

Researcher Development Statement

The UK is committed to enhancing the higher-level capabilities of the UK workforce including the development of world-class researchers. Researchers are critical to economic success, addressing major global challenges, and building a leading knowledge economy.

The Researcher Development Statement (RDS) sets out the knowledge, behaviours and attributes of effective and highly skilled researchers appropriate for a wide range of careers.

The RDS is for policy makers and research organisations which provide personal, professional and career development for researchers in higher education.

The Researcher Development Statement is derived from the Researcher Development Framework (RDF), a major new approach to researcher development, which aims to enhance our capacity to build the UK workforce, develop world-class researchers and build our research base.

The RDS and RDF will contribute to researcher training and development in the UK by providing a strategic statement (RDS) and operational framework (RDF) to support the implementation of the Concordat to Support the Career Development of Researchers¹, the QAA Code of practice for research degree programmes² and the 'Roberts'³ recommendations for postgraduate researchers and research staff.

The RDS is structured in four domains encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

The Researcher Development Statement is an evolution of the Research Councils' Joint Skills Statement (JSS)⁴ and replaces the JSS as the key reference statement for the development of postgraduate researchers' skills and attributes and researchers employed in higher education. All the skills and attributes of the JSS have been incorporated into the RDS and their distribution is identified in the table below. A two-way mapping of the RDS and the JSS is available on the RDF section of the Vitae website.

For more information and to comment on the Researcher Development Framework and associated Statement go to www.vitae.ac.uk/rdf



¹ www.researchconcordat.ac.uk

² www.qaa.ac.uk

³ http://webarchive.nationalarchives.gov.uk/http://www.hm-treasury.gov.uk/set_for_success.htm

⁴ www.vitae.ac.uk/jss

Domain A: Knowledge and intellectual abilities

This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research.

| Sub-domain | Sub-domain summary | JSS |
|--|---|---|
| 1. Knowledge base <ol style="list-style-type: none"> 1. Subject knowledge 2. Research methods – theoretical knowledge 3. Research methods – practical application 4. Information seeking 5. Information literacy and management 6. Languages 7. Academic literacy and numeracy | Knowledge of: <p>The area of research, the advances within it and its relationships with other research areas</p> <p>The methods and experimental techniques appropriate for research design</p> <p>Sources of information, bibliographic software and other information technologies</p> <p>Literacy and numeracy skills and language abilities appropriate for research</p> Behaviour: <p>Makes original contributions to knowledge</p> <p>Identifies, applies and develops methods and experimental techniques appropriate for research projects</p> <p>Conducts effective and comprehensive information searches</p> <p>Records, manages and handles information/data using appropriate bibliographic software and other information technologies</p> | A3 A4 B6 C2 C3 C4 E1 |
| 2. Cognitive abilities <ol style="list-style-type: none"> 1. Analysing 2. Synthesising 3. Critical thinking 4. Evaluating 5. Problem solving | Behaviour: <p>Analyses and evaluates findings using appropriate methods</p> <p>Thinks originally, independently and critically; develops theoretical concepts</p> <p>Critically synthesises information from diverse sources</p> <p>Evaluates progress, impact and outcomes of research</p> <p>Recognises and validates problems; formulates and applies solutions to a range of research problems</p> Attitude: <p>Willing to give and receive constructive criticism</p> | A1 A2 A5 A6 |
| 3. Creativity <ol style="list-style-type: none"> 1. Inquiring mind 2. Intellectual insight 3. Innovation 4. Argument construction 5. Intellectual risk | Behaviour: <p>Develops new ways of working; has novel ideas and realises their potential</p> <p>Identifies new trends; creates new opportunities</p> <p>Develops convincing and persuasive arguments to defend research</p> <p>Takes intellectual risks; challenges the status quo</p> Attitude: <p>Takes a creative, imaginative and inquiring approach to research</p> <p>Is open to new sources of ideas</p> | D1 D2 D3 D7* E3 |

*Denotes where a Joint Skills Statement (JSS) descriptor has been incorporated into different descriptors within the RDF

Domain B: Personal effectiveness

This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development.

| Sub-domain | Sub-domain summary | JSS |
|---|---|--|
| 1. Personal qualities <ol style="list-style-type: none"> 1. Enthusiasm 2. Perseverance 3. Integrity 4. Self-confidence 5. Self-reflection 6. Responsibility | Attitude: <p>Approaches research with enthusiasm, passion and confidence</p> <p>Is resilient and perseveres in the face of obstacles</p> <p>Is self-reflective; seeks ways to improve performance and strives for research excellence</p> <p>Is pro-active, independent, self-reliant and takes responsibility for self and others</p> <p>Shows integrity</p> | B3 D5 D6 D7* |
| 2. Self-management <ol style="list-style-type: none"> 1. Preparation and prioritisation 2. Commitment to research 3. Time management 4. Responsiveness to change 5. Work-life balance | Behaviour: <p>Anticipates and responds to directions and trends in research</p> <p>Plans, prioritises and conducts research in proactive way</p> <p>Delivers research projects and results on time and effectively</p> <p>Develops awareness of, and helps to achieve, work-life balance for self and colleagues</p> Attitude: <p>Has a strategic approach to research</p> <p>Has focus, commitment and ambition</p> <p>Is flexible and responsive to change</p> | |
| 3. Professional and career development <ol style="list-style-type: none"> 1. Career management 2. Continuing professional development 3. Responsiveness to opportunities 4. Networking 5. Reputation and esteem | Knowledge of: <p>Career and employment opportunities inside and outside academia</p> Behaviour: <p>Takes ownership of and manages professional development</p> <p>Shows commitment to continuing professional development and enhancing employability</p> <p>Maintains and develops relevant skills set and experience in preparation for a wide range of opportunities within and outside academia</p> <p>Actively networks for professional and career purposes and seeks to enhance research reputation and esteem</p> | D4 F1 G1 G2 G3 G4 |

*Denotes where a Joint Skills Statement (JSS) descriptor has been incorporated into different descriptors within the RDF

Domain C: Research governance and organisation

This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research.

| Sub-domain | Sub-domain summary | JSS |
|---|--|------------------------|
| 1. Professional conduct 1. Health and safety 2. Ethics and principles and sustainability 3. Legal requirements 4. IPR and copyright 5. Respect and confidentiality 6. Attribution and co-authorship 7. Appropriate practice | Knowledge of: Health and safety issues, confidentiality and ethical requirements of his/her research field The legal requirements and regulations relating to the area of research and the research environment The principles of intellectual property rights (IPR) and copyright issues, as they relate to research, its commercialisation and dissemination Organisational and professional requirements and environmental impact of research The concept of corporate social responsibility Behaviour: Respects, acknowledges and attributes the contribution of others Seeks to protect, where appropriate, the intellectual assets arising from research and to maximise the wider value of research findings Acts with professional integrity in all aspects of research governance Uses institutional/organisational resources responsibly and appropriately Seeks ways of working in a sustainable manner Attitude: Respects, upholds and meets professional standards and requirements | B2 B4 |
| 2. Research management 1. Research strategy 2. Project planning and delivery 3. Risk management | Knowledge of: The contribution of research to the health of disciplines and institutional missions Project management tools and techniques Behaviour: Applies appropriate project management tools and techniques Sets goals and plans and manages resources to deliver results Effectively assesses and manages risks Evaluates the effectiveness of research projects | C1 |
| 3. Finance, funding and resources 1. Income and funding generation 2. Financial management 3. Infrastructure and resources | Knowledge of: The requirement for research income generation and financial management Mechanisms for funding, the range of funding sources and the processes for making applications Local administrative systems, reporting procedures and infrastructure processes Behaviour: Responsibly manages finances, resources and infrastructures related to research | B5 |

Domain D: Engagement, influence and impact

This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context.

| Sub-domain | Sub-domain summary | JSS |
|---|---|----------------|
| 1. Working with others 1. Collegiality 2. Team working 3. People management 4. Supervision 5. Mentoring 6. Influence and leadership 7. Collaboration 8. Equality and diversity | Behaviour: Actively works in an inclusive, respectful and constructive way with colleagues, stakeholders and research users Recognises and acknowledges the contribution of others and own part in team success Builds relationships in academic and commercial contexts; approachable and interacts constructively with others; manages expectations and resolves conflict Supervises, mentors and develops the potential of less experienced researchers and colleagues through support and advice Leads, motivates and influences where appropriate; persuades through listening and convincing discussion Builds and sustains collaborative relationships and works pro-actively to create and develop knowledge with a range of stakeholders, including researchers, funders and users of research Attitude: Respects the inclusive and collegial manner in which researchers conduct relationships within and beyond academia Recognises the potential for working in sustained partnerships with a range of stakeholders to generate new ideas, insights and maximise the potential for wider societal and economic impact Respects individual difference and diversity | E5 F2 F3 |
| 2. Communication and dissemination 1. Communication methods 2. Communication media 3. Publication | Knowledge of: Appropriate communication and dissemination mechanisms for different audiences The importance of engaging in the processes of publication and dissemination of research results and impacts Behaviour: Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media Actively engages in publication and dissemination of research results and impacts | E2 |
| 3. Engagement and impact 1. Teaching 2. Public engagement 3. Enterprise 4. Policy 5. Society and culture 6. Global citizenship | Knowledge of: Global, organisational, cultural, economic, and environmental contexts, and the wider impact of research The social and ethical implications of research, and public attitudes to these issues The range of mechanisms to support knowledge transfer and maximise the impact of research in academic, economic and societal contexts Behaviour: Engages with and shares research through research-informed and student-focused teaching Contributes to increasing public awareness, engagement and understanding of research and associated impacts Identifies innovative trends, ideas and applications; is enterprising and entrepreneurial within and beyond academia Works collaboratively with all stakeholders to create, develop and exchange research knowledge to influence and benefit policy development, society and the economy; seeks new outlets and promotes the application of research in innovative ways Appreciates and works with diversity and difference in research and education Attitude: Values the contribution of research to teaching and teaching to research Recognises the importance of accountability of research with regard to social and economic impacts, internationalisation and global citizenship | B1 B7 E4 |

Endorsers of the Vitae Researcher Development Statement at 15 August 2011 are:



Researcher Development Framework

Vitae works with UK higher education institutions (HEIs) to embed professional and career development in the research environment. Vitae plays a leading 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.

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

