



Researcher Development Framework Planner: Glossary of terms

General terms

Researcher Development Framework (RDF): The Vitae Researcher Development Framework describes the knowledge, behaviours and attitudes of excellent researchers. It is structured in four domains, twelve sub-domains and sixty-three descriptors. Each descriptor contains between three to five phases, representing distinct stages of development within that descriptor.

Domains: These are the four main sections in the Vitae Researcher Development Framework describing different aspects of researchers' knowledge, skills and attributes. The domains are:

Domain A: Knowledge and intellectual abilities

Domain B: Personal effectiveness

Domain C: Research governance and organisation

Domain D: Engagement, influence and impact.

Sub-domains: Each domain in the Vitae Researcher Development Framework consists of three sub-domains representing different aspects of the domain topic. For example Domain D: Engagement, influence and impact contains the sub-domains of D1: Working with others, D2: Communication and dissemination, and D3: Engagement and impact.

Descriptors: The 63 descriptors in the Vitae Researcher Development Framework describe different characteristics of excellent researchers in terms of knowledge, behaviours and attitudes. Related descriptors are clustered into domains and sub-domains.

Phases: Each descriptor contains up to five phases of development. The phases are additive and illustrate distinct stages of development within a particular descriptor.

RDF Planner: The RDF Planner is an interactive, web-based service, developed by Vitae and hosted on Microsoft Windows Azure, which uses the content of the Vitae Researcher Development Framework to enable researchers to plan their professional development. The RDF Planner allows researchers to:

- reflect on their achievements against the RDF
- identify opportunities for further development
- create an action plan
- record evidence of progress

Specific terms within the Researcher Development Framework:

Attitude: A person's perspective, judgement or response to a specified aspect or object.

Attribute: A quality or characteristic of an individual.

Attribution: (C1.6: Attribution and co-authorship). The requirement that an author be given due credit for their work in any context in which it is used.

Behaviour: A way of behaving, doing something in a certain way. Behaviours can be innate or learned.

Collegiality: (D1.1 Collegiality). The cooperative relationship of colleagues and respect for each other's abilities to work towards a common purpose. The concept of collegiality is traditionally strong in academia where individual independence of thought and mutual respect are necessary.

Creative commons licenses: (C1.4: IPR and copyright, phase 2). These allow individuals and organisations to retain global copyright and gain credit for their work while granting copyright permissions allowing others to copy, distribute, and make some uses of their work (usually non-commercially). They are becoming increasingly common in the academic environment. (<http://creativecommons.org/licenses/>)

Currency: (A1.4: Information seeking, phase 1). Up-to-date, current or contemporary (information sources).

Entrepreneurship (D3.3: Enterprise, phase 2). Entrepreneurship is the act of being an entrepreneur, e.g. someone who transform innovations into economic benefit. It is often linked with starting a new business or organisation.

Enterprise: (D3.3 Enterprise). Enterprising skills are knowledge and abilities that can be used to create, contribute to or run a business or organisation. In a university it is often related to the process of commercialising a research process or product for sale, sometimes via a 'spin out' company. It is also related to the transfer of knowledge from universities to industry and the public sector.

Integrity: (B1.4 Integrity). This is the consistency of values, principles and actions. In ethics, It is regarded as the honesty and truthfulness or accuracy of one's actions.

Intrapreneurship: (D3.3: Enterprise, phase 2). Describes the application of an entrepreneurial spirit to improve the way that an organisation operates. Within the university environment researchers can reconfigure ideas and recognise novel opportunities to benefit the university and themselves. University intrapreneurship can be found in teaching and learning, research and knowledge transfer. www.vitae.ac.uk/intrapreneurship

IT literate: (A1.7: Academic literacy and numeracy, phase1). Well informed, knowledgeable about and skilled in the use of information technology.

Knowledge exchange: (D2.1 Communication methods; D3.3 Enterprise). Knowledge exchange in the research environment is about how knowledge, ideas and expertise can be exchanged between researchers and the users of research to stimulate innovation in



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businesses, enterprises and public services to contribute to the economy, society and culture.

Languages: (A 1.6 Languages). In the Researcher Development Framework with applies to the languages appropriate to doing research, including foreign languages and technical languages.

Public engagement: (D.2 Public engagement). Public engagement describes how researchers connect and share their work with the public to build trust, understanding and collaboration, and increase the relevance and impact of research on society.

www.vitae.ac.uk/pe

Rhetoric: (D2.1: Communication methods, phase1). The art or study of using language effectively and persuasively in verbal communication. This is particularly important in the academic environment.

Social Enterprise: (D3.3: Enterprise, phase 2). The application of enterprising skills or entrepreneurship for a common good and realise philanthropic goals rather than offering benefits to investors.