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:
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Emma Williams (Cambridge),
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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

- 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?

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

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

- Or would it help them learn, attain a higher standard?

- When is it important to have in assessment an indication of being “good enough”, or not, i.e. pass or fail? - is it just appropriate for courses which contribute credits towards a qualification?