Citation for published version


DOI

Link to record in KAR

http://kar.kent.ac.uk/24475/

Document Version

UNSPECIFIED

Copyright & reuse
Content in the Kent Academic Repository is made available for research purposes. Unless otherwise stated all content is protected by copyright and in the absence of an open licence (e.g., Creative Commons), permissions for further reuse of content should be sought from the publisher, author or other copyright holder.

Versions of research
The version in the Kent Academic Repository may differ from the final published version. Users are advised to check http://kar.kent.ac.uk for the status of the paper. Users should always cite the published version of record.

Enquiries
For any further enquiries regarding the licence status of this document, please contact:
researchsupport@kent.ac.uk

If you believe this document infringes copyright then please contact the KAR admin team with the take-down information provided at http://kar.kent.ac.uk/contact.html
8-9th September 2009: Vitae researcher development conference 2009: realising the potential of researchers

**Martin Gough**  
Lecturer in Higher Education & Academic Practice  
University of Kent

CETL Project: Evaluation of researcher support programmes: assessment within development events, and the attitudes and experiences towards academic careers provision, of early career academics (ECAs)
Researchers:
Martin Gough (Kent),
Emma Williams (Cambridge),
Frederico Matos (Cambridge & UCL),
Jon Turner (Edinburgh)

Other institutions participating:

University of Surrey

Buckinghamshire New University

And….(?)
Approach = Exploratory

• Survey analysis

• Review of innovative practice

• Questionnaires, interviewing, observation, materials analysis

• Intervention

• Workshops
Rugby Team Impact Framework uses:


**Impact Level 0: Foundations**

**Impact Level 1: Reaction**

**Impact Level 2: Learning**

**Impact Level 3 Behaviour**

**Impact Level 4: Outcomes**
Development Event Participants

Postgraduate Teaching Assistants
(on teacher development programmes)

• Postgraduates on research writing workshop

• ECAs on research abstract writing workshop

• Newer Researchers - on Higher Education
  (presenting their work)

…to date
Views on Assessment

“I give up my valuable time to attend your workshop… and you want me to do an assignment as well?!!”

Implicit assessment syndrome

Assessment for learning… as well as of learning

Pass/Fail dividing line – useful?
– or insensitive (‘romantic’ narrative of submitting yourself to activity for the love of knowledge and learning)?
Discussion Questions

Q1. To what extent would the addition of assignment work linked to but outside workshop events across skills and competence development programmes for researchers and early career academics enhance the learning “experience” for participants?

Q1a. Which skill areas/attributes would be enhanceable, which not?
Discussion Questions (contd.)

Q2. Would participants being assessed help you to understand the attainment level participants are at?

Q2a. Or would being assessed help them learn, attain a higher standard?

Q3. When is it important to have in assessment an indication of being “good enough”, or not, i.e. pass or fail?

Q3a. Is this just appropriate for courses which contribute credits towards a qualification?

Q3b. How can generic skills be assessed if not part of a wider/cohesive programme?