

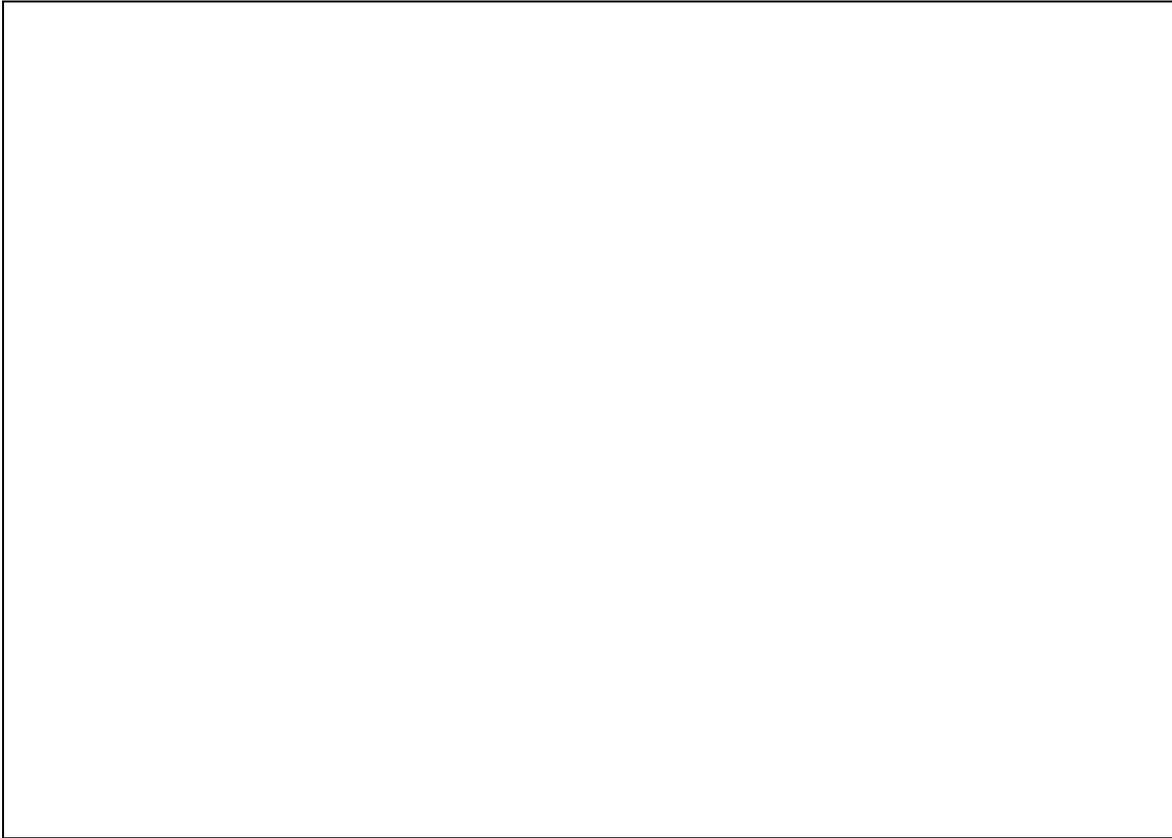
# Skills Audit for Researchers

Date:

## Section 1: Research Management Skills

1) Research management – to be able to:	Characteristic descriptor(s)	Initial competence level
<p><b>Project management</b> 1.1) Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities.</p>	<ul style="list-style-type: none"> <li>✓ make plans and balance competing demands on time effectively</li> <li>✓ plan, organise, execute and evaluate a research programme</li> <li>✓ set and prioritise a number of intermediate goals within an individual research project and develop an effective strategy and timetable for meeting them</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<p><b>Library skills</b> 1.2) Design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment.</p>	<ul style="list-style-type: none"> <li>✓ collect and record information in an organised and professional way</li> <li>✓ competence in relevant software</li> <li>✓ conduct searches using appropriate online and offline resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<p><b>Bibliography skills</b> 1.3) Identify and access appropriate bibliographical resources, archives, and other sources of relevant information.</p>	<ul style="list-style-type: none"> <li>✓ demonstrate an excellent awareness of potential sources of relevant information for subject area</li> <li>✓ fluent in referencing appropriate sources and able to use a variety of referencing styles and systems</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<p><b>IT skills</b> 1.4) Use information technology appropriately for database management, recording and presenting information.</p>	<ul style="list-style-type: none"> <li>✓ establish a bibliography at the level expected for scholarly publication and keep it up to date through searches and electronic services</li> <li>✓ use appropriate software to prepare papers with any relevant special features, such as use of master documents, or embedding of charts, figures and images</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>

**List examples of where you have demonstrated these skills:**



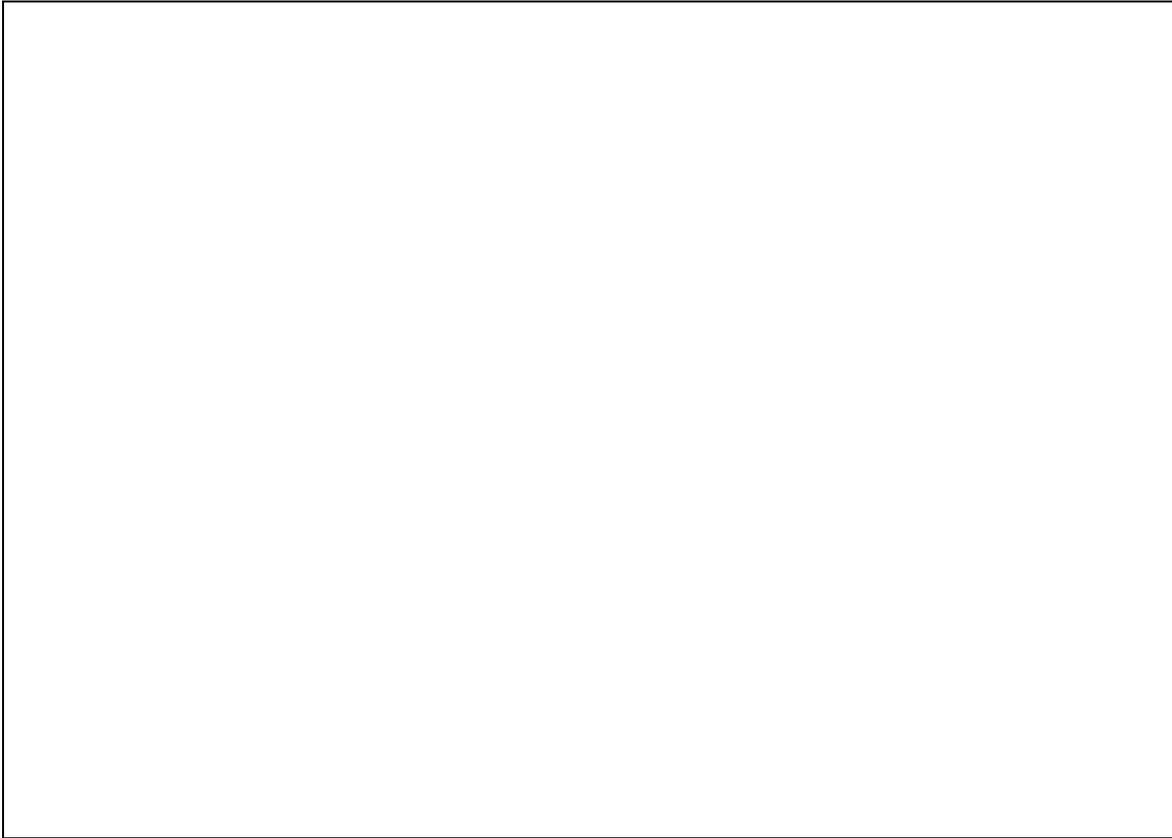
**Are there areas you need to develop? If so, how can you do this?**



## Section 2: Skills of Personal Effectiveness

2) Personal effectiveness – to be able to:	Characteristic descriptor(s)	Initial competence level
<b>Willingness to learn</b> 2.1) Demonstrate a willingness and ability to learn and acquire knowledge.	<ul style="list-style-type: none"> <li>✓ identify and exploit sources of information or instruction on a new area</li> <li>✓ excellent attendance at seminars, meetings and conferences</li> </ul>	<input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development
<b>Creativity/originality</b> 2.2) Be creative, innovative and original in one's approach to research.	<ul style="list-style-type: none"> <li>✓ find solutions to difficult problems</li> <li>✓ develop new methodologies as required</li> <li>✓ generate new ideas and approaches</li> </ul>	<input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development
<b>Open-mindedness</b> 2.3) Demonstrate flexibility and open-mindedness.	<ul style="list-style-type: none"> <li>✓ analyse the strengths and weaknesses of one's own approach</li> <li>✓ willing to complement it by an engagement with other approaches</li> </ul>	<input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development
<b>Self-assessment</b> 2.4) Demonstrate self-awareness and the ability to identify own training needs.	<ul style="list-style-type: none"> <li>✓ evaluate a wide range of skills, evaluate training needs in the light of this and the requirements of the research project, develop a coherent plan for future training</li> </ul>	<input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development
<b>Self-discipline</b> 2.5) Demonstrate self-discipline, motivation, and thoroughness.	<ul style="list-style-type: none"> <li>✓ work to a professional level without supervision</li> <li>✓ demonstrate high levels of accuracy, organisation and attention to detail</li> </ul>	<input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development
<b>Awareness of support</b> 2.6) Recognise boundaries and draw upon/use sources of support as appropriate.	<ul style="list-style-type: none"> <li>✓ objectively consider gaps in knowledge, understanding or ability and be aware of possible sources of support such as the skills of colleagues</li> </ul>	<input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development
<b>Self-reliance</b> 2.7) Show initiative, work independently and be self-reliant.	<ul style="list-style-type: none"> <li>✓ make and execute substantial research plans with guidance necessary only for specialist issues</li> </ul>	<input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development

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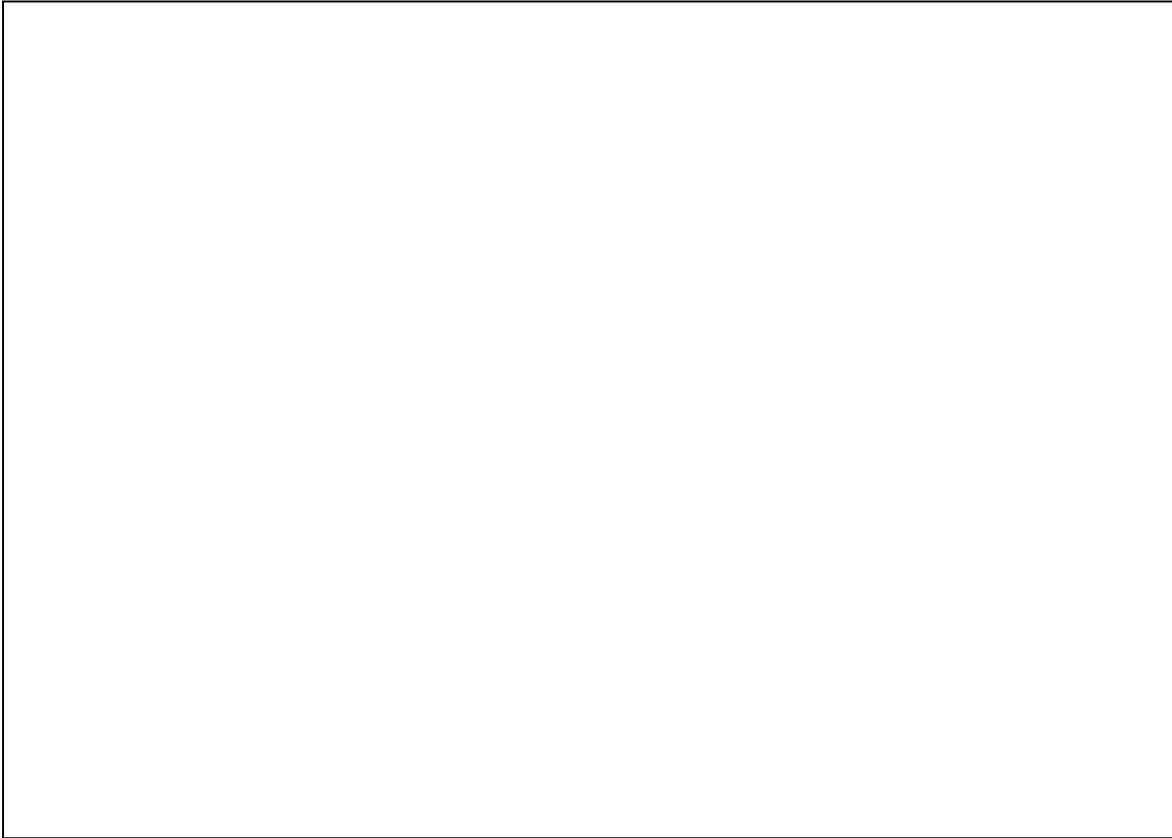
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## Section 3: Communication Skills

<b>3) Communication skills – to be able to:</b>	<b>Characteristic descriptor(s)</b>	<b>Initial competence level</b>
<p><b>Academic writing</b> 3.1) Write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, and thesis.</p>	<ul style="list-style-type: none"> <li>✓ produce a well-structured and well-written report of substantial length</li> <li>✓ write concise, academic prose and express ideas with suitable clarity</li> <li>✓ full control over a variety of styles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<p><b>Critical writing</b> 3.2) Construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques.</p>	<ul style="list-style-type: none"> <li>✓ communicate own research orally and in written reports</li> <li>✓ explain own research at a range of levels appropriate for e.g. international conference or non-specialist audiences</li> <li>✓ produce well-constructed, clear presentations using slides, for example, and use these confidently and easily in oral presentations</li> <li>✓ provide feedback for own research subject of the kind expected in referees' reports for journals and publishers and respond to such feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<p><b>Research presentation skills</b> 3.3) Constructively defend research outcomes at seminars and viva examination.</p>	<ul style="list-style-type: none"> <li>✓ present academic work at seminars and conferences fluently and confidently</li> <li>✓ respond clearly and persuasively to questions and comments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<p><b>Promote public understanding</b> 3.4) Contribute to promoting the public understanding of one's research field.</p>	<ul style="list-style-type: none"> <li>✓ write and present research in an appropriate manner for specialist or lay audiences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<p><b>Teaching skills</b> 3.5) Effectively support the learning of others when involved in teaching, mentoring or demonstrating activities.</p>	<ul style="list-style-type: none"> <li>✓ effectively impart information to others</li> <li>✓ understand possibilities for supporting the learning of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>

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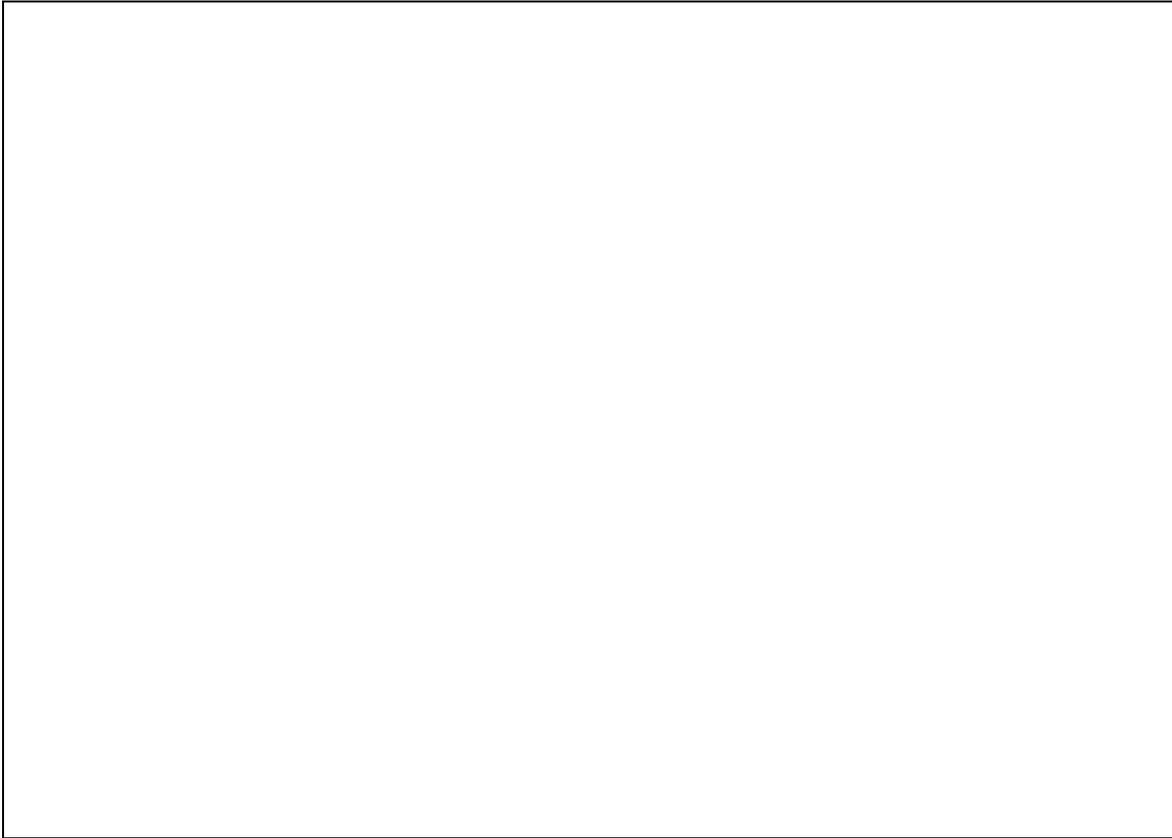
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## Section 4: Networking & Teamworking Skills

4) Networking and teamworking – to be able to:	Characteristic descriptor(s)	Initial competence level
<p><b>Networking</b> 4.1) Develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community.</p>	<p>✓ regular attendance at conferences and meetings, awareness of researchers in research field</p>	<p><input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development</p>
<p><b>Teamworking</b> 4.2) Understand one's behaviours and impact on others when working in and contributing to the success of formal and informal teams.</p>	<p>✓ can work in teams (e.g. research groups) on complex projects and can both reflect on quality of teamwork and solve teamworking problems as they arise</p>	<p><input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development</p>
<p><b>Feedback Skills</b> 4.3) Listen, give and receive feedback and respond perceptively to others.</p>	<p>✓ aware of techniques of giving feedback ✓ aware of others in research group ✓ give and receives feedback on regular basis</p>	<p><input type="checkbox"/> Competent <input type="checkbox"/> Adequate <input type="checkbox"/> Needs development</p>

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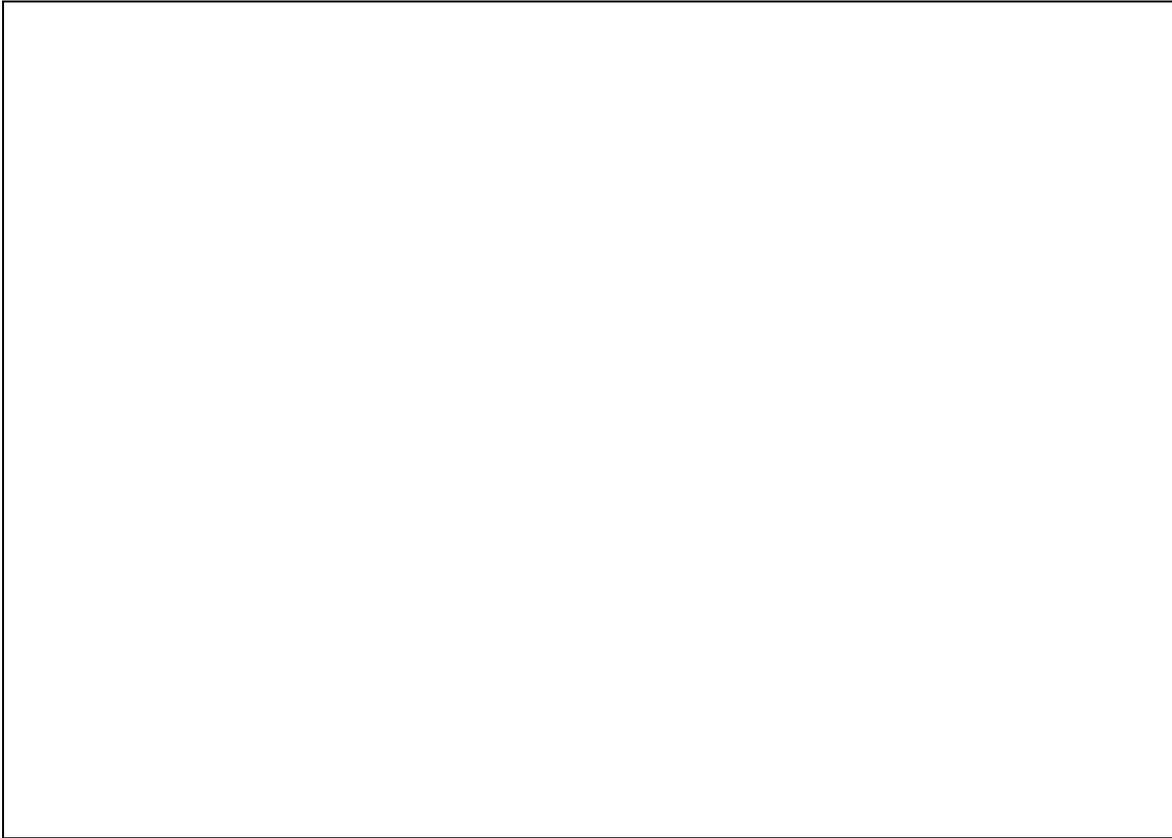
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## Section 5: Career Management Skills

5) Career management – to be able to:	Characteristic descriptor(s)	Initial competence level
<b>Professional development</b> 5.1) Appreciate the need for and show commitment to continued professional development.	<ul style="list-style-type: none"> <li>✓ active member of professional institution</li> <li>✓ attend meetings, seminars and conferences</li> <li>✓ organise events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<b>Career management</b> 5.2) Take ownership for and manage one’s career progression, set realistic and achievable career goals, and identify and develop ways to improve employability.	<ul style="list-style-type: none"> <li>✓ aware of potential employers</li> <li>✓ aware of general recruitment practices</li> <li>✓ aware of and practise effective job hunting techniques</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<b>Transferable skills</b> 5.3) Demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia.	<ul style="list-style-type: none"> <li>✓ aware of potential career paths and the generic aspects of a PhD, including research techniques, project planning and communication skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>
<b>Promote oneself</b> 5.4) Present one’s skills, personal attributes and experiences through effective CVs, applications and interviews.	<ul style="list-style-type: none"> <li>✓ broad knowledge of types of CVs, interview techniques and standard questions and techniques such as psychometric testing</li> <li>✓ aware of the variety of interview possibilities, including assessment centres</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Competent</li> <li><input type="checkbox"/> Adequate</li> <li><input type="checkbox"/> Needs development</li> </ul>

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