

Researcher Development Framework Planner

Dr Keith E. Fildes

11 October 2013

- ▶ Individually-tailored doctoral skills training
- ▶ RDF Planner showcase
- ▶ Getting started

Drivers for Doctoral Skills Training

- ▶ Employability - need transferable skills whether preparing to go into academia or industry

- ▶ Competition with PGRs at other institutions - Doctoral Training Centre 'balanced skills portfolio' model

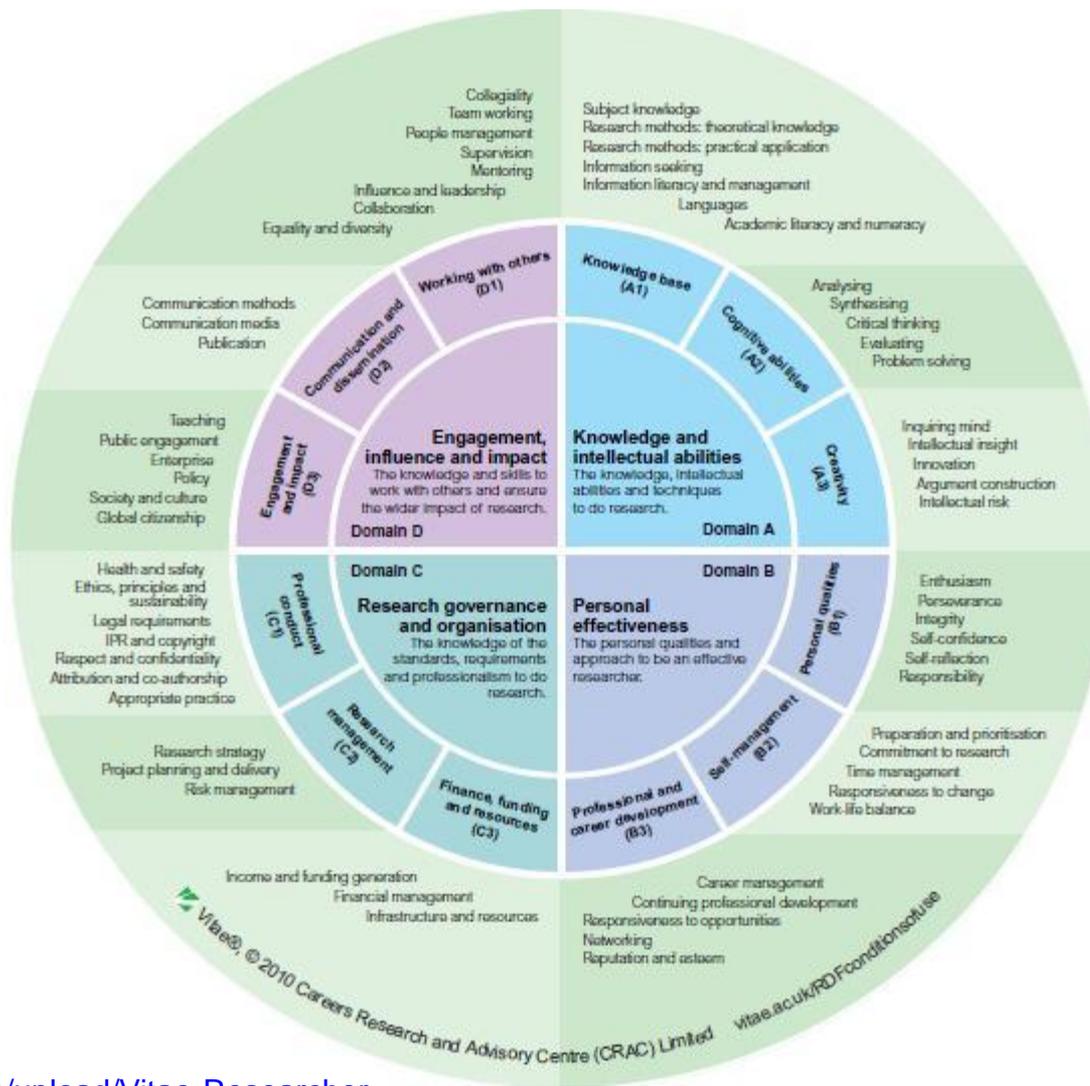
- ▶ Expectations - QAA and research funders
 - QAA Indicator 14: "Research students have appropriate opportunities for developing research, personal and professional skills. Each research student's development needs are identified and agreed jointly by the student and appropriate staff at the start of the degree; these are regularly reviewed and updated as appropriate"
 - Roberts' Review: "Minimum standards should include the provision of at least two weeks of dedicated training a year, principally in transferable skills"

- ▶ Mantra now that: PhD = thesis + PPD

- ▶ List the skills you feel as a researcher you possess - information seeking, analysing, writing, perseverance etc.



The RDF



4 'Domains'
12 'Sub-Domains'
63 'Descriptors'
3-5 'Phases' under each

Purpose of Skills Auditing

- ▶ A framework like the RDF is about articulating skills and providing a (common) language for understanding and communicating capabilities
- ▶ Enables identification of areas of strength and those in need of development
- ▶ Reflect on achievements to date and plan future career - awareness of career trajectory and making informed career choices
- ▶ Self-evaluation, action planning and goal setting

- ▶ www.rdfplanner.net
- ▶ <http://vimeo.com/53575801>

SHU now has accounts for all PGRs and ECRs



Researcher Development Framework **Planner**

myRDF



Review your capabilities and expertise, create an action plan and identify useful resources.

myEvidence



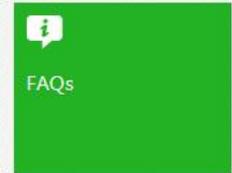
Go to your evidence repository

myReports



Generate reports on your progress.

Useful links



What is the RDF Planner?

- ▶ Will replace the RFDNA for new starters
- ▶ Online system for DNA, PDP, accessing development and then recording CPD (ePortfolio)
- ▶ Higher phases are aspirational - what you need to become a senior academic (or successful in other career pathways)
- ▶ Accrue an evidence base - helps employability
- ▶ Was piloted with 50 SHU PGRs and ECRs
- provided formative feedback that guided the development of the system



- ▶ 'Satisfactory engagement' with PPD
- ▶ DNA + ethics + (research methods modules) + ????
- ▶ Take ownership of and drive your own development - having a living and interactive system should help with this in comparison with a static paper form



Researcher Development Framework Planner

Supervisor Role

- ▶ PPD should be a collaborative process between a PGR and their supervisory team
- ▶ Actively support PGRs through their PPD
- ▶ Integrate it into supervisory relationship
- ▶ Check 'satisfactory engagement'

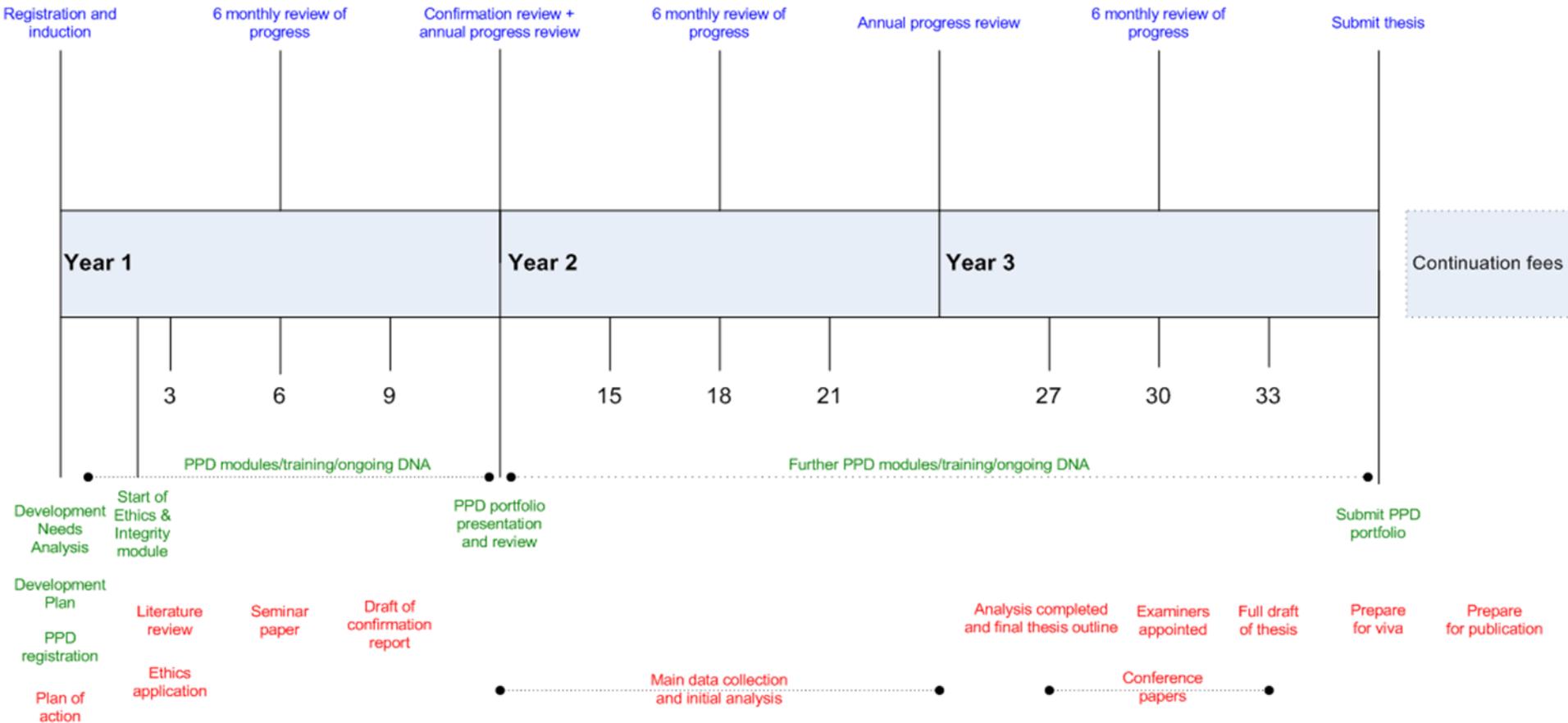


Checkpoints

- ▶ DNA during first few weeks
- ▶ Major review at transfer/confirmation/upgrade
- ▶ Continuous review of progress as part of supervision - shouldn't really just be about the first year
- ▶ Encouraged to pull together final portfolio (window between submission and viva?)



PGR Timeline



Blue = progression milestone, Green = PPD activity, Red = other indicative activity

For part-time students, increase by a factor of 2

Researcher Development Framework Planner

- ▶ Resources are still under development - will continue to grow and have more direct links inserted
- ▶ No one can see what researchers are inputting (data protection) - you choose what to share and with whom
- ▶ Can share reports, action plans and evidence - either go through live in meetings, or download and send in advance
- ▶ At end of programme - researchers can make a transfer request or can download everything
- ▶ Other adopters so far include KCL, UWE and the GuildHE universities. Overseas HEIs too

My action plan

1 of 2 100% Find | Next

 **Researcher Development Framework Planner**

myRDF - Action plan - Keith Fildes

Your action plan provides an overview of the descriptors you have identified for development, and the current status of the phases you wish to progress within these descriptors. You may wish to share this report with your supervisor or another colleague to inform discussion about your professional development.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Knowledge and intellectual abilities (A)					
Knowledge base (A1)					
Subject knowledge	-	-	-	-	-
Research methods - theoretical knowledge	-	-	-	-	-
Research methods - practical application	-	-	-	-	-
Information seeking	-	-	-	-	-
Information literacy and management	-	-	-	-	-
Languages	-	-	-	-	-
Academic literacy and numeracy	-	-	-	-	-
Cognitive abilities (A2)					
Analysing	-	-	-	-	-
Synthesising	-	-	-	-	-
Critical thinking	-	-	-	-	-
Evaluating	-	-	-	-	-
Problem solving	-	-	-	-	-
Creativity (A3)					

Getting Started

- ▶ The system is intuitive, but pilot showed initially users can be overwhelmed by the size of it

- ▶ Attempt in bite-sized portions - focus on a few areas first (63 in total, so a handful per week)

- ▶ Suggested areas to begin with:
 - A1 - Subject knowledge; Information seeking
 - A2 - Critical thinking; Problem solving
 - A3 - Inquiring mind
 - B1 - Perseverance; Self-reflection
 - B2 - Preparation and prioritisation; Time management
 - B3 - Career management
 - C2 - Project planning and delivery
 - D2 - Communication methods

And Finally

- ▶ Thank you for attending and participating
- ▶ The onus is on you - you get out what you put into it
- ▶ Feedback on how you get on with the system still welcome - will pass on to Vitae
- ▶ k.fildes@shu.ac.uk
- ▶ <http://shardprogramme.wordpress.com/>
- ▶ @SHaRD_Programme
- ▶ Routine access the system via www.rdfplanner.net