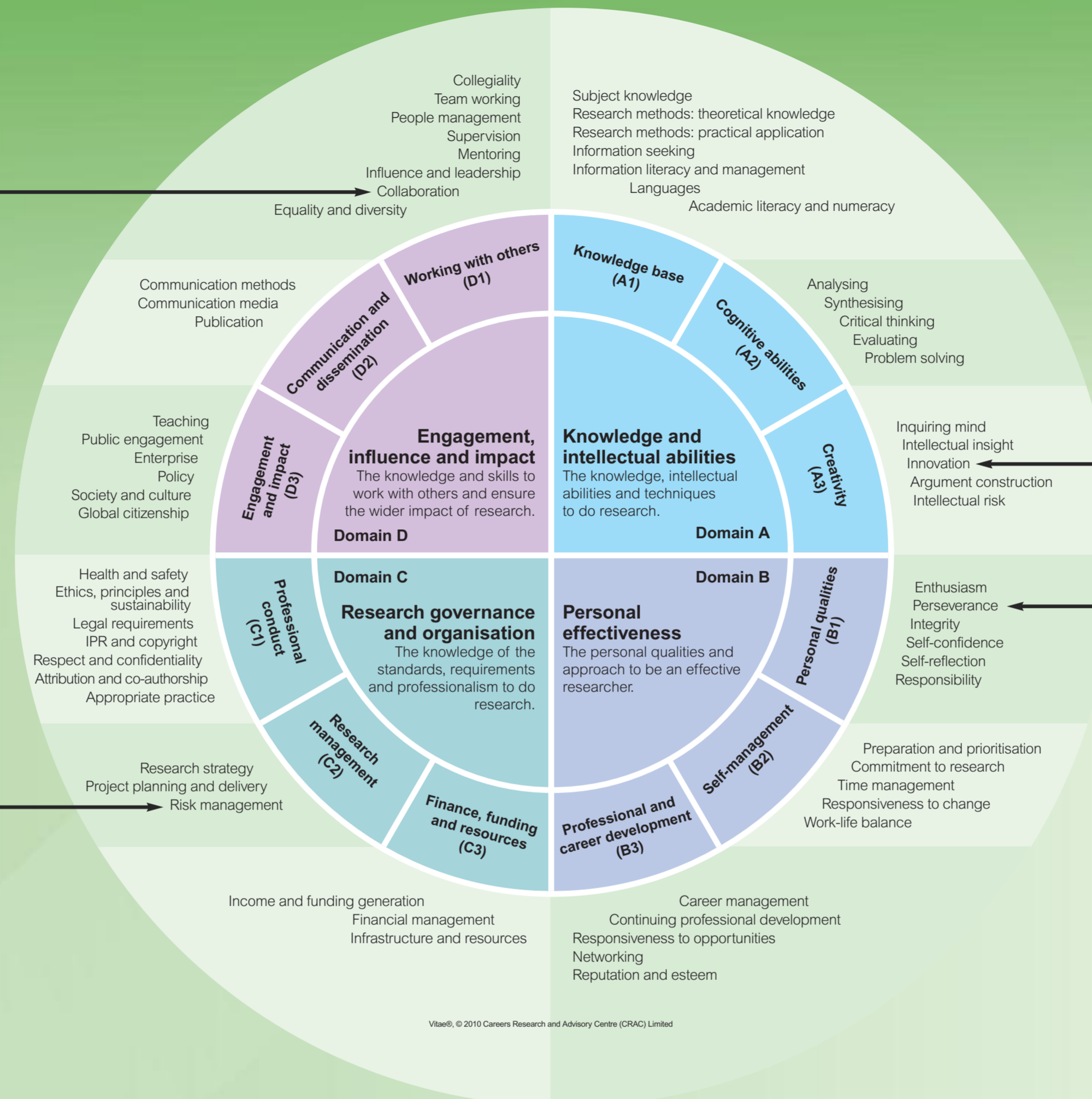


Researcher Development Framework: structure and content

| Phases | 'Collaboration' descriptor |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Has developing awareness of the value of working collaboratively to benefit research and for maximising the potential for impact. Co-produces knowledge with supervisors/research leaders. Recognises common/conflicting interests within own and adjacent disciplines/research areas. |
| 2 | Builds collaborative relationships with a range of colleagues within own and adjacent disciplines/research areas and with stakeholders and users of research. Actively participates in and contributes to collaborations and external relationships. |
| 3 | Builds collaborative relationships across disciplines/research areas to co-produce knowledge. Works in multi- or cross- disciplinary contexts; thinks comparatively. Manages and negotiates collaborations and external relationships; contributes to health of discipline/research area. |
| 4 – 5 | Builds collaborative relationships with a range of external organisations and bodies; negotiates at national and international level. Actively builds capacity in collaborations and external relationships nationally and internationally; contributes to health of department/institution. |

| Phases | 'Risk management' descriptor |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Makes basic risk assessment and is able to manage risks in own project with support. Aware of risks in virtual environments and when using interactive communication technologies. |
| 2 | Assesses risks in own research environment, takes responsibility for others in that environment. Aware of risks to research information over time. |
| 3 | Conducts thorough risk analysis for self, team and others; quick to identify risks and manage them in a confident manner. Sets and manages expectations for project. |
| 4 | Accepts responsibility for risk management; educates and advises others. Determines and directs procedures/expectations for own institution. |
| 5 | Shapes policy on risk management for the HE sector and professional associations/bodies. |



| Phases | 'Innovation' descriptor |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Understands the role of innovation and creativity in research. (D2) May engage in inter-disciplinary research |
| 2 | Exercises critical judgement and thinking to create new and/or imaginative ways of understanding. Develops new ways of working on a topic and has unusual ideas. Identifies which ideas are likely to be successful. |
| 3 – 4 | Realises the potential of ideas. Drives and delivers innovative research projects. Encourages, inspires and works with others; actively seeks collaborations for inter-disciplinary research. |
| 5 | A visionary; challenges traditional viewpoints. |

| Phases | 'Perseverance' descriptor |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – 2 | Demonstrates self-discipline, motivation and thoroughness. (D5) Perseveres in the face of obstacles and set-backs but benefits from peer, supervisor or leader support. Deals effectively with the dull, routine, aspects of research. |
| 3 | Perseveres through difficulties while supporting others. Is resilient. |
| 4 | Perseveres steadfastly and leads the way for others. |
| 5 | Gives sustained performance: single-minded and stimulated by obstacles and challenges. |

What is the Researcher Development Framework?

The Researcher Development Framework (RDF) 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 our research base.

The RDF is a tool for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It describes the knowledge, behaviours and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development.

The framework is designed for:

- researchers within higher education to evaluate and plan their own personal, professional and career development
- managers/supervisors of researchers in their role supporting the development of researchers
- trainers, developers, human resources specialists and careers advisors in the planning and provision of support for researchers' development.

It 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 categorised in up to five phases. The phases seek to capture the knowledge, behaviours, and attitudes of a typically 'good' researcher at different stages of development for each descriptor.

What is the Researcher Development Statement?

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 derived from the Researcher Development Framework (RDF) and designed for policy makers and research organisations that provide personal, professional and career development for researchers in higher education.

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, the QAA Code of practice for research degree programmes and the 'Roberts' recommendations for postgraduate researchers and research staff.