

## The evidence base for researcher development activity – quick summary guide so far of the developing evidence base:

Based upon the document 'Rugby Team Impact Framework: one year on' available to download at [www.vitae.ac.uk/rugbyteam](http://www.vitae.ac.uk/rugbyteam)

Project		Rugby Team impact Framework levels					Evidence – Key Impacts
		0	1	2	3	4	
1	University of Leeds Foundation Level 0 review	✓					Strategic plan developed and implemented
2	BHR Associates review – independent review at a Russell Group university	✓					Research staff participants had little work experience outside of 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.
3	University of Sheffield - Baseline Study: Research Staff Training Programme, School of Medicine	✓					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.
4	Imperial College - Skills Perception Inventory (SkiPI)	✓	✓	✓			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
5	University of Manchester - Needs Analysis - baseline study	✓					The most significant needs were identified in areas of presentation, public understanding of research, commercialisation of research and research skill
6	Cardiff University – PRES findings	✓	✓				A significant positive relationship expressed by researchers between measures of participation in needs assessment and their overall experience of the research programme.
7	Durham University – PRES findings	✓	✓				Increasing participation in needs analysis and increasing satisfaction in terms of research training needs being met and the training programme as a whole.
8	University of Leeds – Research Environment	✓					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
9	University of Strathclyde – Enterprise skills	✓					The need was highlighted for behaviours including intrapreneurship, cultural transition, switching between multiple mental models for technology and business, being multifunctional and multidisciplinary
10	1994 Group - Survey on the Impact of the Roberts' Fund at 1994 Group Institutions	✓				✓	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
11	RCUK Roberts reporting summary 2008	✓					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
12	University of Cambridge – Research Staff Careers Programme	✓				✓	Internal School of Physical Sciences research staff survey (Nov 2008) - over 50% of respondents agreed or strongly agreed with the statement, ' <i>I have taken action for my career as a result of engaging with the [research staff] careers programme</i> '
13	Bangor University – PRES findings		✓	✓			An improvement in the understanding of thesis examination amongst postgraduate researchers in respect of the 2007 findings (3% above the sector compared to 7% below in 2007)
14	Heriot-Watt University - Effective researcher		✓	✓	✓		Increases in participants' perceived levels of skill in assertiveness, leadership, problem solving, project planning and communication; online survey - 70% of respondents reported the course helped them to perform better in research

15	University of Glasgow - Effective researcher		✓	✓	✓		<i>'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'</i>
16	Leicester University - One Step Beyond GRADSschool		✓	✓	✓	✓	Achieving a better work-life balance; direct attribution of the GRADSschool to gaining employment
17	University of Leeds - Speed Reading	✓	✓	✓	✓	✓	Enhanced reading speed – (ongoing study further outcomes to follow)
18	University of Nottingham - Placements Programme	✓	✓	✓	✓	✓	Increased confidence to make life decisions; Gained sense of direction; Applied for job with more confidence/better skills; gained employment
19	University of Leeds - Employability					✓	<i>'[...] 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'</i>
20	University of Southampton – Outreach		✓	✓	✓	✓	A substantial numbers of participants applying for FESM [Faculty] funding for further outreach work and developing projects in the wider university
21	Institute of Cancer Research - Science Communication	✓	✓	✓	✓	✓	An increase in outreach and fund raising activity and more volunteers on waiting lists; supervisors reported positive feedback in terms of improved presentation skills
22	Durham University - Enterprise	✓	✓	✓	✓		<i>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</i>
23	University of Essex - Success Stories	✓	✓	✓	✓	✓	<i>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>
24	University of East Anglia - Dynamics of Team Learning		✓	✓			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
25	University of Leeds - Grant writing	✓	✓	✓	✓	✓	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%
26	University of Sheffield – Research Staff Programme evaluation	✓	✓	✓	✓	✓	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
27	Newcastle University – Postgraduate researcher development programme	✓	✓	✓	✓	✓	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.

Dr Tony Bromley, Impact Evaluation Group<sup>1</sup>, Vitae Yorkshire and North East Hub Coordinator and Senior Training and Development Officer, University of Leeds. UK.

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<sup>1</sup> Formerly the 'Rugby Team'