

# Kent Academic Repository

## Full text document (pdf)

### Citation for published version

Gough, A.Martin (2008) Researcher Development: prospects for pedagogical and social research.  
In: Centre For International Studies of Diversity and Participation Seminar, 19 June 2008, Canterbury  
Christ Church University. (Unpublished)

### DOI

### Link to record in KAR

<https://kar.kent.ac.uk/25272/>

### 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 (eg 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](mailto: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>

**CENTRE FOR INTERNATIONAL STUDIES OF DIVERSITY AND  
PARTICIPATION SEMINAR  
19 June 2008**

**Researcher Development:  
prospects for pedagogical and social  
research**

Martin Gough

Lecturer in Higher Education and Academic Practice  
Unit for the Enhancement of Learning & Teaching  
University of Kent  
A.M.Gough@kent.ac.uk

# UK GRAD

Launched in 2003 by Research Councils

[www.grad.ac.uk](http://www.grad.ac.uk)

- The role of the UK GRAD Programme is to support the academic sector to embed personal and professional skills development into research degree programmes (RDP).
- Our vision is for **all postgraduate researchers to be fully equipped and encouraged to complete their studies and to make a successful transition to their future careers.**

# UK GRAD

To achieve our vision we have four main objectives:

- raise the profile of the importance of personal and professional development in researcher training for all stakeholders
- encourage the integration of, and opportunities for, personal and professional skills development in research degree programmes
- encourage and share good practice within higher education institutions
- as a national resource, continue to innovate, develop and provide exemplar ways of embedding personal and professional development and career management skills

# UK GRAD

Annual London conference in September

- The Researcher Development Conference 2008: realising the potential of researchers will take place on 8-9 September 2008
- Annual Roberts Policy Forum - [www.grad.ac.uk/policyforum2008](http://www.grad.ac.uk/policyforum2008)
- Regional Hubs
- “Training” and other events
- Resources, projects and publications

# UK GRAD

Existing contract expired

- new one started Jan.2008 – Dec.2012

- Incorporating the Higher Education Researcher Development (UKHERD) group
- About all HE researchers, not just postgraduate
- Enhanced voice for researchers in institutions
- Seeing research work as a continuous progression – a curriculum for research competence?
- More requirement for development needs of researchers to be built into project funding proposals
- National networks & Research & Development Unit

Project funded by the Centre for  
Excellence in Preparing for Academic  
Practice (a CETL)

*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)

<http://www.kent.ac.uk/uelt/academic-practice/support-for-teaching/externally-funded-projects.html>

Rugby Team Impact Framework uses:

Kirkpatrick, D.L. & Kirkpatrick, J.D. (2006) *Evaluating Training Programmes* (3<sup>rd</sup> Ed.), Berrett-Koehler Publishers Inc

## **Impact Level 0: Foundations**

This level relates to investment that leads to development of the infrastructure for training and development activity, such as the employment of additional staff, a larger programme of training workshops and other activities being offered, or training facilities being refurbished. Metrics such as the number of training opportunities offered, the number of researchers participating, or a more specific example such as the number of researcher interactions with industry as the result of a particular training activity, are examples of Level 0 impact measures, i.e. these primarily measure inputs and throughputs.

## **Impact Level 1: Reaction**

This level indicates the reaction of participants to training and development activities. For example, at the end of a workshop participants may be asked what were their views of the experience? What was their view of the training programme as a whole?



## **Impact Level 2: Learning**

This level reflects 'the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the programme'. For example, does a researcher have a better understanding of how to work effectively within a team as a result of attending a training workshop?

## **Impact Level 3: Behaviour**

This level reflects 'the extent to which change in behaviour has occurred because the participant attended the training programme'. Is the researcher now managing their project and time better as a result of the development activity? How has the researcher applied what they have learnt?

# Approach = Exploratory

- Survey analysis - PRES + CROS (& STaRSS, RL CROS)
- Review of innovative practice
- Questionnaires, interviewing, observation, materials analysis
- Intervention
- Workshops

## **Impact Level 4: Outcomes**

This level measures the final results of the training and development activity. Have changes in behaviour resulted in different outcomes? Has the quality of researcher improved? Is there a more highly skilled research workforce?

## **Capital Analyses?**

- Economic Capital – macro-level productivity
- Human Capital - Becker
- Social Capital
  - Bourdieu
  - Coleman
  - Becker
  - Putnam
  - Fukuyama

# **New UK GRAD: Researcher Careers Profiles Framework**

- Alongside new version of the *Concordat to support the career development of researchers*
- Prospects for Auto/Biographical research approaches

# Curriculum?

## The Competency Framework

- Extending Joint Skills Statement, in terms both
  - of showing development
  - of applying to more highly developed career stages
- Can the development of postgraduate researchers and research staff be supported with the same activities?
- Eraut (*inter alia*) – competence vs competency
- Sustainability question: what when Roberts money stops in 2012?