



Researcher Developers' Professional Framework (ReDProF): exploring our careers and continuing professional development

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www.vitae.ac.uk

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Starting point

A new emerging professional role?

- ✔ What do researcher developers do?
- ✔ Who are researcher developers?
- ✔ Where do we come from?
- ✔ Where do we go?
- ✔ What is professional development for researcher developers?

Whitchurch, C. (2008) 'Shifting Identities and Blurring Boundaries: The Emergence of Third Space Professionals in UK Higher Education', *Higher Education Quarterly* 62(4), 377-396.

Whitchurch, C. (2009) 'The Rise of the Blended Professional in Higher Education: A Comparison between the UK, Australia and the United States', *Higher Education (published online early: doi.1007/s10734-009-9202-4)*

Background

- ✔ Help our community of researcher developers better understand their professional development needs and career possibilities
- ✔ Recognise professional qualities of researcher developers
- ✔ Provide bridges to other professional development frameworks
- ✔ Provide information about career pathways and possible career destinations
- ✔ Enable better support for the professional development of researchers
- ✔ Consider professional development to meet the needs of a wide range of researcher developers

Map the landscape of pathways, roles and tasks of researcher developers



Define professional behaviours of researcher developers in a structured way



Inform CPD for researcher developers to enhance careers



Enable enhanced support and benefits for researchers

Purpose

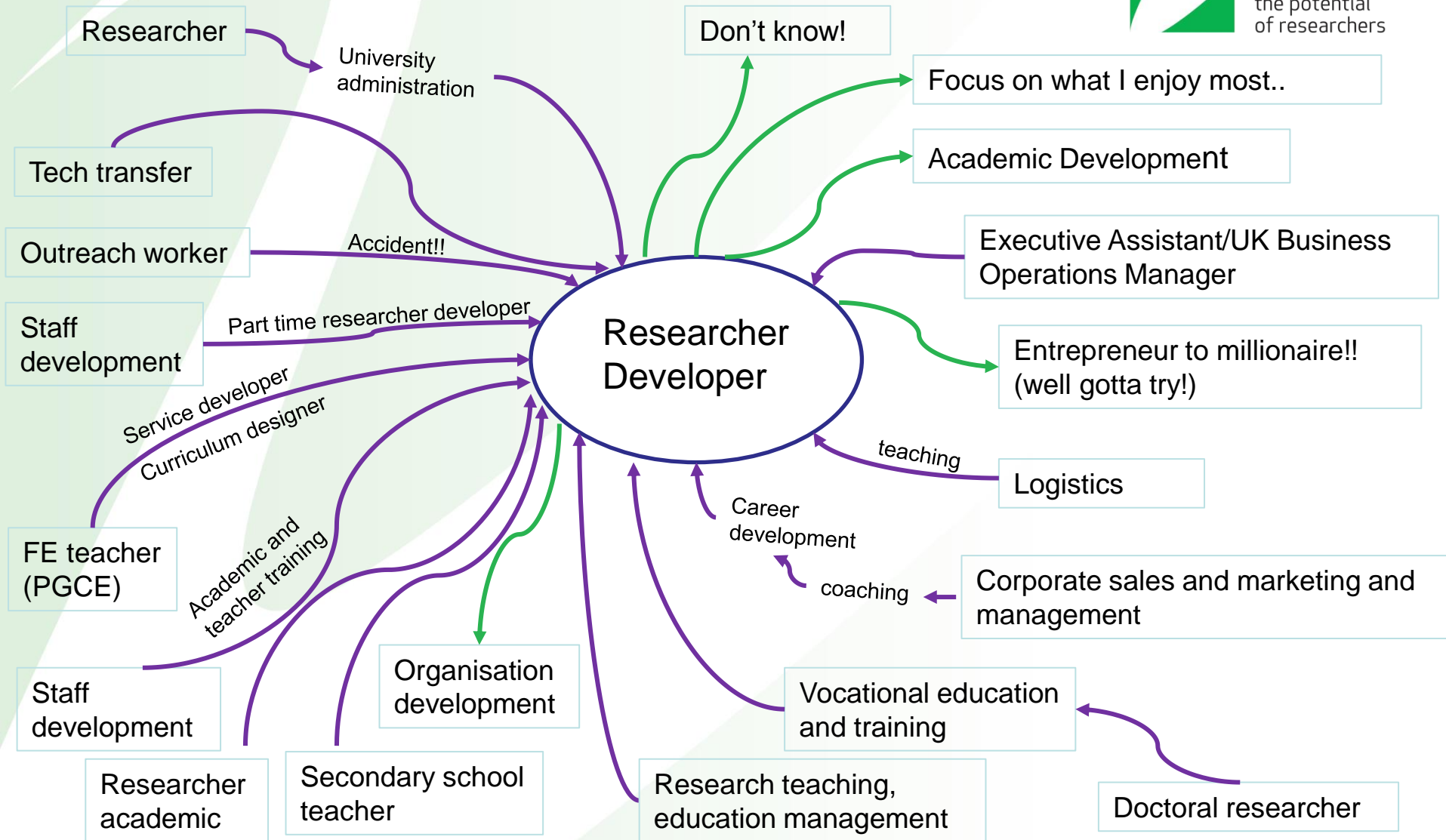
- ✔ Empower individual researcher developers to consider and plan their personal professional development
- ✔ Enable progression within researcher development or between career pathways
- ✔ Recognise a researcher developer's role both within an institution and in the broader environment
- ✔ Take account of broader community contributions, such as working at regional, UK or international level
- ✔ Map key aspects of being a professional in researcher development in all or part of role
- ✔ Acknowledge that roles and professional development opportunities are relating to institutional structures

Activity

1. Where have you come from?
2. What skills do we bring? What skills do we need?

One flip chart for each

Multiple Career pathways



Career aspirations (N=58)

- ✔ Staff development (13)
- ✔ Academic (12)
- ✔ Management - general (7)
- ✔ Management - related area e.g. graduate school (6)
- ✔ Researcher Development (5)

- ✔ Don't know (5)
- ✔ Teaching (2)
- ✔ Careers advising (2)
- ✔ Research (2)
- ✔ Different sector (2)
- ✔ Non academic (1)
- ✔ Consultancy (1)

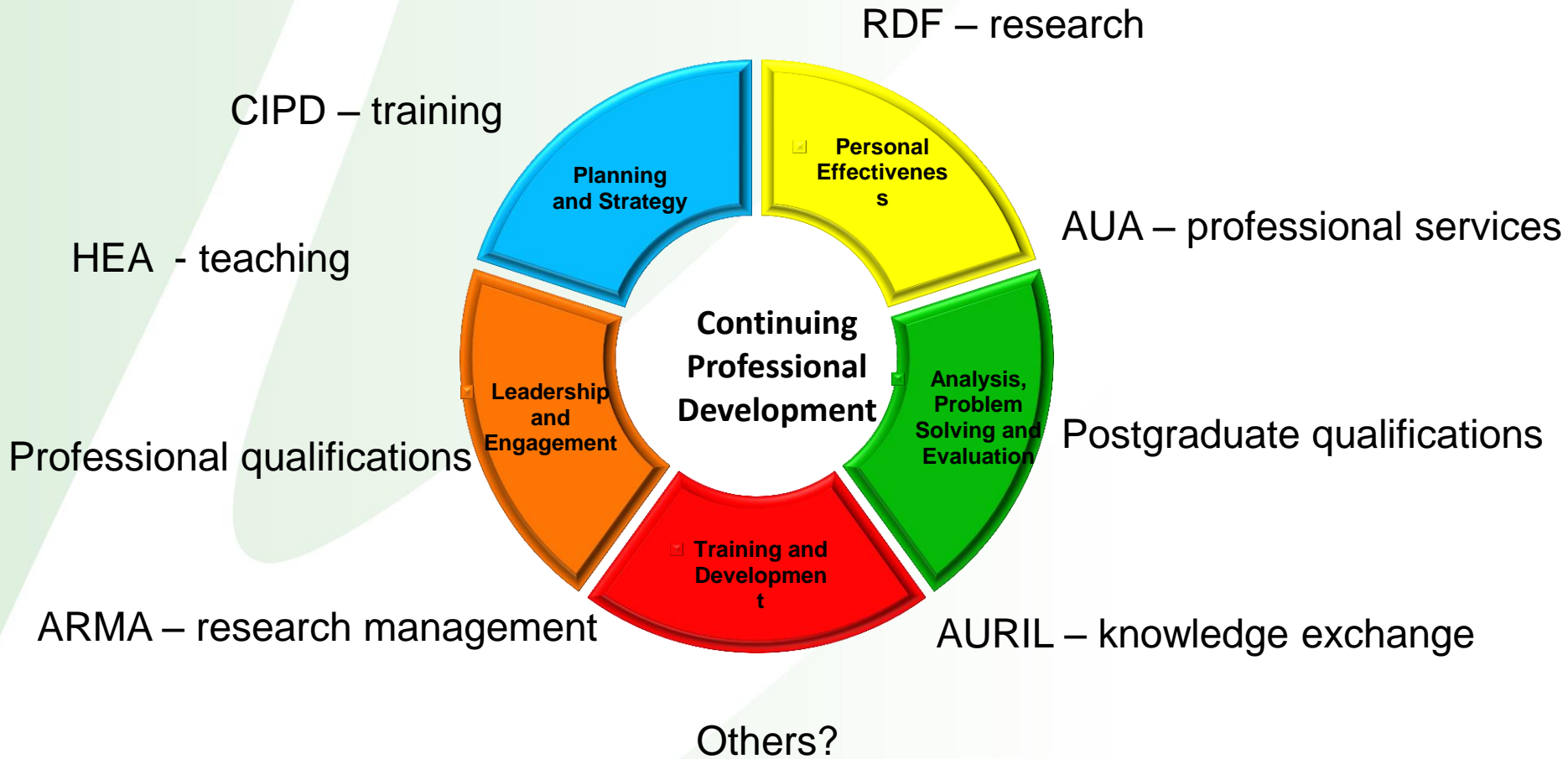
<https://www.survey.crac.org.uk/rdcareerpathways>

The framework so far...

- ✔ Collaborative development
- ✔ Accounts for wide range of different roles
- ✔ Five categories
- ✔ Role 'aspects' in 3 levels to show possible progression



Bridges to other frameworks



Benchmark your expertise

Reflect on your professional development



Action Plans

- ✔ Action plans
- ✔ Next steps

Next steps for Vitae & stakeholders

- ✔ Inform researcher developers
- ✔ Extend career pathways mapping
- ✔ Vitae web section and case studies
- ✔ Build career stories