The Vitae Researcher Development Framework

www.vitae.ac.uk

Vitae is supported by Research Councils UK (RCUK),
managed by CRAC: The Career Development Organisation
and delivered in partnership with regional Hub host universities

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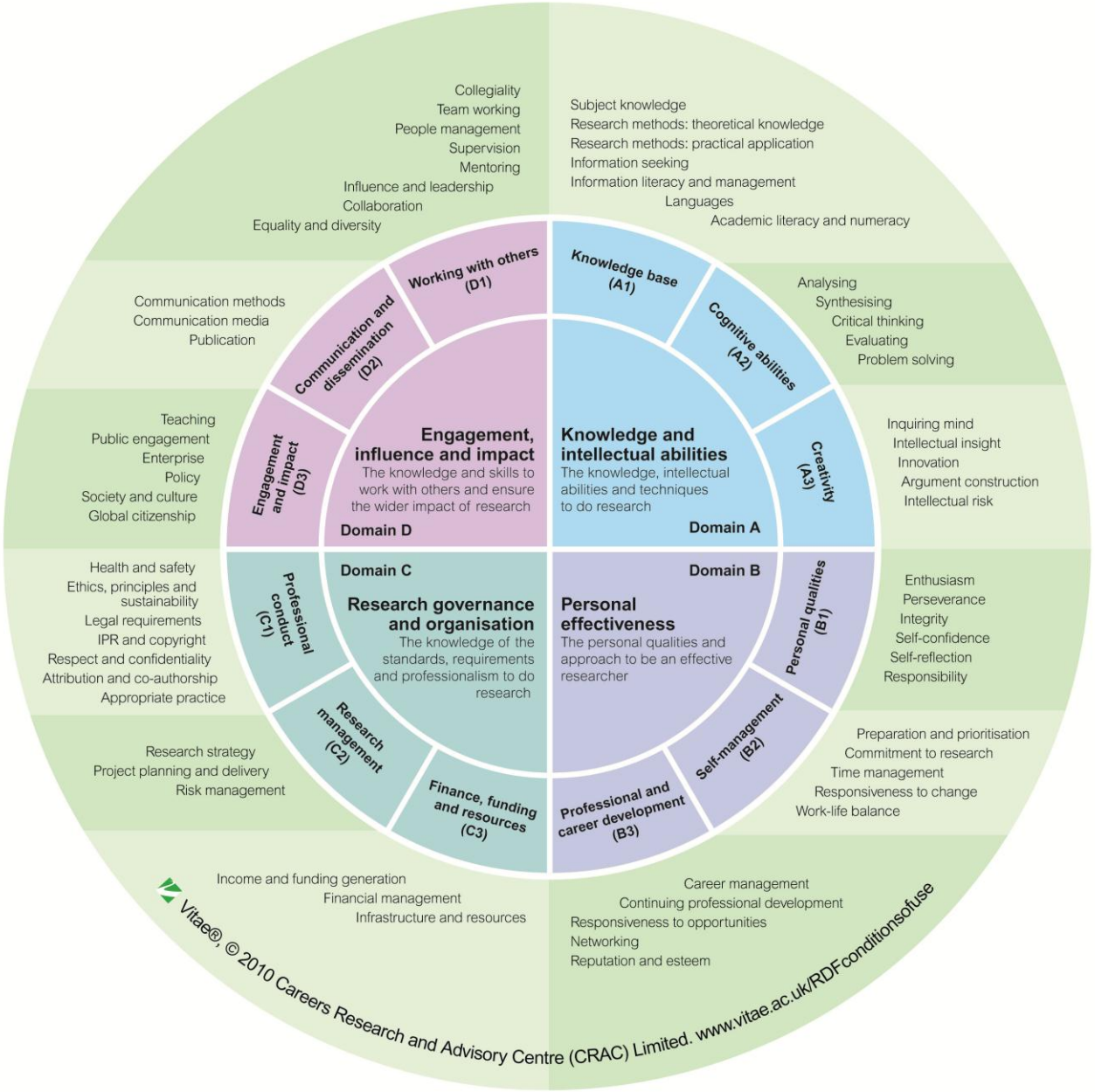

- 63 descriptors in the describe different characteristics
- Related descriptors are clustered into domains and sub-domains.
- Each descriptor has up to five phases of development.
- The phases are additive and illustrate the development of a higher level of performance within a particular descriptor

> “It is helpful to have a national framework because it is based on wider consultation that could not be managed by a single institution and it allows us to benchmark ourselves against a national framework.”
>
> **Frances Hewison, Deputy Director of Human Resources, The University of Liverpool**

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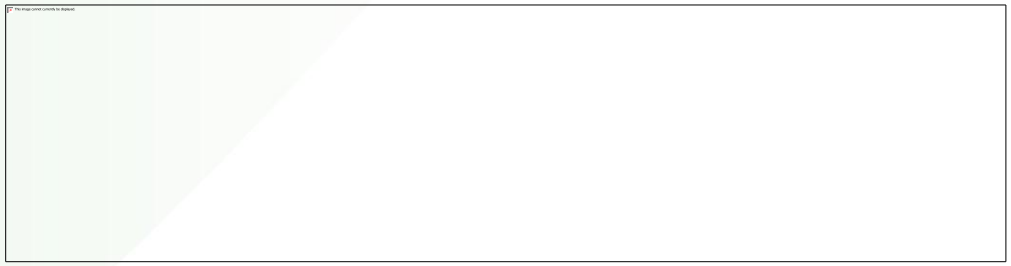
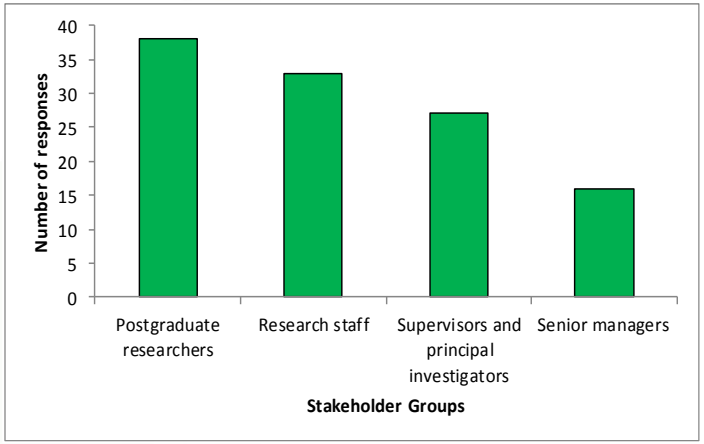


HEI survey (March 2011)

- 50 responses representing 42 HEIs
  10 Russell Group, 7 1994 Group institutions
- > 90% HEIs had already used or were planning to use either the RDS or RDF
- Strategic, operational and informing researchers
- >90% use with PGRs
- 58% wide ranging remit



March 2012

- 90% of Russell Group and 1994 Group HEIs
- >65 HEI websites
- Range of uses
  - Induction/PGR handbooks
  - Research Staff training
  - Leadership training
  - HR Excellence in Research Award

Using the RDF in your institution

- **Aligning your institutions strategy with relevant UK policy**
  - Concordat to Support the Career Development of Researchers
  - QAA code of practice
  - REF
  - HE Excellence in Research Award
- **Planning for researcher development provision**
  - Framework for provision of formal and informal development opportunities
  - **extend the legacy of the Joint Skills Statement**
  - **Mapping of training provision**

Using the RDF in your institution

- enable researchers to identify, articulate and evidence the transferability of their skills and make informed career choices
- encourage researchers to prepare for progress reviews, appraisals and career development conversations
- work with researchers to use the RDF Professional Development Planner
- communicate researcher development and researcher capabilities to wider audiences

Mapping provision to the RDF

- Range of approaches:
  - Domain level, Subdomain level, Descriptor level
- Vitae mapping methodology
  - Primary and secondary outcomes
- Useful for identifying gaps but also duplications
- Helps with a cohesive institutional approach/view
- Opportunities to share provision between local institutions e.g. Midlands Hub exchange
- Look for external resources

Introducing the RDF

- Identify a champion (senior academic/PVCR) to be an advocate across the institution
- Highlight endorsement by funding bodies/RCUK
- Encourage supervisors to use it – let them ask questions
- influence senior managers to use the RDF re: DTC bids
- Use in job advertisements to highlight skills required in new posts

University of Glasgow

Staff A-Z | Academic units A-Z | Student services A-Z

Enter your keywords here SEARCH

Information for current students: Researcher Development

- Plan your professional development
  - Knowledge and intellectual abilities
  - Personal effectiveness
  - Research governance and organisation
  - Engagement and impact
- Courses and events
- News
- Policy and Strategy
- Resources
- New initiatives funding
- Contact us
- Placements and Internships

Home > Information for current students > Jobs and Careers > ... > Plan your professional development

Plan your professional development

The Researcher Development Framework [PDF] was developed by Vitae, following consultation with universities, students, funders and employers. It sets out the knowledge, skills and experience required at each stage of an academic career, from when you start as a new PhD student to becoming a postdoc or lecturer, going all the way to professor. By the end of your PhD, it is expected that you should have gained experience and knowledge in each of the areas below. To help you with this, we've mapped all of our training against the framework, along with suggestions of how to put your skills into practice and gain tangible evidence of them for your CV.

> *"Attending this course really helped me to be more aware of my skills and be able to articulate them in a job interview"*

A. Knowledge and intellectual activities

This domain covers the knowledge, intellectual abilities, methods and techniques required for research

B. Personal effectiveness

This domain covers the personal qualities and approach required to be an effective researcher

C. Research governance and organisation

This covers the knowledge of the standards, requirements and professionalism to do research

D. Engagement, influence and impact

This covers the knowledge and skills to work with others and ensure the wider impact of research.

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Plymouth

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RESEARCHER DEVELOPMENT STATEMENT

The UK is committed to enhancing the higher-level capabilities of the UK workforce including the development of world-class researchers. The Researcher Development Statement (RDS) sets out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers.

The Researcher Development Statement is derived from the Researcher Development Framework (RDF), a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce, develop world-class researchers and build our research base.

The RDS is structured in four domains, which encompass what researchers need to know to do research, how to be effective in their approach to research, when working with others, and in contributing to the wider environment. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

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Incorporating the UK GRAD Programme and UKHERD

For more information on the Researcher Development Framework and associated Statement go to www.vitae.ac.uk/rdf

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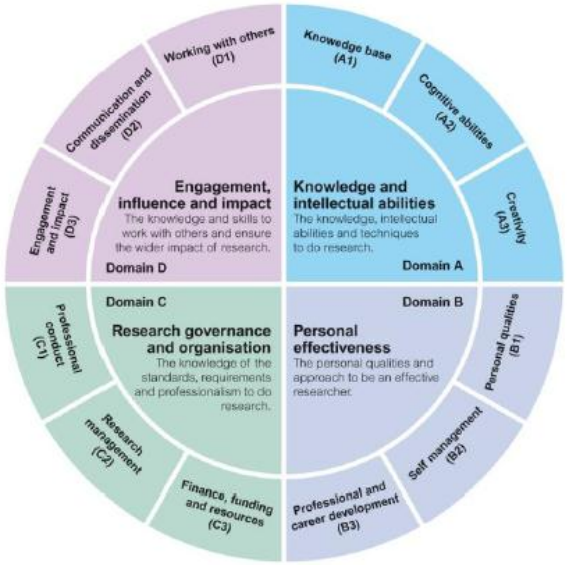

INTRODUCTION TO ENDNOTE for the Arts, Humanities, Social Sciences, Business, Law and Education disciplines and for the Science, Technology, Medical and Health disciplines

EndNote is a bibliographical management system which allows you to store and cite references in an efficient and accurate way. This session will be run by relevant subject librarians and will concentrate on using EndNote in conjunction with those bibliographical databases relevant to the arts, humanities and social sciences.

Intended Learning Outcomes:
- To familiarise yourself with the key features of EndNote
- To learn to manually enter references
- To understand how to download selected references from relevant journal databases
- To learn to use the cite while you write functions of EndNote

Facilitator: Subject Librarians
Applicability: Any research student who is not already using a bibliographic database package on a routine basis, but particularly students who are just starting their research.
Prerequisites: You should have either attended the Overview to searching and accessing information resources course (formally 'an introduction to electronic resources') or have a working knowledge of the key journal databases in your discipline. Please contact your subject librarian if you have any enquiries: subjectlibrarians@plymouth.ac.uk.

Course Dates & Times:

29 November 2011	1000-1200
14 February 2012	1000-1200
6 June 2012	1000-1200

ENDNOTE USERS CLINIC

Support is offered to anyone using EndNote.

The subject librarians offer help and support to all PGR's on request. Please email subjectlibrarians@plymouth.ac.uk

GEOGRAPHICAL INFORMATION SYSTEM (GIS): AN INTRODUCTION

This session aims to equip research students and research staff with the practical skills needed to undertake research using Graphical Information System technologies.

Intended Learning Outcomes:
- Demonstrate an understanding of the principles
- Describe the opportunities and limitations of the technologies
- Operate the software at a basic level

Facilitator: Dr Victor Abbott
Applicability: Suitable for most research students and research staff.

Course Dates & Times: 8 November 2011 0900-1200

GEOGRAPHICAL INFORMATION SYSTEM (GIS): USERS WORKSHOP

This session continues from GIS: An Introduction and provides an opportunity to focus on specific project needs. Participants are advised to email and GIS related enquiries and requests prior to the session to researchskills@plymouth.ac.uk .

Facilitator: Dr Victor Abbott
Applicability: Participants must have used GIS prior to attending this session.

Course Dates & Times: 8 December 2011 1000-1300

Strathclyde

- **Building a Successful Research Career**
- a core requirement for completion of the PG Cert Advanced Academic Studies
- Personal evaluation and gap analysis: using RDF Professional Development Planner
- 'Towards a framework for research career development. An evaluation of UK's Vitae Researcher Development Framework' IJRD 2:99-116 2011
  www.emeraldinsight.com/2048-8696.htm

'Vitae's RDF and RDF planner provide a powerful means of achieving constructive and meaningful researcher development in HE today'

Website: www.vitae.ac.uk/rdf

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researchers
for research staff and
postgraduate researchers

policy and practice | supervisors and managers | employers

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Share:

Postgraduate researchers

- Researcher Development Framework
  - Introducing the Researcher Development Framework
  - Using the Researcher Development Framework as a researcher
  - Informing strategy, policy and practice
  - Useful documents for the Researcher Development Framework
  - News about the Researcher Development Framework
- What's up doc? blog for postgraduate researchers
- Why do postgraduate research?
- Managing your research project
- Developing as a researcher
- Managing yourself
- Premia- resources for disabled researchers

Home » Postgraduate researchers » Researcher Development Framework

Researcher Development Framework

Welcome to the Researcher Development Framework (RDF). The Researcher Development Framework is a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce, develop world-class researchers and build the UK higher education research base.

The Researcher Development Framework was developed by and for researchers, in consultation with academic and the public and private sector.

Introducing the Researcher Development Framework

What the Researcher Development Framework is, who it is for, how it was developed and how it can be used by different audiences.

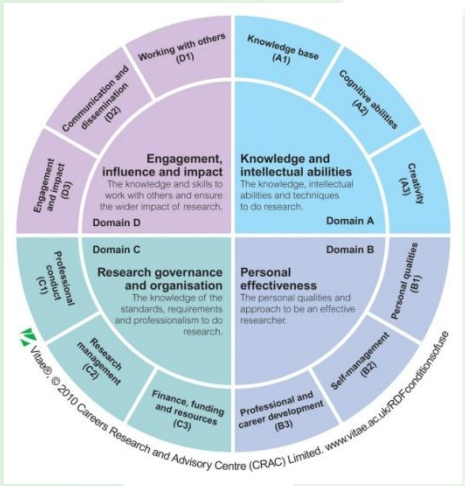
Using the Researcher Development Framework as a researcher

How researchers can make the most of the Researcher Development Framework.

Informing strategy, policy and practice

How the Researcher Development Framework can inform strategy, policy and practice relating to the personal, professional and career development of researchers.

Resources


Working with others (D1)
Knowledge base (A1)
Cognitive abilities (A2)
Creativity (A3)
Communication and dissemination (D2)
Engagement and impact (D3)
Engagement, influence and impact
The knowledge and skills to work with others and ensure the wider impact of research.
Domain D
Knowledge and intellectual abilities
The knowledge, intellectual abilities and techniques to do research.
Domain A
Domain C
Research governance and organisation
The knowledge of the standards, requirements and professionalism to do research.
Domain B
Personal effectiveness
The personal qualities and approach to be an effective researcher.
Professional conduct (C1)
Personal qualities (B1)
Research management (C2)
Self-management (B2)
Finance, funding and resources (C3)
Professional and career development (B3)
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Researcher Development Framework
Overview
The Researcher Development Framework (RDF) is a major new approach to researcher development, to enhance our capacity to build the UK workforce, develop world-class researchers and build our research base.
The RDF is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It articulates the knowledge, behaviours and attributes of successful researchers and encourages them to realise their potential.
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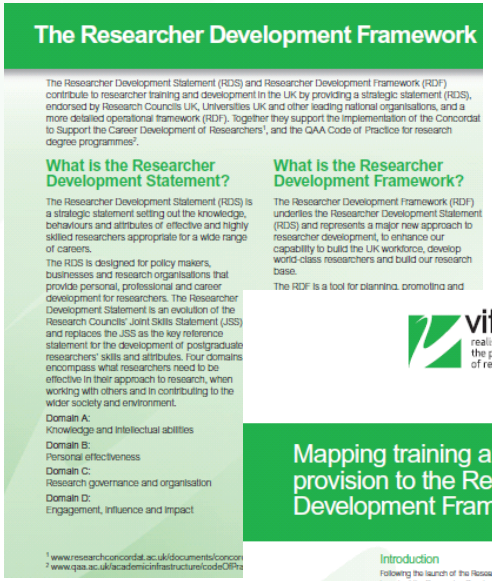
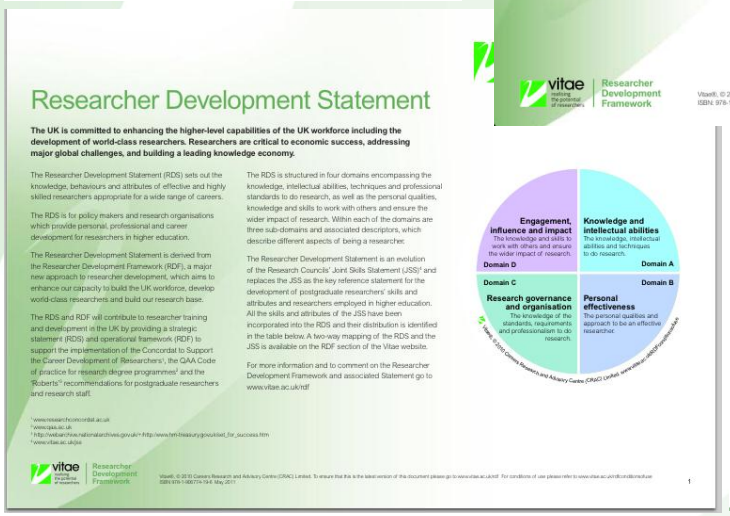
Researcher Development Framework


The Researcher Development Framework
The Researcher Development Statement (RDS) and Researcher Development Framework (RDF) contribute to researcher training and development in the UK by providing a strategic statement (RDS), endorsed by Research Councils UK, Universities UK and other leading national organisations, and a more detailed operational framework (RDF). Together they support the implementation of the Concordat to Support the Career Development of Researchers[1], and the QAA Code of Practice for research degree programmes[2].
What is the Researcher Development Statement?
The Researcher Development Statement (RDS) is a strategic statement setting out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers.
The RDS is designed for policy makers, businesses and research organisations that provide personal, professional and career development for researchers. The Researcher Development Statement is an evolution of the Research Councils' Joint Skills Statement (JSS) and replaces the JSS as the key reference statement for the development of postgraduate researchers' skills and attributes. Four domains encompass what researchers need to be effective in their approach to research, when working with others and in contributing to the wider society and environment.
Domain A:
Knowledge and intellectual abilities
Domain B:
Personal effectiveness
Domain C:
Research governance and organisation
Domain D:
Engagement, influence and impact
What is the Researcher Development Framework?
The Researcher Development Framework (RDF) underlies the Researcher Development Statement (RDS) and represents a major new approach to researcher development, to enhance our capability to build the UK workforce, develop world-class researchers and build our research base.
The RDF is a tool for planning, promoting and


Researcher Development Statement
The UK is committed to enhancing the higher-level capabilities of the UK workforce including the development of world-class researchers. Researchers are critical to economic success, addressing major global challenges, and building a leading knowledge economy.
The Researcher Development Statement (RDS) sets out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers.
The RDS is for policy makers and research organisations which provide personal, professional and career development for researchers in higher education.
The Researcher Development Statement is derived from the Researcher Development Framework (RDF), a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce, develop world-class researchers and build our research base.
The RDS and RDF will contribute to researcher training and development in the UK by providing a strategic statement (RDS) and operational framework (RDF) to support the implementation of the Concordat to Support the Career Development of Researchers[1], the QAA Code of practice for research degree programmes[2] and the 'Roberts'[3] recommendations for postgraduate researchers and research staff.
The RDS is structured in four domains encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.
The Researcher Development Statement is an evolution of the Research Councils' Joint Skills Statement (JSS)[4] and replaces the JSS as the key reference statement for the development of postgraduate researchers' skills and attributes and researchers employed in higher education. All the skills and attributes of the JSS have been incorporated into the RDS and their distribution is identified in the table below. A two-way mapping of the RDS and the JSS is available on the RDF section of the Vitae website.
For more information and to comment on the Researcher Development Framework and associated Statement go to www.vitae.ac.uk/rdf
Engagement, influence and impact
Knowledge and intellectual abilities
Research governance and organisation
Personal effectiveness
vitae
Researcher Development Framework

Engagement, influence and impact
Knowledge and intellectual abilities
Domain D
Domain A
Domain C
Research governance and organisation
Personal effectiveness
Domain B

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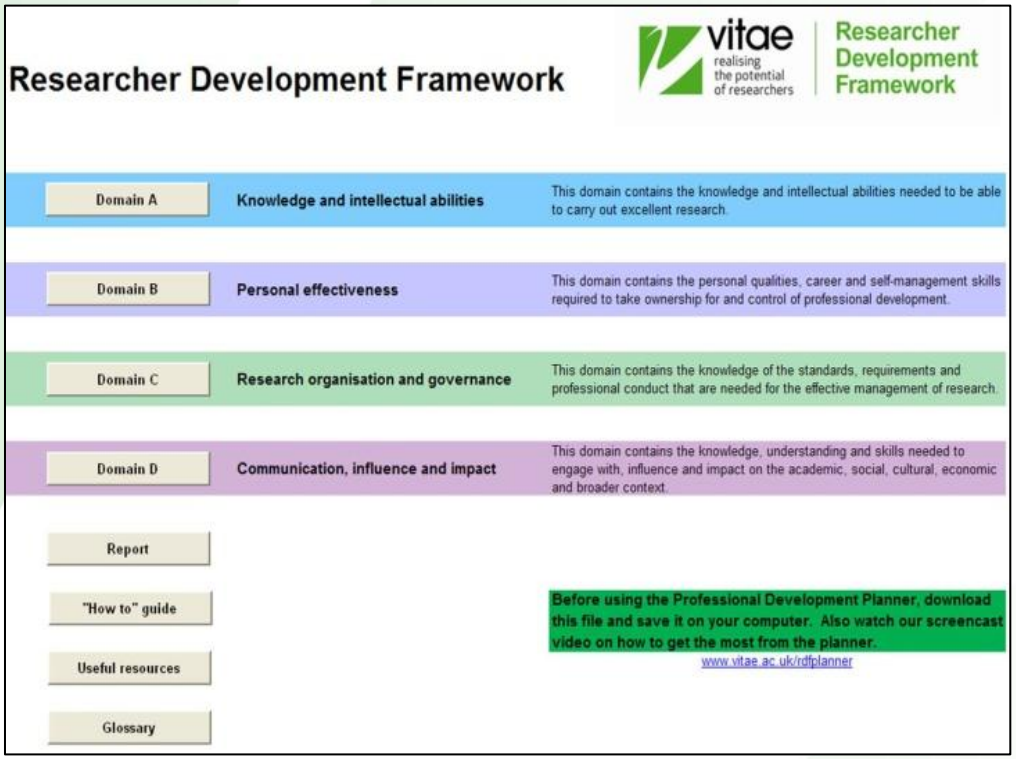
Researcher Development Framework
Mapping training and development provision to the Researcher Development Framework
Introduction
Following the launch of the Researcher Development Statement (RDS)[1] in July 2010 and the launch of the Researcher Development Framework (RDF)[2] content in September, Vitae has been conducting a project to update all of its training and development materials from the Joint Skills Statement[3] and to map them to the new Researcher Development Framework. This paper provides details about the aims of this project, the mapping criteria that were used, a suggested mapping process and two examples of mapping resources to the RDF.
In May 2011 Vitae's learning materials and programmes will be available on the Vitae Database of
and development provision to the RDF

Endorsers of the Vitae Researcher Development Statement at 25 July 2011 are:
1994 group
agcas
The Concordat
Employment and Learning
Equality Challenge Unit
hefce
hefcw
IOP Institute of Physics
Leadership Foundation for Higher Education
national union of students
QAA
research information network
RUSSELL INTERNATIONAL EXCELLENCE GROUP
Scottish Funding Council
UCEA
ucu
UHR
UKRSA
Universities UK
wellcome trust

Professional Development Planner



The RDF Professional Development Planner enables researchers to identify areas for professional development, create an action plan and record evidence of their progress

RDF briefings

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Vitae Researcher Development Framework
briefing for postgraduate researchers

Overview

Researchers make an important contribution to the UK economy, both in sustaining our research base and as leaders in the workforce. The Vitae Researcher Development Framework (RDF) underpins a major new approach to developing world-class researchers.

The framework has been developed by and for researchers working in higher education as an aid to planning, promoting and enhancing professional and career development. It articulates the knowledge, behaviours and attributes of successful researchers and encourages all researchers to realise their potential.

The associated Researcher Development Statement, endorsed by the UK HE Funding Bodies, Research Councils UK, Universities UK and other national organisations, provides a policy reference for researcher development strategies. Together with the full, operational framework it supports the implementation of policy related to researchers' professional development in the UK.

This is one of a series of briefings developed by Vitae for a range of stakeholders involved in the professional and career development of researchers.

For further information about the Researcher Development Framework and other briefings in this series visit: www.vitae.ac.uk/rdf

"going through the Researcher Development Framework allows you to highlight what you're good at and think about how you could bring that into employment..."

Michael Walker, Postgraduate Researcher, University of Sheffield

Using the Researcher Framework

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Vitae Researcher Development Framework
briefing for research staff

Overview

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"I've always thought of myself as being quite ambitious, driven and focused on what I want, but the framework made me realise I can have much larger visions."

Kristina Hultgren, Postdoctoral Researcher in Sociolinguistics, University of Copenhagen and Edge Hill University, UK

The Researcher Development Framework enables researchers to articulate their skills and take a pro-active approach to their own professional development. The Researcher Development Statement replaces the Research Councils' Joint Skills Statement (2001) as the UK framework underpinning professional development for researchers at all levels.

Using the Researcher Development Framework

The Vitae Researcher Development Framework is a guide to your development as a professional researcher, enabling you to identify the strengths you already have and prioritise for personal and career development in the context of future career opportunities.

Being a successful researcher involves many skills including communicating your work to others, being aware of its impact and being innovative and enterprising. The Researcher Development Framework can help you decide on priorities for your professional development, informing discussions with your principal investigator or research manager. The Researcher Development Framework enables you to consider the skills and experiences that will enhance your career prospects and articulate your capabilities to future employers.

The Researcher Development Framework has been incorporated into a downloadable Professional Development Planner to enable you to identify the areas in the framework you want to develop further and to create an action plan. www.vitae.ac.uk/rdfplanner

You can use the Researcher Development Framework and Professional Development Planner on a regular basis to:

- aid self-reflection and set yourself aspirational goals
- choose the most appropriate formal and informal development opportunities provided by your institution and look for development opportunities outside of your research
- prepare for one-to-one progress reviews, appraisals and career development conversations with your principal investigator, research manager or mentor
- consider how your skills and experiences will enhance your career prospects
- highlight, articulate and evidence the transferability of your skills in your CV, in job applications and at interviews.

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briefing for researcher developers

Using the Rese
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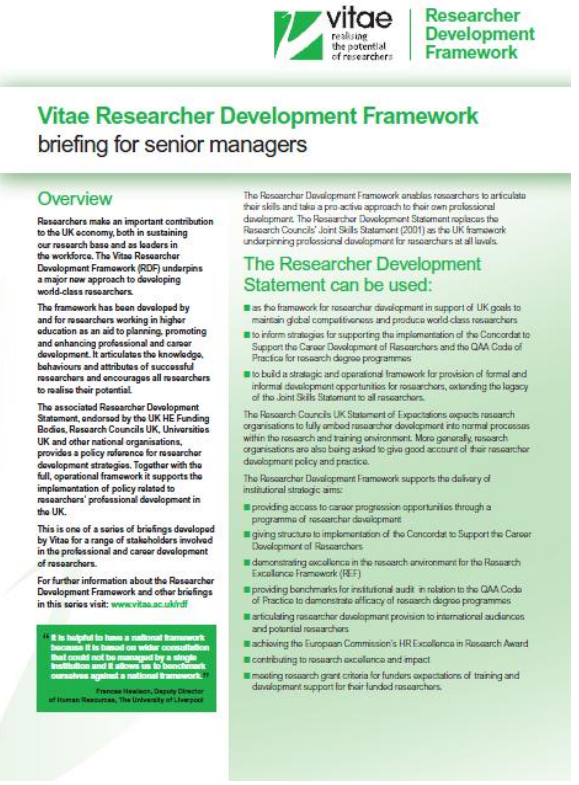
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Vitae Researcher Development Framework
briefing for senior managers

Overview

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"It is helpful to have a national framework because it is based on wider consultation that could not be managed by a single institution and it allows us to benchmark ourselves against a national framework."

Frances Howison, Deputy Director of Human Resources, The University of Liverpool

The Researcher Development Framework enables researchers to articulate their skills and take a pro-active approach to their own professional development. The Researcher Development Statement replaces the Research Councils' Joint Skills Statement (2001) as the UK framework underpinning professional development for researchers at all levels.

The Researcher Development Statement can be used:

- as the framework for researcher development in support of UK goals to maintain global competitiveness and produce world-class researchers
- to inform strategies for supporting the implementation of the Concordat to Support the Career Development of Researchers and the QAA Code of Practice for research degree programmes
- to build a strategic and operational framework for provision of formal and informal development opportunities for researchers, extending the legacy of the Joint Skills Statement to all researchers.

The Research Councils UK Statement of Expectations expects research organisations to fully embed researcher development into normal processes within the research and training environment. More generally, research organisations are also being asked to give good account of their researcher development policy and practice.

The Researcher Development Framework supports the delivery of institutional strategic aims:

- providing access to career progression opportunities through a programme of researcher development
- giving structure to implementation of the Concordat to Support the Career Development of Researchers
- demonstrating excellence in the research environment for the Research Excellence Framework (REF)
- providing benchmarks for institutional audit in relation to the QAA Code of Practice to demonstrate efficacy of research degree programmes
- articulating researcher development provision to international audiences and potential researchers
- achieving the European Commission's HR Excellence in Research Award
- contributing to research excellence and impact
- meeting research grant criteria for funders expectations of training and development support for their funded researchers.

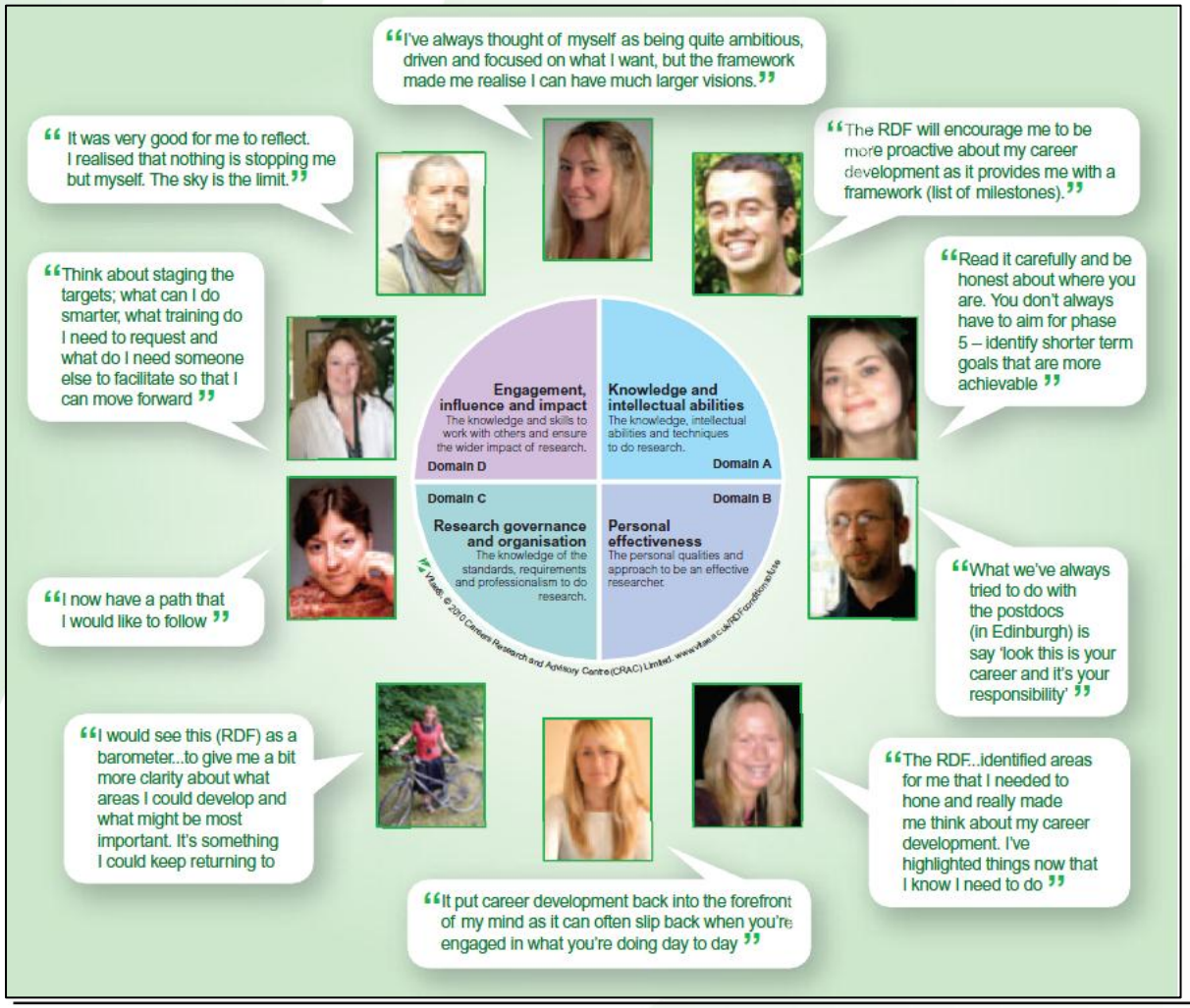
Resources coming soon……

- 5 more RDF briefings:
  - PIs and supervisors
  - Careers specialists
  - HR specialists
  - Funders
  - employers
- Lenses
- Paper on the development and validation of the RDF

RDF conditions of use

- **Protect the integrity of the content of the RDF**
- **Protect the framework from unauthorised commercial exploitation or inappropriate use**
- **Ensure it is appropriately acknowledged**

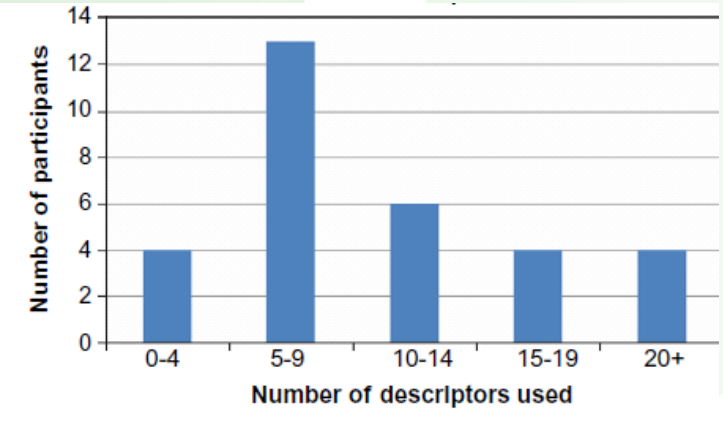
What do researchers say?



Researcher profiles from researchers in different disciplines and at different stages of their careers
Researcher reflections on their current and target phases have been used to illustrate the profiles

www.vitae.ac.uk/rdfprofiles

Feedback from researchers



"I did them all to start with, then I read back through and thought actually I'll only pick out the ones I'm interested in"

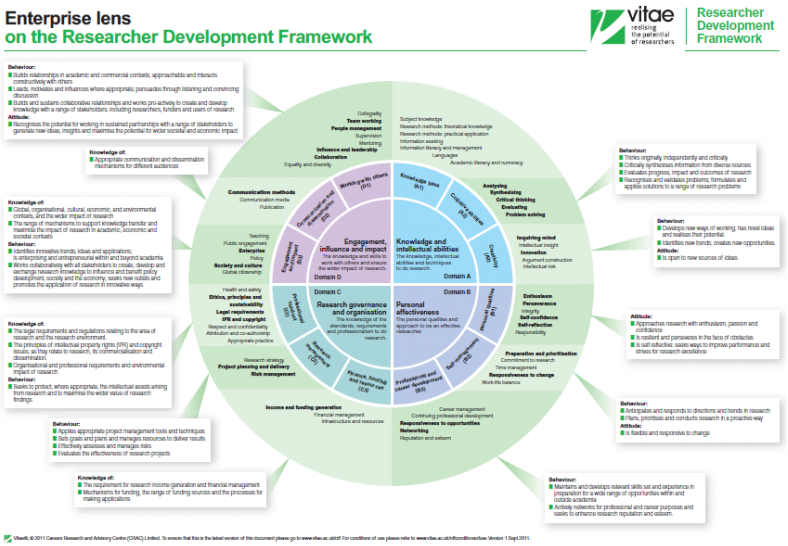
" As you work through the pages you gain more knowledge about how the system is evolving, is working. You don't feel overloaded with information".

"I may have chosen ones that perhaps managers and supervisors may want to see."

- Differing needs of researchers depending on their previous experience, career paths and current positions
- Process of self-reflection most useful

Lenses

- Focus on the knowledge, behaviours and attributes that are developed by researchers and that can be acquired through or used in various contexts
- Enterprise, intrapreneurship, leadership and teaching lenses
- Public engagement, information literacy and employability lenses
- Impact lens in planning



Lenses for researcher developers

- encourage researchers to engage in activities such as enterprise, public engagement or teaching by illustrating how these contribute towards their professional development as a researcher
- enable researchers to recognise the learning they have acquired in other contexts and highlight the transferability of their knowledge, behaviours and attributes
- use the lenses with researchers to highlight personal development needs and create action plans
- strategically align training and development around lenses

Leadership lens
on the Researcher Development Framework

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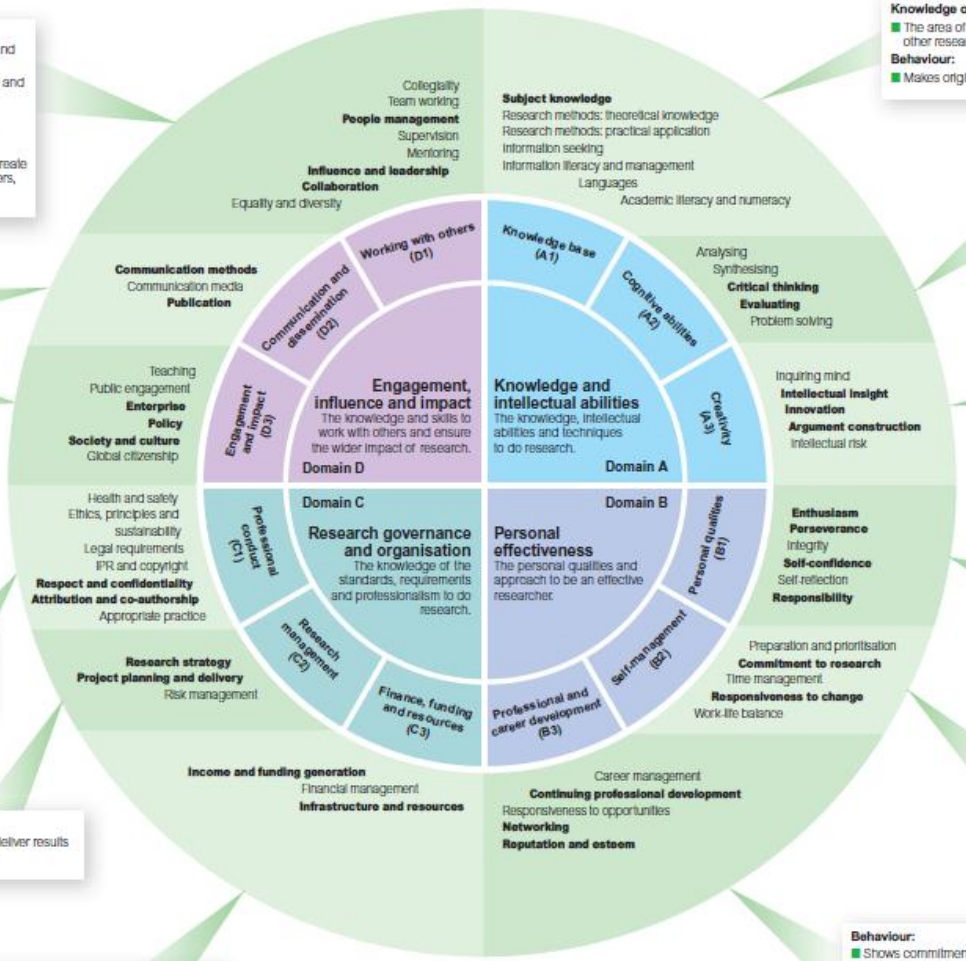

Behaviour:
- Recognises, acknowledges (and encourages) the contribution of others and own part in team success
- Builds relationships in academic and commercial contexts; approachable and interacts constructively with others; manages expectations and resolves conflict
- Leads, motivates, (empowers others) and influences where appropriate; persuades through listening and convincing discussion
- Builds and sustains collaborative relationships and works pro-actively to create and develop knowledge with a range of stakeholders, including researchers, funders and users of research

Behaviour:
- Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media
- Actively engages in publication and dissemination of research results and impacts (and encourages this in others)

Behaviour:
- Identifies innovative trends, ideas and applications
- Works collaboratively, (and promotes collaborative engagement) with all stakeholders to create, develop and exchange research knowledge to influence and benefit policy development, society and the economy; seeks new outlets and promotes the application of research in innovative ways

Behaviour:
- Respects, acknowledges and attributes the contribution of others (and uses them to best effect)

Attitude:
- Respects, upholds and meets professional standards and requirements

Behaviour:
- Sets goals and plans and manages resources to deliver results
- Effectively assesses and manages risks

Behaviour:
- Responsibly manages (resource income generation), finances, resources and infrastructures related to research

Knowledge of:
- The area of research, the advances within it and its relationships with other research areas

Behaviour:
- Makes original contributions to knowledge

Behaviour:
- Thinks originally, independently and critically
- Evaluates progress, impact and outcomes of research

Behaviour:
- Identifies new trends; creates new opportunities
- Develops convincing and persuasive arguments to defend research

Attitude:
- Approaches research with enthusiasm, passion and confidence
- Is resilient and perseveres in the face of obstacles
- Strives for research excellence
- Is pro-active, independent, self-reliant and takes responsibility for self and others

Attitude:
- Has a strategic approach to research
- Has focus, commitment and ambition
- Is flexible and responsive to change

Behaviour:
- Shows commitment to continuing professional development and enhancing employability
- Actively networks for professional and career purposes and seeks to enhance research reputation and esteem

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Links and resources

- RDF: www.vitae.ac.uk/rdf
- RDS: www.vitae.ac.uk/rds
- RDF profiles: www.vitae.ac.uk/rdfprofiles
- RDF Professional Development Planner www.vitae.ac.uk/rdfplanner
- Contact rdf@vitae.ac.uk