# http://www.brunel.ac.uk/__brunel_brand/logo/brunel-logo-80.pngBRUNEL 3D RESEARCHER DEVELOPMENT TOOL ©

# DO DISSEMINATE DEVELOP

**What is the purpose of this tool?**

The 3D tool is intended to provide a common framework to support all Brunel research students to reflect upon, plan and document their development as researchers.

**How should the tool be used?**

All research students should complete a self-assessment using the tool and review this with their supervisory team, in particular, with **their Researcher Development Advisor (RDA)**, within one month of registering. The document should subsequently be updated and reviewed with your supervisory team at least once per year**1**.

You should start with your own reflection on your current competency in relation to each of the skills categories listed and identify the skills you wish to develop in both the short and long term. ***Some examples have been provided under each category for your guidance. This is not an exhaustive list of examples. You may provide other examples or evidence, depending on your specific development needs.*** Discussion with your supervisory team and RDA would be expected to help you refine your plan and copies of the agreed plan should be held by both you and your supervisory team.

In reflecting upon your development needs you should consider your prior experiences, your research and career goals, the specific needs of your discipline, your stage of research and the sector-wide expectations around the training requirements of doctoral researchers**2**.

**How do I find relevant training and development opportunities?**

A wide range of training and development opportunities and resources are available to you within Brunel, online and externally. As well as the support and guidance available to your within your department, an institution-wide [Researcher Development Programme](http://www.brunel.ac.uk/services/graduate-school/training-development-and-support/research-students/researcher-development-programme) is available through the Graduate School.

For further advice, contact your RDA, watch the [video guide to using the 3D Tool](mailto:video%20guide%20to%20using%20the%203D%20Tool) and/or email [graduateschool@brunel.ac.uk](mailto:graduateschool@brunel.ac.uk).

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**1** This may be as part of annual review of progress

**2** See Research Council UK statement of expectations for doctoral training, the Vitae Researcher Development Framework and QAA Quality code (see supporting documents section below)

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**Your Information:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Forename** |  | **Supervisory Team** | **Principal Supervisor:** |
| **Supervisory Support:** |
| **Researcher Development Advisor:** |
| **Surname** |  | **College, Department** |  |
| **PhD Start Date** |  | **Mode and place of Study** | **Full-time**  **Part-time**  **On campus**  **Off-campus** |
| **Current year of study** |  | **Date of review meeting where 3D Tool was discussed** |  |
| Funding | Research Council-UK  UK Sponsor  Overseas Sponsor  Self-funded  Brunel-funded (Brunel Staff) | | |
| Specify any barriers that impede or prevent you from engaging with training/development opportunities | |  | |

**Your Development Tool:**

|  |  |  |  |
| --- | --- | --- | --- |
| **SKILL** | **SUB-CATEGORY OF SKILLS** | **EVALUATION OF COMPETENCY**  **(INCLUDE RELEVANT EVIDENCE)** | **AGREED TRAINING/DEVELOPMENT NEEDS** |
|  | |  |  |
| **Skills needed to** DO **your research** | **Research & information literacy**  **Typical examples include**   * Information seeking * Referencing and managing databases * Research methodologies and background knowledge (relevant to discipline) * IT Literacy   **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |
| **Critical thinking & analysis skills**  **Typical examples include**   * Data/information analysis * Problem solving (relevant to discipline) * Innovation and creativity * Use of conceptual/theoretical material   **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |
| **Research Management**  **Typical examples include**   * Professional and research ethics and integrity * Intellectual property rights * Data protection and confidentiality * Seeking and managing funding * Project management (time, resources, teams, risk) **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |

|  |  |  |  |
| --- | --- | --- | --- |
| **SKILL** | **SUB-CATEGORY OF SKILLS** | **EVALUATION OF COMPETENCY**  **(INCLUDE RELEVANT EVIDENCE)** | **AGREED TRAINING/DEVELOPMENT NEEDS** |
|  | |  |  |
| **Skills needed to** DISSEMINATE **your research** | **Communication skills**  **Typical examples include**   * Use of language(s) * Academic writing * Presentation Skills (vocal, physical, style) * Disseminating via alternative modes (Podcasts, Videos, live interviews, journalistic styles, public engagement)   **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |
| **Engagement & impact**  **Typical examples include**   * Knowledge transfer activities * Research commercialisation * Entrepreneurial ventures * Informing policy and practice through research findings   **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |
| **Teaching & learning**  **Typical examples include**   * Theory of teaching and learning * Academic practice skills * Lab demonstration experiences * Training, mentoring, coaching * Developing teaching material (print, electronic)   **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |

|  |  |  |  |
| --- | --- | --- | --- |
| **SKILL** | **SUB-CATEGORY OF SKILLS** | **EVALUATION OF COMPETENCY (INCLUDE RELEVANT EVIDENCE)** | **AGREED TRAINING/DEVELOPMENT NEEDS** |
|  | |  |  |
| **Skills needed to** DEVELOP **your research and career** | **Inter & intrapersonal skills**  **Typical examples include**   * Self-reflection, self-analysis * Maintaining a healthy work-life balance * Awareness of work environment and sustainability * Collegiality * Influencing and leadership skills * Emotional intelligence and cultural awareness   **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |
| **Career management skills**  **Typical examples include**   * Exploration and understanding of career options * Networking (face-to-face, online, collaborating) * Membership of relevant bodies * Monitoring and recognising opportunities * **Academic portfolio** (publications, grants, visiting positions, supervision, lecturing) * **Skills portfolio** (evidence of continuing professional development (CPD))   **(you may add other examples)** |  | This year: |
| Long-term (to achieve by the end of the PhD): |

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**SUPPORTING DOCUMENTS:**

1. **Research Councils' UK Statement of Expectations for Doctoral Training**

***Statement of Expectations for Doctoral Training***

The Research Councils’ ambitions are to develop highly-skilled researchers to achieve impact across the whole economy, as well as developing the next generation of researchers to maintain national capability.

Research Councils support doctoral training through a number of mechanisms and the principles set out below apply to all our funded students.

***Expectations of the Students***

• Students should take responsibility for shaping, managing and directing their research project and training, taking advice from their supervisor.

• Students are expected to develop the higher-level capabilities outlined in the Researcher Development Statement.

• Where students have the opportunity to work in a non-academic environment, they should maximise the opportunity by seeking to understand the role of research within the organisation and the wider context.

• Students should recognise their responsibility for developing personal career goals during their doctoral training and consider their possible career options, recognising that these may be outside academe. They should ensure that they are aware of the range of advice available and reflect on their training and development needs to assist in their future employability.

**2) Researcher Development Framework:** <http://www.vitae.ac.uk/researchers/428241/Vitae-Researcher-Development-Framework.html>

**3) QAA Quality Code, Chapter B11: Research Degrees** <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=175#.VCl5yzZwY6Y>

Indicator 14: ...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.

**4) Research Integrity Code:** The Brunel University London Research Integrity Code (available at [www.brunel.ac.uk/ric](http://www.brunel.ac.uk/ric)) draws together the principles and supporting policies that apply to the ways in which research at the University is planned, conducted, interpreted and disseminated. This includes guidance and policy relating to **Research Ethics, Research Data Management, Open Access and Publication and Authorship**. Students are also encouraged to access our **Research Integrity online module**, available in **Blackboard Learn** via the following link <http://www.brunel.ac.uk/integrity-training>.