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# Sustaining the researcher development agenda: the proper place for skills and autonomy

Vitae Researcher Development Annual Conference  
Manchester, 6-7 September 2010

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***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 (UCL &  
Kent),  
Emma Williams  
(Cambridge),  
Frederico Matos  
(Cambridge & UCL),  
Jon Turner (Edinburgh)**

Other institutions with development event participants:

University of Surrey

Buckinghamshire New University



**Rugby Team Impact Framework uses:**

**Kirkpatrick, D.L. and Kirkpatrick, J.D. (2006) *Evaluating Training Programmes* (3<sup>rd</sup> 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**



**Skills training requirements for research students: joint statement by the research councils/AHRB (2001)**

- A - Research Skills and Techniques
- B - Research Environment
- C - Research Management
- D - Personal Effectiveness
- E - Communication Skills
- F - Networking and Teamworking
- G - Career Management

# “Skills Agenda”

Stephen Rowland

- lowest common denominator problem

Diana Leonard – leads to infantilisation

And amounts to external interference

- skills for other employers' interests
- top-down imposition and autonomy problem

Rowland, Frank Furedi – misguided Realists

## Competence and 'skills' (knowledge practices)

- **Realism** (ontologically distinct entities):

X is a skill, Y is not a skill

- **Irrealism:**

{A has skill X} = {A is skilled at doing X}

{A is competent at conducting lab work}  
= {A is skilled at conducting lab work}

{A is skilled at conducting lab work}  
= {A has lab work skills}

## Need for re-enchantment of Science

Immanuel Kant: autonomy as freedom of direction, unswayed by incentive, with ethical sensibility

McDowell, J. (1994) *Mind & World*

- Space of Reasons

vs

- Space of Nature

Polanyi – the ‘passion’ of scientific enquiry

The antagonism of Dawkins

# Post-Roberts world

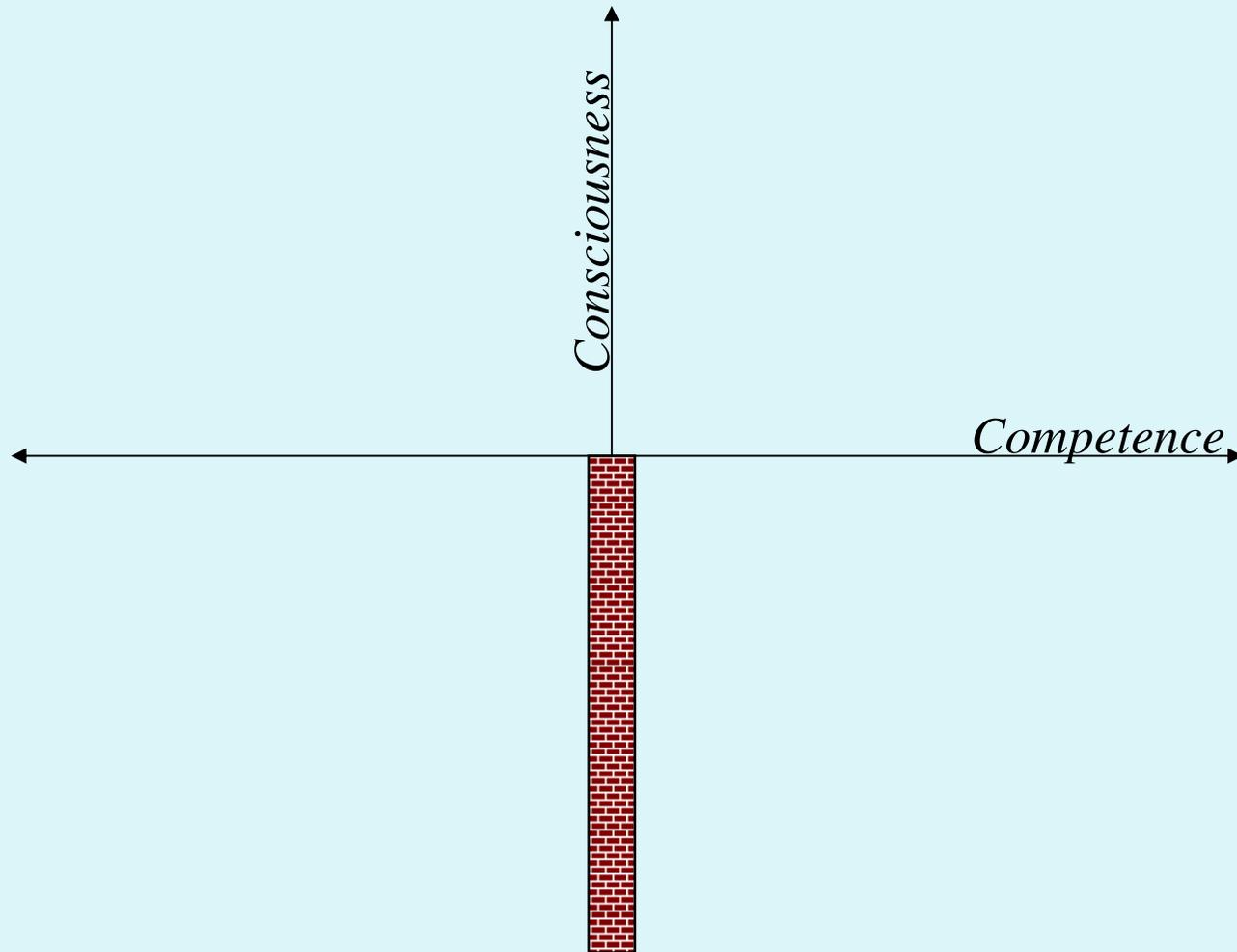
**1) Wise old academic sages' pep-talks**

**2) Dynamic new consultants' parachuted-in training sessions**

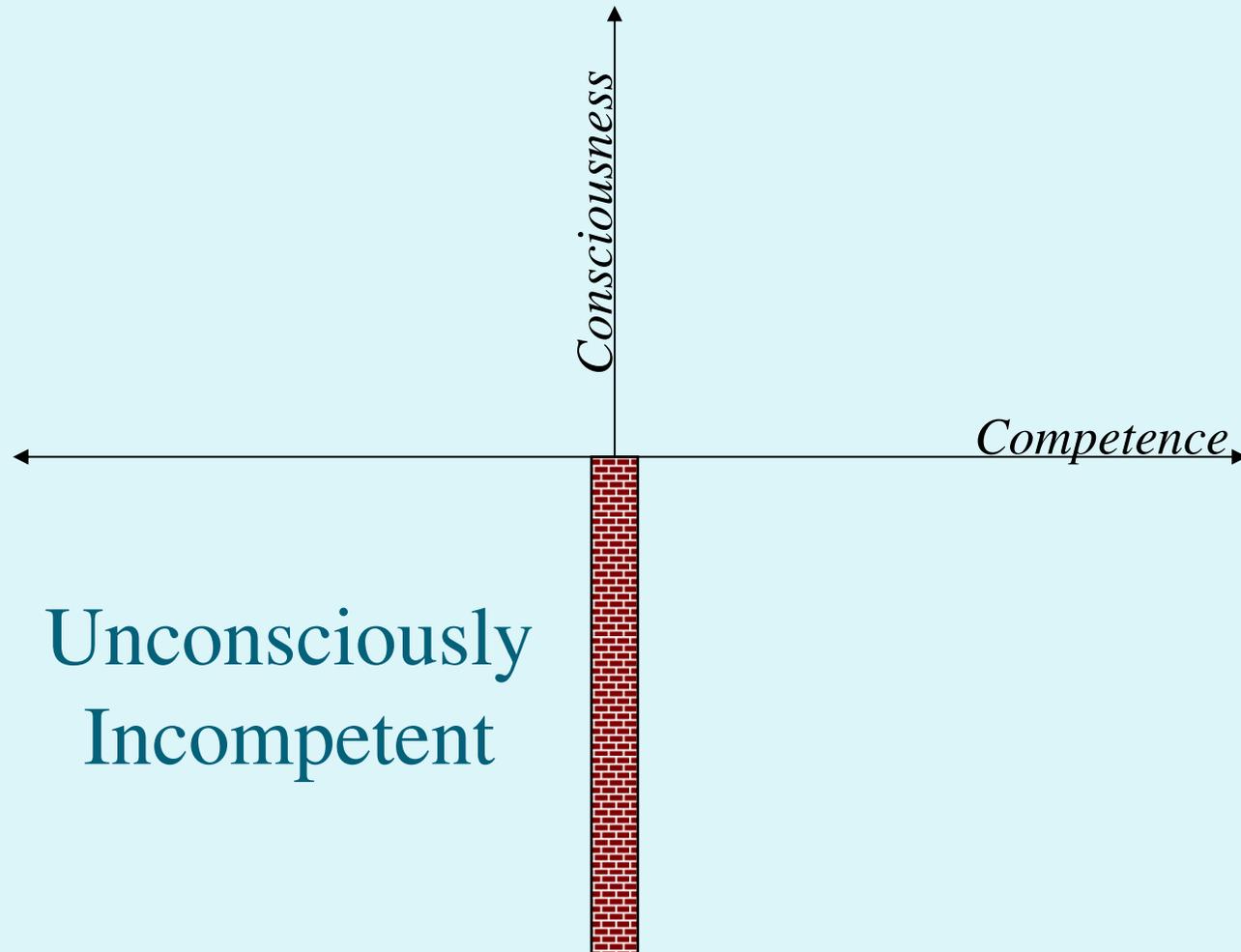
**3) Professional Development as an academic field**

- paradigm of embeddedness
- robust academically grounded programmes
- needed for the new RDF anyway?

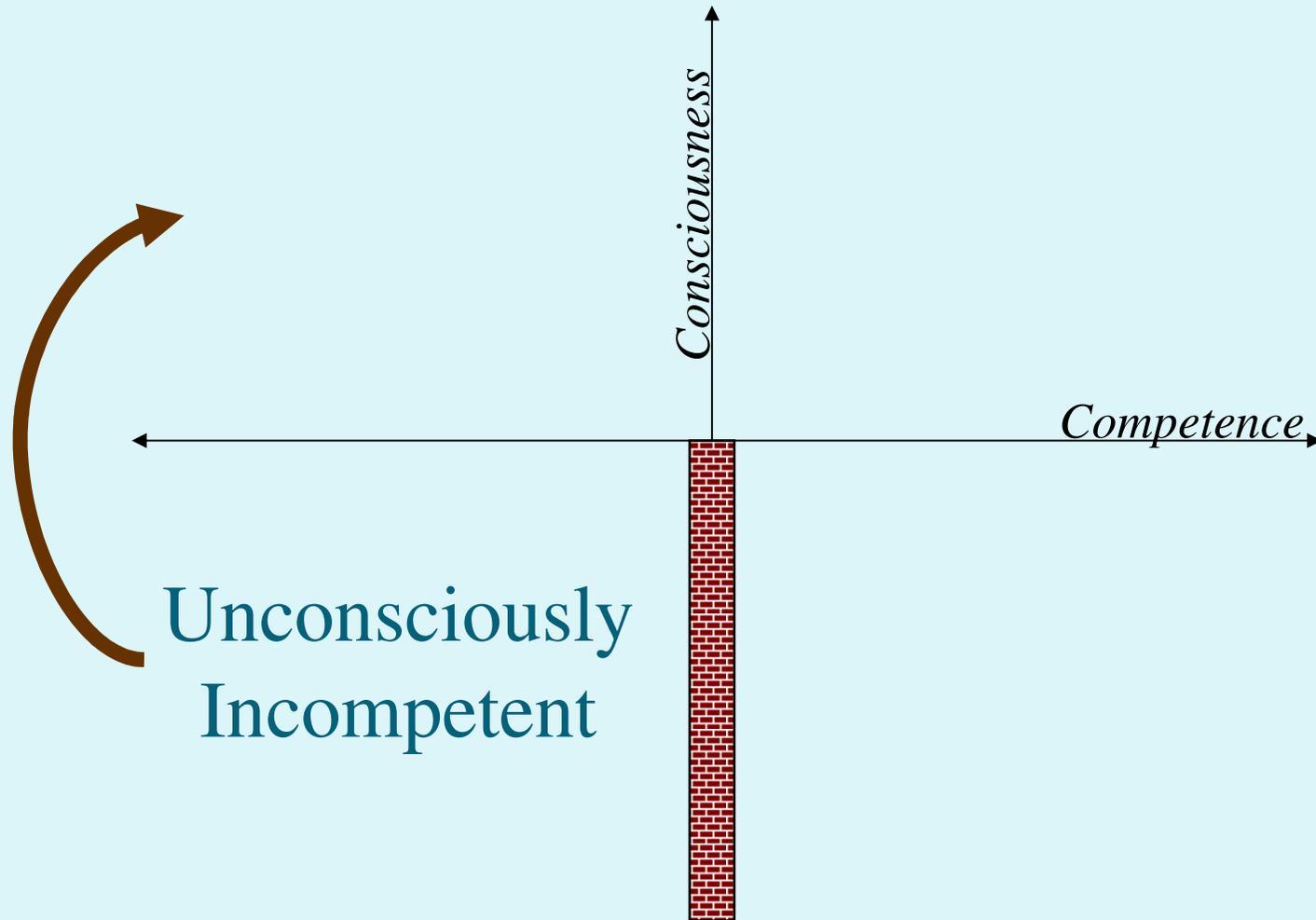
# *A skill development model*



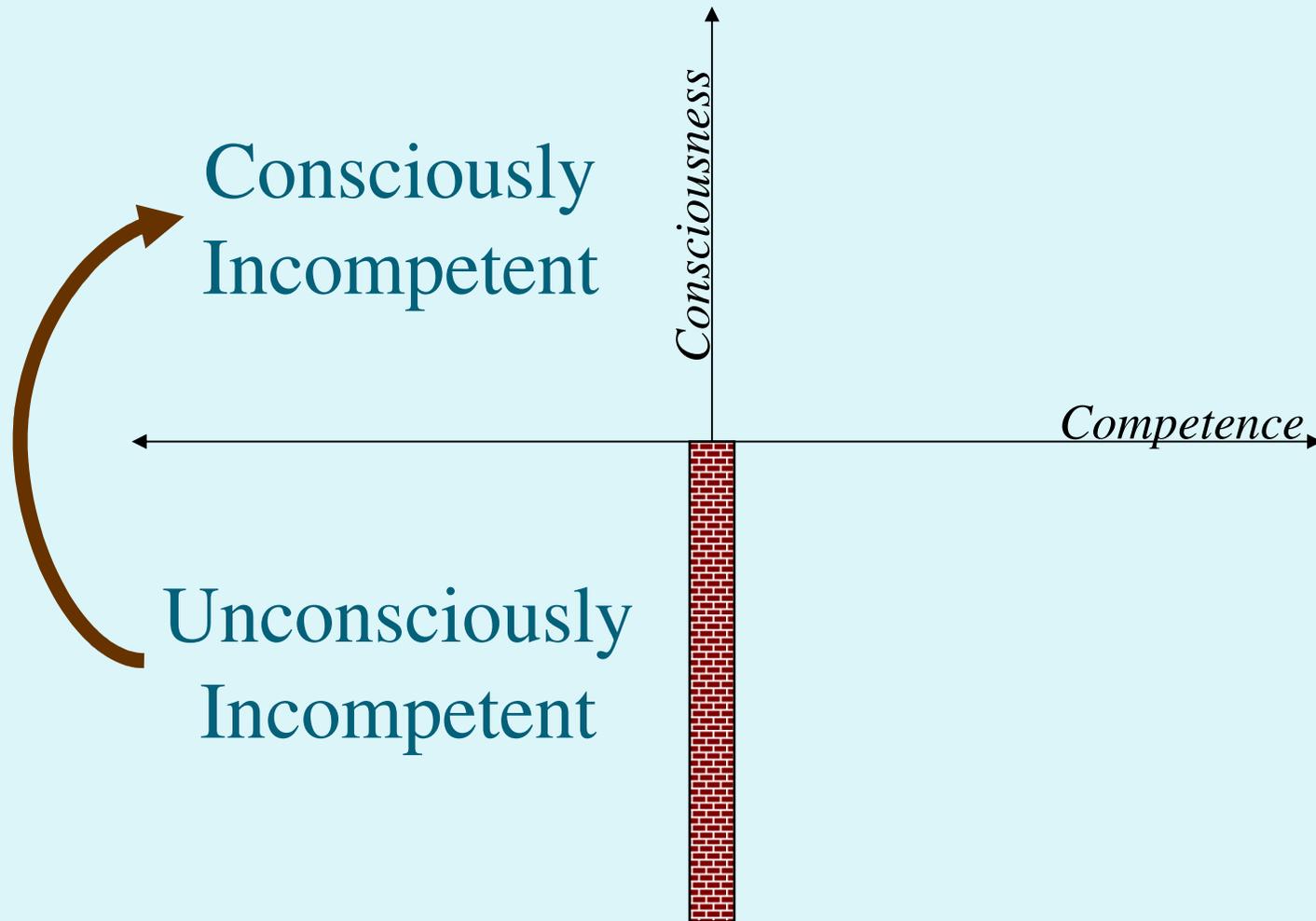
# *A skill development model*



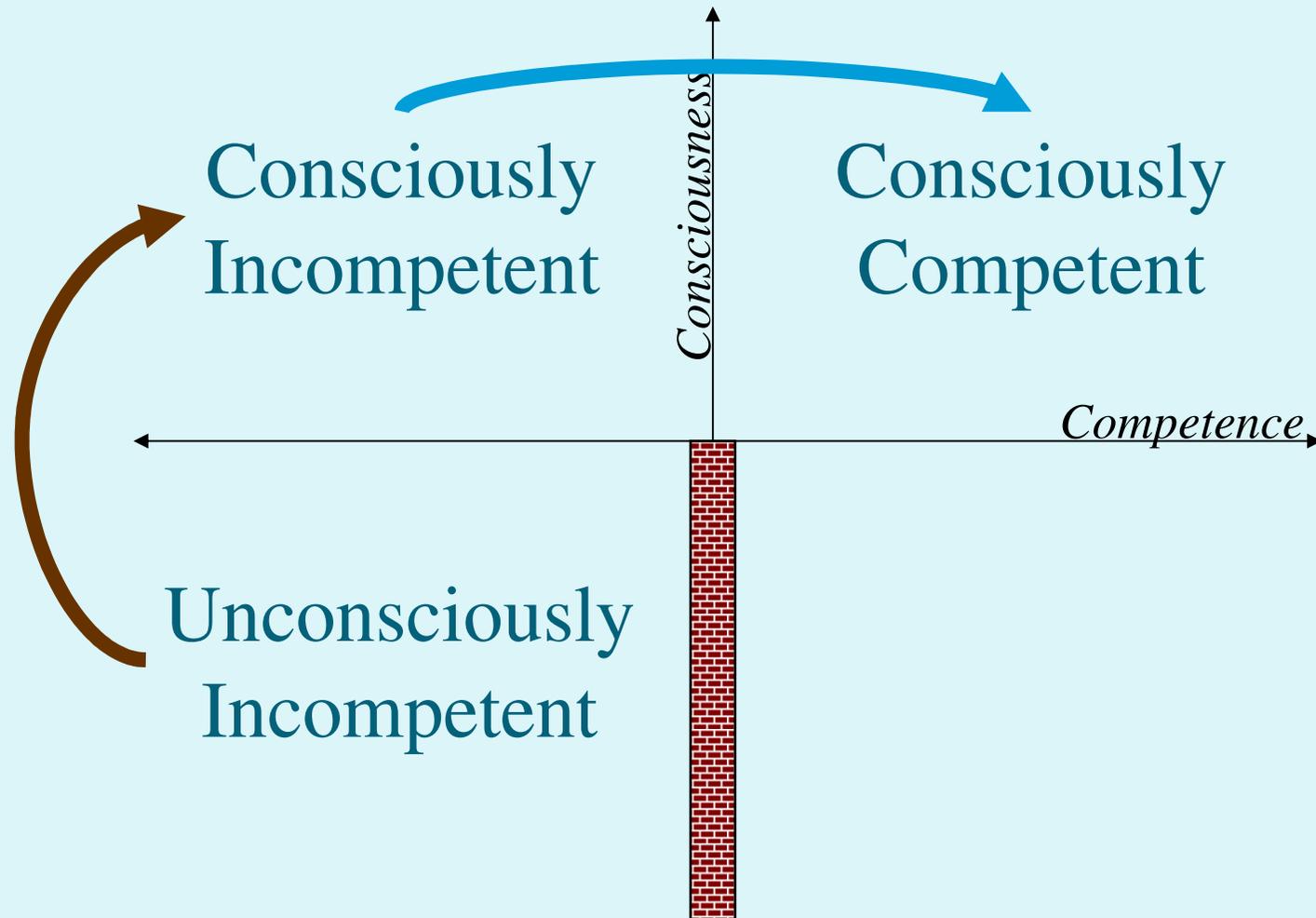
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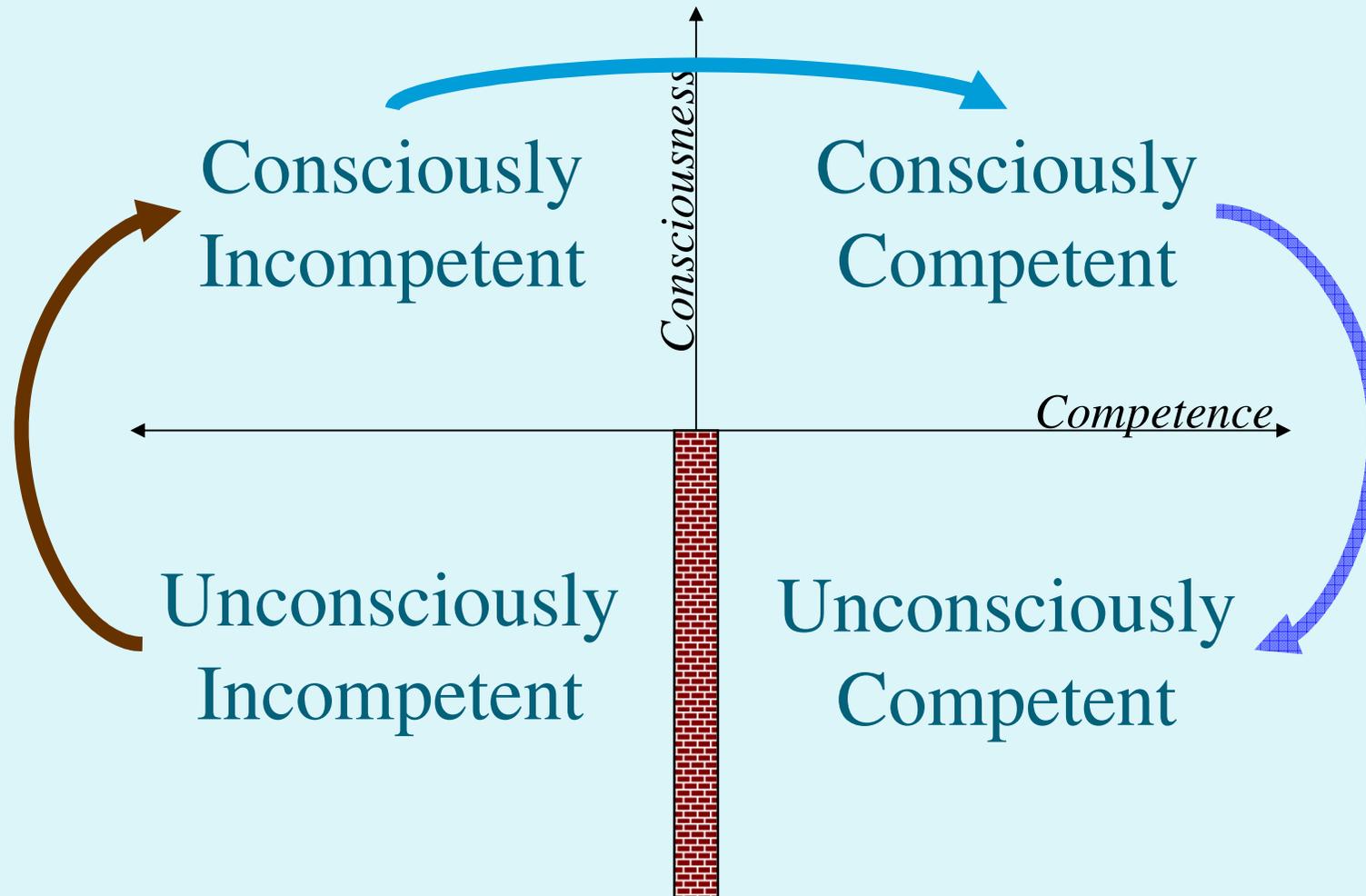
# *A skill development model*



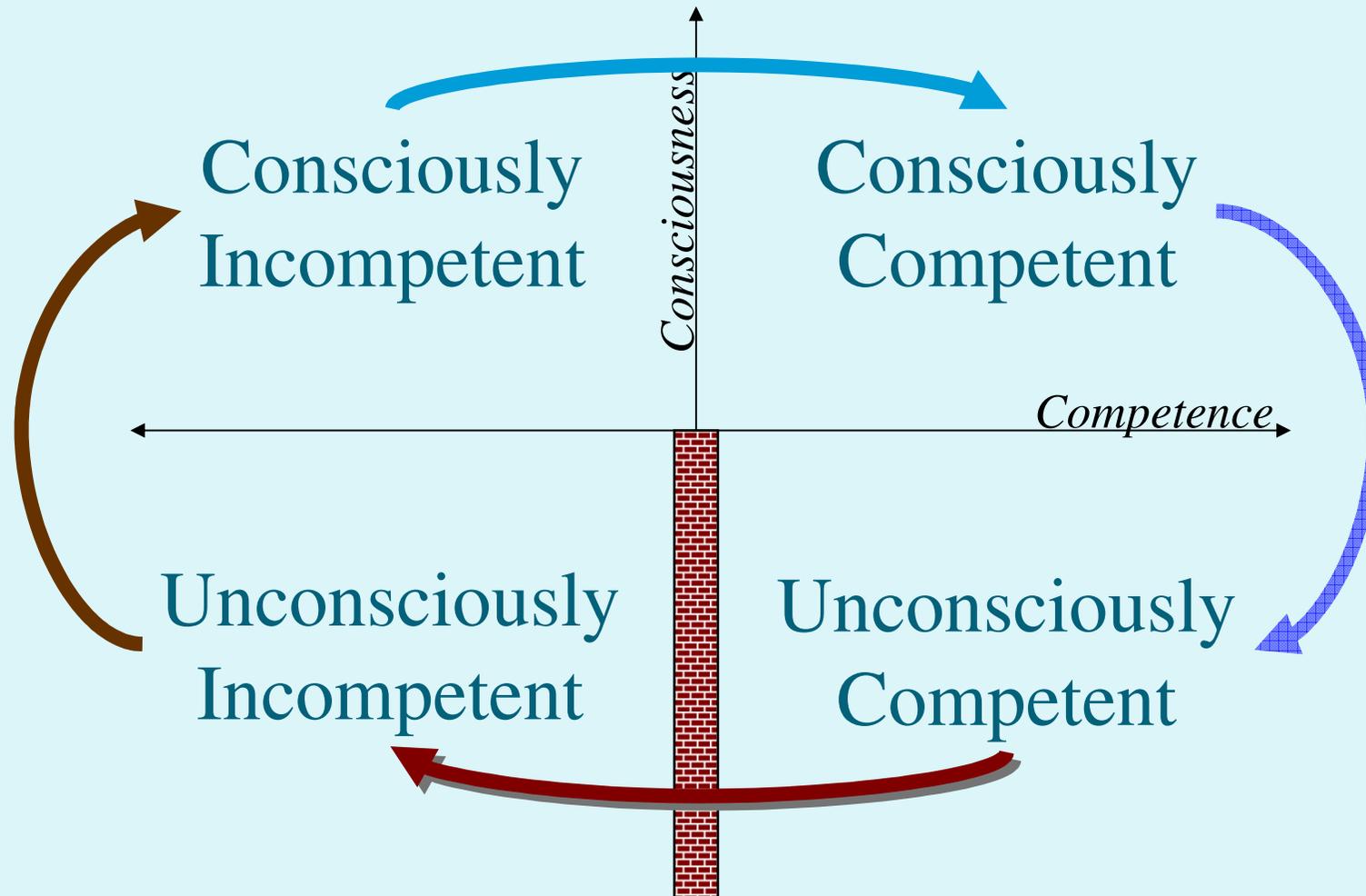
# *A skill development model*



# *A skill development model*



# *A skill development model*



von Kleist, H. (1810) "Über das Marionettentheater": "The Puppet Theatre", in David Constantine (ed. & trans.), *Heinrich von Kleist: Selected writings*, London, J.M.Dent, 1997, pp411-416



- **ack.:** From Animations Online 19 (Spring 2007) - a quarterly online magazine run by the [Puppet Centre Trust](#).