ul style="list-style-type: none"> I understand the concept of attribution and apply it consistently and fairly in order to appropriately recognise contributions and co-authorships. 	
Appropriate practice	<ul style="list-style-type: none"> I understand and adhere to the rules and regulations concerning academic malpractice in the institution in which I am based. I also adhere to the rules and regulations of the professional body and funder where appropriate. 	
C2 Research Management		
Project planning and delivery	<ul style="list-style-type: none"> I can apply effective project management skills through the setting of research goals, intermediate milestones and prioritisation of activities. 	
Risk management	<ul style="list-style-type: none"> I can make basic risk assessment (including when using interactive technologies) and, with support, I am able to manage risks in my own project. 	
C3 Finance, funding and resources		
Income and funding generation	<ul style="list-style-type: none"> I understand the processes for funding, (basic) financial management and evaluation of research. I can write an individual research funding proposal. 	

Researcher Development Assessment D: Engagement, influence and impact

Domain D: Engagement, influence and impact This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.	Characteristic descriptor	Skill level (1-5) 1 = no evidence 2 = low 3 = average 4 = strong 5 = outstanding
D1 Working with Others		
Team working	<ul style="list-style-type: none"> I understand my own behaviour and its impact on others when working in and contributing to the success of formal and informal teams. 	
People management	<ul style="list-style-type: none"> I am able to negotiate activities and deadlines with my supervisor/line manager and act on agreed decisions. 	
Mentoring	<ul style="list-style-type: none"> I can effectively support the learning of others when involved in teaching, mentoring, demonstrating or other research activities. 	
Influence and leadership	<ul style="list-style-type: none"> I can recognise the implications of my own research for real life contexts. I am learning the value to academia of engaging users in dialogue to achieve impact. 	
Collaboration	<ul style="list-style-type: none"> I am aware of the benefits of working collaboratively for research impact and I can recognise common/conflicting interests within my own and adjacent disciplines/research areas. 	
Equality and diversity	<ul style="list-style-type: none"> I am sensitive to and respectful of individual differences. 	
D2 Communication and Dissemination		
Communication methods	<ul style="list-style-type: none"> I can construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally, through a variety of techniques, including written and oral formats. I am able to actively engage in knowledge exchange with colleagues, sometimes across disciplines/research areas. 	
Communication media	<ul style="list-style-type: none"> I am developing skills in a range of communication areas where useful and/or necessary, e.g. face-to-face interaction using interactive technologies, textual and visual media. I have a web presence as a researcher. 	
Publication	<ul style="list-style-type: none"> I am working towards producing publishable material in print, electronic or other format. I understand the process of publication, dissemination and academic exploitation of research results. 	
D3 Engagement and impact		
Teaching	<ul style="list-style-type: none"> I am willing and competent to assist in the supervision of undergraduate projects and/or to participate in meetings (seminars, workshops, conferences, etc). I am developing an awareness of the ways research influences/enhances teaching. 	

Public engagement	<ul style="list-style-type: none"> I can understand the value of engaging with the public. I willingly participate with the public and I am open to the influence of public interactions on my own work. 	
Enterprise	<ul style="list-style-type: none"> I can create ideas and spot opportunities internally and externally, including possibilities to commercialise my research. 	
Policy	<ul style="list-style-type: none"> I can understand relevant policy-making processes and can present my findings in a policy-friendly format. 	
Society and culture	<ul style="list-style-type: none"> I am developing an awareness of the impact of research on wider society and of the impact of society, the environment and culture on research. 	
Global citizenship	<ul style="list-style-type: none"> I understand the broader contexts in which my own research takes place, at regional, national and international levels. 	

Note: PhD students: you should complete the Researcher Development Assessment online after you have attended the *Kickstart your PhD: Guidance, Skills and the Researcher Development Assessment Workshop* provided as part of the Graduate School's Researcher Development Programme. Workshops can be booked by accessing the online booking system at: <https://bloom.kent.ac.uk>. The above assessment is available online and is followed by the below training plan template for you to analyse your results and identify a plan for your development.

Having rated your skills in the above areas, please consider your results and use the training plan template to identify some areas in which you need to undertake more development opportunities to improve your skills. Opportunities for developing skills are available through participation in workshops offered as part of the Graduate School's Researcher Development Programme as well as participation in School-based training and other career development opportunities. If you identify areas of training that are not currently available via your School or the Graduate School, please contact: skills@kent.ac.uk.

Training Plan template

Specific skill	Priority (e.g. Low, Medium or High)	Why do you feel you need this skill? Think about: -PhD/Career/Other -Competence and confidence	How you will you develop the skill? Training Plan: - Time involved/deadline - Potential obstacles and action to avoid them - Support needed - How will you measure your success?
<p>Additional comments. Please feel free to comment on training opportunities, activities you have engaged in alongside the PhD that have contributed to your development, and any kinds of wellbeing concerns (e.g. mental health, sleep patterns, care obligations, coping with stress, any disclosed or undisclosed access requirements, work/life balance).</p>			