

Researcher Development Survey 2024



Join the benchmarking initiative for researcher development

Final call for participants

Last chance to participate in our study on managing and resourcing researcher development. Confirm your institution's involvement today!

-  Benchmark your institution's investment, staffing, and structures
-  Identify effective approaches tailored to your institution type
-  Compare internal and external researcher development programmes
-  Collaborate with peers to discuss results and share experiences

www.research-consulting.com/researchdevsurvey2024

This is **the full survey draft**, showing the areas this will cover and the types of questions it will ask. This will enable you to review the complete survey structure and question set before confirming your participation.

We know these are tough times for the sector and we can still discuss adjusted pricing arrangements for institutions facing financial constraints. This survey will **add value** for your institution by helping to:

- Build a strong strategic case within your institution for researcher development
- Build the wider collective evidence base showcasing the value of researcher development in creating more inclusive and supportive research cultures and environments

For institutions that haven't yet confirmed their status, please:

- Confirm whether your institution will be participating in this project, by emailing angharad.roberts@research-consulting.com
- If participating, provide a Purchase Order number for invoicing purposes

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Institution details

Welcome to the Researcher Development Survey 2024. Before you start this survey you may find it helpful to:

- use the Word version of the survey (attached to the email providing this survey link) to prepare your responses before submission;
- note that there is an option in this survey software to 'Save and continue later' from page 2 onwards;
- allow sufficient time to gather information, as the survey requires facts and figures about your institution.

If you have any questions about the survey, including about interpretation of questions, please contact Angharad Roberts (Senior Analyst, Research Consulting) at angharad.roberts@research-consulting.com.

Note on definitions

In this survey, we use the term “researcher development professional” to mean: “someone with a substantial responsibility (and at least some dedicated contracted time) for researcher development (for any career stage) in their job description”. We understand that many staff have researcher development in their job description (e.g., professors with PhDs and post-docs) but this survey focusses primarily on explicit researcher development provision. The more individualised

researcher development that comes out of supervision activities is dealt with later in the survey.

1) Please confirm your institution's name:

For the purposes of comparing participating institutions by size we will use rounded HESA data from 2022-23 for PGR students (headcount) in any year of enrolment and for academic staff on Research-only or Teaching and Research contracts.

Strategy for researcher development

2) To what extent do the following internal factors motivate your institution to offer researcher development activity?

	Not at all	Slightly	Moderately	Highly	Very highly
Aiming to improve research culture	()	()	()	()	()
Intrinsic value of development activities to support and enhance researchers' skills	()	()	()	()	()
Intrinsic value of development activities to support researchers' careers	()	()	()	()	()
Intrinsic value of development activities to support researchers' performance / delivery	()	()	()	()	()
Responding to expressed demand from researchers	()	()	()	()	()
[Enter other option]					

[Enter other option]					
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Comments:

3) To what extent have the following external initiatives shaped your researcher development activity in recent years?

	Not at all	Slightly	Moderately	Highly	Very highly
Concordat for Engaging the Public with Research (UK institutions only)	()	()	()	()	()
Concordat for Open Research Data (UK institutions only)	()	()	()	()	()
Concordat to Support the Career Development of Researchers (UK institutions only)	()	()	()	()	()
Concordat to Support Research Integrity (UK institutions only)	()	()	()	()	()
European HR Excellence in Research Award recognition (UK institutions only)	()	()	()	()	()
Experience sharing and learning from other institutions	()	()	()	()	()
External frameworks – Vitae Researcher Development Framework	()	()	()	()	()
Funder and sector equality, diversity and inclusion initiatives	()	()	()	()	()
Funder and sector research culture initiatives	()	()	()	()	()

Knowledge Exchange Concordat and KEF (UK institutions only)	()	()	()	()	()
Research Excellence Framework (REF) (UK institutions only)	()	()	()	()	()
[Enter other option]					
[Enter other option]					

Comments:

4) To what extent is your institution's researcher development strategy shaped by the activities or expectations of the following professional organisations?

	Not at all	Slightly	Moderately	Highly	Very highly
AdvanceHE	()	()	()	()	()
Association of Higher Education Professionals (AHEP)	()	()	()	()	()
Association of Graduate Careers Advisory Services (AGCAS)	()	()	()	()	()
Association of Research Managers and Administrators (ARMA)	()	()	()	()	()
British Academy of Management	()	()	()	()	()
Chartered Institute of Personnel and Development (CIPD)	()	()	()	()	()
Chartered Management Institute (CMI)	()	()	()	()	()
EUA Council for Doctoral Education (EUA-CDE)	()	()	()	()	()
UK Council of Graduate Education (UKCGE)	()	()	()	()	()
Vitae	()	()	()	()	()

[Enter other option]					
[Enter other option]					

Comments:

**5) Where is researcher development featured within institutional strategy documents?
Tick all that apply.**

☐ Dedicated researcher development strategy (e.g. a Concordat strategy)

☐ HR strategy

☐ Institutional strategic plan

☐ Learning and development strategy

☐ PGR strategy

☐ Research culture strategy

☐ Research strategy

☐ Other (please specify): _____

Comments:

6) To what extent is your researcher development strategy aimed at supporting the following career stages or roles?

	Not at all	Slightly	Moderately	Highly	Very highly
Doctoral / postgraduate researchers	()	()	()	()	()
Entry level researchers (Postdoctoral / Early Career - research staff)	()	()	()	()	()
Mid-career academic and research staff	()	()	()	()	()
PGR / HDR supervisors	()	()	()	()	()
Professional staff supporting / enabling research (e.g. Research managers)	()	()	()	()	()

Senior researchers / research directors	()	()	()	()	()
Teaching-focussed academic staff	()	()	()	()	()
Technical staff supporting research (e.g. Technicians)	()	()	()	()	()
Undergraduate researchers	()	()	()	()	()
[Enter other option]					

Comments:

7) To what extent are the following formal governance structures involved in reviewing and overseeing researcher development strategy?

Note: Where your institution does not have a governance structure equivalent to those mentioned below please select "Not applicable".

	Not at all	Slightly	Moderately	Highly	Very highly	Not applicable
Department / School committees	()	()	()	()	()	()
Faculty / College committees	()	()	()	()	()	()
Research Committee	()	()	()	()	()	()
Learning and Teaching Committee	()	()	()	()	()	()
HR Committee	()	()	()	()	()	()
Researcher Development Strategy Group (incl Concordat Strategy Group)	()	()	()	()	()	()
Dedicated Research Culture Committee	()	()	()	()	()	()
Staff development committee						
[Enter other option]						

[Enter other option]						
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Comments:

Your structures for researcher development

8) Please indicate the level of responsibility that the following structures or functions have in terms of researcher development strategy and policy within your institution?

Note: Where your institution does not have a structure or function equivalent to those mentioned below please select "Not applicable".

	Primary responsibility	Shared responsibility	No formal responsibility, but ad hoc involvement	No responsibility or involvement	Not applicable
Doctoral college, Graduate school or equivalent	()	()	()	()	()
Doctoral training partnerships / centres, doctoral networks or equivalent	()	()	()	()	()
Research staff hub, academy or equivalent	()	()	()	()	()
Central researcher development team	()	()	()	()	()
Faculty or discipline-based researcher development leads	()	()	()	()	()

Research culture / environment team	()	()	()	()	()
Careers service	()	()	()	()	()
Library	()	()	()	()	()
Research grants office	()	()	()	()	()
Human resources	()	()	()	()	()
Organisational or staff development	()	()	()	()	()
Equality, diversity and inclusion services	()	()	()	()	()
Student support services	()	()	()	()	()
Research policy team / individual	()	()	()	()	()
[Enter other option]					

Comments:

9) Please provide details of any changes you have made to your structures for researcher development in the last three years.

10) Please provide details of any changes to your structures for researcher development which you plan to make over the next year.

Staffing and resources

In this section, we use “researcher development professional” or “staff” to mean: “someone with a substantial responsibility (and at least some dedicated contracted time) for researcher development (for any career stage) in their job description.”

11) Please indicate the headcount and the number of FTEs in institutional researcher development roles (within any university function or service), the titles of their role types and salary ranges at that role level (optional).

In order to ensure consistency for benchmarking purposes, please note the following points:

- You will need to allocate your researcher development FTEs and headcounts to the most appropriate post descriptions. We will interpret this data based on your earlier response to question 6 about the extent to which your researcher development strategy is aimed at supporting specified career stages or roles.
- We will check and normalise the data to ensure it is comparable between institutions as part of the benchmarking process, so don't worry if you are unsure exactly which post description applies to a given member of staff (e.g. Institutional Senior Manager vs Head of Team)
- If you don't have staff at one or more of the levels, just leave the relevant row blank.
- You should aim to provide an estimate for the 2023-24 financial year.
- **UK only:** When providing details of the salary ranges, you may find it helpful to consult HESA's summary of the single pay spine 2023-24 here: https://www.hesa.ac.uk/collection/c23025/download/single_pay_spine.xlsx
- You should include all posts in institutional researcher development roles, including vacant posts or those where the post holder was on long term absence.
- The FTE figures should reflect the proportion of time spent on Researcher Development activities.
- Where staff have significant other responsibilities (e.g. Team Leaders/Section Heads who also have a general management role, or staff who handle researcher development alongside other research-related responsibilities), you should exclude the proportion of their time spent on those other activities.
- Please provide any comments that may aid interpretation of your response below.
- Please double-check the FTEs and headcounts total correctly down the table!

	Example of title of role type	Salary range - min (£)	Salary range - standard max (£)	Salary range - discretionary/ supermax (£)	Total FTE	Headcount
Director of service or equivalent						
Institutional senior manager						
Head of team or equivalent						
Manager / co-ordinator						
Researcher developer						
Administrator						

Comments:

12) If there are researcher development roles beyond a central function, please indicate the approximate headcount and number of FTEs in these roles, their role types.

Note: we understand that this may be a difficult question to answer - if categories do not apply, please leave them blank. If you would like to add any additional contextual information, please use the "Comments" box below the question. The FTE figures should reflect the proportion of time spent on Researcher Development activities.

	Example title of role type	Total FTE	Headcount
Director of service or equivalent			
Institutional senior manager			
Head of team or equivalent			
Manager / co-ordinator			
Researcher developer			

Administrator			
[Enter another option]			

Comments:

13) If there are researcher development roles delivered by external self-employed trainers, coaches or consultants, please indicate an estimated FTE and headcount.

This should estimate the number of FTE / headcount estimated to have been used in the 2023-24 financial year.

Note: we understand that this may be a difficult question to answer - if this category does not apply to your institution, please leave it blank. If you would like to add any additional contextual information, please use the "Comments" box below the question.

	Example title of role type	Total FTE	Headcount
Self-employed trainer, coach or consultant			

Comments:

Validation: Must be percentage

14) Thinking about the individuals listed in questions 11-13, what are the estimated percentages of the budget for researcher development staff from each of the following sources?

Note: responses should total 100% - as this is an estimate, we suggest reporting your answer in increments of 10%. We understand that this may be a difficult question to answer - if categories do not apply, please leave them blank. If you would like to add any additional contextual information, or if there are any "other" sources of funding, please use the "Comments" box below the question to provide more detail.

_____ Allocations for one-off researcher development initiatives from other budgets

_____ Dedicated researcher development budget (central)

_____ Dedicated researcher development budget (faculty/department/school)

_____ Enhancing Research Culture fund (ERC) (England only)

_____ Project-specific funding (external sources)

_____ Other (please describe in comment box)

Total: ____ out of 100

Comments:

15) To what extent do researcher development professionals have responsibilities that overlap with research culture responsibilities at your institution?

Note: if there is an overlap, please use the "Comments" box to explain how researcher development and research culture are linked.

- ☐ Not at all
- ☐ Slightly
- ☐ Moderately
- ☐ Highly
- ☐ Very highly

Comments:

16) Which of the following types of training are typically made available to researcher development staff in your institution? (tick all that apply)

- ☐ Courses delivered by external researcher development professionals
- ☐ Courses delivered by other external providers (e.g. consultants)
- ☐ Internal training courses (led by institutional professional development team)
- ☐ Internal training courses (led by local team or department)
- ☐ Support towards professional qualifications
- ☐ Vitae researcher development events
- ☐ Other (please specify): _____

Comments:

17) Please provide a brief description of your institution's approach to recognising the progress of researcher development professionals and anticipated career pathways available to them

Programmes and delivery

18) How significant are the following parts of the institution in operational delivery of researcher development activity?

Note: Where your institution does not have a structure or function equivalent to those mentioned below please select "Not applicable".

	Not at all	Slightly significant	Moderately significant	Highly significant	Very highly significant	Not applicable
Careers service	()	()	()	()	()	()
Central researcher development team	()	()	()	()	()	()
Doctoral college, Graduate school or equivalent	()	()	()	()	()	()
Doctoral training partnerships / centres, doctoral networks or equivalent	()	()	()	()	()	()
Equality, diversity and inclusion services	()	()	()	()	()	()
Faculty or discipline-based researcher development staff	()	()	()	()	()	()
Human resources	()	()	()	()	()	()
Library	()	()	()	()	()	()

Organisational or staff development	()	()	()	()	()	()
Research culture / environment team	()	()	()	()	()	()
Research grants office	()	()	()	()	()	()
Research policy team / individual	()	()	()	()	()	()
Research staff hub, academy or equivalent	()	()	()	()	()	()
Student support services	()	()	()	()	()	()
[Enter other option]						

Comments:

19) Where does responsibility sit for conducting training needs analysis?

20) Remit of the researcher development function: development opportunities on management and leading: Thinking about the programmes delivered by the researcher development professionals identified in question 11 in the current academic year, which of the following topics do they cover and for whom?

Note: please tick any options where programmes on the topics shown are delivered for the relevant career stage or role. If no programmes are delivered for the relevant topic, career stage or role, please leave the boxes blank. Please add any contextual information about the choices selected in the "Comments" box.

	Doctoral / postgraduate researchers	Entry level researchers (Postdoctoral / Early Career - research staff)	Mid- career academic & research staff	PGR / HDR supervisors	Professional staff supporting / enabling research (e.g. Research managers)	Teaching- focussed academic staff	Technical staff supporting research (e.g. Technicians)	Senior researchers / research directors
Conducting appraisals	☐	☐	☐	☐	☐	☐	☐	☐
Equality, diversity and inclusion	☐	☐	☐	☐	☐	☐	☐	☐
Finance, funding and resources	☐	☐	☐	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐	☐	☐	☐

Leading a research group	☐	☐	☐	☐	☐	☐	☐	☐
Managing staff performance	☐	☐	☐	☐	☐	☐	☐	☐
Mental health and wellbeing	☐	☐	☐	☐	☐	☐	☐	☐
Recruitment and selection	☐	☐	☐	☐	☐	☐	☐	☐
Research integrity	☐	☐	☐	☐	☐	☐	☐	☐
Research management	☐	☐	☐	☐	☐	☐	☐	☐
Supervising doctoral researchers	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

21) Remit of the researcher development function: development opportunities on personal effectiveness and professional skills: Thinking about the programmes delivered by the researcher development professionals identified in question 11 in the current academic year, which of the following topics do they cover and for whom?

Note: please tick any options where programmes on the topics shown are delivered for the relevant career stage or role. If no programmes are delivered for the relevant topic, career stage or role, please leave the boxes blank. Please add any contextual information about the choices selected in the "Comments" box.

	Doctoral / postgraduate researchers	Entry level researchers (Postdoctoral / Early Career - research staff)	Mid- career academic & research staff	PGR / HDR supervisors	Professional staff supporting / enabling research (e.g. Research managers)	Teaching- focussed academic staff	Technical staff supporting research (e.g. Technicians)	Senior researchers / research directors
Awareness and use of AI tools at different stages of the research lifecycle	☐	☐	☐	☐	☐	☐	☐	☐
Career management	☐	☐	☐	☐	☐	☐	☐	☐
Collaboration and teamworking	☐	☐	☐	☐	☐	☐	☐	☐
Communication and dissemination	☐	☐	☐	☐	☐	☐	☐	☐

Interdisciplinary research	☐	☐	☐	☐	☐	☐	☐	☐
Managing others	☐	☐	☐	☐	☐	☐	☐	☐
Open research (open publication and open data)	☐	☐	☐	☐	☐	☐	☐	☐
Personal motivation and effectiveness	☐	☐	☐	☐	☐	☐	☐	☐
Project management	☐	☐	☐	☐	☐	☐	☐	☐
Research methods	☐	☐	☐	☐	☐	☐	☐	☐
Teaching or lecturing	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

22) Remit of the researcher development function: development opportunities on aspects of the research system: Thinking about the programmes delivered by the researcher development professionals identified in question 11 in the current academic year, which of the following topics do they cover and for whom?

Note: please tick any options where programmes on the topics shown are delivered for the relevant career stage or role. If no programmes are delivered for the relevant topic, career stage or role, please leave the boxes blank. Please add any contextual information about the choices selected in the "Comments" box.

	Doctoral / postgraduate researchers	Entry level researchers (Postdoctoral / Early Career - research staff)	Mid- career academic & research staff	PGR / HDR supervisors	Professional staff supporting / enabling research (e.g. Research managers)	Teaching- focussed academic staff	Technical staff supporting research (e.g. Technicians)	Senior researchers / research directors
Citizen science or co-creation of research with society	☐	☐	☐	☐	☐	☐	☐	☐
Commercialisation	☐	☐	☐	☐	☐	☐	☐	☐
Experience of other employment sectors	☐	☐	☐	☐	☐	☐	☐	☐
Knowledge exchange	☐	☐	☐	☐	☐	☐	☐	☐
Participation in institutional policy and decision- making	☐	☐	☐	☐	☐	☐	☐	☐

Public engagement	☐	☐	☐	☐	☐	☐	☐	☐
Public policy development	☐	☐	☐	☐	☐	☐	☐	☐
Research impact	☐	☐	☐	☐	☐	☐	☐	☐
Secondment / placement in another employment sector	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

23) To what extent are the following methods used to deliver researcher development activity at your institution?

	Not at all	Slightly	Moderately	Highly	Very highly
Careers fairs	()	()	()	()	()
Competitions e.g. Three minute thesis, poster, images of research	()	()	()	()	()
Cross-institutional provision (e.g. Doctoral Training Partnerships, consortial collaboration)	()	()	()	()	()
eLearning or self-directed resources	()	()	()	()	()
Induction programmes	()	()	()	()	()
Informal researcher networks / discussion groups	()	()	()	()	()
Mentoring or coaching programmes	()	()	()	()	()
Placements, internships or secondments	()	()	()	()	()
Professional and career development training / workshops	()	()	()	()	()
One-to-one careers advice	()	()	()	()	()
Researcher associations or committees	()	()	()	()	()
Research festivals or conferences	()	()	()	()	()
Retreats or residential training	()	()	()	()	()
Subject-specific (e.g. research methods training / workshops)	()	()	()	()	()
Training for supervisors and/or managers	()	()	()	()	()
Wellbeing and mental health activities or campaigns	()	()	()	()	()

Comments:

Validation: Must be percentage

24) Thinking about the entirety of your researcher development programme delivery, what percentage of provision is delivered online?

Note: This question asks for an estimate of provision delivered online as (a) a percentage of sessions and (b) a percentage of attendance. As this is an estimate, we suggest reporting your answer to the nearest 10%. We understand that this may be a difficult question to answer - if it is not possible to provide estimates, please leave the boxes blank. Please use the "Comments" box below the question to add any additional contextual information, such as any post-Covid trends in levels of online delivery.

Sessions: _____ %

Attendance: _____ %

Comments:

Logic: Show/hide trigger exists.

25) Is time for researcher development activity built into staff workload plans?

☐ Yes

☐ No

Logic: Hidden unless: #24 Question "Is time for researcher development activity built into research staff workload plans?" is one of the following answers ("Yes")

26) How much time for researcher development activities is built into staff workload plans?

Note: we anticipate that this question would be answered as a number of days per year.

	Entry level researchers (Postdoctoral / Early Career - research staff)	Mid-career academic & research staff	PGR / HDR supervisors	Professional staff supporting / enabling research (e.g. Research managers)	Teaching-focussed academic staff	Technical staff supporting research (e.g. Technicians)	Senior researchers / research directors
Time formally built into workload plans for their own development							
Time formally built into workload plans to support the development of others							

Comments:

Logic: Hidden unless: #25 Question "Is time for researcher development activity built into research staff workload plans?" is one of the following answers ("No")

27) If time is not built into staff workload plans, are there any informal recommendations or expectations about time they will spend on researcher development activities?

Note: we anticipate that this question would be answered as a number of days per year.

	Entry level researchers (Postdoctoral / Early Career - research staff)	Mid- career academic & research staff	PGR / HDR supervisors	Professional staff supporting / enabling research (e.g. Research managers)	Teaching- focussed academic staff	Technical staff supporting research (e.g. Technicians)	Senior researchers / research directors
Time recommended or expected for their own development							
Time recommended or expected to support the development of others							

Comments:

28) How much time for researcher development activities is it recommended or expected that doctoral / postgraduate researchers will spend on researcher development activities?

Note: we anticipate that this question would be answered as a number of days per year.

	Doctoral / postgraduate researchers
Time recommended or expected for their own development	

Comments:

Validation: Must be percentage

29) What is the estimated percentage of researcher development activity delivered by each of the following groups?

Note: responses should total 100% - as this is an estimate, we suggest reporting your answer in increments of 10%. We understand that this may be a difficult question to answer - if categories do not apply, please leave them blank. If you would like to add any additional contextual information, or if there are any "other" groups providing training, please use the "Comments" box below the question to provide more detail.

- _____ Doctoral / postgraduate researchers
- _____ Managers & enablers of research
- _____ Professional services staff (not employed specifically as researcher development trainers)
- _____ Professional trainers (external)
- _____ Researcher development professionals (internal)
- _____ Technicians
- _____ Training delivered via online modules
- _____ Volunteers from amongst academic staff
- _____ Other - please describe in comment box

Total: _____ out of 100

Comments:

30) What are the circumstances in which these are used to deliver researcher development activity?

	Circumstances
Doctoral / postgraduate researchers	
Managers & enablers of research	
Professional services staff (not employed specifically as researcher development trainers)	
Professional trainers (external)	
Researcher development professionals (internal)	
Technicians	
Training delivered via online modules	
Volunteers from amongst academic staff	
[Enter other option]	

Comments:

Evaluation of provision

31) What metrics or measures does your institution capture about researcher development activity and how frequently are these reported?

Note: Individual participants (count) refers to the number of unique individuals engaged with, and would count each person once; total attendees (count) refers to numbers of people at events or sessions and would count the same person more than once if they attend more than one event.

	Availability and frequency				Level of reporting		
	Available and regularly reported (at least annually)	Available and reported on an ad hoc basis	Not available from our systems	Not sure / not relevant to us	Reported centrally	Reported locally (e.g. department or faculty)	Reported at individual level (e.g. in an appraisal process)
Themes / topics covered (count)	()	()	()	()	[]	[]	[]
Training programmes / courses / schemes (count)	()	()	()	()	[]	[]	[]
Unique events (count)	()	()	()	()	[]	[]	[]
Individual participants (head count)	()	()	()	()	[]	[]	[]
Online modules taken (count)	()	()	()	()	[]	[]	[]
Total attendance (count)	()	()	()	()	[]	[]	[]
Other (add comments below)	()	()	()	()	[]	[]	[]

Comments:

32) To what extent do you use the following evaluation mechanisms in researcher development delivery and to what extent do you gain valuable insights from these?

	Level of use					Level of insight				
	Never	Rarely	Sometimes	Often	Always	None	Low	Moderate	High	Very high
Course feedback forms	()	()	()	()	()	()	()	()	()	()
Focus groups	()	()	()	()	()	()	()	()	()	()

Questions in all-staff surveys	()	()	()	()	()	()	()	()	()	()
Question in appraisal / review discussions	()	()	()	()	()	()	()	()	()	()
Questions in research staff surveys	()	()	()	()	()	()	()	()	()	()
Questions in research student surveys	()	()	()	()	()	()	()	()	()	()
Review of funding success following development activities	()	()	()	()	()	()	()	()	()	()
Review of progression / promotion data following development activities	()	()	()	()	()	()	()	()	()	()
Other (add comment below)	()	()	()	()	()	()	()	()	()	()

Comments:

33) To what extent...:

	Not at all	Slightly	Moderately	To a high extent	To a very high extent
Are staff able to record, track and monitor their own training, e.g. for career progression/professional development	()	()	()	()	()
Do you create theories of change for your interventions?	()	()	()	()	()

Do you evaluate provision?	()	()	()	()	()
Have behaviour / skills / capacity changed as a result of evaluation processes?	()	()	()	()	()
Is the impact of researcher development assessed by your institution?	()	()	()	()	()

Comments:

34) Why do you evaluate provision? Tick all that apply.

- ☐ Internal reporting
- ☐ Required for recognition in the European HR Excellence in Research Award
- ☐ Required for the Concordat to Support the Career Development of Researchers
- ☐ Strategy building / informing development
- ☐ To evidence REF Environment / REF People, culture and environment statements
- ☐ To identify and share good practices
- ☐ To provide evidence for decision making
- ☐ Other (please specify)

Comments:

Engagement with researchers

35) To what extent are the following perceived to be barriers to participation in researcher development activities?

Please add any further comments about these barriers to engagement in the "Comments" box below.

	Not at all	Slightly	Moderately	Highly	Very highly
Appropriate scheduling (e.g. for part-time PGRs and staff)	()	()	()	()	()

Lack of available relevant training activities	()	()	()	()	()
Lack of knowledge of what is available	()	()	()	()	()
Lack of discipline-specific activities	()	()	()	()	()
Lack of support from line manager / supervisor	()	()	()	()	()
Mode of delivery (eg for remote PGRs)	()	()	()	()	()
Perception that these activities are not relevant to research	()	()	()	()	()
Lack of time	()	()	()	()	()
Lack of recognition in institutional workload model	()	()	()	()	()

Comments:

36) Please indicate the extent to which you use the following methods to provide information about researcher development activities and how effective these are perceived to be

	Extent of use					Perceived effectiveness				
	Not at all	Slight	Moderate	High	Very high	Not at all	Slight	Moderate	High	Very high
Website	()	()	()	()	()	()	()	()	()	()
App	()	()	()	()	()	()	()	()	()	()
Regular email newsletter	()	()	()	()	()	()	()	()	()	()
Handbook or guide	()	()	()	()	()	()	()	()	()	()
Posters	()	()	()	()	()	()	()	()	()	()
Visual display screens	()	()	()	()	()	()	()	()	()	()
Social media (specify which in comment box)	()	()	()	()	()	()	()	()	()	()
Word of mouth	()	()	()	()	()	()	()	()	()	()
Other (please specify in comment box)	()	()	()	()	()	()	()	()	()	()

Comments:

37) How do your measures and metrics inform communication and targeting of training?

38) To what extent do you use the following to motivate researchers to engage?

	Not at all	Slight use	Moderate use	High use	Very high use
Line manager or supervisor encouragement	()	()	()	()	()
Positive culture of development	()	()	()	()	()
Activities are mandatory	()	()	()	()	()
Incentives are provided	()	()	()	()	()
Structured and standardised recognition of participation (e.g., portfolios)	()	()	()	()	()
[Enter other option]					

Comments:

39) If incentives are offered, what are they? E.g. catered events, inclusion in staff review processes / PDR metrics / time allocated for these activities

40) Are there particularly effective examples from your institution of how engagement with researcher development activities has been encouraged?

Systems

41) What system(s) do you use to list or promote development activities? Tick all that apply.

- ☐ Intranet
- ☐ Learning catalogues or libraries
- ☐ Library Management System
- ☐ No system
- ☐ Physical brochure
- ☐ Staff news or email list
- ☐ Teams channels
- ☐ Virtual Learning Environment (e.g. Blackboard)
- ☐ Other (please specify)

Comments:

42) What system(s) do you use for the following activities?

Note: Please include any system used for these purposes, whether it is specialist software intended to support that activity, a generic system (such as Excel spreadsheets), or a manual or paper-based system.

	System
Enable researchers to book onto training activities	
Deliver online training	
Record feedback about development activities	
Enable research staff to record their development activities (e.g.) RDF planner / RDF competency platform	
Enable PGRs to record their development activities	

Enable others to record their development activities	
--	--

43) Why have you chosen these systems for these purposes?

Challenges and opportunities

44) Please note below up to five factors, in descending order of significance that you believe present the biggest challenges for researcher development over the next five years.

	Biggest current challenges in descending order of significance
Challenge 1	
Challenge 2	
Challenge 3	
Challenge 4	
Challenge 5	

Comments:

45) Please note below up to five factors, in descending order of significance that you believe present the biggest opportunities for researcher development over the next five years.

	Biggest opportunities in descending order of significance
Opportunity 1	
Opportunity 2	

Opportunity 3	
Opportunity 4	
Opportunity 5	

Comments:

46) Where do you see scope for increased collaboration on researcher development and sharing of resources and materials in the future?

Agreement to participate

On the next page, you will be able to view and download the responses you have entered, before submitting the survey.

As set out in the Schedule of Works, please note that:

The study will adhere to principles of openness and co-operation between participating institutions. This means that:

- Response information will be associated with your institution and shared confidentially with other participants on a reciprocal basis, as a chart appendix alongside the institutional report.
- Participating institutions will be named on the project website and listed in the public report.
- Findings in the public report will be aggregated and anonymised, except for good practice case studies approved for publication by the relevant institutions.

All other data and any additional information collected in the course of the study will be kept strictly confidential. This means that:

- Any data collected will be stored online and protected by passwords and other relevant security processes and technologies.
- Data collected will only be accessible to relevant team members at Research Consulting and associates working on this project (Vitae and Mark Hochman).
- Data will be deleted no later than 24 months after the end of the project.

- Research Consulting is the Data Controller for any personal data gathered in this exercise and its Data Protection and Privacy Policy is available at: <https://www.research-consulting.com/privacy/>

Copyright in the research data (from survey responses and participation in feedback meetings) and in the institution-specific outputs will vest in the institution in question, licensed for use by Research Consulting and Vitae for the purposes of this project. Copyright in the public report and any other published outputs will vest in Research Consulting and Vitae and these outputs will be made available under a Creative Commons Attribution 4.0 International License.

47) I agree to participate on the basis outlined above

☐ Yes

Review and download your responses

Please review your responses below and download a PDF copy for your records prior to submitting your response.

Action: Review: Response review

Thank You!

Thank you for taking the survey. Your responses will be used to develop a comprehensive picture of researcher development across the participating institutions.