

# **Impact and evaluation group**

researcher skills and careers

A sector-led working group supported by Vitae  
Formerly known as the Rugby Team

# **The impact of researcher training and development: two years on**

## **Appendix: A-Z of impact evidence**

September 2010

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'The impact of researcher training and development: two years on' has been written on behalf of the Impact and Evaluation Group (IEG) (formerly the Rugby Team) by Dr Tony Bromley, Graduate Training and Support Centre, Staff and Departmental Development Unit, University of Leeds; Vitae Yorkshire and North East Hub co-ordinator; IEG Team and edited by Dr Janet Metcalfe, Chair and Head, Vitae; IEG Team

This appendix provides a more detailed description of the case studies outlined in the main report. Our specific thanks go to the contributors listed on the back page of this appendix.

Produced as part of a series of activities and publications by the Impact and Evaluation Group [www.vitae.ac.uk/ieg](http://www.vitae.ac.uk/ieg)

The Impact and Evaluation Group is a sector-led working group, drawn from a cross-section of HEIs and other relevant stakeholders, with a mission to 'propose meaningful and workable ways of evaluating the effectiveness of skills development in early career researchers'.

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## Appendix: A-Z of impact evidence

### Appendix: A-Z of impact evidence

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## 1. Introduction

This appendix is the companion document to the summary report 'The Impact of Researcher Training and Development: two years on'<sup>1</sup> and should be read in conjunction with the summary report. It contains more detailed information on each example of the evidence of impact covered in the summary report and Table 1. This appendix provides no analysis of the examples of evidence included. Analysis and recommendations are provided in the summary report.

This appendix makes reference to the Rugby Team Impact Framework (RTIF). Details of the RTIF, developed and used to support the building of the evidence base for researcher training and development are available at the Vitae website [www.vitae.ac.uk/impact](http://www.vitae.ac.uk/impact). The website also includes details of the implementation of the framework and evaluation methodologies. New examples of impact will be added to the website periodically.

The examples of evidence of impact in this appendix are presented in alphabetical order. Information from UK higher education institutions is listed first, followed by UK national bodies and non-UK higher education institutions. Table 1 provides a quick reference guide of key impacts for each example of evidence listed.

## 2. Tabulated summary of examples of impact

### Key

Projects are listed in alphabetical order and numbered. Contributions of impact from UK HEIs are listed first followed by contributions from national organisations and finally, non-UK HEIs.

'✓' signifies that a project has identified evidence of impact at the indicated evaluation level.

Provision for postgraduate researchers is marked **PGR** and for research staff **RS**

Key impacts for each case study are indicated as follows:

- P**: researcher development provision
- I**: economic impact
- E**: employability
- R**: impact on research practice and outcomes
- X**: the impact on researchers

Table 1: Mapping of completed evaluation projects against the Impact Framework

<sup>1</sup> Available to download from [www.vitae.ac.uk/impact](http://www.vitae.ac.uk/impact)

## Appendix: A-Z of impact evidence

	HEI case studies	audience	impact area	level					Key impacts	
				0	1	2	3	4		
1	1994 Group Impact of Roberts funds at 1994 Group institutions	PGR/RS	P	✓					✓	Multiple impacts reported including: motivated engagement of researchers with skills development; enhanced support for supervisors and principal investigators; facilitated better inter- and intra-university collaborations; stimulated researcher-led innovations; broadened employer engagement and researcher-specific careers advice.
2	Bangor University PRES findings	PGR	R		✓	✓				An improvement in the understanding of thesis examination amongst postgraduate researchers in respect of the 2007 findings (3% above the sector in 2009 compared with 7% below in 2007).
3	BHR Associates independent review at a Russell Group university	RS	P	✓						Research staff participants had little work experience outside academic roles since PhD completion and had ambitions for academic careers. Average ratings for current skills levels fell short of the levels thought to be required for intended job roles, including such aspects as project/time management, organising skills and communication.
4	Brunel University Thesis Writing workshop	PGR	R	✓	✓	✓				'It really made me understand what a thesis is all about!'
5	Cardiff University PRES findings	PGR	X	✓	✓					A significant positive relationship expressed by researchers between measures of participation in needs assessment and their overall experience of the research programme.
6	Cardiff University Supervisor survey and attendance data analysis	PGR	R, P	✓	✓	✓	✓			A large majority of supervisor respondents say they have encouraged their students to attend research skills training (77%) and transferable skills training (67%).
7	Durham University Enterprise	PGR	E	✓	✓	✓	✓			New skills were learnt or existing ones brought to the fore and [participants] recognised that such skills are prized by employers, especially in the current difficult job market where competition for places is very high.
8	Durham University Finding and Managing Information	PGR	R	✓	✓	✓				Generic information literacy and management skills for postgraduate researchers. Improvement in information literacy confidence and skills in searching for information and EndNote.
9	Durham University PhD Graduate case study experience of training and development activity	PGR	E R X	✓	✓	✓	✓	✓		' Training in generic skills areas, such as project management and time management, helped me to manage my research project and complete my thesis on time.'
10	Durham University PRES findings	PGR	X	✓	✓					Increasing participation in needs analysis and increasing satisfaction in terms of research training needs being met and the training programme as a whole.
11	Heriot-Watt University Effective researcher	PGR	R X		✓	✓	✓			Increases in participants' perceived levels of skill in assertiveness, leadership, problem solving, project planning and communication. In an online survey 70% of respondents reported the course helped them to perform better in research
12	Heriot-Watt University Enterprising researcher	PGR	E I R	✓	✓	✓	✓	✓		30% of respondents indicated that they were involved in enterprise or commercialisation projects since attending the summer school. 'I am commercialising the results of my research.'
13	Imperial College London Skills Perception Inventory (SkiPI)	PGR	P X	✓	✓	✓				Skills areas addressed include; group work, communication skills, planning and project management, personal awareness. Following the workshop, statistically significant increases in participants' perceived skills levels in each area of the inventory were demonstrated, as was a more positive attitude to skills development courses overall.
14	Imperial College London Transferable skills development programme evaluation	PGR	R P X	✓	✓	✓	✓			...most [late stage] students report a positive impact from having taken part in transferable skills initiatives and that they have a positive attitude towards them. Participants report an enduring positive impact on their behaviour and consider that the training meets their perceived needs as they progress as researchers.

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	HEI case studies	audience	impact area	level					Key impacts
				0	1	2	3	4	
15	Institute of Cancer Research Science Communication	PGR	X	✓	✓	✓	✓	✓	An increase in outreach and fund raising activity and more volunteers on waiting lists. Supervisors reported positive feedback in terms of improved presentation skills.
16	King's College, London Programme evaluation	PGR	R P	✓	✓	✓	✓		'Training courses complement supervision by providing aspects that supervisors don't have the time to provide.'
17	Liverpool John Moores University PRES findings	PGR	P X	✓	✓				Implementing PRES findings had an impact on the postgraduate researcher experience.
18	Loughborough University Analysis of end of workshop feedback questionnaire 'archive'	PGR/RS	P X	✓	✓	✓			85% would recommend the event to a colleague, 80% indicated increased learning.
19	Loughborough University and University of Nottingham Engineering Young Entrepreneurs Scheme (YES)	PGR/RS	E I P X	✓	✓	✓	✓	✓	' We are just on the verge of rolling out a spin-off company. [Engineering YES] has had a major impact on the work I'm doing right now.'
20	Loughborough University career and employability advice for research staff	RS	E	✓	✓	✓	✓	✓	'Just a quick e-mail to let you know that I got that lectureship position in the Department of X... Thanks a lot again for your help and advice.'
21	Loughborough University Effective researcher	PGR	R X			✓	✓		'This has improved my confidence both as an individual and member of a team.'
22	Loughborough University local GRADschool	PGR	P			✓	✓		'It has made me more aware of myself as an individual, a team player and a potential employee!'
23	Loughborough University mentoring scheme	RS	R	✓	✓	✓	✓	✓	Papers, both national & international, accepted and presented.
24	Loughborough University PhD researcher case study reflections on training and development activity	PGR	X	✓	✓	✓	✓	✓	'One of the real benefits has been that [training and development] helped me understand the importance of the research as a process as well as the result.'
25	Loughborough University Real Creativity	PGR	R	✓	✓	✓	✓		' The course has considerably altered my behaviour both professionally and personally. The tools and lessons learnt have impacted the way I go about my research.
26	Loughborough University Successful Teaching and Assessment for Research Staff	RS	E	✓	✓	✓	✓	✓	Participants noted 'greater awareness of teaching methods, learning approaches and the importance of feedback.' One participant has got a lecturing post.
27	Newcastle University Postgraduate researcher development programme	PGR	R	✓	✓	✓	✓	✓	39 of the 88 postgraduate researcher 2006 cohort have already been able to publish work. 72% of those who have been published have benefited from training in research methods, academic writing or both.
28	Newcastle University Programme review	PGR	P	✓	✓	✓	✓		'I have attended a good selection of PGRDP workshops. I feel my general skills as a researcher have improved as a result.'
29	Newcastle University Researchers' Summer School	RS	E R P	✓	✓	✓	✓		'The course was an eye-opener in terms of research careers and gave me an insight into which paths I could take in the future.' 'It made me feel more motivated to work harder and focused me on how important writing papers are. I also think a lot more about my future.'

## Appendix: A-Z of impact evidence

	HEI case studies	audience	impact area	level					Key impacts
				0	1	2	3	4	
30	Newcastle University training and development programme.	PGR	I R	✓	✓	✓	✓	✓	63% of researchers who have engaged with the training programme have submitted, whilst only 38% of those who have not engaged have submitted.
31	Newcastle University Transitions programme	RS	E R	✓	✓	✓	✓	✓	Many participants now employed in a range of jobs. 1 found the Transitions Programme an extremely comprehensive course in how to search for a new job. I didn't really know what lay outside academia apart from R&D for a post-doc. The advice on non-academic CVs and interviews was very eye opening.'
32	Queens University Belfast Management and Leadership	RS	X	✓	✓	✓	✓		'I learnt the importance of communication to be an effective manager. Being in academia we do get heavily involved in the subject matter. This course drew my attention on people skills and management.'
33	Queens University Belfast Training Needs Analysis	RS	P	✓					Career development, project management and funding training were identified as clear training and development priorities for research staff.
34	Swansea University Information literacy	PGR	R P	✓	✓	✓	✓		Postgraduate researcher self-perception of information literacy skills is not always reliable in determining training needs.
35	University College London 'Advances' enterprise skills	PGR	I	✓	✓	✓	✓	✓	'The provision of business training at UCL has been excellent - this was one of the main reasons for choosing UCL for my postgraduate study.'
36	University College London Longitudinal survey of PhD graduate destinations and the impact of Roberts funded training and services	PGR	E	✓	✓	✓	✓	✓	Current role, project manager for a health charity: Catherine attended a Graduate School residential course that developed many of the transferable skills she uses today. She also took part in other management courses.
37	University College London Personal and Professional Management Skills	PGR	E R	✓	✓	✓	✓	✓	'My academic supervisor at the time could see significant benefits to my work from engaging in the programme both as a participant and as a facilitator' 'I was employed in my current job as a result of having done the courses.'
38	University College London Research Staff Peer Mentoring	RS	E R	✓	✓	✓	✓		'The confidence I've gained from this programme has helped me to see myself as a more senior researcher at work and also allowed me to apply for a new job as a Departmental Lecturer - I doubt that I would previously have seen myself as being capable of this sort of position for a number of years.'
39	University College London Skills development in MRes Programme	PGR	E R	✓	✓	✓	✓		'I think that the module is so important that it should become compulsory for every single student because education or experience are not enough for becoming a professional.'
40	University of Bath Career development interviews	RS	E	✓	✓	✓	✓	✓	Feedback has been received from researchers who have subsequently gained employment acknowledging the help from the careers advisor in their achievement.
41	University of Bath Leadership research and you	PGR/RS	X	✓	✓	✓	✓		'This course has changed my life.'
42	University of Bath PG Skills Training Report	PGR	R	✓	✓	✓	✓		97% of participants satisfied with course. Long term evaluation: 87% had applied what they learnt to their research or personal development.
43	University of Bath Supervisor survey (STarSS)	PGR	P	✓	✓				Survey provides supervisor perspective of the enhancement in provision due to Roberts funding at the University of Bath.

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44	University of Birmingham Volunteering placements	PGR	E	✓	✓	✓			The placements develop wide-ranging skills including skills development in communication, time management and teamwork.
45	University of Cambridge Evaluation of multiple programmes	RS	E R P X	✓	✓	✓	✓	✓	'Some employers reported that they were seeing a greater appreciation of the business environment from new employees.'
46	University of Cambridge Research Staff Careers Programme	RS	P	✓			✓		Internal School of Physical Sciences research staff survey (Nov 2008): over 50% of respondents agreed or strongly agreed with the statement, 'I have taken action for my career as a result of engaging with the [research staff] careers programme.'
47	University of Dundee Postgraduate researcher and research staff programmes	PGR/RS	X	✓	✓	✓	✓	✓	Student attended...training for a specific purpose and as a result won the best poster prize at a Scottish Developmental Biology Group Meeting and went on to win best poster at one of the Wellcome Trust Poster events for final year Wellcome students.
48	University of East Anglia Dynamics of Team Learning	PGR	X		✓	✓			Activity was supportive to international postgraduate researchers who have English as a second or other language. Over seventy percent of postgraduate researchers reported an improvement in four or more skill areas.
49	University of Edinburgh PG Essentials	PGR	X	✓	✓	✓			70% of those surveyed felt they had increased understanding of the PhD milestones and expectations as a result of taking part.
50	University of Edinburgh Programme evaluation	RS	E R	✓	✓	✓	✓	✓	Outcomes include: application for and success in obtaining research funding, development of career plans and application for jobs, writing and publishing papers.
51	University of Edinburgh Researcher led initiative: research staff societies and project funding	RS	E P			✓	✓	✓	There is an emphasis on themes relating to professional and career development, with researchers being helped to take responsibility for their own careers through local awareness raising and context setting
52	University of Essex Success Stories	PGR	X R	✓	✓	✓	✓	✓	'Looking back I feel that the course I attended was very valuable. It alerted me to the possibility of getting some of my work published. The varied things I have become involved with have added to my experience and as well as sustaining my motivation, they will hopefully enhance my career prospects too.'
53	University of Exeter Postgraduate researcher development programme evaluation	PGR	ER	✓	✓	✓	✓	✓	There appears to be a general understanding of the increasing significance of skills and their relation to employability - 'I only realised how much I've learned through interacting with colleagues who hadn't attended these sessions.'
54	University of Exeter Supervisor survey	PGR	E R P	✓	✓				91% of respondents thought a generic skills agenda to be important and 92% stated that they discussed the generic training with their postgraduate researchers as a matter of course.
55	University of Glasgow et al. Enterprise and Entrepreneurship	PGR/RS	I P	✓	✓	✓	✓		'I am thinking more carefully about the research I am doing and also look for niches where things might be able to be commercialised in the future.'
56	University of Glasgow 'Effective researcher'	PGR	R		✓	✓	✓		'...learnt to present to other subject areas and minimise use of jargon.' Really enlightening to consider how I work with my supervisors and I have a better relationship with them as a result of this. More proactive in own work and now more confident in the way I work.'
57	University of Glasgow GRADschool follow up	PGR	E R	✓	✓	✓	✓	✓	'Speeded up thesis writing incredibly.' 'I am now aware of skills I didn't realise I have - I am more than my PhD and I can sell that to others.'

## Appendix: A-Z of impact evidence

	HEI case studies	audience	impact area	level					Key impacts
				0	1	2	3	4	
58	University of Glasgow Postgraduate leadership programme	PGR	ER	✓	✓	✓	✓	✓	'In two weeks I start a new job as Web Commissioning Editor for the Transport Museum. I also had my PhD viva last Friday and passed with some minor changes. Thanks for all the training. I really found it very worthwhile'
59	University of Huddersfield Pecha Kucha	PGR	P	✓				✓	Vitae regional hub activity leading to further activity in regional institution.
60	University of Leeds Comparison of 2008/09 attendance data with pre-Roberts position	PGR/RS	P	✓					In 2008/09 postgraduate researchers and research staff, there were approximately 9000 Roberts funded participants on programmes.
61	University of Leeds Comparison of training activity with PhD outcomes/time to submission	PGR	I R	✓				✓	Project Planning workshop - 93% of attendees completed their PhD before the end of June 2009 compared with 65% of non-attendees.
62	University of Leeds Employability	PGR	E					✓	'...I did the presenting your research to the public poster competition, which was the [Vitae] Y&NE Hub...and that led on to lots of other things...I can see that that was almost a direct route to my job.'
63	University of Leeds Foundation level review	PGR	P	✓					Strategic plan developed and implemented.
64	University of Leeds Grant writing	RS	R	✓	✓	✓	✓	✓	The outcome of 24 applications is currently known, eight of these have been successful totalling £2.23M, equating to a current success rate of 33%.
65	University of Leeds NVivo training	PGR	R	✓	✓	✓	✓	✓	The NVivo training has totally changed the way and my approach to qualitative research data analysis.
66	University of Leeds Planning your Life and Research Career workshop	PGR/RS	E R P	✓	✓	✓	✓	✓	'Focusing more strongly on career planning'; 'Researching fellowship opportunities', 'Writing a paper – as part of an ongoing publications plan'; 'Focusing more strongly on how to balance time between family and research.'
67	University of Leeds Presentations research case study	PGR	X	✓	✓	✓	✓	✓	'...my success can be traced to my consistent effort to applying the skills I have learnt from the Faculty of Engineering "Make Some Noise" presentation training.'
68	University of Leeds Research Environment	PGR/RS	P	✓					A study considering more broadly the researcher environment, which in terms of evaluation provides important and broader information about the context in which researcher development has to operate. For example the emergence of a 'two-tier' contractual system in universities and the subsequent impact.
69	University of Leeds Researcher@Leeds	PGR	R X	✓	✓	✓	✓	✓	'Has a tangible outcome...you can build a website'. 'And the good thing about it is when you go on conferences and seminars it gives you somewhere to point people to, who can then find out everything about you.'
70	University of Leeds Speed Reading	PGR	R X	✓	✓	✓	✓	✓	Enhanced reading speed for participants. Participants indicated that this would enhance their research practice in respect of the required reading of large amounts of material in their research.
71	University of Leeds Springboard	RS	X	✓	✓	✓	✓		University of Leeds – 'I have become more focused and enjoy the job that I do.'
72	University of Leeds WUN Programme Research Mobility Programme	PGR/RS	I R	✓	✓	✓	✓	✓	Benefits include; short term tangible research outputs, development of long term research partnerships, step-wise career development, internationalisation of research etc.
73	University of Leicester evaluation of multiple programmes.	PGR/RS	E R	✓	✓	✓	✓		Enabled participants to develop their knowledge, skills, and confidence with a strong feeling that attendance would be a major benefit for their research and employability.

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				0	1	2	3	4	
74	University of Leicester One Step Beyond GRADschool	PGR	E		✓	✓	✓	✓	Achieving a better work-life balance. Direct attribution of the GRADschool to gaining employment.
75	University of Liverpool First year skills workshops	PGR	R P	✓	✓	✓	✓		Positive feedback in areas of teamworking, interdisciplinarity, peer review, presentation, time and project management.
76	University of Manchester Development Needs Analysis	PGR	P	✓					Baseline study. The most significant needs were identified in areas of presentation, public understanding of research, commercialisation of research and research skills.
77	University of Manchester Faculty of Humanities programme evaluation	PGR/RS	E	✓	✓	✓	✓	✓	'I certainly feel getting this job has been a direct result of a well-managed research post with excellent opportunities and suggestions for development.'
78	University of Manchester Faculty of Medical and Human Sciences	PGR/RS	X	✓	✓	✓	✓	✓	'I just wanted to say thank you because I won the prize for the best presentation in my oral abstract session.' (Unsolicited participant feedback.)
79	University of Manchester Library EndNote training	PGR	R	✓	✓	✓			'I've finally finished inserting all my references now using the method you showed me!! Thanks a lot for helping me out, and designing that reference output thing..!' (Unsolicited feedback.)
80	University of Manchester Pathways Interviews	PGR	P	✓					'The most useful skills I developed during my PhD are definitely those that can be transferred.'
81	University of Manchester Research poster workshop activity	PGR	X	✓	✓	✓	✓	✓	'Having been on their course I adapted my poster for [a UK national organisation] student poster competition. I am happy to say that I won the judge's vote in the competition.'
82	University of Manchester Time Management	PGR	R X	✓	✓	✓	✓	✓	'I have seen considerable improvement in the use of my time.'
83	University of Nottingham External evaluation of Roberts funded activities	PGR/RS	X	✓	✓	✓	✓	✓	Initiatives have had positive impact on researchers' transferable skills and led to attitude and behaviour changes. Positive contribution to capacity building within the institution and to strengthening engagement of the University with the local community and regional organisations.
84	University of Nottingham Placements Programme	PGR	E R	✓	✓	✓	✓	✓	'Increased confidence to make life decisions; gained sense of direction; applied for job with more confidence/better skills; gained employment.'
85	University of Oxford Career Opportunities in Regulatory Affairs and Medical	PGR/RS	E P	✓	✓	✓	✓	✓	The course organisers are aware of at least 20 researchers who have taken up roles in the medical writing industry as a result of the programme.
86	University of Reading eSMS – Statistics made simple	PGR	R X	✓	✓	✓			Participants exhibited an average 44% improvement on their post-course test in comparison to the pre-course test.
87	University of Reading GRADschool 8 month follow up	PGR	E R X	✓	✓	✓	✓	✓	'Have started looking for jobs and preparing a paper, am attempting to make contacts where possible.....I have signed up for an outreach programme, as many employers like to see this.'
88	University of Reading How to get published	PGR	R X	✓	✓	✓	✓		'Make proper plans, use time more effectively, investigate journals more thoroughly.'
89	University of Reading Managing your research	PGR	R X	✓	✓	✓	✓		'Organise my literature and results better so that they are accessible when I write up.'

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	HEI case studies	audience	impact area	level					Key impacts
				0	1	2	3	4	
90	University of Reading Presenting conference Papers	PGR	R X	✓	✓	✓	✓		'Improve my way of presenting, planning in advance, feel confident.'
91	University of Reading Writing up your Thesis workshop	PGR	R X	✓	✓	✓	✓		'Really keen to go and make a plan for my PhD. Will really help me to write my thesis.'
92	University of Salford 'Effective researcher'	PGR	X	✓	✓				'The experience was quite enriching, I must say.'
93	University of Sheffield Research Staff Programme evaluation	RS	E R X	✓	✓	✓	✓	✓	Improvements in fellowship applications, numbers obtaining interviews, and awards following the introduction of a 'Fellowship Career Day' and a coaching programme; writing research for publication activity has supported researchers in improving their research publication record
94	University of Sheffield, School of Medicine Research Staff Training Programme	RS	P	✓					Baseline study. Over 50% of the researchers had carried out their PhD at the University of Sheffield with little or no experience of employment elsewhere. Many of their perceived skills levels mapped against the joint skills statement were below average, compared with the expectations for anyone completing a PhD.
95	University of Southampton Communication in multicultural and international environments	PGR	X	✓	✓	✓	✓		'Learning how to prevent the risk of offending others and how to catch others' true meanings.'
96	University of Southampton Employing MATLAB to foster interdisciplinary cooperation: a training programme for ECRs	RS	R	✓	✓	✓	✓		80% of those surveyed [said] they would now be more efficient in their work - 'This two day course will likely have saved me several months in my future work.'
97	University of Southampton Outreach	PGR/RS	X		✓	✓	✓	✓	A substantial number of participants applying for FESM [Faculty] funding for further outreach work and developing projects in the wider university.
98	University of Strathclyde Enterprise skills	PGR	P	✓					The need was highlighted for behaviours including intrapreneurship, cultural transition, switching between multiple mental models for technology and business, being multifunctional and multidisciplinary.
99	University of Strathclyde Researcher development internships	RS	R	✓	✓	✓	✓	✓	'Greater awareness of government directives for researcher development'. 'Internal and external networking within the faculty, across the university and beyond.'
100	University of Sunderland Effective researcher	RS	R	✓	✓	✓			Participant views of key messages: clarification of priorities, time management, communication etc.
101	University of Sunderland Programme evaluation	PGR	R P	✓	✓	✓	✓		'The training environment has therefore improved dramatically as a result of the Roberts agenda.'
102	University of Sunderland Reflections on transferable skills	RS	R X	✓	✓	✓	✓		'As a result of this course I have made significant changes to my own time management. I have more recreation time in my schedule, so I feel less tired and my work is more sustainable and more balanced as a result.'
103	University of York Mentoring Programme	RS	E	✓	✓	✓	✓	✓	One mentee has successfully secured a permanent contract within her existing department, an outcome which she directly attributed to increased confidence in her position and negotiation skills.

## The impact of researcher training and development: two years on

	HEI case studies	audience	impact area	level					Key impacts
				0	1	2	3	4	
104	University of York/University of Leeds Enterprising researcher	PGR/RS	E I P	✓	✓	✓	✓	✓	'With the skills I learnt and developed at the Enterprising researcher course I have since started two successful companies, both very commercially successful and...showing very promising growth.'
105	White Rose University Consortium (Leeds, Sheffield, York) Making your Impact in Academia	RS	E R P	✓	✓	✓	✓		3 month follow up post workshop revealed; increased confidence/determination/enthusiasm for achieving an academic career. Several respondents had already achieved goals set on workshop after 3 months.
	UK National bodies	audience	impact area	level					Key impacts
				0	1	2	3	4	
106	HE Academy Lessons from PRES 2007- 2009	PGR	P X	✓	✓				Rising levels of satisfaction for skills training and development.
107	Quality Assurance Agency Review of research degree programmes 2005-06	PGR	P	✓					'Good practice in many institutions reflected positive engagement with the skills agenda and was evidenced in the provision of cohesive, high quality, flexible and accessible programmes of research training.'
108	RCUK Analysis of HEI Roberts reports (2004 and 2009) for the Roberts Skills Panel, 2010	PGR/RS	P	✓	✓	✓	✓	✓	Analysis of university reports on career development and transferable skills training (Roberts) payments (2010). An analysis of a sample of 95 the 2009 institutional reports on the use of Roberts funding compared with their respective 2004 outline strategies provides a picture of the distance travelled by the sector over the five years. The report was an input to the Independent Panel reviewing the Roberts skills recommendations. Publication is anticipated during 2010.
109	RCUK Roberts reporting summary 2008	PGR/RS	P	✓					The collated figures for the 64 institutional reports that included staffing levels indicated that in 2007/08 a total of 533 were employed nationally on Roberts funding.
110	Vitae CROS Analysis of aggregated UK results, 2009	RS	P X	✓	✓				Increased availability and take-up of training and development activities.
111	Vitae Effective researcher independent evaluation	PGR	R P X	✓	✓	✓	✓	✓	'79% [reported] that their research had improved as a result of attending the programme.' 'Where the respondent's supervisor has shown an interest in the learning obtained from the programme the impact is greater'.
112	Vitae Recruiting researchers: Survey of employer practice, 2009	PGR/RS	E P	✓				✓	'There is a growing understanding of researchers amongst non-higher education employers' in comparison with similar previous reports.'
113	Vitae What do researchers do? Career stories of doctoral graduates	PGR	E R X	✓	✓	✓	✓	✓	Assessment of the impact demonstrated in the Vitae What do researchers do? Career profiles of doctoral graduates in terms of the contribution of the doctoral experience and training on future employability.

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	UK National bodies	audience	impact area	level					Key impacts
				0	1	2	3	4	
114	Vitae What do researchers do? Doctoral graduate destinations and impact three years on	PGR/RS	E I P X	✓	✓	✓	✓	✓	How employers and doctoral graduate employees are benefiting from the application of their skills and experience three and a half years after graduation in employment in and beyond HE. How doctoral study has enabled doctoral graduates to develop fulfilling careers, enhance their social engagement and improve the quality of their lives.
115	Vitae S&NI Hub Broadening Horizons	RS	E P	✓	✓	✓	✓	✓	Positive impact on research staff, leading to participants being pro-active in seeking career opportunities, changing CVs and their approach to employers.
116	Vitae S&NI Hub 'Effective researcher'	RS	R P	✓	✓	✓			'More pro-active in talking to other researcher, aiming to collaborate.'
117	Vitae Y&NE Hub 'Careers in Academia'	PGR	E P		✓	✓			'Really practical and valid advice – it has made me consider approaches much more thoroughly and constructively.' The CV and interview workshops [were] useful regardless of future career.'
118	Vitae Stakeholders' views of the impact of Vitae and its activities	PGR/RS	P X	✓	✓				An independent review of Vitae and its activities through 55 semi-structured interviews with international and UK stakeholders. A key outcome is the view that the UK is benefiting from a reputation for being world-leading in researcher development, both in attracting researchers to the UK and benefiting from better trained, more innovative researchers.
	Non-UK HEIs	audience	impact area	level					Key impacts
				0	1	2	3	4	
119	University of Colorado Improving researchers self-efficacy related to the public sharing of their knowledge and expertise	PGR	R	✓	✓	✓	✓	✓	The study demonstrated that the experience led to success in producing scholarly work to share with the community, improved researcher confidence to engage in academic activity, and ultimately an edition of an online journal was produced.
120	Victoria University (NZ) Grant funding initiative	RS	R	✓	✓	✓	✓	✓	Grant writing programme coupled with internal funding scheme, led to external success in obtaining funding and publication.

### 3. Detailed summary of examples of impact

#### 3.1 UK higher education institutions and organisations

##### 1994 Group (1)

The 1994 Group (1) has completed a comprehensive research report<sup>2</sup> on the impact of Roberts funding in 1994 Group institutions. The key findings map most closely against level 0 and level 4 in the RTIF (Table 2).

Impact	Impact Framework Levels
In 1994 Group institutions, Roberts funding has:	
increased financial resources available for skills training of all postgraduate researchers and postdoctoral researchers	level 0
promoted more effective resource management and planning	level 0
improved coordination of training provision	level 0
widened the scope and extent of training programmes	level 0
motivated engagement of researchers with skills development	level 0
enhanced support for supervisors and principal investigators	level 0
assisted provision of researchers' induction	level 0
improved personal development planning and record keeping practices	level 0
encouraged researchers' feedback and representation	level 0
facilitated better inter- and intra-university collaborations	level 4
stimulated researcher-led innovations	level 4
extended networking and mentoring within the research community	level 4
raised awareness of and skills in knowledge transfer	level 4
broadened employer engagement and researcher-specific careers advice	level 4

Table 2: Summary of institutional 'Impact Points' identified in the 1994 Group Roberts report<sup>29</sup>

##### Bangor University (2)

The Postgraduate Research Experience Survey (PRES)<sup>3</sup> of 2008 at Bangor University (2)<sup>4</sup> indicated an improvement in the understanding of thesis examination amongst postgraduate researchers in respect of the 2007 findings (3% above the sector compared with 7% below

<sup>2</sup> Neiland, R, Reddy, H, and Winn, P, (2009) 'Survey on the Impact of the Roberts' Fund at 1994 Group Institutions' [www.1994group.ac.uk/documents/public/Research%20Policy/090115\\_RobertsFundReport.pdf](http://www.1994group.ac.uk/documents/public/Research%20Policy/090115_RobertsFundReport.pdf)

<sup>3</sup> PRES is a national postgraduate researcher survey see <http://www.heacademy.ac.uk/ourwork/supportingresearch/postgraduatework?tabIndex=0&>

<sup>4</sup> Correspondence with Penny Dowdney, Bangor University

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in 2007). It is posited that this is connected to the impact of skills training in this specific area.

### **BHR Associates (3)**

A review of Continuing Professional Development (CPD) for research staff at a Russell Group university has been carried out using a methodology of survey and focus groups (BHR Associates (3))<sup>5</sup>. Focus groups provided both qualitative and quantitative information. The review provided valuable information for improving the programme, but also highlighted interesting baseline foundation level information about the skills needs of the research staff group. Participants had little work experience outside academic roles since PhD completion and had ambitions for academic careers. Average ratings for current skills levels fell short of the levels thought to be required for intended job roles, including such aspects as project/time management, organising skills and communication. Additional skills the group stated as relevant to their objectives included adaptability, networking/collaboration and negotiating.

### **Brunel University (4)**

Brunel University (4)<sup>6</sup> has received very positive feedback in relation to their thesis writing workshop which is part of their cores skills training programme for postgraduate researchers. 'The workshops run over several weeks (as both a four-week course and a two-week course) and participants are encouraged to complete small practical tasks in-between sessions. As a result, the tutor is able to glean qualitative changes in writing behaviour and attitude to writing in the participant group. Over the course of three Thesis Writing workshops, positive changes were observed in terms of writing confidence, confidence to tackle the thesis, and recognition of areas for further self-development by participants.' Feedback was obtained from participants through an evaluation form completed immediately at the end of the workshop. 100% of the feedback provided positive comments in respect of the course and quotes from participants included:

- 'It really made me understand what a thesis is all about!'
- 'Simple, straightforward process worked through thoroughly. Overall, a very helpful series of workshops.'
- 'The exercise of writing your thesis on 6 post-it notes was very useful'.
- 'The whole series of thesis writing workshops was delivered excellently'
- 'The activity was great, it really explained the thesis process'.

### **Cardiff University (5, 6)**

Cardiff University (5)<sup>7</sup> has found evidence of the impact of carrying out needs analysis from their 2008 Postgraduate Research Experience Survey (PRES)<sup>8</sup>. Postgraduate researchers, 'gave relatively higher scores to supervision, skills development, infrastructure, intellectual climate and goals/standards if they had reviewed their development needs and assessed how to progress them in relation to research skills and transferable skills as well as other development needs, if the review of their development needs had been agreed with their supervisors, and if actions to meet their development needs had been incorporated into their research plan'. There was also a significant positive relationship between these measures of participation in needs assessment and their overall experience of the research programme.

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<sup>5</sup> BHR Associates, [BHRAssociates@netscape.net](mailto:BHRAssociates@netscape.net)

<sup>6</sup> Correspondence with Tina Ramkalawan, Brunel University.

<sup>7</sup> Correspondence with Terri Delahunty, Head of the Graduate Centre, Cardiff University

<sup>8</sup> [www.heacademy.ac.uk/ourwork/research/surveys/pres](http://www.heacademy.ac.uk/ourwork/research/surveys/pres)

Cardiff University (6)<sup>9</sup> has analysed their 'Research Students' Skills Development Programme (RSSDP) attendance data for the period 2004-05 to 2008-09. The data show a three-fold increase in attendance at activity from 1441 attendances in 2004-05 to 4,485 in 2008-09. (Data is for all postgraduate researchers including professional doctorates, MPhils, MDs, and RSSDP is not a compulsory programme) Data doesn't include any attendance figures for training activity in Academic Schools. Snapshot data taken in March 2010 indicated that 89% of all third year PhD researchers had engaged with the RSSDP (Figure rising to 91% for full time only researchers).

Cardiff University also ran a survey in spring 2010 of third year postgraduate researchers and supervisors. The survey used some questions from the Postgraduate Research Experience Survey, but 'concentrated primarily on the perceptions of and impact of skills development opportunities, including specifically the Research Students' Skills Development Programme (RSSDP).' Responses were received from 84 postgraduate researchers and 131 supervisors. Key findings included:

- a large majority of supervisor respondents say they have encouraged their students to attend research skills training (77%) and transferable skills training (67%)
- just over half of PGR respondents agreed or strongly agreed that the Graduate School's research skills courses and the transferable skills courses of the Graduate School and Graduate Centre were valuable to making progress on their PhD and to their personal development.

### Durham University (7-10)

Durham University (7) has evaluated their enterprise activity using an external consultant with the evaluation based on the RTIF. A number of different activities were evaluated, including a residential enterprise school and a regional enterprise competition. A range of methods were used including feedback forms, focus groups and semi-structured interviews. General findings included:

'...overall the enterprise activities are valued and rated highly by those who participated.[Postgraduate researchers] indicated that new skills were learnt or existing ones brought to the fore and they recognised that such skills are prized by employers, especially in the current difficult job market where competition for places is very high.' The development and recognition of the importance of skills to employers contributes to enhancing the employability of researchers.

Durham University has carried out the study, 'Finding and Managing Information: Generic information literacy and management skills for postgraduate researchers' (8)<sup>10</sup>. It was noted that many postgraduate researchers were not linking skills in finding research information with skills in managing the information in bibliographic software. Two workshops, 'basics' and 'advanced', were set up in which the aspects of both finding and managing information were included. Between October 2007 and May 2009 19 'basic' and 13 'advanced' sessions were run. Feedback was obtained immediately after the workshops from 211 of 348 participants (61% return rate). 73% of participants who gave feedback on the 'basics' workshop expressed an increase in confidence in finding information for their research. A small number of participants reported a fall in confidence. However, it is interesting that the feedback from one participant was that this related to the realisation that there was a lot they did not know. For the 'advanced' workshop on a scale of 1 strongly disagree – 4 strongly agree, the average score was 3.4 in answer to statements, 'This course has improved my

<sup>9</sup> Correspondence with Terri Delahunty, Cardiff University

<sup>10</sup> Heading, D. Siminson, N. Purcell, C. and Pears, R., [2010] Finding and Managing Information: Generic information literacy and management skills for postgraduates researchers International Journal for Researcher Development, Volume 1, Issue 3 [www.dspace.cam.ac.uk/handle/1810/224929](http://www.dspace.cam.ac.uk/handle/1810/224929)

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library and information searching skills' and 3.3 in answer to the statement 'This course has improved my EndNote skills'.

Dr Elena Martin describes the impact researcher development had during her doctoral study in the Department of Theology and Religion, Durham University (9) in a personal case study. Quotes from her story include:

- 'When I began my PhD at Durham I had to complete a Training Needs Analysis. I found that this was a really useful experience because it helped me to become more aware of my strengths and weaknesses. It also helped me to adopt a more reflective and introspective approach to my personal and professional development. I came to realise that there was a wide range of opportunities available to help me improve my skills.'
- 'The workshops on teaching in higher education also helped me to become a reflective practitioner, and supported me through the process of becoming a Fellow of the Higher Education Academy.'
- 'Training in generic skills areas, such as project management and time management, helped me to manage my research project and complete my thesis on time.'
- 'The generic skills training that I received was inspirational and empowering.'
- 'I believe that training also helped me develop my employability skills.'
- 'I learnt that, by doing a PhD, I had not only acquired in-depth knowledge of my particular research area, but I had also developed a wide range of transferable skills. This helped me to realise that I did not need to limit my career aspirations to an academic career; I had gained skills that would be useful for a much wider range of career paths.'

Comparison between 06/07 and 07/08 postgraduate researcher annual reviews of the whole PGR population at Durham University (10)<sup>11</sup> (approximately 1,500 PGRs per year with a near 100% return rate) showed increasing participation in needs analysis and increasing satisfaction in terms of research training needs being met and the training programme as a whole.

### Heriot-Watt University (11, 12)

Heriot-Watt University (11)<sup>12</sup> and the University of Glasgow have both independently evaluated their 'Effective researcher' programmes. At Heriot-Watt evaluation was conducted using the RTIF methodology and data was collected using multiple methods; online questionnaire, phone interviews, a Skills Perception Inventory (SkiPI)<sup>13</sup>, and end of course feedback forms. Impacts identified included:

- level 1 - 90% would recommend attendance on the course to other postgraduate researchers
- level 2 - SkiPI results indicated increases in participants' perceived levels of skill in assertiveness, leadership, problem solving, project planning and communication
- level 3 - in an online survey 70% of respondents reported the course helped them to perform better in research.

Heriot-Watt University (12)<sup>14</sup> has evaluated their enterprising researcher summer school. The programme was designed for both postgraduate researchers and research staff to provide commercial awareness focused development. The summer school programme consisted of 7 workshops and participants were free to attend all workshops or selected workshops. 40 participants attended at least one workshop. Evaluation was carried out using a mixed methods approach of feedback at the end of workshops, an online survey of

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<sup>11</sup> Correspondence with Lowry McComb, Director of Postgraduate Training, Durham University

<sup>12</sup> Correspondence with Elena Golovushkina and Rob Daley, Heriot-Watt University

<sup>13</sup> See Imperial College entry 13 in this appendix for further information on SkiPI

<sup>14</sup> Correspondence with Rob Daley and Kumarethiran Pachiappan, Heriot-Watt University

participants 8 months after the summer school and semi-structured interviews with key staff 9 months after the summer school. Feedback post workshop was extremely positive in general with 100% of participants indicating they would recommend the activity to other researchers. In terms of learning (RTIF level 2) 100% of respondents indicated improvements in:

- knowledge of research commercialisation
- understanding of entrepreneurship
- understanding of knowledge transfer.

100% of Respondents also indicated increased understanding of their research area as a result of attendance at the activity. In terms of behavioural change there was a wide range of impacts on researchers including:

- use of new knowledge
- sharing of knowledge with research colleagues
- attendance at other courses on enterprise and knowledge exchange
- entering enterprise competitions such as RCUK business plan competitions
- making changes to their research as a result of the summer school.

Finally, in terms of RTIF level 4 outcomes, nearly 30% of respondents indicated that they were involved in enterprise or commercialisation projects since attending the summer school with one respondent stating, 'I am commercialising the results of my research'.

### Imperial College (13, 14)

Imperial College (13)<sup>15</sup> has reported on the use of their Skills Perception Inventory (SkiPI) to investigate the effects of a three-day residential programme on postgraduate researchers in the early stages of their research. Skills areas addressed include; group work; communication skills; planning and project management; personal awareness. Following the workshop, statistically significant increases in participants perceived skills levels in each area of the inventory were demonstrated, as was a more positive attitude to skills development courses overall (levels 1 and 2).

Imperial College (14) have evaluated a programme of transferable skills development through analysis of the views of late stage doctoral researchers<sup>16</sup>. Data was drawn from an internal survey, the Institutional PRES (Postgraduate Research Experience Survey a biennial national survey<sup>17</sup>) and training and development attendance records. Over 140 responses were received from the internal survey. Conclusions for the study include:

'It shows that most students report a positive impact from having taken part in transferable skills initiatives and that they have a positive attitude towards them. Participants report an enduring positive impact on their behaviour and consider that the training meets their perceived needs as they progress as researchers.'

Important in this study is that the survey causes researchers to reflect on training and development provision that they may have attended of the order two years previously. 63.6% and 74.1% indicated a positive impact of the non-residential and residential elements of the programme respectively. 91.5% indicated that they understood the benefits of transferable skills training.

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<sup>15</sup> Alpay, E and Walsh E, (2008) 'A skills perception inventory for evaluating postgraduate transferable skills development' *Assessment & Evaluation in Higher Education* 33 (6), pp581–598

<sup>16</sup> Walsh, E, Seldon, P. M., Hargreaves, C. E., Alpay, E. and Morley, B. J. [2010] Evaluation of a programme of transferable skills development within the PhD: views of late stage students. *International Journal for Researcher Development*, Volume 1, Issue 3 <http://www.dspace.cam.ac.uk/handle/1810/224929>

<sup>17</sup> See [www.heacademy.ac.uk/ourwork/supportingresearch/postgraduatework](http://www.heacademy.ac.uk/ourwork/supportingresearch/postgraduatework)

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### The Institute of Cancer Research (15)

The Institute of Cancer Research (ICR) (15)<sup>18</sup> has evaluated its science communication course. The course runs over two days and consists of tutor presentations, group work, a mock press conference and several skills practice sessions during which participants present their research to a lay audience. Key impacts have been identified as follows:

- level 1 – training was uniformly well received
- level 2 – participant feedback identified perceived skill level increases (evidenced by presentations filmed at the start and end of the course), a more positive approach to external presentations and increased confidence
- level 3 – participants are more likely to volunteer for outreach activity than those who have not attended the course, more likely to submit articles to internal journals and in a survey supervisors reported positive feedback in terms of improved presentation skills
- level 4 – an increase in outreach and fund raising activity and more volunteers on waiting lists.

### King's College, London (16)

King's College, London (16)<sup>19</sup> is currently evaluating its researcher development programme. The evaluation is ongoing with only initial findings reported here. Initial views from focus groups have been very positive - summary of views included:

- 'Training courses complement supervision by providing aspects that supervisors don't have the time to provide.'
- 'Networking with other students and having the opportunity to share problems or concerns came across as being particularly important.'

An online survey of postgraduate researchers and research staff was also carried out, with 300 and 150 responses respectively. Survey responses when asked how training and development courses had impacted on doctoral studies ranged from 'NLP changed my life' to 'I have learnt how to prioritise my workload' and 'Clearer idea of what to expect in the viva / what is expected from a PhD thesis. Useful to meet with other PhD students also.'

### Liverpool John Moores University (17)

Liverpool John Moores University (17)<sup>20</sup> has used the findings of the Postgraduate Research Experience Survey to make improvements in response to the researcher feedback within a particular Faculty. Focus was on, 'local PRES findings for infrastructure (dedicated space), roles and responsibilities (administrative support), skill development (conference) and intellectual climate (teambuilding and networking) and were aimed at improving the whole postgraduate research student experience.' A subsequent year's PRES analysis has shown significant improvement in response from Faculty postgraduate researchers for all scales including:

- improved confidence in completing on time
- improvements in space and support
- improved perceptions of support for career and professional development
- improvements in culture and ambience.

### Loughborough University (18–26)

Loughborough University (18)<sup>21</sup> is analysing its archive of end of workshop participant feedback, which has been collected in a consistent format dating back to September 2006<sup>22</sup>.

<sup>18</sup> Correspondence with Neil Walford, Institute of Cancer Research

<sup>19</sup> Correspondence with Fiona Denney, King's College, London

<sup>20</sup> Spiers, S. [2010] Faculty level impact of the postgraduate research experience survey (PRES) [www.heacademy.ac.uk/assets/York/documents/ourwork/postgraduate/pres\\_case\\_study\\_ljmu.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/postgraduate/pres_case_study_ljmu.pdf)

<sup>21</sup> Correspondence with Kathryn North, Loughborough University

A particular focus has been on the outputs and reaction from participants to activity provided by Roberts funded staff. For 2008-09, 88 separate workshops (29 different titles, 1354 attendances) provided by four Roberts funded facilitators (2.3 FTE) were considered. 87% of participants providing feedback thought content was pitched at the right level 85% would recommend the event to a colleague, 80% indicated increased learning and 86% indicated they would be able to apply the learning.

Loughborough University and the University of Nottingham (19)<sup>23</sup> have evaluated their activity, 'Engineering Young Entrepreneurs Scheme (YES)'. The activity was developed by the two universities and the Rotary Club of Loughborough Beacon for postgraduate researchers and research staff. Evaluation was carried out through on course interviews with participants, a post event evaluation form and follow up interviews. The activity consists of a three-day business plan competition with teams of up to six researchers and is based on the successful Biotechnology YES scheme<sup>24</sup>. In 2009 the competition had 29 participants and in 2010 this expanded to 50, with the addition of participants from Birmingham and De Montfort Universities.

Feedback was very positive for the programme with 96% of 53 respondent participants saying they would recommend the event to a colleague. Quotes from participants demonstrated strong learning and behavioural development:

- 'The event was actually life changing for me and made me question the way I am thinking about my future career so it definitely benefited my development.'
- 'After attending Engineering YES I've been looking into the commercial potential it [my research] offers. It has given me a lot of exposure to this commercial side that researchers never think about. We just carry out research, research, research. We never think about any commercial aspects.'
- a final year PhD student commented at the four-month follow-up interview 'After Engineering YES I realised that research is just a small part of a business... Even if you have a good idea it's not enough- it's so far away from a real business.'

Level 4 outcomes include the impact on a spin-off company described in the following quote: 'We are just on the verge of rolling out a spin-off company. It [Engineering YES] has had a major impact on the work I'm doing right now. We have developed a business model... I have had to do all the cash flow analysis and make sure it will be profitable and run the whole operation and the marketing strategy. In that respect Engineering YES has really helped me to broaden my thinking and my view. I'm starting to understand how a business model can be put together.'

Over the last two years Loughborough University (20)<sup>25</sup> has developed a range of careers and employability resources for research staff which have been very well received. Activity has included 'careers consultation and quick advice, telephone and e-mail advice, career transition advice and guidance using career guidance tools, interview preparation/coaching, CV and application form preparation, careers resources and information.'

Feedback has been received demonstrating impact at all levels of the Impact Framework. Positive feedback is also reflected in a sharp increase in the number of one to one career consultations with research staff since April 2010. Feedback directly attributed careers support to gaining employment including:

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<sup>22</sup> Details of the forms are available in the Vitae Database of Practice <http://www.vitae.ac.uk/dop/908.html>

<sup>23</sup> Correspondence with Kathryn North, Loughborough University and Parmjit Dhugga, University of Nottingham.

<sup>24</sup> See [www.biotechnologyyes.co.uk/](http://www.biotechnologyyes.co.uk/)

<sup>25</sup> Correspondence with Michele Zala, Loughborough University

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- 'I just wanted to say thank you for the coaching for the interview. It has certainly helped me to anticipate the situation and to remain confident about it. Which may just have been what I needed, because I have been offered the job!'
- 'Just a quick e-mail to let you know that I got that lectureship position in the Department of XXX. Thanks a lot again for your help and advice.'
- 'I used the careers service for careers search and to get a specific job that I wanted with United Nations Industrial Development Organisation.'

Loughborough University (21)<sup>26</sup> has run the workshop 'Effective researcher' receiving very positive feedback including:

- 'This has improved my confidence both as an individual and member of a team'
- 'Great to work with others and having to think creatively'
- 'Helped my teamworking and understanding of collaboration'
- 'A great experience - I learnt a lot'
- 'Gained useful research skills and thoughts'.

Feedback from the Loughborough University (22)<sup>27</sup> local GRADschool, has been overwhelmingly positive. Post course evaluation forms and feedback forums have been used to evaluate the activity that has now been running for four years. Feedback from participants has included:

- 'During the 3 day course: time, knowledge, team work, fun and even air were shared. While gaining this precious experience and re-energising were significant rewards, I realised that those were just the beginning. I realised my highest purpose in life is to build up a team; a team on a family basis and a team on a professional basis at work. I cannot think of a more gratifying reward.'
- 'I was rather sceptical about this course, but it has actually proved to be one of the most valuable courses I have attended. It has made me more aware of myself as an individual, a team player and a potential employee!'

Loughborough University (23)<sup>28</sup> has evaluated its research staff mentoring scheme. Initially launched in June 2009 with 13 mentee/mentor pairs there are now 20 pairs. The programme involves training and networking activity for mentors and mentees and closes after a six month period with an event to share mentee/mentor outcomes and benefits. Eight of the initial 13 pairs chose to continue beyond the six month period. When surveyed 75% of research staff mentees felt that the mentor relationship had been of excellent or considerable value. Many benefits were reported in by mentees terms of learning, behavioural change and level 4 outcomes including:

- cross-institutional collaboration (conference paper and funding application in progress)
- papers, both national & international, accepted and presented
- increased competence and confidence in funding applications
- 'Thinking more strategically about the skills and experience I need to demonstrate and then actively addressing those needs'
- increased professional development: 'I have grabbed opportunities that I otherwise wouldn't'
- additional benefits of increased motivation, pro-activity, confidence, clearer goals and improved planning, and increased competence and credibility leading to professional development/promotion.

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<sup>26</sup> Correspondence with Jo Gilman, Loughborough University

<sup>27</sup> Correspondence with Jo Gilman, Loughborough University

<sup>28</sup> Correspondence with Michelle Zala, Loughborough University

Mentors also expressed benefits including:

- ‘Surprisingly a lot of self analysis takes place as a Mentor as I asked myself the same questions I was asking my mentee. This also helped me refocus! Very satisfying experience. Allows one to understand one's strengths and weaknesses’
- ‘Have enrolled on the level 3 ILM coaching course and hope to encourage the use of coaching as an alternative method of staff development in my workplace. I think the role has extended my skills, which I will continue to practise in my workplace’.

Zulfikar Adamua, a PhD researcher at Loughborough University (24),<sup>29</sup> has provided his reflections on the personal impact of training and development activity he has attended.

Zulfikar was asked why he chose certain courses:

‘I wanted to be as effective as I could, with myself, my supervisors and with other people. I needed to make the right decisions because with a PhD you only get one chance – whether it's with an important interviewee or with your supervisors. You must be effective, so I wanted to get the right training at the right time for the right purpose.’

What was your reaction to the courses?

‘The training has helped me believe in my work. It's reinforced some learning and given me new skills. It's improved my relationship with my supervisors and it's helped me work better with people outside the university.’

On learning and behaviour change:

- ‘One of the real benefits has been that it's helped me understand the importance of the research as a process as well as the result.’
- ‘From the Effective researcher course I now have clear, self-imposed “Headlines and Deadlines”. I have a clear plan to manage my time and get things done. I don't just focus on being efficient anymore; I ask myself what do I need to do in the time available to achieve my goal? That's making me more effective – doing the right thing.’

In the course, ‘Real Creativity – a constructive approach to problem solving’ Loughborough University (25)<sup>30</sup> participants work on their own issues; a personal issue, a work based issue and a career/life issue. A longitudinal study was used to evaluate the effectiveness of the course. Many very positive quotes from participants revealed strong impacts including:

- ‘The initial impact that the course and material made on me has remained and has since developed further. One of the many examples of this is the group task where the lesson was to take a step back and reflect. This has had a resounding impact on my work that I have since undertaken, which I felt had increased in quality as a result and this was reinforced through higher praise from my supervisors.’
- ‘I have pursued a number of ‘brainstorming’ meetings, leading to several promising research ideas.’
- ‘I have benefited from taking a step back and reflecting on work more often, the resulting benefits have been profound.’
- ‘The course has considerably altered my behaviour both professionally and personally. The tools and lessons learnt have impacted the way I go about my research and therefore, the research itself, with the specific use of the tools resulting in higher praise of work that was undertaken using them.’

Loughborough University (26)<sup>31</sup> has evaluated its ‘Successful Teaching and Assessment for Research Staff’ programme. The programme is certificated and bridges a gap between a series of ‘Teaching Skills’ workshops (also certificated) and the Associate Teaching Course (ATC). There are 12 participants per intake and two intakes per year. The programme

<sup>29</sup> Correspondence with Tom Carslake, Loughborough University

<sup>30</sup> Correspondence with Jo Gilman, Loughborough University

<sup>31</sup> Correspondence with Kathryn North, Loughborough University

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includes attendance at a number of workshops, an expectation that some teaching will be undertaken during the programme, plus a requirement to prepare a presentation for an assessment day. After each workshop, participants provide reflections in an area of the university's Virtual Learning Environment (VLE). Reaction to the programme has been very positive. Participants noted in their feedback their 'greater awareness of teaching methods, learning approaches and the importance of feedback'. The assessment presentations indicated development in reflective practice amongst participants. In terms of final outcomes, one participant signed up for the ATC programme having previously rejected it as too time consuming and another participant has taken up a lecturing post in the University.

### Newcastle University (27-31)

Newcastle University (27), Faculty of Medical Sciences, is evaluating its postgraduate researcher development programme, tracking participant cohorts from 2005 to 2009. The evaluation is longitudinal and workshops are evaluated with reference to each of the headings of the RCUK Joint Statement of Skills (JSS)<sup>32</sup>. For example, workshops targeting 'Research Skills and Techniques', were reviewed with the aim of determining the impact on specific skills in this section. Initial evaluation findings include:

- research skills and techniques - 39 of the 88 postgraduate researcher 2006 cohort have already been able to publish work. 72% of those who have been published have benefited from training in research methods, academic writing or both. 38% of those who are yet to publish have not benefited from this training. It was noted that many of those who are published but did not attend training sessions are experienced researchers completing their degrees as staff candidates or NHS employees
- research skills and techniques - all postgraduate researchers are required to produce an annual report to demonstrate their progress. When assessing the outcomes of first year reports for the 2007/8 cohort, 94% of those attending the 'Literature Reviews and First Year Reports' workshops were able to progress without revision. Of those who did not attend this session 82% progressed without requiring some additional work
- research management - in 38 PhD thesis outcomes for the 2005/6 cohort only two had to redress problems in referencing. Neither had attended the sessions providing guidance on the use of bibliographic software
- communication skills – the 'Document Management, Academic Writing and Thesis Writing' sessions all help prepare postgraduate researchers to produce well written and formatted documents. Of the 2005/6 cohort undertaking their viva, 55% had received organised training in writing or document management and only 5% (1 individual) had a negative comment relating to the structure or writing style of their thesis. Of those who did not attend these sessions 17% (3 individuals) had negative comments regarding structure or style.

Newcastle University (28)<sup>33</sup> has reviewed its programme of activity for postgraduate researchers in their Faculty of Science, Agriculture and Engineering. There were 180 workshops in 2009-10 and participation is encouraged by setting a minimum level of engagement each year for researchers. Table 3 shows how the programme has grown in recent years. In 2008-09 there was 96% engagement of postgraduate researchers with the programme.

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<sup>32</sup> [www.vitae.ac.uk/jss](http://www.vitae.ac.uk/jss)

<sup>33</sup> Correspondence with Gail de Blaquiére, Newcastle University

	Number of PGRs	Number of Sessions	Attendances
2007-8	504	140	2481
2008-9	512	174	2995
2009-10	524	180	2813

Table 3: Growth in the postgraduate researcher programme at the Newcastle University Faculty of Science, Agriculture and Engineering. ('Number of PGRs' is for the Faculty only and does not include those students who are in the writing-up stage)

A key aspect of evaluation is an electronic feedback system. Review of feedback has indicated strong learning and positive views on behavioural change in a wide range of areas, including research skills and techniques, creativity and enterprise, PhD management and career management. Quotes from participants indicate enhancement of research skills, 'I have attended a good selection of PGRDP workshops. I feel my general skills as a researcher have improved as a result.'

Newcastle University (29)<sup>34</sup> has evaluated its researchers' summer schools in 2008 and 2009. The summer schools are two-day residential events aimed at providing research staff with a, 'platform for development to do better research and to advance their research careers'. The programme is considered to be most beneficial for new research staff within the first two years of their first research contract. On the first day of the workshop the programme covers "taking a strategic view of research and getting published" and day two covers "managing projects, teams and funding applications". The summer school was evaluated by collecting feedback from questionnaires immediately after the event, as well as through follow up after the event as in Table 4.

Year of event	Response rate from questionnaire	
	immediate	follow-up
2008	94%	50% (after 19 months)
2009	100%	67% (after 7 months)

Table 4: Questionnaire response rates for the researchers' summer school.

In terms of level 1 impact the success of the summer school has led to its expansion from an initial pilot Newcastle only event to the 2010 event being opened up to the five North East Universities (Participants are expected from Newcastle, Durham and Sunderland). Initial reaction to the workshop was very positive. Participant feedback commentary included:

'This was an excellent workshop. It was aimed at people right at the start of their academic career which was the perfect time. It really made me think about my future and the options available to me.'

There was also strong evidence of learning from participants. For example, all 2008 participants stated they would use information learnt on the summer school in their job: 'The course was an eye-opener in terms of research careers and gave me an insight into which paths I could take in the future.'

In terms of RTIF level 3 behavioural change, respondents to the follow-up questionnaire said they planned to take action as a result of course attendance. Highest areas for this included 80% in personal development and 60% of participants in planning their research career. All 2009 participants stated at least one thing they would change as a result of the summer

<sup>34</sup> Correspondence with Ann Rooke and Elizabeth Scanlon, Newcastle University.

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school. These include plans to increase their effectiveness as a researcher, plans to advance in their research career, or both. Quotes include 'Undertake a 6 month review of my research vision and where I am going, what I need to amend, improve and change.' The follow up questionnaire allowed for participant views on the actual behavioural changes they have made:

- 'It made me feel more motivated to work harder and focussed me on how important writing papers are. I also think a lot more about my future.'
- 'I have made more of an effort to establish a public profile, getting involved with outreach activities.'
- 'Although I had strong project management skills before, I think this course has helped me transfer these more readily and appropriately to a research environment, which I may not have had the confidence to do as an early stage researcher.'

The Newcastle University (30)<sup>35</sup> Faculty of Humanities and Social Sciences has looked at relationships between training and development engagement and research degree outcomes for the 2004 cohort of full-time PhD researchers. The cohort consisted of 87 researchers, of which 12 have withdrawn and 42 have submitted. A key finding is a significant association between engagement with the training programme and submission of the thesis. 63% of researchers who have engaged with the training programme have submitted, whilst only 38% of those who have not engaged have submitted. Engagement with the training programme has not affected time to submission; those engaged averaged 47.23 months, not engaged 47.95 months. Finally, engagement with the training programme did not appear to have an impact on the final viva outcome.

Newcastle University (31)<sup>36</sup> has had significant success in developing research staff to be pro-active in their approach to career management through the university's 'Transitions' programme. The Transitions programme sets out to 'support researchers in making a successful career transition into employment which meets their professional expertise, skills and knowledge levels and reflects their motivations, values and aspirations, before their current contract ends or shortly afterwards.' The structure of the programme 'consists of a small group based learning environment (eight participants from all academic disciplines), eight two hour bi-weekly sessions, covering the foundations of career development practices (values, motivators, transferable skills, strengths, interests and career direction), plus the practical implementation of career management and job search skills such as self-marketing through CVs, cover letters etc, online and offline job search strategies, interviews and negotiation skills.' Continuous evaluation of the programme is possible through assignments and tracking sheets. Feedback was gathered through a questionnaire at the end of each programme and a summary evaluation in June 2010. The programme was very well received. Quotes from participants included:

- '[What I liked most about the programme was] 1) finding out my own strengths; 2) giving me confidence in applying for jobs which I would have earlier thought was too far-fetched at this juncture of my career; 3) helping me realise what are the different tasks that I have carried out that can be converted as skill-sets in an academic job.'
- 'I found the Transitions Programme an extremely comprehensive course in how to search for a new job. I didn't really know what lay outside academia apart from R and D for a Postdoc. The advice on non-academic CVs and interviews was very eye opening.'
- 'Before the programme I was unsure about my career goals and as a consequence lacked motivation. The course helped me to examine what I valued in a job and the strengths I had to offer a prospective employer. The importance of networking in job

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<sup>35</sup> Correspondence with Robin Humphrey, Newcastle University and part of a study; Humphrey R, Leonardo L, Marshall N, Rylance S, McLean C and McCrae G (2010) The Impact of Research Training and Codes of Practice on the Submission and Completion of Doctoral Degrees: An Exploratory Cohort Study. Faculty of Humanities and Social Sciences, Newcastle University.

<sup>36</sup> Correspondence with Ann Rooke and Elizabeth Scanlon, Newcastle University.

searching was emphasised and as a result I am beginning to build up a support network across the university and beyond. Importantly the enthusiasm and support from the course leader was inspiring. Overall the process has provided me with career direction and the tools to move towards the ultimate goal of securing a job best suited to my needs and attributes.'

In terms of final outcomes the programme has been very successful, with participants moving in to a wide range of careers in academic research and wider fields. '48 researchers from all disciplines have completed the programme and as of June 2010 the destinations are as follows:

- 10 are still in research on open contracts at Newcastle University
- 15 have new or extended research contracts at Newcastle University
- 2 are awaiting result of applications
- 2 non-research posts in Newcastle University
- 2 NHS, UK
- 2 research in UK universities
- 2 commercial research, North East
- 1 commercial research, London
- 1 overseas development, Africa
- 1 law firm, North East
- 1 education, North East
- 1 management consultancy, Europe
- 3 commercial research, Europe
- 1 unemployed
- 4 leavers, destination unknown.

### **Queens University Belfast (32, 33)**

Queens University Belfast (32)<sup>37</sup> has evaluated a two-day course 'Management and Leadership in a Research Role' which is designed for research staff with approximately 4-5 years' experience. An end of course questionnaire was used and then a follow up survey was conducted six months after the course. Reaction to the workshop at the end of the course was very positive, with all participants rating the course excellent or good. In the follow up survey there was strong indication that participants would recommend the workshop to others. Feedback from the follow-up survey indicates both learning and behavioural change:

- 'I learnt the importance of communication to be an effective manager. Being in academia we do get heavily involved in the subject matter. This course drew my attention on people skills and management.'
- 'I think I perform better at negotiating and also using positive encouragement. I am much more confident in both these areas and management style.'
- 'I am much slower to offer solutions to problems...but look to assist more junior staff in finding the answer for themselves. Take a much more mentoring approach to supervision.'
- 'Just before going on the course...I was appointed director of a large study. There are numerous busy academics involved plus 6 full time staff. The course has given me the skills to manage their workloads and help them quickly get settled in to their role....making us reasonably productive in our efforts.'

A training needs analysis of research staff has been carried out at Queens University Belfast (33)<sup>38</sup>, Centre for Cancer Research and Cell Biology (CCRCB). The study provides

<sup>37</sup> Correspondence with Paul Monahan, Queens University Belfast

<sup>38</sup> Correspondence with Vivien Hodges, Queens University Belfast.

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interesting information at impact foundation level 0. There are approximately 70 research staff in the CCRCB and the study includes a survey of research staff and principal investigators along with interviews. Findings included:

- PIs want ambitious, hardworking, pro-active researchers with initiative and enthusiasm
- 62% of surveyed research staff understood the basis on which their performance is judged
- 55% stated they have clear goals and objectives
- most research staff rate many of the core researcher skills such as knowledge base, cognitive skills, personal qualities and self-organisation as excellent or good. Fewer research staff were confident in their career development and financial skills.
- career development, project management and funding training were identified as clear training and development priorities.

### Swansea University (34)

Swansea University (34)<sup>39</sup> has investigated the information literacy skills of a cohort of PhD researchers. The approach can provide important baseline foundation level information on the information literacy skills of postgraduate researchers. An online Research Readiness Self-Assessment (RRSA)<sup>40</sup> tool was used. In October 2008, 67 new entry research postgraduates used the tool. The RRSA has a number of multiple choice and problem based exercises, covering; browsing the internet, evaluating information, obtaining information, perceived research skills, research and library experience, understanding plagiarism. The RRSA measures both self-perceptions and actual level of skills. Results of the use of the RRSA demonstrated students both overestimating and underestimating their skill levels. It is clear that postgraduate researcher self-perception of information literacy skills is not always reliable in determining training needs. It was also noted that students who took the RSSA were nearly twice as likely to attend library training sessions.

### University College London (35-39)

University College London (35)<sup>41</sup> has evaluated a programme of activity to develop enterprise skills amongst researchers in 'UCL Advances', their centre for entrepreneurship and business interaction. Activity of UCL Advances has included, general support for training activities, online training support, 'Role of the Scientist in the Business World', marketing science to business programme and Bright Ideas awards (convertible loans to businesses started by postgraduate students at UCL). In 2008-09, 171 staff and approximately 240 postgraduate students have participated (around 70% of capacity is Roberts funded). Ten new businesses have been supported. Reaction to activity from participants has been very positive. In terms of level 4 outcomes, there are several business case studies attributing significant impact from enterprise provision. For example, Dan and Alastair met on a course and developed an idea based on Dan's PhD thesis. The company is now trading as Satalia<sup>42</sup>. Alastair commented:

'The provision of business training at UCL has been excellent - this was one of the main reasons for choosing UCL for my postgraduate study. Electives undertaken with LBS and more generally a strong programme of workshops, presentations and networking events have been invaluable. Moreover the 'culture' of enterprise that is spearheaded by the Advances team has made UCL a vibrant and exciting environment to start my own business and provided the necessary support to make it a reality.'

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<sup>39</sup> Correspondence with Claire Boucher, Katrina Dalziel, Michelle Davies, Susan Glen and Jed Chandler, Swansea University

<sup>40</sup> Developed a Central Michigan University [www.infolit.org/star\\_8.html](http://www.infolit.org/star_8.html)

<sup>41</sup> Correspondence with Timothy Barnes, University College London

<sup>42</sup> See [www.satalia.com/](http://www.satalia.com/)

University College London (36)<sup>43</sup> has conducted 'A longitudinal survey of UCL PhD graduate destinations and the impact of Roberts funded training and services'. Roberts funded support is provided by both the Careers Service and Graduate School at UCL. The study used short interviews with PhD graduates, generating qualitative information about their career histories after UCL and their reflections on the training received as students. 58 researchers who graduated between 2004-08 were interviewed; 26 were in 'academic research' roles, 32 were either in research roles outside academia or non-research positions. Most non-academic career roles were 'managerial' or 'professional'. Interviewees were asked about how useful they found the Roberts training and support. Summary responses from interviewees in the roles indicated, included:

- current role: lecturer- 'When at UCL Sandra took part in Graduate School activities including a workshop on training and teaching in education which she says is invaluable to her in later work'
- current role, project manager for a health charity - 'Catherine attended a Graduate School residential course that developed many of the transferable skills she uses today. She also took part in other management courses.'
- current role: Teaching Fellow- 'Clarissa felt that the Graduate school had offered an excellent, diverse range of courses and had attended three of these, including 'Group Work' and 'Teaching'.
- currently a postdoctoral fellow- 'Rachel attended the PPMS course (a Graduate School skills course) and as a result found it helpful to refer to the generic social research methods and specific group work training gained when she went through the subsequent job application and interview process'.

University College London (37)<sup>44</sup> has evaluated the impact of its four-part programme for postgraduate researchers titled, 'Maximising Your Potential'. Researchers can progress through the programme in sequence or select to attend only particular parts they feel will be most beneficial. A key component of the programme is a three-day residential course 'Personal and Professional Management Skills'. A particular feature of the course is the opportunity for participants to train as facilitators. Evaluation has included pre-course self assessments from participants, and end of course feedback forms. To consider longitudinal impacts of the residential course and the 'Maximising Your Potential' programme as a whole an online questionnaire was developed and sent to the 289 people who had attended the residential course in 2007, 2008 and 2009. There were 46 respondents (16%). The 25 facilitators of the course were also invited to respond and 13 completed the questionnaire (52%). The evaluation is ongoing and there will be follow up interviews, the results of which will be reported in due course. In terms of reaction level 1, the course has received an overwhelming positive reaction. In terms of learning participants indicated significant progress with their personal objectives for the course with 89% of participants indicating they had 'fully' or 'mostly' achieved their objectives. In terms of behaviour change in the longer term a number of themes emerged:

'Among many examples participants had mentioned improved understanding of human nature, teamwork and team dynamics, which in turn improved their conflict resolution skills and accommodation of others' working styles. Many reported having gained better understanding of how their personality contributed to their working and communication styles, and a significant improvement in overall confidence and in creativity. A major theme in the benefits reported was improved awareness of individual skill strengths and areas needing further development, consistent with the design of the course. Many had used these skills directly in job interviews, and considered them a factor in their successful organisation of research projects and in collegial engagement.'

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<sup>43</sup> Correspondence with Calum Leckie and Ben Covill, University College London

<sup>44</sup> Correspondence with David Bogle, Ben Covill, University College London

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In terms of level 4 impact, researchers were asked to estimate the impact of the course on the completion of their degree. The majority of respondents reported at least two areas of improvement. The group of participants who participated in the programme over a sustained period indicated greater benefit accruing within their degree period to successful completion. Free text responses indicated, 'successes in job interviews, degree completion and management of a variety of projects. Quotes from free text responses indicate significant Level 4 impact including:

- 'My academic supervisor at the time could see significant benefits to my work from engaging in the programme both as a participant and as a facilitator.'
- 'I was employed in my current job as a result of having done the courses.'
- 'The impact of the programme on my professional work is absolute. As discussed above, it changed my personal perception so it has an effect on everything I do.'
- 'Based on their knowledge of my facilitation work with CALT my industrial sponsor has encouraged me to use workshop approaches to promoting and publicising my work within the firm. The facilitation work has proved better than all the interview courses I know of in terms of giving me the skills to facilitate the unstructured interviews and workshops I necessarily need to use in my research.'
- '...due to their recognition of my facilitation skills gained through CALT my sponsor is currently encouraging a key governmental client to consider using me for some interview/workshop based work within their department to investigate the barriers and opportunities for a key strategic initiative. I would never have had the confidence or skills for this without 'Maximising Your Potential'.'
- 'Without realising this ongoing opportunity I, very sincerely, would not have made it past my first year of research.'
- 'The experience of facilitating on the courses definitely helped me to get my current job. I think I am generally more employable due to the skills I have developed on the courses.'

University College London (38)<sup>45</sup> has evaluated its research staff peer mentoring programme. One of the key drivers for the programme was the highlighting of mentoring as a way forward for the development of research staff in the 'Concordat to Support the Career Development of Researchers'<sup>46</sup>. 38 members of research staff took part (19 peer mentoring pairs), over 90% of whom said they would recommend the mentoring programme to others. Mentor feedback included:

- 'The experience of being a mentor has helped me by extending my professional network and enhancing my people skills. It also made me realise the skills and knowledge I have to offer to my peers. It has also enhanced my CV and broadened my thinking.'
- 'The confidence I've gained from this programme has helped me to see myself as a more senior researcher at work and also allowed me to apply for a new job as a Departmental Lecturer - I doubt that I would previously have seen myself as being capable of this sort of position for a number of years.'
- 'Being able to put on your CV that you have been part of a peer mentoring scheme is also beneficial in attracting future employers as it shows that you have more to give than just your research skills and that you'd be a useful member of a lab.'

Mentee feedback has included:

- 'My mentoring experience helped me realise the need for extending collaborations as well as taking time to 'think out of the box'. My mentor's outreach experience has also had a positive influence by bringing to my attention ways of enriching my professional life.'
- 'The mentoring experience on the whole was rather positive and helped me gain confidence in achieving my career goals.'

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<sup>45</sup> [www.vitae.ac.uk/dop/1015.html](http://www.vitae.ac.uk/dop/1015.html)

<sup>46</sup> RCUK [2008] Concordat to Support the Career Development of Researchers [www.researchconcordat.org.uk/](http://www.researchconcordat.org.uk/)

- ‘My mentoring experience helped me realise the need for extending collaborations as well as taking time to ‘think out of the box’. My mentor’s outreach experience has also had a positive influence by bringing to my attention ways of enriching my professional life.’

University College London (39)<sup>47</sup> Centre for Advancement of Learning and Teaching has analysed feedback from assessed transferable skills modules that are part of MRes programmes. There are two modules, ‘Investigating Research’ and ‘Professional Development in Practice’ and these are mapped against the RCUK Joint Statement of Skills<sup>48</sup>. Evaluation has demonstrated significant learning and application of learning. Feedback from researchers has included:

- ‘Learning to distinguish professionalism can only have benefits in my personal career, but above all, learning how to improve my professional skills is probably more helpful than any courses or experience I might acquire in the future. It was a great opportunity to identify aspects of my personality and thus I feel now more confident about myself than ever before!’
- ‘The new insights gained from the whole module were utterly amazing.’
- ‘Professionally, insights from this module would guide my career development choices and enhance my performance in any future role I take up. The benefits I believe would be profound and lifelong.’
- ‘I think that the module is so important that it should become compulsory for every single student because education or experience are not enough for becoming a professional. To be a professional you must learn about yourself, your skills and learn how you can improve your weaknesses. Students would become more self-confident and could better cooperate with people later in any working environment.’

### University of Bath (40-43)

In February 2010 research staff were surveyed to evaluate their perceptions of career development interviews (45 minute confidential career discussions with a careers advisor) at the University of Bath (40)<sup>49</sup>. Impacts reported included that interviews had helped to clarify issues affecting the interviewee, helped in identifying next steps, left interviewees feeling more prepared for successful job interview or application and helped them to be more aware of their skills, values and preferences. When asked to evaluate their progress since interviews respondents said they were clearer about their career path, more able to achieve goals, more confident in presenting themselves as a candidate for jobs and more in charge of their career. Feedback has also been received from researchers who have subsequently gained employment, acknowledging the help from the careers advisor in their achievement.

The University of Bath (41)<sup>50</sup> has evaluated a programme of activity, ‘Leadership, Research and You’ for postgraduate researchers and research staff. The programme consisted of four days over a four month period with participants grouped into ‘triads’, to offer support in implementing learning, between the days. One to one coaching sessions were also offered. Evaluation showed significant improvement for participants in a range of areas including expanding leadership style, clarification of focus and direction as a leader, effective communication using coaching skills and giving and receiving of feedback even in difficult situations. Feedback from participants included:

- ‘This course has been unarguably one of the most difficult and uncomfortable things I have done in my career to date, but it is also without doubt one of the most useful and rewarding and I would recommend it to all researchers.’
- ‘This course has changed my life’.

<sup>47</sup> Correspondence with David Bogle, Ben Covill, Paul Walker and Jenny Marie, University College London

<sup>48</sup> [www.vitae.ac.uk/jss](http://www.vitae.ac.uk/jss)

<sup>49</sup> Correspondence with Ghislaine Dell, University of Bath

<sup>50</sup> Correspondence Jeanette Mueller, University of Bath

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The University of Bath (42)<sup>51</sup> has evaluated the first year of their central Postgraduate Research skills programme which started in October 2008. In 2008/09 over 240 individual sessions took place with a total of 2390 attendances. 41% of the postgraduate research student population attended at least one session. Feedback was obtained from all participants at the end of workshops. A questionnaire was also sent to participants during the summer, several months after attending sessions to assess longer term views and benefits. In the short term evaluation, 98% of participants agreed that they would recommend the course to other postgraduate researchers. In the long term evaluation 111 responses were received. 91% agreed that 'attending this course was an effective use of my time' and 87% agreed, 'I have applied what I learnt on the course to my research or personal development'. In terms of what the course made participants most effective at, the long term survey showed participants were most likely to select, 'Developing myself', 'Managing my time' and 'Managing my research project' and in term of what the course helped them to do, 'become a better skilled researcher' and 'be more focused and/or motivated'.

Between 12 June and 31 July 2007 the University of Bath (43)<sup>52</sup> carried out a survey of supervisors using the Skills Training and Research Supervision Survey (STaRSS) which is, 'designed to provide a national tool that can be used to measure the extent of the awareness and cultural acceptance of the skills agenda by academics'<sup>53</sup>. The survey provides a useful perspective from supervisors a year after Roberts funding had been fully introduced. (Funding was phased in for new first year postgraduate researchers from 2003/04.) 60 supervisors filled in the full survey: 34 supervisors were aware of the Roberts funding and 32 of the Roberts report. In respect of the impact of Roberts funding respondents felt that the University had introduced or enhanced provision in the following areas (the remainder saying that the University already had provision in these areas):

- Research Methods Programme - 31%
- Research seminars - 7%
- Research workshops or modules - 23%
- Individual research-related courses (e.g. on health and safety) - 25%
- Career management activities - 79%
- Networking opportunities - 54%
- Researcher presentations - 8%
- Generic and transferable skills courses - 73%
- Personal Development Profiles (PDP) or personal logs - 84%
- Training / Learning / Development Needs Analysis (NA) - 68%

### University of Birmingham (44)

The University of Birmingham (44)<sup>54</sup> Graduate School has been working with the Guild of Students to find new ways to promote the Guild's work in finding students volunteering placements in external organisations. Currently there are 36 postgraduate researchers volunteering through the Guild for 9 different organisations including:

- The Barber Institute: a small art gallery
- LINKS: St John's Ambulance
- Helping Hands: Working with children on the autistic spectrum
- Carnival: Fundraising for other charities
- SMPS: A play scheme for local children
- The Cinnamon Trust: Supporting older people and their pets.

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<sup>51</sup> Correspondence with Tracey Stead University of Bath [www.bath.ac.uk/research/pgskills/docs/reporting](http://www.bath.ac.uk/research/pgskills/docs/reporting)

<sup>52</sup> Correspondence with Tracey Stead, University of Bath

<sup>53</sup> [www.vitae.ac.uk/rugbyteam](http://www.vitae.ac.uk/rugbyteam)

<sup>54</sup> Correspondence with Erika Hawkes, University of Birmingham

The placements develop wide-ranging skills including communication, time management and teamwork.

### University of Cambridge (45, 46)

The University of Cambridge (45)<sup>55</sup> has collated a range of impact evidence from their researcher development activity over the last academic year. A three-month follow up email was sent to all participants in a CV and covering letter workshop for research staff, with 50% responding. Key impacts included:

- 100% of participants had modified their application material following the workshop (RTIF level 3)
- two participants had used their modified CV to apply for a position and had subsequently secured interviews (RTIF level 4)
- one participant said: 'I did modify my CV and cover letter substantially after the training and I feel that it was crucial in my getting the interview for the temporary lectureship position.' (RTIF level 4)

A three month follow up was also carried out for a research staff event for physical sciences and technology; 'Planning a Successful Academic Career'. Key impacts included:

- 95% said they better understood the challenges involved in securing an academic career as a result of attending the event (level 2)
- 59% had taken on additional activities and responsibilities to strengthen their CV since attending the event (level 3). These included taking on committee roles in their department, organising a conference, being more proactive about attending conferences, and focusing on boosting their publications
- 50% had modified their academic CV according to advice from the event, and 46% had started to research fellowship opportunities (level 3)
- 26% had secured an academic interview, of which 82% felt they performed in better as a result of attending the event (level 4)
- 12% had secured an academic position since the event, of which 75% said attending the event had helped them in some way to achieve this (level 4).

Impact information has also been gathered from non-researcher sources. For example, an employers' forum symposium on transferable skills training and its outcomes, consisting of a group of board level members of larger employers of postgraduate researchers and research staff, revealed that 'some employers reported that they were seeing a greater appreciation of the business environment from new employees'.

Using a version of the STaRSS<sup>56</sup> survey format for supervisors, 446 supervisors of postgraduate researchers at Cambridge (26%) were surveyed. Key findings included:

- 87% of responding supervisors saw value in formalised training of research skills, 64% in training of generic skills and 67% in career development (level 1)
- 40% had observed increases in student confidence in their skills (level 4).

The University of Cambridge (46)<sup>57</sup> has looked at engagement data since the introduction of specialist careers support for research staff. At level 1 a noticeable impact is that the proportion 'discussing their career development needs with a Careers Adviser' has risen from 9% in 2006 to 21% in 2009. (The national benchmark figure for 2009 is 13%). Specialist careers support for research staff started from 2007.

<sup>55</sup> Correspondence with Elizabeth Simmonds, University of Cambridge

<sup>56</sup> STaRSS - Skills Training and Research Supervision Survey. See [www.vitae.ac.uk/rugbyteam](http://www.vitae.ac.uk/rugbyteam)

<sup>57</sup> Correspondence with Liz Simmonds, University of Cambridge

## Appendix: A-Z of impact evidence

### University of Dundee (47)

The University of Dundee (47)<sup>58</sup> transferable skills training unit run programmes for postgraduate researchers and research staff. End of workshop evaluation forms are used which also lead to a three month follow up feedback process that is developing longitudinal impact information and the ongoing development of participant case studies. In 2008/09, sixty-four workshops were offered for early career researchers and 92 for postgraduate researchers with 134 (20%) of eligible research staff and 344 (56%) attending. In both cases over 90% of participants on average found the provision useful. Quotes from participants include:

- 'Winning Research Funding - Tailoring Your Application (BioScience) - It was very useful and I already benefited from the comments from the facilitators. I was awarded a prestigious Postdoctoral fellowship which I will take up in November 2010.'
- 'Communicating Science to non-specialists Part 1 - 1 article about to go to the Courier and one interview with radio Tay since the course – but now planned rather than my previous ad hoc wing it fashion.'
- 'Bench to Board Room - Initial Planning - The course gave me a really good basis of knowledge and insight with regard to what's involved in looking to establish a business. It gave me a really good practical understanding.'

Three month follow-up case studies include:

- postgraduate research student: - This student attended workshops such as Practical Presentation Skills, Communicating Science to Non-Specialists and a Local Grad school. This student attended this training for a specific purpose and as a result won the best poster prize at a Scottish Developmental Biology Group Meeting and went on to win best poster at one of the Wellcome Trust Poster events for final year Wellcome students.
- early career researcher: - Participated in RCUK's Researchers in Residence programme as well as attending the Generic Skills Dundee teaching modules that we offer i.e. Introduction to Teaching & Supporting Learning parts I&II. These sessions contains elements from the university's Postgraduate Certificate in Teaching in Higher Education. This researcher has successfully obtained a place on a 2010 PGCE course and will shortly be co-hosting a public engagement event 'Impact, Outreach Engagement – co-organised by Generic Skills Dundee, the Postgraduate society and the Postdoc association for the College of Life Sciences.

### University of East Anglia (48)

The University of East Anglia (48)<sup>59</sup> has run a project considering 'The Dynamics of Team Learning in Postgraduate Generic Skills Training'. The study used a mixed-methods approach and gathered data from around 300 first year postgraduate researchers who had taken part in team learning activities. Key conclusions in respect of the impact of teamworking activity included:

- activity was supportive to international postgraduate researchers who have English as a second or other language
- working as a team is, itself, felt as facilitative and supportive for postgraduate researchers in general
- engaging in teamwork seems to develop a range of transferable skills, sometimes over and above those targeted by the pre-defined task aims and outcomes
- the opportunity to interact with researchers across disciplines was valued
- over seventy percent of postgraduate researchers reported an improvement in four or more skill areas.

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<sup>58</sup> Correspondence with Lisa Anderson, University of Dundee

<sup>59</sup> Correspondence with Stephanie Aspin of the University of East Anglia reporting the work of Liam Aspin Kings College London, Stephanie Aspin UEA and Richard Draeger UEA

## University of Edinburgh (49-51)

The University of Edinburgh (49)<sup>60</sup> introduced an online PG essential programme in 2007 which was a development of a course purchased from Melbourne University.

‘The course consists of 6 time released modules (Getting Started; Getting Organised; Supervision; The Literature Review; Academic Writing; and Preparing for the First Year Review), each live for 1 - 2 weeks. All are interactive, containing videos, surveys, downloadable tools and links, and each is supported by a forum where participants can post questions or discuss issues around the current topic.’

To date there have been 428 participants. An online evaluation indicated that the programme had been well received. Summary findings included:

- 55% enrolled to improve their skills and get help starting their PhD
- 78% agreed or strongly agreed that the course content was relevant to them
- 70% felt they had increased understanding of the PhD milestones and expectations as a result of taking part
- 25% felt the course had increased their ability to form a network with other researchers
- 15 participants cited “the convenience of online learning” as their reason for participating.

The University of Edinburgh (50)<sup>61</sup> has also carried out an end of year evaluation of their programme for research staff. Many positive outcomes were reported from research staff including:

- application for and success in obtaining research funding
- development of career plans and application for jobs
- writing and publishing of papers.

The University for Edinburgh (51)<sup>62</sup>. has developed a number of researcher led initiatives. In one initiative a number of Research Staff societies have been set up in Schools and Research Institutes across the University. ‘There is an emphasis on themes relating to professional and career development, with researchers being helped to take responsibility for their own careers through local awareness raising and context setting. Society organisers, who are enhancing their skills of teamworking, communication, project management, and leadership, have formed committees and organised activities, after local consultation, including:

- networking/social events
- seminars on sourcing funding, science communication, commercialisation, career planning and mentoring - drawing on expertise from several University departments
- talks from those developing successful careers inside and outside academia
- creation of society websites highlighting news/activities/further support.’

The societies also improve engagement between the University and researchers supporting the development of tailored local support and in embedding national initiatives such as the Concordat to Support the Career Development of Researchers<sup>63</sup>.

Paddy Hadoke, an early career researcher at the University of Edinburgh, has said about the societies ‘The formation of research societies has encouraged research staff to shoulder the responsibility for their own career management. The obvious benefits of this have been: to

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<sup>60</sup> Correspondence with Louisa Lawes, University of Edinburgh

<sup>61</sup> Correspondence with Sheila Thompson University of Edinburgh. [www.vitae.ac.uk/dop/781.html](http://www.vitae.ac.uk/dop/781.html)

<sup>62</sup> Correspondence with Sheila Thompson University of Edinburgh and presentation and workshop Bownes, M., Turner, J. and Thompson, S. ‘Researcher’s leading their own tailored education’ at the Quality on Postgraduate Research Conference 2010 Adelaide [www.qpr.edu.au/2010/](http://www.qpr.edu.au/2010/)

<sup>63</sup> [www.researchconcordat.ac.uk](http://www.researchconcordat.ac.uk)

## Appendix: A-Z of impact evidence

promote proactive career management, to increase interaction between junior staff; to provide a means for individuals to obtain advice from their contemporaries; and to increase the visibility of research staff to senior management'

A second research led initiative at the University of Edinburgh has been to make available funding that postgraduate researchers and research staff can apply for to develop projects focused on 'career and professional development with an emphasis on skills development and application' This has led to diverse, innovative and creative researcher led projects including a festival of legal theory, a CD of new music and an arts science collective. Award recipients have identified many important benefits from their activities including:

- promoting student and staff interaction
- building and engaging research communities and networks
- professional skills development by researchers
- interdisciplinary work and awareness
- potential research collaborations
- developing ideas and projects with potential for wider public engagement.

### University of Essex (52)

The University of Essex (52)<sup>64</sup> has begun to collate 'Success Stories'<sup>65</sup>. These case studies provide impact indicators from the perspective of a workshop participant in a progression across the levels of the RTIF. Examples of researcher experiences include:

- 'I attended the Sustaining Your Motivation course. Looking back I feel that the course I attended was very valuable. It alerted me to the possibility of getting some of my work published. The varied things I have become involved with have added to my experience and as well as sustaining my motivation, they will hopefully enhance my career prospects too.'
- 'I found the [Presentations Skills workshop] to be very useful as, while being able to practise my skills, I received very valuable structured feedback from other participants. This helped me realise that what I had initially considered to be my problem was in reality not something I should worry about and that I should concentrate instead on other aspects of presenting, such as pace and voice levels. Without the feedback I would have never realised the mistakes I had been making previously. The workshop also helped me a lot to be more open in communicating with the audience and making eye-contact.'

### University of Exeter (53, 54)

The University of Exeter (53)<sup>66</sup> has carried out evaluation of their Effective Researcher Development Programme for postgraduate researchers through focus groups and the use of the national Postgraduate Research Experience Survey (PRES)<sup>67</sup>. In 2009 focus groups were held with PhD researchers from 9 different Schools at the University to look more deeply into participant perceptions of the programme. Feedback in general was very positive. It was noted that, 'there appears to be a general understanding of the increasing significance of skills and their relation to employability' and in general participants agreed that sessions in the programme were, 'confidence-building, very useful for networking and helpful in identifying and acquiring general skills.' Specific quotes included:

- 'Instead of focusing on the little things in your PhD all the time, (the ERDP) gets you to see the big picture.'

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<sup>64</sup> Correspondence with Terry Barry University of Essex

<sup>65</sup> The technique of evaluating training and development activity through case studies is well established see the 'Success Case Method (SCM)' in Brinkerhoff, R., 'Telling Training's Story: Evaluation Made Simple, Credible and Effective' Berrett-Koehler (2006) ISBN-10: 1576751864; ISBN-13: 978-1576751862

<sup>66</sup> Correspondence with Chris Wood, University of Exeter

<sup>67</sup> [www.heacademy.ac.uk/pres](http://www.heacademy.ac.uk/pres)

- ‘Over the last few years I've been to a variety of sessions and (the ERDP) served a purpose in the progression of my PhD.’
- ‘As an international student, I come to make sure that I'm not getting it wrong and that I am touch with what is demanded of me.’
- ‘About the programme in general. I think it's really exciting that it exists. Up until now I've avoided study skills altogether. It's good that it exists and I'm glad that it's here.’
- ‘... (the ERDP) made me aware that there is support there, that there are other PhD students across the university and that if you feel isolated, you can come to one of these sessions.’
- ‘I only realised how much I've learnt through interacting with colleagues who hadn't attended these sessions.’
- ‘... (the ERDP) really makes you think about how you can go about presenting your entire PhD research.’
- ‘It helps you highlight skills that you have that you didn't necessarily realise that you had.’

The Postgraduate Research Experience Survey at the University of Exeter also provided very positive feedback on the programme of development activity. The survey showed that 67% of the researchers surveyed believed that developing a range of transferable skills is important in successfully completing their research degree. Specific comments included:

- ‘I've learnt about different approaches to research and writing, some of which have been extremely beneficial (I've often wished I'd done a module a year earlier!), and acquired knowledge of what is out there to help me with my PhD and future career.’
- ‘The Effective Researcher Development Programme has enabled me to read rapidly, manage using EndNote, SPSS, present data clearly.’
- ‘The sessions were useful and very relevant. Different information was provided through those sessions, this information was beneficial in terms of our skills in research and professional life (employment and career).’
- ‘I have attended many of the workshops and they have all been exceptionally helpful. Without them I would have known very little about the application process, how to write an effective C.V., understand 'impact factor' and learn how to network, amongst other things.’

The University of Exeter (54)<sup>68</sup> has surveyed the views of supervisors in respect of skills training and development activity . 20% of the supervisory population responded. 91% of respondents thought a generic skills agenda to be important and 92% stated that they discussed the generic training with their postgraduate researchers ‘as a matter of course’. Specific feedback from supervisors in respect of the benefits of Exeter's generic skills training programme (known as the Effective Research Development Programme (ERDP)) included:

- ‘A big problem with all PhDs is that people end up with tunnel vision, thinking that all they 'know' is a huge amount about very little indeed (i.e. they know about their own topic, but think that this is it). The ERDP makes PhD students aware that their training and research skills have much wider significance, and are much more widely applicable than they often think.’
- ‘Any research skills acquired through the ERDP will enhance the student's employability.’
- ‘There are important general skills which benefit PhD students and employees alike and not all of these are focused on by supervisors. The ERDP provides the opportunity for some of these to be developed.’
- ‘I think (the ERDP) is excellent, we always put it on grant applications for studentships and it looks good, as well as actually delivering good content.’
- ‘As the (Research Excellence Framework) REF draws closer, students will need a lot more support as they will be expected to submit within three years of commencement.’

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<sup>68</sup> Correspondence with Chris Wood, University of Exeter

## Appendix: A-Z of impact evidence

This is going to place a lot of pressure on students and advisers and this is how the programme can help.'

### University of Glasgow (55-58)

The University of Glasgow (55)<sup>69</sup>, the University of Edinburgh and a number of Scottish research pools held a collaborative 3-day event covering enterprise and entrepreneurship in May 2010. A one-month follow-on survey was conducted to investigate if there were any changes in views of participants post course. Responses to the question, 'what are you doing differently as a result of the summer school?' indicated changing mindsets including:

- 'I am thinking more carefully about the research I am doing and also look for niches where things might be able to be commercialised in the future'
- 'I am working on various options in order to develop a business plan'
- 'I do tend to rethink about IP and other things related to business. In fact, some of the naivety of starting business of my own is gone and I feel a bit more practical now.'

The University of Glasgow (56)<sup>70</sup> held 'Effective researcher' courses on five occasions between March 2007 and June 2008 with a total of over 130 attendees. Feedback immediately after the workshops was all extremely positive. All participants were invited to a follow up evaluation event in January 2009. 11 attended the follow up and four provided information through email (12% of the population). Impacts identified included:

- level 1 – 'useful to see the differences in presentations in the UK and also get practice in speaking English'
- level 2 – 'learnt to present to other subject areas and minimise use of jargon' and 'helped me not take things so personally when working with my supervisor'
- level 3 – 'I'm using mind maps, MS Project, Gantt Charts to Plan PhD.' 'Really enlightening to consider how I work with my supervisors and I have a better relationship with them as a result of this.' 'More proactive in own work and now more confident in the way I work, supervisor has noticed this and is pleased I now take ownership for PhD rather than awaiting direction.'

The University of Glasgow (57)<sup>71</sup> has held a follow up day for participants four months after a postgraduate researcher GRADschool workshop event. The aim of the follow up day was to look at the longer term impact of the original GRADschool event and also to rekindle motivation participants felt on leaving the GRADschool. Participant feedback was collated and mapped against the Impact Framework (Table 5). The feedback demonstrates a wide range of skills development and application of skills in, for example, efficient completion of the PhD.

Impact level	Impact of Glasgow Local GRADschool
1: Reactions	<p>Convinced me there was light at the end of the tunnel – helped me create a plan to get there.</p> <p>Challenging in a different way to the usual.</p> <p>I now believe in what I'm doing and that I'm good at it.</p> <p>Interesting to try different roles</p> <p>Gave me a boost where I felt stuck</p> <p>Regained my focus</p> <p>Gave me energy and vision to proceed with future plans</p> <p>Good to have CV broken down into steps</p> <p>Examples of stories /cases enabled people to think/review and find their route</p>

<sup>69</sup> Correspondence with Elizabeth Adams, University of Glasgow

<sup>70</sup> Correspondence with Elizabeth Adams, University of Glasgow

<sup>71</sup> Correspondence with Elizabeth Adams, University of Glasgow.

	<p>CV and feedback from others helped me see where I'm going and get on with it.</p> <p>Social – meeting people of different backgrounds</p> <p>Safe and comfortable environment to try things out</p> <p>Writing a postcard to the future helped identify targets</p> <p>Inspiring</p> <p>Experienced different ways of thinking, different cultures &amp; disciplines and what a group of many varied skill sets can accomplish.</p> <p>GRAD school was like a head start in a long way (journey) to where I want to be.</p> <p>I was challenged by being in a multidisciplinary community and learnt from this – it was a positive experience</p>
2: Learning	<p>MBTI useful for understanding how others prefer to work and communicate</p> <p>Was useful to hear stories from others and realise there is no one route to get to the finish or after the PhD</p> <p>I am now aware of skills I didn't realise I have -I am more than my PhD and I can sell that to others.</p>
3: Behaviour change	<p>Increased confidence</p> <p>Deliberately taking on new challenges and extending beyond comfort zone.</p> <p>Made a plan for rest of PhD –decided on a thesis structure with no “holes”</p> <p>There were lots of activities where you were blindfolded or couldn't speak and had to change your approach to solving problems – this is something I have applied to my research.</p>
4: Long-term outcomes	<p>Speeded up thesis writing incredibly.</p>

Table 5: Participant feedback in respect of the University of Glasgow GRADschool event collected at a follow-up day three-months after the original event.

The University of Glasgow (58)<sup>72</sup> has reviewed a postgraduate leadership programme. 14 participants undertook a six month programme during 2008/09. One year after the completion of the course participants were emailed to find out where they were working and how the programme had benefited them. Findings are summarised in Table 6. The programme clearly generated some strong impact outcomes.

Impact level	Impact of Postgraduate Leadership Programme
1: Reactions	<p>'In two weeks I start a new job as Web Commissioning Editor for the Transport Museum. I also had my PhD viva last Friday and passed with some minor changes. Thanks for all the training. I really found it very worthwhile.'</p>
2: Learning	<p>'I start a postdoc position in Tanzania in August, working on malaria in mosquitoes, which was the area of my PhD research. I will be also responsible for MSc and PhD students and several technicians, which will involve drawing on the skills I developed on the Leadership course</p>

<sup>72</sup> Correspondence with Elizabeth Adams, University of Glasgow

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	I'm sure.'
3: Behaviour change	'I'm helping out postgraduate students here and sometimes I catch myself thinking, adjusting and re-telling what I had learnt at the course. I plan to have a gap year and then divert a little bit from bench chemistry, hoping that I really make the most of this course (in "formal" sense - because in practical sense, it helped me to get more smoothly through the end of my PhD).'
4: Long-term outcomes	'I am now working as a lecturer. The leadership programme raised my awareness of group dynamics and gave me a great insight into motivating and successfully working with a group of people. Even when you are not the designated team leader, the content of the leadership programme helps to analyse and constructively handle upcoming issues in a team setting. The trainers were excellent and I thoroughly enjoyed the experience. I would recommend this programme to all PhD students: looks great on the CV and delivers long-term benefits.'

Table 6: Summarised benefits of the Postgraduate Leadership Programme.

### University of Huddersfield (59)

An important impact of training and development activity is a knock-on effective of one event leading to other activity University of Huddersfield (59). For example the public engagement event held regionally by the Vitae Yorkshire and North East Hub has led to activity at one of the regional universities<sup>73</sup>:

'After strong attendance at the Vitae event on public engagement held at Newcastle, The University of Huddersfield included an introduction to Pecha Kucha with an example at their History Postgraduate conference. The presentation was included in the session 'New Approaches'. The conference was well attended with over 40 delegates, with 28 papers given by postgraduates from universities across the United Kingdom. Delegates were interested in the Pecha Kucha and had many questions afterwards with everyone agreeing it was an effective method of public engagement. Some students from the University of Huddersfield were interested in holding their own Pecha Kucha event at a future date: and are in discussions with the graduate department to include this in their future training programme for graduates. In the meantime an example of a Pecha Kucha is to be inserted on the universities' websites.'

### University of Leeds (60-72)

The University of Leeds (60)<sup>74</sup> has analysed its attendance figures for provision to provide a comparison of current activity with pre-Roberts activity. Pre-Roberts, in the academic year 2003/04, there was a central programme for postgraduate researchers of approximately 60 workshops (multiple repeat sessions around a small number of topics) and little provision for research staff. In 2008/09, for postgraduate researchers and research staff combined, there were approximately 9000 Roberts funded participations on programmes provided by central services and faculties, with a total of 681 events and, in addition, 3000 participations on university core funded provision.

<sup>73</sup> Correspondence with Vanessa Morrell, University of Huddersfield

<sup>74</sup> Correspondence with Heather Sears, University of Leeds

The University of Leeds (61)<sup>75</sup> has compared the final PhD outcomes of the October 2005 cohort of full time postgraduate researchers against training and development attendance records to look at any emergent themes. The October 2005 start date cohort was chosen as it is the first cohort that had access to a full programme of Roberts provision over the three years of their PhD study, following the phasing in of Roberts payments. The cohort consisted of 192 PhD researchers (excludes suspensions). As a first analysis, the study revealed interesting findings, however this should be qualified as only one cohort has been investigated. Nonetheless, the data encourages further investigation as more cohorts complete their PhDs.

Attendance at a number of workshops was correlated against PhD outcomes and time to submission, Table 7.

Workshop Title	Attended workshop			Did not attend workshop		
	Number	PhD Outcome: pass or minor errors	Submitted PhD by June 2009	Number	PhD Outcome: pass or minor errors	Submitted PhD by June 2009
Final Stages of Your Research and Thesis Presentation	43	73%	56%	149	47%	44%
Preparing for Your Viva	21	62%	60%	150	51%	45%
Project Managing Your Research	43	51%	93%	149	53%	65%
Time Management	38	60%	68%	154	51%	61%

Table 7: Comparison between workshop attendance, PhD outcomes and time to submission for the University of Leeds, full-time, October 2005 start date, PhD cohort.

In all cases a higher percentage of researchers attending workshops submitted their PhD by the end of June 2009. The difference was most marked for Project Planning with 93% of attendees submitting their PhD before the end of June 2009 compared with 65% of non-attendees. PhD outcomes of attendees were also better for three of the four workshops analysed. The data encourages further investigation with bigger data sets and also additional research such as focus groups and interviews to understand what underlies the figures. Self-selection effects need to be investigated for example.

The University of Leeds (62) has begun to look at employability case studies that consider the impact of researcher training and development on employability. This is primarily a study considering level 4 outcomes of researcher training and development activity. Leeds doctoral graduate alumni who studied for their research degree during the period of increasing Roberts funded training and development provision and who are now in employment have been contacted. The intention is for the study to grow and collate increasing numbers of case studies. Quotes gathered from the first few case study interviews include:

- ‘... I did the presenting your research to the public poster competition, which was the [Vitae] Yorkshire and North East regional Hub ... and that led on to lots of other things...and then eventually, yeah, I can see that that was almost a direct route to my job’

<sup>75</sup> Correspondence with Kay Sedgwick, University of Leeds

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- ‘The soft skills are important, especially when you come for interview ... you need things to talk about, and the PhD doesn’t provide that, whereas things like WRISS<sup>76</sup> did.’

There have been a number of studies that align with impact level 0 (foundations). At the programme level the University of Leeds (63)<sup>77</sup> has reviewed provision for postgraduate researchers using the ‘Foundation Elements’ presented in the RTIF as a basis for investigation. Findings of the review have been developed into a strategic development plan.

The University of Leeds (64)<sup>78</sup> has been evaluating its provision in support of grant writing, tracking the final outcome of grant applications and thus providing interesting results of level four outcomes.

The university offers a range of support for researchers and academic staff in the area of research funding:

- one day core programmes for PGRs and research staff, which provide an overview of the process of applying for grant funding
- bespoke half/full day grant writing sessions for faculties
- half-day sessions on fellowships
- 3-12 month long programmes to support research staff and academics as they apply for either a fellowship or a grant application.

Evaluation has focused on the 3-12 month long programmes, which ran for the first time in 2005/06 and focused specifically on supporting research and academic staff applying to the ESRC’s ‘First Grants Scheme’.

The programme has subsequently been expanded and as of July 2009 has run in:

- Faculty of Medicine & Health (annually since 2007/08) covering MRC New Investigators Award, NIHR Research for Patient Benefit and MRC Developmental Pathway Funding Scheme
- Institute of Psychological Sciences (within Faculty of Medicine & Health) (2008/09) covering BBSRC Responsive Mode, ESRC Fellowships
- Faculty of Education Social Sciences & Law (annually since 2005/06) covering ESRC First, Small and Standard Schemes
- Faculty of Engineering (2008/09) covering EPSRC Challenging Engineering, First and Responsive Mode Schemes
- Faculty of Arts (2008/09) covering AHRC Early Careers and British Academy Small Research Grants Scheme (due to finish in October 2009).

Provisional outcomes to date include a total of 36 grant applications submitted by the 55 participants, representing over £10M bids for funding. Of these, the outcome of 24 applications is currently known, eight of these have been successful totalling £2.23M equating to a current success rate of 33%. 12 applications (£4.05M) are still undergoing the review process with outcomes expected between September and late November 2009.

These programmes are aimed at supporting researchers across a wide range of disciplines, with limited/no previous experience of applying for funding. Proposals have a wide range in value from £14K to £1.029M, with an average value of £280K.

In addition to recording the success rates of proposals submitted as part of these programmes, the success rates of proposals submitted since participation are also recorded.

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<sup>76</sup> White Rose Interpersonal Skills School (WRISS), a local residential GRADschool held jointly between the Universities of Leeds, Sheffield and York

<sup>77</sup> [www.vitae.ac.uk/dop/554.html](http://www.vitae.ac.uk/dop/554.html)

<sup>78</sup> Correspondence with Odette Dewhurst, University of Leeds

19 such applications have been submitted (£3.17 M), of which seven proposals (£848K) have been successful, five unsuccessful (£770k) and seven (£1.56M) are still pending. This equates to a success rate of 58% for the proposals where the outcome has been announced.

Although the numbers of grants are small compared with those submitted by the University of Leeds as a whole, the figures are encouraging. For example the current national success rates for the funding schemes covered range from 19-26%<sup>79</sup>.

The University of Leeds (65)<sup>80</sup> has evaluated its NVivo<sup>81</sup> software training. End of workshop evaluation forms provided positive feedback. Delegates who attended training between 1 October 2009 and 28 May 2010 were also surveyed with a view to gaining information on the long term impact of the NVivo workshops. Long term feedback has been very positive including:

- 'I have gained better knowledge of how to analyse textual and other forms of qualitative data. For example how to sort all my fieldwork interview responses into different cases for easy access and editing. Easier means of transcribing while the audio video is playing because the NVivo gives opportunity to vary the speed of the audio.'
- 'The NVivo training has totally changed the way and my approach to qualitative research data analysis in the sense that I now know a better way of analysing qualitative data no matter how large the data. Starting from creating a research journal i.e. an audit trail of the research project to creating a memo, doing auto coding and assigning cases and attributes. This is certainly easier than the manual method I engaged for my PhD research.'

The University of Leeds (66)<sup>82</sup> has evaluated its 'Planning Your Life and Research Career' one day conference developed for research staff and students in the Faculties of Engineering, Maths and Physical Sciences and Environment The conference emerged from a number of drivers, including results of the Careers in Research Online Survey and the Concordat to Support the Career Development of Researchers. The evaluation included pre conference consultation with researchers a short online survey as delegates registered, feedback forms on the day and a survey six weeks after the conference. The online registration survey indicated participant aims for the workshops such as:

- 'How best to make a balance between life and research career.'
- 'I want to find out about balancing a career and children.'
- 'Real time tips on taking my career one step ahead'.

In terms of reaction and learning 96% of the feedback forms at the end of the conference noted that the conference had entirely or mostly met their expectations. Comments included:

- 'The CV clinic was a big help.'
- 'The conference has supported me as a mother and wife and I feel that I am not the only one who is doing a PhD with children and family now'.

In terms of RTIF level 3 behavioural change the following comments were provided in the six week follow up survey:

- 'Focusing more strongly on career planning.'
- 'Improving and updating CVs.'

<sup>79</sup> EPSRC Annual Report 2008/09 [www.epsrc.ac.uk/Publications/Corporate/ARA08-09.htm](http://www.epsrc.ac.uk/Publications/Corporate/ARA08-09.htm)

BBSRC Annual Report 2008/09 [www.bbsrc.ac.uk/publications/accounts/bbsrc\\_annual\\_08\\_09.html](http://www.bbsrc.ac.uk/publications/accounts/bbsrc_annual_08_09.html)

MRC Quantity application and award rates 2008/2009

[www.mrc.ac.uk/Utilities/Documentrecord/index.htm?d=MRC006197](http://www.mrc.ac.uk/Utilities/Documentrecord/index.htm?d=MRC006197)

ESRC Annual Report 2008/09 (part 3) [www.esrc.ac.uk/ESRCInfoCentre/about/CI/accounts/index.aspx](http://www.esrc.ac.uk/ESRCInfoCentre/about/CI/accounts/index.aspx)

<sup>80</sup> Correspondence with Paula Fallon and Taf Cheffo, University of Leeds

<sup>81</sup> NVivo is a software package used in qualitative research [www.qsrinternational.com/](http://www.qsrinternational.com/)

<sup>82</sup> Correspondence with Patricia Gray and Jennifer Rivas Perez, University of Leeds

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- ‘Researching fellowship opportunities, looking for key contacts to discuss these with.’
- ‘Writing a paper – as part of an ongoing publications plan.’
- ‘Focusing more strongly on how to balance time between family and research.’
- ‘Taking action to build self confidence and networking skills.’
- ‘Beginning to research possible career routes.’
- ‘Take initiatives in things that I am waiting to happen via someone else.’
- ‘Looking at how to maintain a link with science while on maternity leave/career break.’
- ‘Look into various opportunities for part-time work when returning or for post-doctoral work.’
- ‘Deciding never to give up.’
- ‘Beginning a career diary of training courses, conference attendance and skills gained.’

University of Leeds (67)<sup>83</sup> PhD student Shariff Lawal has had success in presenting his research and attributes his success to the Faculty of Engineering public engagement activity, ‘Make Some Noise’. The following is an extract from the Faculty’s news page:

‘Leeds PhD student, Shariff Lawal, from the Centre for Computational Fluid Dynamics, has won second prize for his presentation at the European Gas Research Group (GERG) Academic Network Event.

Shariff fought off stiff competition from 16 other PhD students from a range of European universities to be selected to deliver his 20 minute presentation at the GERG<sup>84</sup> event in Brussels at the beginning of June.

The event was attended by experts in research and development from 22 international oil and natural gas companies. Senior professionals from these companies, which included BP, Shell Global Solutions, Kiwa, National Grid, and ENI, judged the student presentations for innovation, clarity, ability of the presenters to engage the audience, as well as communicate the relevance of their research to the natural gas industry.

Talking after the event Shariff said ‘my success can be traced to my consistent effort to applying the skills I have learnt from the Faculty of Engineering “Make Some Noise” presentation training, this has been extremely valuable to my professional skills development’.

Garforth and Kerr<sup>85</sup>, University of Leeds (68), have published a study considering more broadly the researcher environment, which in terms of evaluation provides important and broader information about the context in which researcher development has to operate. For example the emergence of a ‘two-tier’ contractual system in universities and the subsequent impact. The work also explores the nature of research groups or practice in different subject areas and by gender.

Jasjit Singh a PhD researcher at the University of Leeds (69)<sup>86</sup> describes his positive experience in attending the workshop ‘Researcher@Leeds’<sup>87</sup>; a workshop that aims to support researchers in building their online identity. ‘The good thing about the course was that it actually emphasised the importance of creating your own web presence, so being in

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<sup>83</sup> Extract from [www.engineering.leeds.ac.uk/news/index.shtml#ShariffLawalPhDStudentPrize](http://www.engineering.leeds.ac.uk/news/index.shtml#ShariffLawalPhDStudentPrize)

<sup>84</sup> See [www.gerg.info/](http://www.gerg.info/)

<sup>85</sup> Garforth, L. and Kerr, A., (2009) ‘Constructing Careers, creating communities: findings of the UK Knowing research and knowledge, institutions and gender.’

[www.knowing.soc.cas.cz/static/article/data205/files/constructing\\_careers\\_creating\\_communities.pdf](http://www.knowing.soc.cas.cz/static/article/data205/files/constructing_careers_creating_communities.pdf)

<sup>86</sup> [www.leeds.ac.uk/sikhs/index.html](http://www.leeds.ac.uk/sikhs/index.html)

<sup>87</sup> Example ‘Researcher@Leeds’ websites include <http://homepages.see.leeds.ac.uk/~lechlml/>  
[www.personal.leeds.ac.uk/~lecac/](http://www.personal.leeds.ac.uk/~lecac/)

control of your image on the internet. [ ]...when you go to conferences and seminars it gives you somewhere to point people to, who can then go there and find everything about you’.

The University of Leeds (70)<sup>88</sup> has applied the RTIF to the evaluation of a ‘Speed Reading’ workshop. The study considered three workshops each with around 20 participants. A mixed methods approach was used, including a focus group prior to the workshops, speed reading ‘tests’ during the session and email follow-up 3 months after the workshop. The focus group prior to the workshop identified that participants felt they needed to read as much as possible prior to publishing their own work and prior to others in their field publishing so they were keen to read (and understand) more quickly. With speed reading techniques there can be debate around whether comprehension can be compromised with increased reading speed. Speed reading tests during the workshop indicated participants increased their reading speed and comprehension. Three months after the workshop on re-testing, reading speeds were lower than end of workshop reading speeds but still higher than those initially taken in the workshop. Participants indicated that this most likely related to not practising techniques enough post workshop. Participants also judged their comprehension to be better. Participants were confident that, with practice, reading speed will improve and that this will have a beneficial effect on their research practice.

The University of Leeds (71)<sup>89</sup> has evaluated their Springboard Women’s Development Programme for research staff. Participants were asked about their objectives for attending the programme. Key objective themes included, improve confidence/assertiveness, improve career, improving communication skills, explore potential. When asked, ‘What have you accomplished so far as a result of participating..’ responses included:

- ‘Have more confidence; identified my values; set goals and take steps to achieve them.’
- ‘The knowledge that some of my choices in life are not a sign of failure.’
- ‘I feel more confident and motivated.’

When asked, ‘How will your employer or organisation benefit..’ responses included:

- ‘I have become more focused and enjoy the job that I do.’
- ‘I think being more confident at work will help me achieve better results.’
- ‘I feel happier and more satisfied so this should hopefully show in my work.’

The University of Leeds (72)<sup>90</sup> was a founding member of the Worldwide Universities Network (WUN). The university has evaluated the WUN Research Mobility Programme, which allows research visits for postgraduate researchers and research staff across the WUN for up to six months. Benefits to individual researchers and the University have included:

- access to rare facilities and expertise
- access to unique field sites
- short-term tangible research outputs
- development of long-term research partnerships and networks
- step-wise career development
- internationalisation of research and the curriculum
- profile raising
- international student recruitment
- development of leadership skills (specifically for research students).

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<sup>88</sup> Correspondence with Katharine Goda Durham University (Formerly University of Leeds) and Tony Bromley, University of Leeds

<sup>89</sup> Correspondence with Heather Sears, University of Leeds

<sup>90</sup> Correspondence with Kirsty Mattinson, University of Leeds

## Appendix: A-Z of impact evidence

In addition to the initiation, planning and organisation of the visits PGR students often organise and lead seminars at the host university and in Leeds upon their return. European Universities consider PhD students as staff members and visiting students, while visits to USA partners regularly involve teaching. These opportunities build research confidence and independence.

Case Study: Elizabeth Finn (PhD Student, English, University of Sydney 2008). A three-month visit culminated in planning, organisation, promotion and chairing of seminar 'home and Away' which she also delivered as a virtual seminar across the WUN network.

### Development of transferable skills

During visits students often utilise virtual technologies to present seminars across the WUN which provides training in techniques increasingly utilised in transnational education. Students are tasked with bridge-building between Leeds faculty and host researchers which provides solid early career experience in initiating and managing international networks. In non English speaking host countries students also require language skills and critically appraise their use of the English language which is a key lesson for successful international working.

Case Study: Grace Fan (PhD Student, CIBUL-Nanjing and Zhejiang Universities 2009-2010). First visit of two taken place which allowed access through support from WUN Chinese partner to local companies and government officials to investigate the internationalisation of Chinese SMEs. This visit cemented tentative links between CIBUL and key Chinese partners, allowing Grace to take a leadership role in international network creation.'

## University of Leicester (73, 74)

The University of Leicester (73)<sup>91</sup> has evaluated its programmes for both research staff and postgraduate researchers (the University has over 1200 postgraduate researchers and around 450 research staff). For research staff key findings include:

- the value of sessions in terms of opening up new possibilities or applications – for example, learning new research skills or a new application for skills already held – and the value in this respect that comes from meeting and learning with other researchers
- the willingness that participants have to cascade learning to other researchers – for example, participants at information technology skills sessions are asked to describe what they will do with their learning, and many have identified sharing this with colleagues as a next step
- finally, while the feedback indicates the very high value this programme has had in terms of personal learning, it is equally evident that training sessions are also valued for the opportunity they provide for sharing experience and raising concerns less formally.

For postgraduate researchers a GRADschool follow-up day indicated that 'the structured approach based around experiential learning had enabled participants to develop their knowledge, skills, and confidence with a strong feeling that attendance would be a major benefit for their research and employability.'

The 'Festival of Postgraduate Research' received very positive feedback. Fifty postgraduate researchers, selected competitively from the University's 1,200 strong doctoral community, are invited to exhibit their research as a poster presentation and describe their work and its applications to a non-specialist audience. Participant quotes include:

- 'Explaining my work gave me the chance to look at it in a very different way. This has helped me by refreshing my ability to see the broader implications/applications, and

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<sup>91</sup> Correspondence with Brett Dodgson, University of Leicester.

also how far the project has evolved since it began. I also feel that I gained knowledge on presenting to different audiences.’

- ‘I really enjoyed the day. It gave me a chance to make new contacts which may prove useful for current work and for later on in my career. Talking about my research and getting positive feedback was really rewarding’.

The University of Leicester (74)<sup>92</sup> has carried out an evaluation of a GRADschool, which has indicated impact on participants at levels 2 to 4. Seven months following a GRADschool they held a one-day follow up event ‘One Step Beyond GRADschool’. A significant part of the programme included guided active reflection by a facilitator. Using facilitators in this way provided the opportunity for more detailed and qualified feedback than would be possible using a standard feedback form approach of providing a questionnaire for a participant to fill in, in their own time away from the workshop. Some interesting level 3 behaviours highlighted included focus on finishing their PhD, achieving a better work-life balance, and changed and improved relationships with the supervisor. At level 4 outcomes, there was direct attribution of the GRADschool to gaining employment.

### University of Liverpool (75)

The University of Liverpool (75)<sup>93</sup> has analysed the collated feedback from their first year postgraduate researcher skills workshops. 14 three-day workshops are provided consisting of three or four teams of 7 participants. Each workshop has a cross-disciplinary theme that provides a framework for close cross-disciplinary working, leadership and teamworking, learning challenges and a bigger perspective on the research environment. Themes for workshops have included ‘Technology, society and the future’, ‘Solving the energy problem’, and ‘Transport and mobility’. The collated analysis summarised the 240 end of workshop feedback sheets collected from the 256 participants (94%). 74% of the 240 participants rated the course as 7 or above on a scale of 1 – 10. Positive commentary for the overall course included, ‘I thought I’d hate it but it was fab! Thanks for changing my mind’; ‘I found the whole course valuable I especially enjoyed working with a team’.

Analysis of all the feedback showed common positive themes including:

- teamworking: a significant amount of feedback was explicitly about the value of the teamworking experience. ‘The teamwork aspect was better than I have ever experienced’. ‘Real understanding of the importance of communication between individuals one-to-one and as a group-to-group.’
- interdisciplinarity: ‘Excellent case of collaborative and interdisciplinary experience. Encouraging and positive structure that led to free exchange of ideas’. ‘It was good to be in an interdisciplinary team, it gives different viewpoints to consider and facilitates development of ideas and explanations.’
- arguments, ideas, proposals, cases: There was strong evidence of value being found in the experience of collectively constructing and presenting a ‘case’ as part of the workshop. ‘[Valuable...] analysing a situation and taking the right ideas out of it – learning how to behave in a similar situation’
- feedback, peer review: ‘[Valuable...] Developing skills in peer review to apply to my own work’
- presentation: ‘Practise in presenting, and group work. Very helpful’. ‘Presenting with little preparation gives me more confidence for the future’
- time and project management: Participants found it valuable to ‘practise the teamwork and time management in limited time’; ‘learning to work in a certain amount of time’.

<sup>92</sup> Elizabeth Newall, Postgraduate Events Manager, University of Leicester [www.vitae.ac.uk/policy-practice/1392/Resources.html](http://www.vitae.ac.uk/policy-practice/1392/Resources.html)

<sup>93</sup> Correspondence with Richard Hinchcliffe, University of Liverpool.

## Appendix: A-Z of impact evidence

### University of Manchester (76-82)

The University of Manchester (76)<sup>94</sup> has reported on the use of a Development Needs Analysis tool to provide a baseline needs analysis of postgraduate researchers starting a research degree programme. Overall, the most significant needs were identified in areas of presentation, public understanding of research, commercialisation of research and research skills. The technique can also be used to demonstrate progression in skills development beyond level 0.

The University of Manchester (77)<sup>95</sup> Faculty of Humanities has drawn upon a number of sources of information to evaluate their programme, end of workshop evaluations, a number of examples of unsolicited feedback from researchers and a focus group relating to an academic writing group. 126 workshops were provided in 2009/10, with 658 participations. Activity was generally well received. Unsolicited feedback included:

- 'I certainly feel getting this job has been a direct result of a well-managed research post with excellent opportunities and suggestions for development, both within the PDR and more informally.'
- 'I found the research staff conference a very useful event. The workshop format is excellent to learn and to get in touch with other people. Especially the networking workshop was top. More of this i.e. interaction, combination of theory and practice would be good.'
- 'I just wanted to say thank you for yesterday's workshop - the information will be very helpful for my future career, and I've learnt about a number of things that I will bring up at my PDR next week.'
- academic writing group – 'What I particularly liked about the group was precisely the interdisciplinary aspect of it, and to have some people who are not in my discipline to read [my work] with fresh eyes. That was, for me, a really good thing. It's a different kind of thing writing always with the same kind of audience in mind, and it's really healthy to have something else. That's what stood out for me'.

The University of Manchester (78)<sup>96</sup>, Faculty of Medical and Human Sciences has received much very positive, informal and unsolicited feedback about their training and development provision from researchers. Feedback received has included:

- 'Following your "effective academic writing" tips both my supervisors noted and commented a vigorous improvement in the clarity of my writing.'
- 'I just thought I would pass on some uplifting news to the MHS training team - the poster presentation skills training I took a few years ago is paying off! Not for me personally, but two other members of staff at WMIC have now "liked and copied" my poster layout, and they have both won prizes for their efforts!! (despite their initial scepticism!).'
- 'I just wanted to let you know that this was an extremely useful course and words cannot express how grateful I am for the time and dedication spent in these sessions. [ ] I just wanted to say thank you because I won the prize for the best presentation in my oral abstract session and this course was invaluable for giving me the confidence I needed not just for this meeting, but for other presentations in the future.'

The feedback received demonstrates level 4 impact outcomes.

The University of Manchester (79)<sup>97</sup>, Library provides training for researchers in EndNote bibliographic software. Again positive unsolicited feedback has been received from participants including:

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<sup>94</sup> Bromley, A. P., Boran, J. R., and Myddelton, W. A. (2007) 'Investigating the baseline skills of research students using a competency based self-assessment method' *Active Learning in Higher Education*, 8 (2) pp117-137

<sup>95</sup> Correspondence with Norman Powell, University of Manchester

<sup>96</sup> Correspondence with Norman Powell, University of Manchester

- 'Thank you so much for checking my references and giving me good feedback! Thanks to you, I managed to hand in my dissertation yesterday. Once again thank you for your help and for your time, I am very grateful for your kind support.'
- 'I've finally finished inserting all my references now using the method you showed me!! thanks a lot for helping me out, and designing that reference output thing..!'
- 'I have given this a try....and yay!!! It works, thanks so much!! I am really impressed as I would not have managed to work this out without your help!!!'.

The University of Manchester (80)<sup>98</sup> holds a careers event called 'Pathways' where Manchester PhD alumni are invited back to the University to talk to research staff and postgraduate researchers about their early career experiences. Interviews with alumni were videoed. Transcripts of answers to the question, 'Looking back what were the most useful things you learnt or did during your time at university, in terms of your career?' provided interesting views on the skills important in employment. Common skills listed as important included time management, project management, communicating science to different audiences, perseverance, working in collaboration and understanding people. The importance of transferable skills was also stressed particularly in the following quote:

'The most useful skills I developed during my PhD are definitely those that can be transferred. You might be an expert in your field, what you do your PhD in, but you need to be able to use the skills that are transferable, for example time management, being able to manage your projects, being able to persevere when things might not be going too well, willing to work hard when things are difficult. You need to overcome all those things so it is the skills that are transferable that really you can apply to the outside world.'

The University of Manchester (81)<sup>99</sup> provision in preparation of research posters has led to some notable impacts. Unsolicited feedback was received from one participant in the Faculty of Engineering and Physical Sciences:

'Having been on their course I adapted my poster for [a UK national organisation] student poster competition. I am happy to say that I won the judge's vote in the competition. The judges felt that my poster was organised the best, had clear sections and good flow of content. I was surprised to see how many of the other students did things which the course told me to avoid such as fussy backgrounds.'

And from the Faculty of Humanities:

'The training guidelines and the support of the graphics workshop provided were excellent. Furthermore, the outcomes of making the poster have been beneficial to the promotion of the research project. As the poster has been saved as a PDF file I have sent it, either printed or as an email attachment, to various institutions and individuals who may be interested in my research. The majority have responded and this has led to further correspondence with different bodies and some have included my poster on their websites.'

The University of Manchester (82)<sup>100</sup> has evaluated its workshop 'Tools for Time management'. Three workshops were held during 2010 and evaluation included follow up email survey/feedback and a further 'Time-Management Revisited' workshop which brought participants back together. The initial workshop included reference to time management tools but also utilised a coaching technique, '...the workshops' strength was in applying coaching techniques to precipitate real change.'

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<sup>97</sup> Correspondence with Norman Powell, University of Manchester

<sup>98</sup> Correspondence with Norman Powell, University of Manchester

<sup>99</sup> Correspondence with Norman Powell, University of Manchester

<sup>100</sup> Correspondence with Norman Powell and Gemma Muckle, University of Manchester

## Appendix: A-Z of impact evidence

Table 8: details feedback obtained from a number of participants two weeks and one month after the initial workshop.

Participant	Two Weeks	One Month
G	<p>'After the course, I became more strict on break times, limiting myself to 1hr for lunch, half an hour at 5pm and 10mins after completing a task.</p> <p>However, I've started "slacking" again recently; hence I need to constantly remind myself about the importance of the changes I agreed to make during the course.'</p>	
H	<p>'I'm doing well with my decision to abstain from reading emails before noon. It has been good to me because the most effective hours for me are between 9 and noon. Now I utilise the first three hours effectively in more productive issues. The tools for time management course has brought big changes in managing my project.'</p>	
I	<p>'The Tools for Time Management course gave me an impulse by sensing the value of the organised and effective time planning I started with a day planner which includes 30 minutes time slots followed by 10 minutes breaks with midday lunch time. I upgraded to a weekly planner. This guarantees stating a goal or two for the week to achieve and I weekly reminder for some routine tasks, which I usually forget. My advice is that you should write down every think you need to do, however you should not waste your resources in a task just because you thought of it some time and there is no need for it now. A short course to refresh time management tools would be good.'</p>	<p>'Now I have my weekly organiser, it's divided into days and time slots within a day. It also has week goals, those which I try to complete within the week (max. of three). And weekly routines, those I try to do every week (backing up my files, checking my favourite journals ...)</p> <p>I believe that a robust and powerful week agenda is a basis for good time management.'</p>
J	<p>'I think after the workshop I am managing my time more effectively. I am still using electronic to-do lists, calendars and sticky notes in top of my desktop to remind me of my unfinished tasks. I noticed I am starting to have more outputs to present in my weekly meetings.</p> <p>I open my email after 1pm and I watch one hour of TV every day and I record tasks immediately. I have like long-term milestones, and I am still doing my weekly to-do list.'</p>	
K	<p>'The workshop has really improved my time management skills. I stick to my schedule of working hours between 9AM and 6PM. Also I have an A4 notebook for my to-do list</p>	<p>'I have seen considerable improvement in the use of my time. I still use my to-do list, reminders, and stick to my</p>

	which I tick at the end of each day to know my accomplishment for the day. The only thing I have not been able to incorporate is the writing skills but I am giving myself time to adjust. It's been a nice experience so far.'	schedule of 9am to 6pm Mon to Fri, and don't check my email before midday. However, am still giving myself time to adjust to the writing skill.'
L		'I try to stick myself to the plan and writing 30 minutes daily without interruption is working very well.'

Including information from the follow up session initial level impact conclusions for the workshops include:

- changes in the management of projects (H)
- a better work life balance (implied by K comments);
- more work achieved during the day and more things to report at weekly meetings (K, J)
- generating written material (L)
- feeling positive about daily achievements, translating to feeling positive about the PhD as a whole (O & K)
- confidence to avoid distracting times, noisy Fridays (N).

#### University of Nottingham (83, 84)

In 2009 the University of Nottingham (83)<sup>101</sup> commissioned an external review of Roberts funded activities. The aim was to identify impacts of activities funded. The methodology involved consultations with Vitae, RCUK and lead contacts within the University. There was also a follow up survey that gained 300 responses (73% postgraduate researchers and 27% early career researchers). The survey indicated, 'all the projects had positively benefited the development of participants' JSS<sup>102</sup> C-G skills, future career development and experience at the University.' The review also found that, 'initiatives had had a positive impact on researchers' transferable skills and led to attitude and behaviour changes (Impact Framework level 3). Roberts funded activities were found to have made a positive contribution to capacity building within the institution and to strengthening engagement of the university with the local community and regional organisations (Impact Framework level 4)'

The University of Nottingham (84)<sup>103</sup> has been evaluating its Arts Graduate Centre placements programme for two years. Placements include internships within the University, experiential placements in the creative industries and other sectors, and consultancy placements. A mixed methods evaluation approach has been used as described in Table 9. The evaluation has highlighted a number of key directly attributable impacts of the programme including:

- successful employment in chosen career sector
- successful competitive applications to other external internship programmes in chosen career sector
- enhanced project management, time management and organisational skills that have been re-applied to the students' research.

<sup>101</sup> [www.vitae.ac.uk/dop/985.html](http://www.vitae.ac.uk/dop/985.html)

<sup>102</sup> RCUK Joint Skills Statement [www.vitae.ac.uk/jss](http://www.vitae.ac.uk/jss)

<sup>103</sup> Correspondence with Rebekah Smith McGloin and Sarah Kerr Arts Graduate School, University of Nottingham

## Appendix: A-Z of impact evidence

Quotes from participants include:

- ‘Thanks to the placement I did at Lakeside and the support AGC has offered me I was able to secure a marketing internship against stiff competition at Broadway Cinema and Media Centre.’ 1st Year PhD Student, Institute Film & TV
- ‘As a result of the marketing placement I did and the contact I made through the AGC’s careers seminar in publishing I got a year-long paid research post with Hodder & Stoughton and now have a permanent job in the publishing sector.’ MA in Cultural Studies
- ‘I was amazed to find out that I could apply the project management techniques that I had learnt about as part of the placement to my own research. It helped a lot.’ 1st Year PhD Student, School of Modern Languages’.

Impact level	Mechanism	Typical outcomes
Level 0	One-to-one meeting with placement participant prior to placement working through a JSS <sup>104</sup> evaluation questionnaire.	Record of starting point.
Level 1	Reflective journal.	Recording mechanism. Introduced to idea/importance of reflection. Learnt to focus on development of particular skills.
Level 2	One-to-one or small group meeting with centre manager for pre-placement guided skills analysis.	Introduced to context of professional development. Learnt how to reflect. Realised able to direct career/skills development. Increased confidence to make life decisions.
Level 3	One-to-one or small group meeting with centre manager for interim and exit guided skills analysis.	Improved clarity of reflection on skills development. Made/re-made goals and acted on them. Made decisions and acted on them. Looked at different career options. Began to develop life/career plan. More focused. Increased confidence. Plan to apply new skills to PG study. Ruled in/out specific career paths. Gained sense of direction.
Level 4	Six-month follow-up.	Applied for job with more confidence/better skills awareness/greater ability to write applications. Got a job. Continued to focus on other career development opportunities.

Table 9: University of Nottingham mixed methods approach to evaluating their Arts Graduate Centre placement programme

The placement programme has been further developed recently with an ‘Intern-to-Manager’ programme which, offers any postgraduate in the Arts Faculty who has already completed a supported placement the opportunity to apply for a Manager placement. Intern Managers oversee the recruitment process of the next generation of interns and spend a year line-managing them.

<sup>104</sup> RCUK Joint Skills Statement [www.vitae.ac.uk/jss](http://www.vitae.ac.uk/jss)

One intern manager has provided their view on the programme:

‘The Intern to Manager scheme has given me an opportunity to develop skills in and gain experience of management practices above and beyond those usually accessible to postgraduate students. [ ] Taking part in the Intern to Manager scheme gave me and my co-manager the confidence to put together a funding bid to run a new project once the placement came to an end. We recently learnt that our bid was successful and now look forward to putting the management skills we’ve developed into practice in our own project.’

### University of Oxford (85)

For the past five years the Medical Sciences Division at the University of Oxford (85)<sup>105</sup> has been running events which focus on careers within the medical communications industry which covers marketing material and also regulatory affairs. Events are collaborative with an external Oxford based consultancy NetworkPharma Ltd<sup>106</sup>. There are two key events:

The Careers in Medical Writing – Introductory Seminar two day event aims to introduce the attendees to the field of Medical Writing for the Medical Communications Industry.

Careers in Medical Writing – Insight Workshop event aims for participants to appreciate the role of Medical Communications (MedComms) in supporting the Pharmaceutical Industry, to understand the role of the Medical Writer in MedComms, determine whether MedComms is the career move they want and formulate an action plan.’

The events have proved very successful particularly in securing employment for researchers. Key achievements include:

- a booklet has been published with a Foreword by our Director of Skills’ Training which is an introduction to the Medical Communications Industry
- Oxford is acting as a consultant on a Medical Communications course which is currently being established at the University of Worcester, in association with medical writing professionals
- many Oxford scientists have taken up positions with medical writing companies. Some have established their own businesses whilst others have been employed in medical writing agencies
- NetworkPharma has established a similar training programme at Manchester.

The course organisers are aware of at least 20 researchers who have taken up roles in the medical writing industry as a result of the programme. Particular examples of researchers’ success include:

- ‘Thank you for selecting me to attend your Oxford workshop in [ ]. Today I was offered an associate medical writer position [ ], my dream job at my dream company!’
- ‘I have attended a number of your MedComms career events for Oxford University including the 2 day medical writing workshop in May. Off the back of this, I applied for a trainee medical writer position with Oxford PharmaGenesis. I successfully completed their writing test and they offered me the job which I will start in October.’
- ‘I found this course an excellent all-round introduction to Medical Writing, which provided me with valuable insight, tips and advice- not to mention contacts! As a result of attending this course, I landed a job with a top Medical Communications agency in London and I can safely say that I am now in a job that is both challenging and interesting and, importantly, that I love.’

<sup>105</sup> Correspondence with Jane Rudman, University of Oxford

<sup>106</sup> [www.networkpharma.com/](http://www.networkpharma.com/)

## Appendix: A-Z of impact evidence

### University of Reading (86-91)

The University of Reading (86)<sup>107</sup> has evaluated an 'e-SMS Statistics Made Simple' online course. The aim of the course was to, '...strengthen the ability of first year postgraduate research students to use statistics in the analysis of research data and to develop statistical skills that will prove useful in their professional life'. The evaluation used a pre-course and post-course aptitude test. Reaction to the course was positive and all participants indicated they would recommend the course to others. In terms of learning participants exhibited an average 44% improvement on their post-course test in comparison to the pre-course test.

The University of Reading (87)<sup>108</sup> has looked at the longer term benefits of attending a GRADschool. A three-day residential GRADschool was held in May 2009. Participants were contacted 8 months later to complete an online questionnaire. 19 of the 37 participants who attended the GRADschool completed the online questionnaire. Impact was identified at all levels of the RTIF. Impact at Level 1 (reaction) was very positive e.g. "energising" and/or "informative" and/or "inspiring". With respect to Impact Level 2 (learning) responses included:

- 'Fantastic experience which I still reflect on now, sometimes it's easy to forget what you learnt but then you realise what you achieved and what you've learnt about yourself.'
- 'Learnt some new ideas on how to communicate my work to people who are not from my profession.'

Behavioural change was also indicated with 80% of respondents stating they had updated their CV and 56% of respondents reporting they had joined societies. A respondent stated: 'Have started looking for jobs and preparing a paper, Am attempting to make contacts where possible.....I have signed up for an outreach programme, as many employers like to see this'. As a level 4 outcome one respondent reported they had, 'sought out and taken on a part-time teaching job!'

The University of Reading (88)<sup>109</sup> have analysed the perceived knowledge levels of participants before and after attendance at a series of four one day workshops titled, 'How to get published'. The 43 course participants were asked to complete pre and post course questionnaires that asked participants consider knowledge perception in seven areas:

1. choosing a target audience
2. deciding which journal to target
3. creating the heading and paragraph structure
4. writing a message statement
5. understanding editor and reviewer roles
6. using time efficiently to draft a paper
7. developing a process for handling comments from colleagues and reviewers.

41 (95%) participants completed the questionnaire and all indicated significant improvements in knowledge in the seven areas listed above. Participants were also asked about the actions they would take as a result of the workshop. Responses included:

- 'Map out my paper with the skills learnt.'
- 'Make proper plans, use time more effectively, investigate journals more thoroughly.'
- 'Read through journal papers to shape the style of my paper.'
- 'Research the editor.'
- 'Discuss planning of my paper with colleagues before starting.'

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<sup>107</sup> Correspondence with Pam Stuart, University of Reading

<sup>108</sup> Correspondence with Pam Stuart, University of Reading

<sup>109</sup> Correspondence with Pam Stuart, University of Reading

The University of Reading (89)<sup>110</sup> have analysed the perceived knowledge levels of participants before and after attendance at a 'Managing Your Research Project Workshop'. Three one day workshops were run postgraduate researchers, between November 2009 and June 2010. There were 43 participants and 40 completed both pre and post course questionnaires. All 40 respondents perceived significant improvements in their knowledge levels in seven areas:

- understanding the significance of what they control and how to be effective
- time management tools for different types of activity
- knowing where exactly they spend/invest their time
- using Gantt charts, timelines and critical activities to manage their project
- strategies for dealing with different types of people
- their confidence to manage their project effectively.

Participants were asked what actions they would take following the workshop. Responses included:

- 'Organise my time and be more focused.'
- 'Will implement tools – will definitely do a Gantt chart. This session has also boosted my confidence.'
- 'Organise my day better and get more feedback from my supervisors regarding project status.'
- 'Organise my literature and results better so that they are accessible when I write up.'
- "I will do maps for my project as a whole; but also break it down into individual lab work."

The University of Reading (90)<sup>111</sup> has analysed the perceived knowledge levels of participants before and after attendance at a 'Presenting Conference Papers' workshop. Two one-day workshops were run for 17 postgraduate researcher participants, 16 of whom filled in pre and post course questionnaires. Significant increase in perceived knowledge was indicated in each of six areas:

1. using words, voice and body language to communicate effectively
2. using different presentation structures to support their message
3. knowing and expressing the purpose of their presentation
4. getting and holding attention of the audience
5. strategies for dealing with questions
6. their confidence to deliver a good presentation.

Feedback from participants on what actions they would take as a result of the course included:

- 'Try to do more speaking to build confidence.'
- 'Think about the skills and tricks learnt from the session and try to improve myself.'
- 'Actively focus on practising presentations outside work.'
- 'Improve my way of presenting; planning in advance; feel confident.'
- 'Practice presentations before I give them.'
- 'Review my body language.'
- 'Go over my plans for subsequent presentations.'

The University of Reading (91)<sup>112</sup> has evaluated the perceived knowledge levels of postgraduate researcher participants before and after a one-day workshop on 'Writing up Your Thesis' by use of pre and post course questionnaires. 29 of 31 participants completed the questionnaires and demonstrated significant increases in knowledge level in each of the seven areas detailed in the questionnaire namely;

<sup>110</sup> Correspondence with Pam Stuart, University of Reading

<sup>111</sup> Correspondence with Pam Stuart, University of Reading

<sup>112</sup> Correspondence with Pam Stuart, University of Reading

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- I have a clear overall message for my thesis
- I can identify the key people who will read my thesis
- I know the university's rules that my thesis has to follow
- I know my Departments rules that my thesis has to follow
- I know how to structure my thesis to deliver key messages in each chapter
- I have a process that lets me set targets for writing my thesis
- I am confident I can write my thesis within set deadlines.

Participants were also asked what actions they were now going to take as a result of the workshop. Participant feedback included:

- 'Really keen to go and make a plan for my PhD. Will really help me to write my thesis.'
- 'Starting to outline the structure of my thesis.'
- 'Plan thesis, discuss with supervisor, investigate external examiner....and lots more!'
- 'Set timeline and plan in more detail than I have up to now!'
- 'Go and read rules properly, look at potential examiners.'

### University of Salford (92)

In her University of Salford (92)<sup>113</sup> Blog Christina Costa describes her positive experience of the, 'How to be an Effective researcher' workshop, noting the creativity of the facilitators, the diverse activities and that 'It didn't feel like training, but rather like having access to people who were in similar situations to ours and who we could informally work and collaborate with' and that, 'The experience was quite enriching, I must say.'

### University of Sheffield (93, 94)

The University of Sheffield (93)<sup>114</sup> School of Medicine and Biomedical Sciences has developed a research staff programme building evaluation into the programme from the outset. Initial level 4 outcomes identified include:

- improvements in fellowship applications, numbers obtaining interviews, and awards following the introduction of a 'Fellowship Career Day' and a coaching programme
- 76% of participants registering as science ambassadors following 'communicating with the public and outreach activities' work
- writing research for publication activity has supported researchers in improving their research publication record, with one participant winning a 'Young Neurosurgeon Award 2009' award for a conference paper
- developing commercial skills activities have demonstrated impact, for example, by one participant gaining employment as a business development manager as a direct result of workshop activity.

In the Medical School at University of Sheffield (94)<sup>115</sup>, prior to the development of the new training and career development programme for researcher staff, a baseline audit study along with a needs analysis assessment were carried out across the departments. It was determined that; over 50% of the researchers had carried out their PhD at the University of Sheffield with little or no experience of employment elsewhere. Many of their perceived skills levels when mapped against the Joint Skills Statement were below average, compared with the expectations for anyone completing a PhD. Over 70% wanted to continue with an academic research career and many felt they were lacking specific support for their training and career development.

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<sup>113</sup> [www.pg.salford.ac.uk/blog/?p=334](http://www.pg.salford.ac.uk/blog/?p=334)

<sup>114</sup> Correspondence with Lucy Lee, School of Medicine and Biomedical Sciences, University of Sheffield

<sup>115</sup> Correspondence with Lucy Lee, School of Medicine and Biomedical Sciences, University of Sheffield

## University of Southampton (95-97)

The University of Southampton (95)<sup>116</sup> have obtained feedback from two workshops for postgraduate researchers relating to communication in multicultural and international environments; 'Networking within a Multicultural World' and 'Successful communication across cultures' Workshops were well received and comments from participants included, Networking workshop: 'It is stimulating and inspiring. I have learnt a lot and would love to put [learning] in action after the workshop', '[best things] Learning how to prevent the risk of offending others and how to catch others' true meanings' '[Best things] learn how the English are viewed around the world'. Successful communication workshop, 'The Parable: This was the most annoying (in a good way) part of the workshop. The activity stayed with me until well after the workshop, I spent the bulk of the night thinking over my original answers and considering what this said about my value systems and about me and how this affects my everyday communication. I considered other people's answers after interrogating my own and struggled to come to terms with the different value systems we all have and how it affects the way we each view the world, and read and interpret each others communication'.

A team of research staff in the University of Southampton (96)<sup>117</sup>, Institute of Sound and Vibration Research has organised three MATLAB courses helping 80 early career researchers from 14 schools. The activity was evaluated through pre-course survey, a feedback form at the end of the course and a three month follow up survey. Of 79 eligible delegates 69 completed the pre-course survey, 66 the post-course survey and 59 completed both surveys. In terms of RTFI level 1 reaction, the course was very well received with format, objectives, and course manual being highly rated along with the opportunity to mix with other researchers. Comments included, '[The course] exceeded my expectations. I had expected that as a more experienced user, it would be less useful to me and there would be slower times, but the little tips would be worth it. Clearly I am not so savvy about all the tricks and tools available. I'm looking forward to adopting these tools in my future coding. Based on how long it took me in the past to find some of these tricks on my own, this two day course will likely have saved me several months in my future work—in debugging alone...'

In terms of learning, before and after workshop surveys showed increases in knowledge of the software with 80% of those surveyed saying they would now be more efficient in their work. The three month post-course surveys indicated behavioural change showing that delegates were now using more aspects of the MATLAB software.

The University of Southampton (97)<sup>118</sup> Faculty of Science, Engineering and Mathematics (FSEM) has evaluated their 'Outreach and Public Engagement Skills Training'. Postgraduate researcher and research staff participants attend a set of workshops in a one-day programme before making short presentations to secondary school pupils. When participants present to schools the process is managed by school pupils and the pupils provide feedback to participants. Prior to the presentations University staff work with the schools to establish an evaluation protocol. The evaluation of the programme in 2008 has indicated impact on participants at a number of levels in relation to the RTIF:

- level 1 reaction, participants expressed positive views towards the programme: 'presenting to the kids and getting firsthand, relevant feedback. Great for improvement'
- level 2, expressed agreement with evaluation statements around increased confidence and learning of new skills

<sup>116</sup> Correspondence with Sam Cottee, University of Southampton. [www.vitae.ac.uk/dop/778.html](http://www.vitae.ac.uk/dop/778.html)

<sup>117</sup> Correspondence with Dr Rachel van Besouw, Dr Emery Ku, Dr Timos Papadopoulos, Dr Chris Powles and Dr Katrine Rogers, University of Southampton. [www.vitae.ac.uk/dop/946.html](http://www.vitae.ac.uk/dop/946.html)

<sup>118</sup> Correspondence with Steve Dorney, Outreach Co-ordinator & Science Communicator, Institute of Sound & Vibration Research University of Southampton

## Appendix: A-Z of impact evidence

- The programme is now in its fourth iteration and level 4 outcomes include a substantial numbers of participants applying for FESM funding for further outreach work and developing projects in the wider university.

### University of Strathclyde (98, 99)

The University of Strathclyde (98)<sup>119</sup> has carried out a research study, 'What are they doing out there? Research graduate skills for innovation in small high technology companies'. The study confirms the employer view for the need to develop innovation skills in researchers and thus makes an important contribution to defining the skills development needs identified by an important employment sector (level 0). Potential researcher skills frameworks for innovation were developed through grounded theory analysis of in-depth interviews with owner managers, research graduate employees, postgraduate researchers and representatives from government agencies. The need was highlighted for behaviours including intrapreneurship, cultural transition, switching between multiple mental models for technology and business, being multifunctional and multidisciplinary.

The University of Strathclyde (99)<sup>120</sup> has piloted a researcher development internship programme during the 2009/10 academic year. The pilot ran for six months and involved seconding six early career research staff into the role 'Faculty Researcher Development Champion' (FRDC). The role was for 7 hours per week working closely with the Postgraduate research office, Roberts funding managers and academic staff in each faculty. 'Each post had shared aims and objectives in communication, development, dissemination and evaluation. In addition, they had a specialist project to address specific aspects of researcher development relative to their own skills base, knowledge and development. These areas were:

- engaging with business and industry
- setting up a research society
- multidisciplinary
- portfolio of training to improve rate of success in securing funding
- evaluation of postgraduate induction
- community engagement.

Impact has been identified at all levels of the RTIF. FRDCs have increased engagement with early career researchers in researcher development and new ideas for activity have been brought forward and are currently being progressed. Immediate reflections on their personal development from FRDCs included:

- greater awareness of government directives for researcher development
- knowledge of university structures and processes for implementation of such directives
- internal and external networking within the faculty, across the university and beyond
- skills in evaluation and impact
- time and project management of research and seconded activity concurrently.

Quotes from FRDCs about the internships include:

- 'Taking on this FRDC role has been an interesting and worthwhile experience that has allowed me to become involved in several different projects, which in turn has led to an increase of my experience and skills, while, most importantly, being able to have an impact on the researcher development agenda at Strathclyde.'
- 'Feel that I have benefited most from meeting with people from different departments and organisations within the University. I enjoyed learning about the different approaches to

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<sup>119</sup> Correspondence with Alison Mitchell, University of Strathclyde (now Vitae)

<sup>120</sup> Correspondence with Claire Jackson, University of Strathclyde

development throughout the university, and about the opportunities that already exist. I was very happy to have the chance to have my voice heard at an institutional level.'

The University is now looking towards sustainability of the programme and the possibility of embedding the internship within all new research contracts for early career researchers.

### University of Sunderland (100-102)

The University of Sunderland (100)<sup>121</sup> has analysed feedback from a two-day programme for Research Staff 'How to be an Effective researcher'. Feedback was very positive in general and demonstrated the learning of participants. When asked about key messages from the workshop and areas in which participants would implement change the following common themes were identified:

- clarification of priorities
- time management
- communication
- recognition of differences in the way people work
- management of expectations.

The University of Sunderland (101)<sup>122</sup> has evaluated its programme of skills training and development activity for postgraduate researchers. Over 70 different opportunities are offered including 26 full day workshops and 50 part day. Training is shared across universities in the North East in a reciprocal agreement and as a result there has been significant growth in opportunities available to University of Sunderland researchers. It is believed that, 'the training environment has therefore improved dramatically as a result of the Roberts agenda'. This demonstrates a 'Halo' effect where local universities in receipt of relatively larger amounts of Roberts money have positively influenced opportunities at Universities in receipt of relatively smaller amounts of funding. An online survey in 2010 of postgraduate researchers and their supervisors identified the range of opportunities on offer as appropriate. The programme was also an important part of a recent ESRC Doctoral Training Unit accreditation. ESRC identified the course as:

- impressive in range and content. Notably, the course also seeks to prepare research students for roles in academia and beyond by including work on leadership and management
- the bid spells out clearly its commitment to, and success in, widening participation. There is evidence of strong collaborative relationships with non-academic users and a good programme of generic and transferable skills training provided at university level.

The programme has generally received very positive comments from postgraduate researchers including:

- 'The university-wide postgraduate conference. As a first year PhD student, I gained a better perspective of how other PhD students conduct their research. It is good as it helps me on how to conduct a presentation for future conferences and the preparation needed to present as well as on how to answer questions.' Postgraduate Research Student (2010)
- 'I attended a development session called 'Time Management of your Project' which has been most useful. As a result of the course I am better able to manage my time and organising my Project which has been most beneficial'. Mature Postgraduate Research Student (2010)
- 'How to be an effective researcher'- 'I find this programme to be very good and insightful in helping me with my PhD research.'

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<sup>121</sup> Correspondence with Mark Proctor, University of Sunderland

<sup>122</sup> Correspondence with Mark Proctor, University of Sunderland

## Appendix: A-Z of impact evidence

A member of research staff at the University of Sunderland (102)<sup>123</sup> has provided their reflections on the transferable skills training provided by North East universities. The researcher identified their personal training needs in a number of areas and then attended a range of development workshops. Each workshop has led to learning and behavioural change for example:

- Project management – ‘The course provided me with a greater awareness of how to organise any project: a literature review, development of key skills and knowledge; construct the course; conduct a pilot study; conduct a large scale study, find any holes in the data, fill the holes, close the project, and write a final report for others to read. In future, there will be fewer uncertainties and thinking required when planning projects. This should increase my efficiency in managing projects.’
- Time management – ‘As a result of this course I have made significant changes to my own time management. I have more recreation time in my schedule, so I feel less tired and my work is more sustainable and more balanced as a result.’
- Rapid reading workshop – ‘My information retrieval skills have improved dramatically as a result of this course, as I now find and note important information more quickly than before, thereby providing more time to think and write about what I have learnt.’

### University of York (103, 104)

The University of York (103)<sup>124</sup> evaluated its pilot programme, ‘Developmental Mentoring for Women Researchers’. There were 13 mentees in total. Face-to-face and online training was available to mentees and mentors at the outset of the programme. Evaluation was by telephone survey 6 months into the programme and by questionnaire after 12 months. Qualitative feedback from mentees after 6 months included:

- ‘Very helpful – helped me to reflect and decide what I really want to do rather than what is expected.’
- ‘The things I have learnt will definitely help me in the future.’
- ‘The mentoring is going well – I’ve started a new job! My mentor helped with interview preparation.’

On completion of the programme common general impact themes for mentees have included, improvement personal effectiveness, self-confidence, motivation, assertiveness, determination, critical self-appraisal and career planning. Four mentees have moved onto new employment. One mentee has successfully secured a permanent contract within her existing department, an outcome which she directly attributed to increased confidence in her position and negotiation skills.

The Universities of York and Leeds (104)<sup>125</sup> have run an Enterprising researcher workshop and have received very positive feedback. Staged follow up surveys were conducted at 3 and 6 months and the Careers in Research Online Survey<sup>126</sup> was also utilised in the evaluation. Delegate commentary included:

- ‘With the skills I learnt and developed at the Enterprising Researcher course I have since started two successful companies, both very commercially successful and are showing very promising growth for 2010.’
- ‘I hope to commercialise some research I have been working on and will continue to do so.’

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<sup>123</sup> Correspondence with Mark Proctor, University of Sunderland

<sup>124</sup> Correspondence with Tracey Clarke, University of York

<sup>125</sup> [www.vitae.ac.uk/dop/1013.html](http://www.vitae.ac.uk/dop/1013.html)

<sup>126</sup> [www.cros.ac.uk](http://www.cros.ac.uk)

### White Rose University Consortium (105)

The White Rose University Consortium (105)<sup>127</sup> (Universities of Leeds, Sheffield and York) has evaluated a workshop 'Making Your Impact in Academia'. The workshop was an intensive one-and-a-half day residential workshop focusing on attaining a position as a university lecturer for early career researchers in Arts, Humanities and Social Sciences disciplines. 21 delegates attended both days of the workshop. Feedback was sort after the workshop and then in an email questionnaire 3 months afterwards (10 delegate responses). The workshop was in general very well received. Positive reactions included:

- 'It's made me realise I need to be more strategic, proactive and take ownership of my career path.'
- 'It really made me think about my options and gave me loads of info I didn't really know. It was just what I needed at this stage of my career.'

In the three month follow up email questionnaire delegates were asked, 'Have you achieved any of the points that you set yourself on your action plan?' responses included:

- 'I looked in to the possibility of careers in media research, which is something I'd been thinking about before the residential course, and have been on a 2-week placement with a TV production company in London as a result of this, which enabled me to find out more and build a contacts list.'
- 'Yes – I finished and submitted a chapter I was writing for an edited book.'
- 'Yes – book proposal with publisher, articles written / sent off, and next stage planned.'

Responses to the question, 'Have your career aspirations changed as a result of the residential?' included:

- 'I am starting to consider non-academic as well as academic career options.'
- 'A sense of my ability to be more ambitious has been with me since the residential.'
- 'I feel much more at home in academia, much more certain of what a career in academia entails, more sure of my desire to work in, and ability to flourish in, academia.'

## 3.2 UK national bodies

### Higher Education Academy (106)

The Higher Education Academy (106)<sup>128</sup> has published an analysis of the results from the Postgraduate Research Experience Surveys (PRES) of 2007, 08 and 09. PRES is a large-scale national survey of postgraduates covering in 2009, 82 UK institutions and over 18,500 researchers. Key findings in relation to transferable skills include:

- opportunities to develop research and transferable skills were the areas in which research students' expectations were most often met or exceeded
- research students' views on skills development were among the most positive of all the responses to questions within PRES, with more than two-thirds agreeing with most questions. The most positive views were about improving their ability to learn independently and improving analytical skills. Two out of three agreed that they had adequate opportunities to further develop their research and transferable skills; this proportion rose more between 2007 and 2009 than other items.

<sup>127</sup> Correspondence with Sally Whiteman White Rose Consortium  
[www.york.ac.uk/admin/hr/training/gtu/staff/wr/myi.htm](http://www.york.ac.uk/admin/hr/training/gtu/staff/wr/myi.htm)

<sup>128</sup> Park, C. [2009], The Research Student Experience; Lessons from PRES Higher Education Academy  
[www.heacademy.ac.uk/assets/York/documents/ourwork/postgraduate/PRES2009.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/postgraduate/PRES2009.pdf)

## Appendix: A-Z of impact evidence

### Quality Assurance Agency (107)

The Quality Assurance Agency (107)<sup>129</sup> has provided commentary on good practice in skills training and development activity for postgraduate researchers as part of their special review. The report aimed to provide an overview of findings of the 2005-06 QAA review of research degree programmes. As such the report offers excellent commentary on skills provision in the early years of the implementation of the recommendations of the Roberts review and contributes to consideration of the growth of for example infrastructure in terms of the foundation level 0 in the Impact Framework. In the 2005-06 review it was noted that:

- 'Most [institutions] now have well-developed skills development and research training programmes'
- 'Many institutions have appointed, or plan to appoint, a Research Training Programme Manager or Coordinator'
- 'Many institutions now have formal training needs analysis (TNA) processes, and most of the rest have informal processes.'
- 'Many institutions have introduced personal development planning (PDP)'
- 'Good practice in many institutions reflected positive engagement with the skills agenda and was evidenced in the provision of cohesive, high quality, flexible and accessible programmes of research training, which often blended central and faculty or school-based courses and other activities, and recognised both formal and informal activities.'
- 'A range of good practice was identified in the delivery of skills training'.

### Research Councils UK (RCUK) (108, 109)

RCUK (108) commissioned an independent analysis of institutional reports on career development and transferable skills training (Roberts) payments (2010). An analysis of a sample of 95 of the 2009 institutional reports on the use of Roberts funding, compared with their respective 2004 outline strategies, provides a clear picture of the distance travelled over the five years. However, all these results are indicative. The open question format of Roberts reporting did not allow a direct comparison of 2004 and 2009 reports, for example if provision is not reported, it cannot be assumed to be missing.

The percentage of HEIs with extensive provision for postgraduate researchers has increased from 10% in 2004 to 70%-80% in 2009. The analysis showed that implementation of the Roberts recommendations for research staff was less well developed. HEIs were starting from a lower baseline for research staff, with less than 10% reporting extensive career development provision in 2004. A quarter of HEIs reported partial tailored provision, with a third providing access to general staff training. A third of HEIs reported no provision for research staff, or did not report. )

By 2009, 30-35% of HEIs were reporting extensive provision for research staff. Those reporting partial provision remained the same at 20%-25%, while reference to general staff training fell to 15%-20%. Those not reporting or declaring no provision had fallen to 20%-25% (108).

The report was an input to the Independent Panel reviewing how institutions have implemented the Roberts skills recommendations. The analysis is expected to be published with the outcomes of the review in autumn 2010.

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<sup>129</sup> [www.qaa.ac.uk/reviews/postgraduate/overviewrepeni.asp](http://www.qaa.ac.uk/reviews/postgraduate/overviewrepeni.asp)

The RCUK (109) 2008 Roberts reporting summary<sup>130</sup> provides valuable information at level 0 of the impact of Roberts funding investment and the corresponding impact in terms of staff employed through Roberts funding nationally. The collated figures for the 64 institutional reports that included staffing levels indicated that in 2007/08 a total of 533 were employed nationally: 350 to support postgraduate researchers and 183 to support research staff. As fewer than half of the 134 reports included staffing figures, it is likely that actual figures will be higher.

### Vitae (110-118)

Vitae (110)<sup>131</sup> has carried out an analysis of the UK aggregate results of the Careers in Research Online Survey 2009. 51 UK institutions participated and there were 5,908 responses from research staff. A key finding was that, 'Most respondents believe that they are being encouraged to consider their career development and feel able to talk to their manager about this. The availability and take-up of training and development activities appear to be rising'.

There had been a 50% increase in respondents discussing their training needs and/or career development opportunities with their principal investigator (PI) or line manager from 50% to 75% since CROS was last run in 2006. 72% of respondents had participated in HEI training activities or courses in the last year, again significantly up from 36% in 2006 (CROS 2006). 47% of respondents had undertaken external training activities/courses.

14% had undertaken discussions on training needs or career development with a careers advisor in the previous year, more than double the 6% reported in the 2006 CROS survey. 23% had discussed their training needs and/or opportunities for career development with someone responsible for developing researchers, eg staff development.

Only 8% reported that they had spent no time on professional development activities, while 23% had spent over 10 days. (Sir Gareth Roberts recommended at least two weeks per year of 'appropriate training opportunities' for research staff in SET for Success). Respondents were most likely to undertake training/development in skills and techniques in Research (39%). Lower proportions reported having undergone training activity to support various personal development or transferable skills, ranging from 14 to 25%.

Vitae (111) commissioned an independent evaluation of the Vitae 'Effective researcher Programme' a two-day programme that has been rolled-out by Vitae across the sector<sup>132</sup>. The programme has been delivered at over 30 institutions with a total of around 3000 postgraduate researcher attendees. Topic areas explored in the programme include:

- PhD project planning and time management
- working effectively with others in the research environment,
- collaboration and negotiating,
- culture within research groups, institutions and countries.

Evaluation included gathering information from HEI stakeholders and participants through survey, focus groups and structured interviews. Key findings in respect of postgraduate researcher participants included:

- 79% reporting that their research had improved as a result of attending the programme
- 84% reporting that were more confident as researchers as a result of attending the

<sup>130</sup> [www.vitae.ac.uk/CMS/files/upload/policy\\_forum\\_summary\\_of\\_2008\\_robert\\_%20reporting\\_jan2009.pdf](http://www.vitae.ac.uk/CMS/files/upload/policy_forum_summary_of_2008_robert_%20reporting_jan2009.pdf)

<sup>131</sup> Vitae [2009] Careers in Research Online Survey: analysis of aggregated UK results  
[www.vitae.ac.uk/CMS/files/upload/CROS\\_2009\\_October.pdf](http://www.vitae.ac.uk/CMS/files/upload/CROS_2009_October.pdf)

<sup>132</sup> Evaluation of the "How to be an effective researcher" Programme for Postgraduate Researchers, My Consulting, 2010 [www.vitae.ac.uk/effectiveresearcher](http://www.vitae.ac.uk/effectiveresearcher)

## Appendix: A-Z of impact evidence

- programme
- 84% indicated that they had a better understanding of their transferable skills
- 71% reporting that the relationship with their supervisors had improved as a result of attending the programme
- 68% reporting the programme had helped them develop a network of researchers.

When asked to identify specific impacts, 25% of impacts related to improved time and project management, while 19% related to the opportunities to build networks. It is worth noting that the reported impact of the programme was not dependent upon the time since the researcher attended, indicating that the programme supports researchers in making sustainable changes.'

It was also noted that, 'where the respondent's supervisor has shown an interest in the learning obtained from the programme the impact is greater'.

Keys findings in respect of institutions included:

- 95% reporting that the programme had made a positive impact in delivering against the Roberts agenda
- 95% reporting that the support they received from Vitae was good and that the materials for the programme allowed the smooth running of the programme
- 73% reporting that it had supported them in developing the linkage between research and training
- 64% of institutions reported that it had supported them in the development of internal facilitators.

Vitae (112)<sup>133</sup> Recruiting researchers: survey of employer practice 2009 reports on the experiences and attitudes of 104 employers from a range of employment sectors towards doctoral graduates. It was found that most employers surveyed (73%) would welcome more applications from doctoral graduates and that almost a third of employers surveyed (31%) are already actively targeting doctoral graduates. Employers are keen to recruit researchers both for their technical skills and for their 'first class brains'.

The report provides key messages for employers, doctoral graduates and universities. In the context of the impact of researcher development it is interesting that the report hypothesises that, 'there is a growing understanding of researchers amongst non-higher education employers' in comparison with previous reports.

Vitae (113) has a wide range of careers stories of people with a doctorate or research background, including the 'What do researchers do?' publications: 'Career stories of doctoral graduates' and 'Career profiles of doctoral entrepreneurs'<sup>134</sup>, a searchable database of career stories<sup>135</sup> and Career stories on film<sup>136</sup>. All of these stories demonstrate the employability of researchers and illustrate how researchers have used the skills gained through their research training in their employment.

Specific analysis of the individual career stories within the 'What do researchers do? Career stories of doctoral graduates' against the Impact Framework reveals impacts at all levels.

'I use the management, writing, presenting and problem solving skills that came with [the doctoral experience] every single minute. I also use the reserves of resilience and

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<sup>133</sup> Vitae Recruiting researchers: survey of employer practice, 2009 [www.vitae.ac.uk/policy-practice/1393-205111/Recruiting-researchers.html](http://www.vitae.ac.uk/policy-practice/1393-205111/Recruiting-researchers.html)

<sup>134</sup> Vitae What do researchers do? [www.vitae.ac.uk/wdrd](http://www.vitae.ac.uk/wdrd)

<sup>135</sup> Vitae database of career stories [www.vitae.ac.uk/policy-practice/200941/Database-of-career-stories.html](http://www.vitae.ac.uk/policy-practice/200941/Database-of-career-stories.html)

<sup>136</sup> Vitae career stories on film <http://vitae.ac.uk/researchers/136961/Career-stories-on-film.html>

resourcefulness that being a researcher breeds. The ability to weigh up a big problem and deal with it in bits is highly prized in certain sectors.'

'What do researchers do? Career stories of doctoral graduates', 2009

Vitae (114) 'What do researchers do? Doctoral graduate destinations and impact three years'<sup>137</sup> presents findings of the occupations and perceived impact of doctoral graduates in their early careers. It uses the enhanced longitudinal destinations survey (L DLHE) to capture for the first time the views, experiences and careers of a representative cohort of more than 2,000 doctoral graduates approximately three and a half years after graduating. It also begins to gather evidence of the individual benefits of doctoral study, and the potential impact postgraduate researchers have on the economy and wider aspects of society and culture in the UK.

The report shows that 86% of doctoral graduates are working in doctoral occupations. Only 14% of doctoral graduates were spread across a wide range of 'other occupations', compared with 63% of first degree graduates and 56% of masters graduates.

The research presents a vivid picture of the personal and professional benefits of a doctorate. Respondents believe their doctorate to be helpful to their career progression and achieve careers where they perceive their qualification is enabling them to have an impact and make a difference in the workplace. They have jobs with high degrees of autonomy and responsibility, but also have the opportunity to influence others and are able to make extensive use of their general disciplinary knowledge and the generic skills. They use their research skills in the workplace, even those in non-research roles.

Respondents have very positive views of their doctoral experience and for many it enhances the quality of their lives and their social and intellectual capabilities beyond employment.

The Vitae Scotland and Northern Ireland Hub (115)<sup>138</sup> has evaluated a 'Broadening horizons' workshop for research staff. Pre and post course questionnaires were used. 36 researchers attended the workshop and 31 completed pre-course questionnaires. The majority of participants had either completed one research post or were currently in their first post. The most common motivations for attending the course were career management and identifying opportunities. After the workshop participants were asked, 'What will you do differently as a result of this course?' Responses included:

- proactive career focus: 'Actively search for alternative avenues.'
- 'Look up on skills needed for specific goals.'
- 'Research more career options'; 'utilise my skills more.'
- 'Look beyond a research career' 'Put in place direction to achieve desired career.'
- Training: 'Look into slightly different training programmes'; 'learn to network.'
- Personal Focus: 'I will be more pro-active and resolute in what I know I want.'
- 'I am going to try to convince people I am worth employing.'
- 'Stop procrastinating.'
- update/change: 'Will be more careful in CV preparation'; 'Be more reflective about future prospects and how I tailor my CV and covering letter.'

The Vitae Scotland and Northern Ireland Hub (116)<sup>139</sup> has obtained evaluation feedback from 37 participants on their 'Effective researcher' for research staff, a two-day residential programme held in February 2009. Reaction (level 1) was generally very positive. Comments about the programme overall included, 'learnt and lot and really enjoyed it' and

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<sup>137</sup> Vitae What do researchers do? Doctoral graduate destinations and impact three years on, 2010  
[www.vitae.ac.uk/wdrd](http://www.vitae.ac.uk/wdrd)

<sup>138</sup> Correspondence with Amy Cartwright, Vitae Scotland and Northern Ireland Hub

<sup>139</sup> Correspondence with Amy Cartwright, Vitae Scotland and Northern Ireland Hub

## Appendix: A-Z of impact evidence

'obviously well planned and thought out and a variety of teaching/interaction styles. In terms of learning/behaviour participants were asked what they would do differently as a result of the activity. Responses included:

- '[be] more pro-active in talking to other researchers, aiming to collaborate'
- '[be] more pro-active in planning my work, more understanding of people's different approaches to things'
- 'prioritise and focus on personal goals as well as project goals'.

The Vitae Yorkshire and North East Hub (117)<sup>140</sup> has run a regional workshop, 'Careers in academia'. 36 postgraduate researcher participants completed post course evaluation forms. 100% indicated they would recommend the workshop to other researchers. Participant feedback included:

- 'Really useful to talk to the early career researchers about what academic work is actually like'
- 'Really practical and valid advice – It has made me consider approaches much more thoroughly and constructively'
- 'The CV workshop was very useful for practical advice'
- 'The CV and interview workshops [were] useful regardless of future career.'

Vitae (118) 'Stakeholders' views of the impact of Vitae and its activities'<sup>141</sup> is an independent review of the impact of Vitae from the perspective of national and international stakeholders, commissioned as part of a mid-contract review. 55 semi-structured interviews were conducted, equally divided between international and UK stakeholders. Most interviewees were in leadership/senior positions.

Stakeholders were asked their views on:

- their impressions of Vitae, what it does and the value of its work
- Vitae's role in raising the profile of the issues and challenges relating to researcher development
- Vitae's impact outside the UK (for international stakeholders)
- the value of some of Vitae's activities and resources (for UK stakeholders).

A key outcome from the review was that Vitae has had a positive and transformational impact on the researcher development agenda. In particular, international stakeholders believe that the UK is benefiting from a reputation for being world-leading in providing professional and career development for researchers, both in attracting researchers to the UK and benefiting from better trained, more innovative researchers.

'Vitae is an unique and valuable organisation whose work has placed the UK into a leadership position in the area of researcher development'

Stakeholders' views of the impact of Vitae, 2010

All stakeholders felt that developing researchers and encouraging them to think more about careers was important, particularly in times of economic pressure.

There continues to be a significant role for Vitae in supporting, driving and embedding cultural change in HEIs. Furthermore there is still an ongoing coordinating role for a national organisation beyond embedding culture change.

The report contains recommendations based on the feedback from stakeholders around three main areas:

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<sup>140</sup> Correspondence with Vicky Willett, Vitae Yorkshire and North East Hub

<sup>141</sup> Stakeholders' views of the impact of Vitae and its activities', Oxford Research & Policy, 2010  
[www.vitae.ac.uk/policy-practice/1393/Publications.html](http://www.vitae.ac.uk/policy-practice/1393/Publications.html)

- the importance of Vitae's role in ensuring and promoting that the UK is world leading in researcher development
- evidencing and communicating the value and impact of researcher development, Vitae and its activities to sustain the UK as an excellent environment for researchers
- opportunities for Vitae to extend its reach, activities and funding through working more closely with other UK groups and beyond the UK.

### 3.3 Non-UK HEIs examples of impact

#### University of Colorado (119)

At the University of Colorado (119)<sup>142</sup> a training need was identified in building the confidence of a group of doctoral researchers to present their work in public and academic fora. The doctoral programme is targeted at developing leaders for a variety of educational settings, and students are commonly professionals in educational fields. However, when asked to present their work students commonly say, 'that their work is not worthy of sharing, that they are not ready to contribute [and] that they are worried about the ability to handle the rejection of their ideas...' An experiential training programme was set up based around the development of an online journal called NOVations. Before and after the development activity students were asked to 'provide judgements of their capability to perform specific scholarship and publications activities. The study demonstrated that the experience led to success in producing scholarly work to share with the community, improving their confidence to engage in activity and ultimately an edition of an online journal was produced.

#### Victoria University (120)

Victoria University (120)<sup>143</sup> began an internal funding scheme in 2004 none as the New Researchers' Grant Funding Scheme focusing on early career researchers. The scheme was one response to pressure from the New Zealand Government for universities to raise research outputs and the level of staff participation in research. An evaluation of the scheme for the three year period 2004-06 inclusive attempted to determine the role and impact of the scheme in four key areas, '1) Contribution to scholarship; 2) teaching informed by research; 3) relationships to external funding; and 4) career progression of participants.' During the evaluation period 77 grants were funded to a total value of NZ\$195, 571. Key findings of the evaluation were:

- that the development activity encouraged the production of research outputs and facilitated the development of inter-institutional collaborative and communicative networks
- by September 2007, 21% of grant holders in the internal scheme had gone on to achieve external funding success.
- 8% had been successful in achieving grant funding in a highly prestigious national award scheme for early career researchers to a combined value of NZ\$960, 000
- during the evaluation period 51% of temporary research staff improved their employment status by transferring to permanent contracts or promotion.

<sup>142</sup> Dunlap, J. C. [2006] The effect of a problem-centred, enculturating experience on doctoral students' self-efficacy. *The interdisciplinary Journal of Problem-based Learning* 1, no. 2: 19\_48.

<sup>143</sup> Rath, J. [2009] A report of a New Zealand-Based Funding Initiative Designed to Improve a University's Research Culture *The Journal of Research Administration* Vol XL, 1 . The author is now at the Oxford Learning Institute, University of Oxford.

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## Vitae

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Vitae works with UK higher education institutions (HEIs) to embed professional and career development in the research environment. Vitae plays a major role in innovating, sharing practice and enhancing the capability of the higher education sector to provide professional development and training for researchers.

Our vision is for the UK to be world-class in supporting the personal, professional and career development of researchers.

Our aims:

- building human capital by influencing the development and implementation of effective policy relating to researcher development
- enhancing higher education provision to train and develop researchers
- empowering researchers to make an impact in their careers
- evidencing the impact of professional and career development support for researchers.

For further information about the range of Vitae activities go to [www.vitae.ac.uk](http://www.vitae.ac.uk) or contact [website@vitae.ac.uk](mailto:website@vitae.ac.uk)

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