

**Impact and
evaluation group**
researcher skills and careers

A sector working group supported by Vitae

Annual Report 2011

'The Impact and Evaluation Group annual report 2011' published by Careers Research and Advisory Centre (CRAC) Limited.

'The Impact and Evaluation Group annual report 2011 has been written on behalf of the Impact and Evaluation Group (IEG) by Dr Tony Bromley, Hub Co-ordinator, Vitae Yorkshire and North East Hub and Senior Training and Development Officer, Staff and Departmental Development Unit, University of Leeds and Janet Metcalfe, Chair and Head, Vitae

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

The IEG is a sector working group, drawn from a range 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'.

Vitae provides management support and resources to the IEG. Vitae is funded by the UK Research Councils and managed by CRAC: The Career Development Organisation, dedicated to lifelong career development and active career-related learning

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Introduction

This report summarises the activities of the Impact and Evaluation Group (IEG), a cross sector working group, over the last year in promoting the importance of evaluation in enhancing practice and identifying the impact of researcher development activities. The terms of reference for the IEG are given in Appendix 1.

In September 2010 the Impact and Evaluation Group presented the report, 'The impact of researcher training and development: two years on'¹ at the Vitae Researcher Development Conference. The report presented a summary and analysis of 120 examples of the impact of researcher training and development gathered from across the sector in the two year period since the launch of the Impact Framework². Contributions came from 38 higher education institutions and national organisations, including RCUK and Vitae.

The evidence base gathered supported a number of clear themes for the impact of researcher training and development including:

- substantial growth in training and development opportunities
- clear demonstration that researcher development is capable of maximising the investment in research
- significant impact on employability
- significant impact on research practice and outcomes
- improvement in the researcher experience
- evidence for cultural change in higher education
- improvement in employer awareness of the skills offered by researchers
- life changing impact in terms of the personal and professional development of individual researchers.

The 2010 report also provided six recommendations for the future. This annual report to the Vitae conference provides a progress update with reference to the recommendations of the 2010 report.

Recommendation 1:

To guarantee the continued economic prosperity of the UK; Government, funders and HEIs should ensure that researcher development remains a priority and there is continued and appropriate investment.

The IEG 2010 report, 'The impact of researcher training and development: two years on', provided emerging evidence that researcher development makes an important contribution to the continued prosperity of the UK. The IEG recognises the importance to the sustainability of researcher development in the post-Roberts ring-fenced era of continued evaluation, both to enhance provision and to demonstrate impact. Many higher education institutions have responded positively to the challenge of sustaining the researcher development agenda beyond Roberts, and the implementation of the Concordat to Support the Career Development of Researchers³, but face difficult times in terms of securing appropriate funding against competing institutional agendas.

Independent review of the implementation of the Roberts recommendations

The report to RCUK of the independent review of the implementation of the Roberts recommendations was published in October 2010⁴, and confirmed that 'the UK is recognised as leading the development of transferable skills training and research career development internationally. In particular, moves to embed researcher skills development as a core part of the UK PhD have commanded international respect.'

In terms of evaluating the impact of the Roberts funding, the review acknowledged the view of the IEG that 'this is a complex area with no simple indicators that can adequately measure the impact of skills development, and particularly the impact of a single initiative such as Roberts funding'⁵.

The review also acknowledged the role of the IEG in evaluating the impact of researcher development activities:

'Reflecting on the difficulty of measuring progress with the development of transferable skills, and with the experience gained so far, the Vitae Impact and Evaluation Group will be a key organisation to ensure the tracking and monitoring of the benefits of skills development and ensuring they are visible to all stakeholders.'

The Impact and Evaluation Group submitted a formal response to the report to RCUK (Appendix 2), which broadly welcomed and supported the findings and recommendations of the review. It strongly supported the recommendation that:

'Future funding arrangements should aim to move the transferable skills and career development agenda towards clearly defined goals and progress towards these goals should be monitored against quantified starting points.'

¹ 'The impact of researcher training and development: two years on', Impact and Evaluation Group, 2010 www.vitae.ac.uk/ieg

² Impact Framework and evaluation methodology www.vitae.ac.uk/impact

³ Concordat to Support the Career Development of Researchers www.researchconcordat.ac.uk

⁴ Review of progress in implementing the recommendations of Sir Gareth Roberts, regarding employability and career development of PhD students and research staff, 2010 www.rcuk.ac.uk/Publications/policy/Pages/hodge.aspx

⁵ 'Evaluation of Skills Development of Early Career Researchers, Rugby Team, 2006 www.vitae.ac.uk/cms/files/Rugby-Team-annual-report-January-2006.pdf

Establishing a baseline reference point as we move into a post-Roberts ring-fenced funding era is both critical for measuring progress and valuable in providing opportunity to define 'agenda critical' activities that could be collectively progressed by the sector and stakeholders. The IEG, supported by input from the sector through the Vitae Policy Forum, is well placed to consider how to establish the baseline, but to do so effectively requires rigour and needs to be sufficiently resourced.

RCUK in their response to the Hodge review⁶ also recognised the role of the IEG and encouraged institutions to use the Impact Framework to monitor the outcomes of their investment in skills development. In their statement of expectations⁷, RCUK indicated that future monitoring was likely to assess progress towards sustainability of the researcher development agenda and the impact of the activities. Since then the IEG have provided input to RCUK on the purpose and process of the subsequent monitoring requirements⁸, asking institutions to respond to four questions:

- What has been the impact of Roberts funding in your institution to date?
- How has your institution responded to the changes in researcher development funding?
- What are your plans or targets for researcher development over the next couple of years?
- What is your institution's strategy for researcher development? How does it relate to broader institutional strategies and how will you assess progress?

RCUK have commissioned an analysis of the institutional responses submitted to RCUK in June and will be reporting findings at the Vitae Researcher Development International Conference 2011.

Implementation of the Concordat to Support the Career Development of Researchers

In October 2010 the Concordat Strategy Group identified the need to identify measures of progress for the Concordat to Support the Career Development of Researchers, both to define whether the Concordat was having a sufficient impact upon policy and practice and to identify what more needed to be done.

Following a series of workshops at the Vitae Policy Forum, January 2011, where participants identified potential measures for each of the Concordat principles, these were refined by the IEG in February and presented to both the Concordat Strategy Group and Executive Group in March 2011. At the Concordat Executive Group meeting it was agreed that only existing sources of data should be used for the measures of progress so as not to increase the burden on institutions. It was also agreed that it was not possible to have

definitive measures of progress, and they would need to be put into context, particularly in the current changing environment in higher education.

Further review by the IEG produced a list of measures of progress⁹, which was agreed by the Concordat Executive Group in July 2011. The measures draw primarily on data from the Careers in Research Online Survey (CROS)¹⁰, Principal Investigators and Research Leaders Survey (PIRLS)¹¹, Higher Education Statistics Agency (HESA)¹² and the HR Excellence in Research awards process¹³. Collectively, and with appropriate commentary, these measures should give a good indication of progress.

The IEG has also input into the terms of reference for the three-year review¹⁴ of the implementation of the Concordat principles, which will be undertaken in the autumn by Vitae on behalf of the Concordat Strategy Group. The review will use the methodology of the Impact Framework and the agreed measures of progress will be refined further and reported as part of the review.

Recommendation 2:

The growth of research into researcher development activities should continue to underpin the enhancement of pedagogy and practice to take the sector forward in realising the full potential of researcher development and researchers.

The IEG 2010 'The impact of researcher training and development: two years on' report clearly evidenced that institutions and researcher developers have recognised the value of evaluating their training and development provision and wider researcher development activities. It also identified an emergent research field in this area.

The IEG recognises the importance of the emergence of the 'International Journal for Researcher Development' (founded by Dr Denise Deer formerly at the University of Cambridge, now at UCL). Various IEG members have been involved whether in the setup of the journal, as an associated editor or as members of the international advisory board for the journal. The purpose of the journal is to further understanding of all aspects of researcher development and related policy and practice and context. In January 2011 the journal was acquired by Emerald Group Publishing as part of their portfolio of journals covering management, information science and engineering.

The 'International Journal for Researcher Development' not only provides those interested in this new field of scholarship with the opportunity to contribute towards shaping the field and formulating its research agenda, it also informs researcher development practitioners and policy makers at all levels.¹⁵

⁶ Research Councils UK (RCUK) response to independent review of researcher skills development (Hodge Review), 2011 www.rcuk.ac.uk/Publications/policy/Pages/hodge.aspx

⁷ FAQs on the RCUK Statement of Expectations, section 6 www.rcuk.ac.uk/documents/researchcareers/faqs.pdf

⁸ Monitoring of Researcher Development 2011-2013, RCUK www.rcuk.ac.uk/documents/researchcareers/ResearcherDevelopment2011-2013.pdf

⁹ Measures of progress for the Concordat, 2011 www.researchconcordat.ac.uk

¹⁰ Careers in Research Online Survey (CROS) www.cros.ac.uk

¹¹ Principal Investigators and Research Leaders Survey (PIRLS) www.vitae.ac.uk/pirls

¹² Higher Education Statistics Agency (HESA) www.hesa.ac.uk

¹³ European Commission HE Excellence in Research award www.vitae.ac.uk/hrexcellencebadge

¹⁴ Review of progress in implementing the Concordat principles, 2011 www.researchconcordat.ac.uk

¹⁵ International Journal for Researcher Development www.emeraldinsight.com/ijrd.html

Interest in research in this area has continued to grow. The Vitae Researcher Development International Conference 2011 includes a Research Strand, the first time such a group has met internationally in this area. The call for abstracts proved so popular, with 26 submissions, that the number of sessions had to be expanded. The final programme of papers being presented includes contributors from the UK and Europe (Appendix 3). It is hoped that the Research Strand will be the first of many and grow to establish a strong, sustainable research and scholarship community within researcher development.

The Research Strand at the Vitae conference was developed in collaboration with the 'International Journal for Researcher Development'. It is anticipated that these and other papers will be published in a special edition of the journal, subject to normal peer-review processes.

Additional academic papers/articles on researcher development have also been published in other learned journals. The IEG will maintain a comprehensive bibliography of academic publications in the researcher development area for the benefit of the sector.

Recommendation 3:

The case studies in this report should be further analysed to enhance these findings and to consider how best to promote and communicate the impact of researcher development more widely.

The IEG held a workshop at the Vitae Policy Forum of January 2011¹⁶. A strong steer was given for the IEG to provide succinct and impactful summaries of information targeted appropriately at the respective stakeholders in researcher development.

The IEG is currently in the process of redeveloping the impact section of the Vitae website www.vitae.ac.uk/impact with a view to better presenting the available information on the impact of researcher development. The IEG is also currently considering a number of further options in terms of communication, including the production of targeted briefings on specific areas of impact such as research outcomes, careers, public engagement and enterprise, which will draw out the evidence of the impact of researcher development in these areas.

Recommendation 4:

National and regional mechanisms for sharing of practice, resources and expertise relating to the evaluation and impact of researcher development should continue to be supported and used.

Vitae both centrally and through the regional Hubs¹⁷ continues to provide wide ranging opportunity for sharing practice, resources and expertise, including evaluation and impact. The Vitae Database of Practice¹⁸ was upgraded during 2011 to improve the navigation, input mechanism and searchability of the database. The upgrade included the ability to map practices against the Vitae Researcher Development Framework (RDF) and identify the impact of the practice against impact levels 2 to 4 of the Impact Framework.

¹⁶ Vitae Policy Forum 2011 www.vitae.ac.uk/policyforum2011

¹⁷ Vitae regional Hubs www.vitae.ac.uk/hubs

¹⁸ Vitae Database of Practice www.vitae.ac.uk/dop

Recommendation 5:

Higher education institutions should consider the wide range of impact examples provided in this report with a view to enhancing practice and integrating evaluation into their provision where appropriate.

There is evidence of continued activity in the sector in respect of evaluation. Since the upgrading of the Vitae Database of Practice, 38 practices have been updated to provide evidence of impact at level 2 (learning), 28 practices demonstrate impact at level 3 (behavioural change) and 27 practices report the outcomes of the activity (level 4 in the Impact Framework).

Two examples of how evaluation is being integrated into development activities are given below.

Evaluation of a programme of induction workshops for postgraduate researchers, Heriot-Watt University www.vitae.ac.uk/dop/1278.html

This evaluation was part of a range of evaluation projects designed to further understanding of the usefulness and appropriateness of researcher development approaches at Heriot-Watt. It covered seven induction workshops delivered annually over four years and had four main work packages:

- Analysis of student engagement data
- Analysis of workshop feedback forms
- Design and implementation of a survey to gather information on student learning, use of that learning and the reflective views of the students
- A focus group drawn from the survey respondents to probe beyond the survey data

The outcomes of the packages were presented in a project report.

One on one peer mentoring for first year postgraduate researchers, Queens University Belfast www.vitae.ac.uk/dop/1255.html

A pilot scheme for new postgraduate researchers who are mentored by late cycle second or early third year researchers. The effectiveness of the practice is monitored through:

- reviews with mentors
- evaluation questionnaires for mentees
- semi-structured interviews with mentees
- exit interviews with mentors
- feedback from staff co-ordinator
- feedback from other relevant staff, with permission from mentees.

Recommendation 6:

Additional research should be undertaken to evidence the value of researchers' skills to non-HE employers and to further promote awareness.

A key outcome of the recent Vitae Strategy Forum, July 2011, attended by representatives from institutions, employers and UK stakeholders, was a strong recognition of the importance of continuing to build relationships with a wide range of employers to improve understanding and knowledge of researcher career paths and the capabilities and contribution of researchers across all employment sectors.

Vitae is undertaking a series of projects to understand better the needs of employers, create effective networks and promote the value of researchers in all employment sectors. This includes an open space event to bring together employers, researchers, supervisors and staff supporting researchers to explore researchers' skills and attributes in comparison to employers' needs. It will focus on the Vitae Researcher Development Framework and identify, from employers' perspectives, the skills they value and how they might influence how these are nurtured and developed. An employability lens and an employer briefing on the Researcher Development Framework will be part of targeted information for employers. Examples of the impact case studies will be used to illustrate the improved employability of researchers.

A new publication¹⁹ in the 'What do researchers do?' series extends knowledge of the career paths of researchers and an associated new section of the Vitae website provides labour market information targeted at researchers, including employment sectors, occupations, employers and examples of researcher career profiles.

Summary

Good progress has been made in respect of the six recommendations of the Impact and Evaluation Group 2010 report, 'The impact of researcher training and development: two years on'. The IEG will continue to promote the importance of evaluation to inform policy and practice and build an evidence base on the effectiveness of researcher development activities.

It is clear that researcher development and the principles of the Concordat to Support the Career Development of Researchers are key components of the UK's distinctive offering of training and career development for researchers to support the UK in attracting the world's best researchers. The IEG will continue to play an important role in supporting the sector in understanding and demonstrating the impact of researcher development to ensure that the UK continues to maintain a distinctive world class offering for researchers.

During the next year the IEG will:

- continue to ensure progress in achieving the recommendations of the IEG report, 'The impact of researcher training and development; two years on'
- ensure the importance of evaluating the impact of researcher development maintains a high profile in the post-Roberts era
- continue to provide mechanisms for collating and sharing case-study information of impact from across the sector
- provide targeted information to demonstrate the impact of researcher development to a range of stakeholders
- continue to support the sector in the development of impact measurement methodologies
- provide professional development support in the methodology of impact measurement for practitioners
- support the development of scholarship in researcher development, including maintaining a bibliography of relevant academic publications
- continue to provide advice on the development of impact measures, such as the measures of impact for the Concordat to Support the Career Development of Researchers.

¹⁹ 'What do researchers do? Career paths of doctoral researchers', 2011, Vitae www.vitae.ac.uk/wdrd

Appendix 1

The Impact and Evaluation Group (IEG)²⁰

The Impact and Evaluation Group (IEG) is a sector working group supported by Vitae and chaired by Professor Ella Ritchie, Deputy Vice-Chancellor, Newcastle University. The mission of the IEG is to 'propose a meaningful and workable way of evaluating the effectiveness of skills development in early career researchers'.

The current terms of reference (2008-2012) are to:

- inform national and agency policies and practices relating to the evaluation of skills development of researchers
- provide sector input into shaping a programme to build an evidence base on the effectiveness of developing researchers' skills
- act as a sector 'sounding board' to Vitae with respect to their engagement in helping to build the evidence base.

Each year it agrees a range of projects, based on the recommendations of the Vitae Policy Forum.

www.vitae.ac.uk/iegactivities

Membership 2010/11

Tony Bromley,	University of Leeds and Vitae Yorkshire and North East Hub
Iain Cameron,	Research Councils UK
Colin Chandler,	Northumbria University
Gill Clarke,	University of Bristol
Rob Daley,	Heriot-Watt and Vitae Research Staff Development Advisory Group
Pam Denicolo,	University of Reading and UK Council for Graduate Education
Chris Hale,	Universities UK
Clare Jones,	University of Nottingham and AGCAS Research Staff Task Force
Janet Metcalfe,	Vitae
Thomas Papworth,	Concordat Implementation Coordinator (to April 2010)
Chris Park,	Lancaster University and HE Academy (to December 2010)
Ellen Pearce,	Vitae
Ashley Pringle,	University of Southampton and UK Research Staff Association (UKRSA)
Donna Murray,	University of Edinburgh
Kate Reading,	Research Councils UK
Ella Ritchie,	Newcastle University (Chair)
Chris Wood,	University of Exeter

²⁰ Previously known as the Rugby Team

²¹ 'The impact of researcher training and development: two years on', Impact and Evaluation Group, 2010 www.vitae.ac.uk/impact

Appendix 2

Impact and Evaluation Group response to the RCUK independent review panel report

'Review of progress in implementing the recommendations of Sir Gareth Roberts, regarding employability and career development of PhD students and research staff' (2010)

Summary

The Impact and Evaluation Group (IEG) welcomes the independent review commissioned by RCUK and supports the findings and recommendations of the panel. In particular, the positive and supportive nature of the findings is a welcome recognition of the work of the sector in progressing the vision of Professor Sir Gareth Roberts, '...the spirit of Sir Gareth's recommendations have been achieved.' Acknowledgement of the financial input from higher education institutions (HEIs) in addition to the Roberts money is also welcome.

Response to impact related findings of the independent review

The identification by the review panel of the excellent and world leading standing of the UK in the researcher development area by international observers is again an important endorsement of the work of the sector. Recommendation 4 and guidance to HEIs to continue the progress in researcher development and retaining specialist staff, even within the current difficult funding environment, provides timely and important support to the sector. It is clear that in researcher development the UK has a very important leading edge over crucial competitor nations in attracting the best early career researchers to study, work and develop their careers in the UK. The review makes the important point that the leading position of the UK should not be lost as competitor nations expand their researcher development activity.

The combined efforts of the IEG, and the sector nationally, have been instrumental in establishing the evidence base for the impact of researcher development that provides a firm basis to support the reputation of the UK as world leading. The latest summary of evidence of impact was presented in the IEG report, 'The impact of researcher training and development: two years on'²¹ at the Vitae researcher development conference of September 2010. Alongside Recommendation 4 of the review to retain specialist staff, the IEG and the sector must ensure the continued building of the evidence base as an essential component of maintaining the UK's reputation as having a leading position. Recommendation 2 of 'The impact of researcher training and development: two years on' supports the growth of research into researcher development, 'to underpin the enhancement of pedagogy and practice to take the sector forward in realising the full potential of researcher development and researchers.' The growth of research will further develop the evidence base and will also add a further component to why the UK is world leading.

The recognition of the activity of Vitae and the continued future need for sharing of resource and expertise, a 'centralised' co-ordinating function and the role of Vitae wide communication of the standing of the UK internationally is welcome (Recommendation 7). The IEG report, 'The impact of researcher training and development: two years on' also established the continued need for such activity in Recommendation 4 of that report. The IEG has co-ordinated and supported sharing of practice in the area of impact measurement and collectively as a sector developing the evidence base for researcher development.

Whilst recognising the successes of the Roberts agenda the review panel also provides a valuable steer for the future activity of the sector. Of particular note is the observation that the Roberts agenda still has some distance to travel in awareness and engagement amongst employers and in the UK in general (Recommendation 6). As a key strand of the Roberts recommendations it is important that the sector looks to consider with some urgency progressive activity in this area. A similar observation and recommendation was made in the sector wide impact and evaluation work of the Impact and Evaluation Group most recently documented in the report, 'The impact of researcher training and development: two years on'²². It is also recognised by HEI careers services²³ that better engagement of employers is required. As part of new activity for 2011 the IEG will be producing a number of focused reports summarising the key evidence of impact of most importance to different stakeholders, including employers of researchers. These reports will support Vitae initiatives on raising awareness and engagement.

During the initial years of the development of the Roberts agenda, the researcher development sector and stakeholders engaged in much debate about the lack of a baseline of existing activity as a reference point against which to make future measurement of development, impact and success. The IEG acknowledges the panel's recognition of the difficulty this lack of baseline placed on the review panel's task, 'Quantifying the progress made has not been possible as there was no baseline defined at the start of the funding period'. The IEG strongly supports Recommendation 1 of the review panel, which calls for a 'quantified starting point' from which to develop the future. As we leave the Roberts money era and move into a new funding system it would be valuable to establish the baseline reference point. This would also provide opportunity to define 'agenda critical' activity that could be collectively progressed by the sector and stakeholders. The IEG (supported by input from the Vitae Policy Forum) is well placed to consider how to establish the baseline, and also to consider the 'measures of success' for researcher development for the coming years. However, carrying out such activity with the rigour required will need to be sufficiently resourced.

The recognition that the researcher development initiative instigated by the Roberts report is still at an early stage is welcome. The review highlights that, 'the first cohorts of researchers having undertaken training through Roberts funded activities have only recently embarked on their careers. Time is required to demonstrate maximum benefit'. The IEG recognised within the original Impact Framework document²⁴ that there may well be a significant time delay before the full impact of researcher development initiatives were known. The views of the independent review panel are supportive of this initial observation of the IEG.

The IEG would agree with the report's finding that for research staff the researcher development agenda, 'is not yet an embedded part of staff development practices and is therefore more vulnerable'. The sector should ensure it takes steps to support the continued development of the research staff agenda with the new funding environment post-Roberts ring-fencing of funds. The IEG and the sector should consider the level of awareness of the current evidence of the impact of researcher development for research staff and identify areas for further supportive impact studies to encourage further embedding of the agenda.

The review report provides a strong steer to the sector in respect of the need for considerably more 'business experience, and commercial knowledge and understanding'. This is an important consideration for future activity in the sector. The IEG in the 'Impact of researcher training and development: two years on' highlighted the impact of successful enterprise activity in a number of case studies. The opportunity is here for the IEG and the sector to consider 'measures of success' for the sector in developing the area of 'business experience, and commercial knowledge and understanding'. The existing case studies could form the basis of longitudinal analysis of impact.

The commentary in the review for more 'encouragement, support reward and recognition' for research supervisors and leaders is welcome. HEIs should continue to consider supervisory provision in their practice. The IEG will look to provide an overview report of the evidence of impact of researcher development of specific relevance to supervisors and research leaders with a view to raising awareness and encouraging further engagement with the researcher development agenda.

Conclusion

The IEG welcomes the independent review commissioned by RCUK and supports the findings and recommendations of the panel. The independent review panel report will provide an important steer for future IEG activity and for the sector in general.

In an initial response the IEG will in 2011:

- update the IEG Impact Framework and supporting documentation to reflect the wider context of the Researcher Development Framework
- enhance the communication of the evidence base for the impact of researcher development by developing evaluation briefings themed by topic, e.g. impact on research outcomes, employability, public awareness
- update the impact section of the Vitae website to profile better the impact case studies (www.vitae.ac.uk/impact)
- work with Vitae and the 'International Journal of Researcher Development' to increase peer review publication of researcher development evaluation
- encourage and support HEIs in the continued evaluation of the impact of their provision with particular reference to the recommendations of the independent review panel.

²² Due to timing, the full information and findings of the Impact and Evaluation Group report, 'The impact of researcher training and development :two years on' were not available to the review panel.

²³ The IEG recognises the career service as an integral part of a research organisation rather than a stakeholder (note Recommendation 7).

²⁴ The Rugby Team Impact Framework, 2009, particularly Figures 2 and 3, Tables A5 and A6, www.vitae.ac.uk/iegactivities

Appendix 3

Programme of presentations in the Research Strand of the Vitae Researcher Development International Conference 2011

Research Strand Session 1	
11:00	Welcome: Dr Tony Bromley (Chair)
11:05	Keynote: The scholarship of researcher development: mapping the terrain and pushing back boundaries Dr Linda Evans, Reader in Education, School of Education, University of Leeds
11:35	Q&A
11:45	Paper 1: Facilitators of creativity in the science and engineering research context Elaine Walsh, Senior Lecturer, Imperial College London Katie Anders, Project Officer, Postdoc Development Centre, Imperial College London Liz Elvidge, Manager, Postdoc Development Centre, Imperial College London
12:00	Paper 2: Revelation or irrelevant: researchers' perspectives on educational theory Dr Ian Finlay, Departmental Lecturer in Educational Development of Researchers, University of Oxford
12:15	Paper 3: The 'Big Bang' of researcher development: where did it all come from? Dr Ruth Garbutt, Researcher Training and Development Officer, Staff and Departmental Development Unit, University of Leeds
12:30	End of session 1
LUNCH	
Research Strand Session 2	
13:45	Paper 4: Not just another statistic! A qualitative approach to understanding research staff issues! Elena Golovushkina, Doctoral Candidate, Glasgow Caledonian University Dr Rob Daley, Researcher Development Coordinator, Heriot-Watt University
14:00	Paper 5: A postdoc: what is it worth outside academia? Annik Leyman, Junior Researcher, Ghent University (Expert Centre R&D Monitoring), Belgium Prof Ronan Van Rossem, Senior Researcher, Ghent University, Belgium
14:15	Short break
14:25	Paper 6: Outcomes of entrepreneurial training and how to improve them Dr Kevin Parker, Director, KKI Associates
14:40	Paper 7: CREATE: Development of global research management skills Thale Kvernberg Andersen, Research Scientist, SINTEF, Norway Inge Liekens, Environmental Economist, VITO, Belgium Stefano Salvador, IT Developer, Area Science Park, Trieste, Italy Cathérine Steelant, Deputy Director, Fraunhofer Brussels
15:00	Closing comments and moving forward (conference 2012)
15:15	End of Research Strand

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- inform national and agency policies and practices relating to the evaluation of skills development of researchers
- provide sector input into shaping a programme to build an evidence base on the effectiveness of developing researchers' skills
- act as a sector 'sounding board' to Vitae with respect to their engagement in helping to build the evidence base.

The IEG developed the Impact Framework, an evaluation model specifically tailored for the context of training and development of researchers in higher education. It is intended to foster, support and guide existing and new ways of effectively evaluating researcher training and development, with the aim of further encouraging higher education institutions to engage in the evaluation and building a more comprehensive evidence base of the value of researcher development.

For more information on the evidence of the impact of researcher development activities go to www.vitae.ac.uk/impact

Each year the IEG agrees a range of projects based on the recommendations of the Vitae Policy Forum.

www.vitae.ac.uk/iegactivities

More information on the IEG and its publications can be found at www.vitae.ac.uk/ieg



Vitae

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

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:

- build human capital by influencing the development and implementation of effective policy relating to researcher development
- enhance higher education provision to train and develop researchers
- empower researchers to make an impact in their careers
- evidence 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 or contact website@vitae.ac.uk

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