

**NATIONAL POSTGRADUATE COMMITTEE ANNUAL  
CONFERENCE WORKSHOP  
14-16 August 2008**

**Writing for Research Students and the  
Skills Agenda**

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# Writing, Skills & Writing Skills

**Welfare not just about factors external to study**

- Enjoying well-being also includes competence in doing research – being skilled at research

# Writing, Skills & Writing Skills

- When do you do your “writing up”?

# Writing, Skills & Writing Skills

- When do you do writing?

# Writing, Skills & Writing Skills

- Rowena Murray, “snacking” vs “binging”

# UK GRAD

**Launched in 2003 by Research Councils**

[www.grad.ac.uk](http://www.grad.ac.uk)

- The role of the UK GRAD Programme is to support the academic sector to embed personal and professional skills development into research degree programmes (RDP).
- Our vision is for all postgraduate researchers to be fully equipped and encouraged to complete their studies and to make a successful transition to their future careers.
- **Now called *Vitae***

Project funded by the Centre for  
Excellence in Preparing for Academic  
Practice (a CETL)

*Evaluation of researcher support programmes:  
assessment within development events, and the  
attitudes and experiences towards academic  
careers provision, of early career academics  
(ECAs)*

**Researchers:** Martin Gough (Kent), Emma Williams (Cambridge),  
Frederico Matos (Cambridge & UCL), Jon Turner (Edinburgh)

<http://www.kent.ac.uk/uelt/academic-practice/support-for-teaching/externally-funded-projects.html>

Rugby Team Impact Framework uses:

Kirkpatrick, D.L. & Kirkpatrick, J.D. (2006) *Evaluating Training Programmes* (3<sup>rd</sup> Ed.), Berrett-Koehler Publishers Inc

**Impact Level 0: Foundations**

**Impact Level 1: Reaction**

**Impact Level 2: Learning**

**Impact Level 3: Behaviour**

**Impact Level 4: Outcomes**



# Evaluating impact of development event

- What / how much have you learnt?
- How good (skilled) are you? (attainment level)
- How can you really find out?

# Project Approach = Exploratory

- Survey analysis - PRES + CROS (& STaRSS, RL CROS)
- Review of innovative practice
- Questionnaires, interviewing, observation, materials analysis
- Intervention
- Workshops

# Evaluating impact of development event

- How can you really find out?
- Assessment tasks – pros & cons?

## **Impact Level 0: Foundations**

This level relates to investment that leads to development of the infrastructure for training and development activity, such as the employment of additional staff, a larger programme of training workshops and other activities being offered, or training facilities being refurbished. Metrics such as the number of training opportunities offered, the number of researchers participating, or a more specific example such as the number of researcher interactions with industry as the result of a particular training activity, are examples of Level 0 impact measures, i.e. these primarily measure inputs and throughputs.

## **Impact Level 1: Reaction**

This level indicates the reaction of participants to training and development activities. For example, at the end of a workshop participants may be asked what were their views of the experience? What was their view of the training programme as a whole?

## **Impact Level 2: Learning**

This level reflects 'the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the programme'. For example, does a researcher have a better understanding of how to work effectively within a team as a result of attending a training workshop?

## **Impact Level 3: Behaviour**

This level reflects 'the extent to which change in behaviour has occurred because the participant attended the training programme'. Is the researcher now managing their project and time better as a result of the development activity? How has the researcher applied what they have learnt?

## **Impact Level 4: Outcomes**

This level measures the final results of the training and development activity. Have changes in behaviour resulted in different outcomes? Has the quality of researcher improved? Is there a more highly skilled research workforce?