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Writing for Research Students and the Skills Agenda

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Writing, Skills & Writing Skills

Welfare not just about factors external to study

- Enjoying well-being also includes competence in doing research – being skilled at research

Writing, Skills & Writing Skills

- When do you do your "writing up"?

Writing, Skills & Writing Skills

- When do you do writing?

Writing, Skills & Writing Skills

- Rowena Murray, "snacking" vs "binging"

UK GRAD

Launched in 2003 by Research Councils

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.

- **Now called** *Vitae*

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* (3rd Ed.), Berrett-Koehler Publishers Inc

Impact Level 0: Foundations
Impact Level 1: Reaction
Impact Level 2: Learning
Impact Level 3: Behaviour
Impact Level 4: Outcomes

Evaluating impact of development event

• What / how much have you learnt?

• How good (skilled) are you? (attainment level)

• How can you really find out?

Project Approach = Exploratory

- Survey analysis - PRES + CROS (& STaRSS, RL CROS)

- Review of innovative practice

- Questionnaires, interviewing, observation, materials analysis

- Intervention

- Workshops

Evaluating impact of development event

- How can you really find out?

- Assessment tasks – pros & cons?

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?

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?