

**CRAC-Vitae Career and Professional Development  
Programme for British Academy Researchers at Risk:  
Programme Evaluation**



**March 2025**

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## **British Academy/CRAC-Vitae Career and Professional Development Programme for Researchers at Risk Award Holders**

March 2025

### **1. Executive summary**

#### **Introduction**

CRAC-Vitae were commissioned by The British Academy to provide a programme of professional and career development support for Researchers at Risk award holders, between December 2023 and March 2025. The programme was designed to support 179 Researchers at Risk award holders at over 70 UK-based institutions to navigate the challenges of integrating into UK academic life and plan for future and diverse career paths. This report provides details of the final programme evaluation and subsequent recommendations.

#### **Evaluation approach**

The final programme evaluation aims to understand the overall impact of our career and professional development programme and its success in supporting award holders. Our evaluation methodology is underpinned by the [Vitae Impact and Evaluation Framework](#) (IEF), based on the well-known Kirk-Patrick model for evaluation and providing a robust focus for the evaluation of researcher development initiatives at different levels. This final evaluation report outlines:

- the scope of the programme activities
- award holders' engagement and reaction to the programme/activities (IEF Level 1)
- award holders self-reported changes in learning and behaviour (IEF Level 2/3)
- award holders self-reported outputs and achievements (IEF level 4)

Using the IEF framework, we undertook multiple surveys, before, during and after the programme as follows:

- **December 2023:** Pre-programme Development Needs Analysis to understand award holders' training and development needs, areas of interest and levels of confidence. These findings were utilised to tailor the themes and formats of activities and established a baseline for later comparison on confidence levels.
- **January 2024 to January 2025:** Immediate post-workshop feedback surveys for all workshops to continuously improve the content and compare the change in skills and knowledge upon participation in respective development activities.
- **January to February 2025:** Post-programme impact survey to assess how successful the programme was in meeting the intended aims.

The development needs analysis and post-programme impact survey were designed in consultation with The British Academy. To encourage honest and complete responses, award holders were advised that results would be anonymous and only shared with The British Academy. They had the option to not respond to any question that might be identifying.

Outlined below are the timescales and completion rates for the three different surveys (Appendix Table 1):

- **Development needs analysis** was open to all 179 British Academy Researchers at Risk award holders from 04.12.23 to 17.12.23. The completion rate was a robust

64% with a discipline distribution of 38% Science, 41% Social Science and 21% Arts & Humanities.

- **Post-workshop feedback surveys** were delivered immediately after each development activity to all workshop participations. The completion rate was 43% on average with a discipline distribution of 33% Sciences, 37% Social Science and 30% Arts & Humanities.
- **Post-programme impact survey** was open from 28.01.25 to 12.02.25 to all 147 programme participants. The completion rate was 48% with a discipline distribution of 29% Sciences, 41% Social Science and 30% Arts & Humanities.

## Programme engagement and impact

### *Engagement*

Throughout the programme, a total of 147 British Academy Researchers at Risk award holders (82%) participated in at least one programme activity. On average, 60-70% participated in further programme activities independent of the format or theme across all three discipline groups.

### *Impact*

In total, 89% of final survey respondents found the programme to be very successful (44%) or successful (45%) in meeting the intended aims. And on average 90% programme participants rated the various programme activities as 'very useful' (on average 48%) or 'useful' (on average 42%).

Award holders reported varying levels of confidence in the pre-programme DNA. Confidence was highest in the areas of research ethics, delivery of research projects and building professional relationships. However, award holders reported less confidence in areas such as building networks, developing job applications or knowledge of career opportunities. In addition, award holders indicated less confidence in knowledge of available funding opportunities and making grant applications, as well as establishing collaborations.

Having engaged in the Vitae programme, most participants reported increased confidence levels and reached overall good confidence in the surveyed knowledge, skills and behaviours. Under the assumption that the distribution of demographic data is comparable across the various surveys, we correlated the confidence levels:

- 78% had good levels of confidence in 'Building networks for professional and career development' (compared to 32% in pre-programme DNA)
- 75% had good levels of confidence in 'Developing applications and preparing for interviews' (compared to 23% in pre-programme DNA)
- 70% had good levels of confidence in 'Knowledge of career opportunities across a broad range of sectors' (compared to 16% in pre-programme DNA)
- 68% had good levels of confidence in 'Identifying funding opportunities and understanding processes of making applications' (compared to 23% in pre-programme DNA)
- 68% had good levels of confidence in 'Working collaboratively with all stakeholders to develop and exchange research knowledge' (compared to 31% in pre-programme DNA)

Reflecting upon their time within the programme, most participants self-reported publications (63% responses) or presenting at/organising a conference (57% responses) as research-

related outputs they were proud to have achieved during this time. Award holders further listed developing their skills in areas such as teaching, mentoring or related to research (37%) or enhancing their networks and building collaborations (33%) as additional areas they are particularly proud of.

## Discussion and Recommendations

Collective and wider issues award holders routinely flagged during the programme included:

1. The **significant impact of displacement**: award holders have described being in survival and ‘energy saving’ mode on commencement of their fellowships, needing time to settle their families into new homes, communities and schools; as well as into host institutions and new academic environments; all against a background of the crisis in Ukraine. This inevitably impacted upon the extent to which some award holders felt able to engage with the programme. Award holders have shared the challenges of managing multiple priorities to their Ukrainian and host institutions, family and friends, students and colleagues. In this context, the importance of co-design to understand the evolving needs of researchers at risk in this and subsequent programmes cannot be underestimated. Award holders’ needs have evolved over the programme, with different pressures now emerging as many near the end of their fellowships.
2. **Visa requirements**: Throughout the programme award holders were concerned with implications of their visa status on job and grant applications. In addition, they have shared difficulties with the new threshold for skilled workers visas. While we shared available guidance from the UK government for Ukrainian nationals, the opportunity for award holders to discuss these issues and gain specialist advice would have been beneficial.
3. **Professional reinvention**: Award holders have described a need to consider not only professional development, but ‘professional reinvention’. Award holders have been following career trajectories within Ukraine and are now forced through necessity to consider potential new directions and career paths. Award holders have given feedback on the value through the programme of hearing from those working in careers beyond academia, and experiences of career transitions, and stressed the challenges of continuing academic careers in their current positions within the present climate.
4. **Language barriers and levels of academic experience**: Award holders had varied levels of academic and research expertise, experience with professional development activities and varied levels of English. To support variation in experience, we built in additional time and facilitator support during the workshop activities, provided the materials in advance of sessions and amended the frequency and structure of the activities.
5. **Varying host institutional support**: Award holders particularly valued the opportunity to come together with colleagues from other institutions (as well as other researchers at risk within their own institutions they had not yet connected with). Some have described isolation and lack of mentor support in host universities, so the opportunity to build connections has been incredibly important. Others described

positive relationships with mentors who are very supportive in terms of their professional development or providing time and freedom to balance their research activities, family and teaching commitments in Ukraine. There has been a question of whether all mentors are well equipped to support award holders in host institutions, and whether more could be put in place to support the mentor in this role.

Award holders continue to report being interested in engaging with career development support within their institutions, particularly at the point of our programme evaluation, in the form of individual tailored support/coaching with grant and job applications, and tailoring CVs. Dedicated information, advice and guidance from careers professionals within host institutions would be valuable for many.

#### **6. Networking and community building**

The opportunity to build networks and a community through the programme has emerged as key for many, for preventing isolation, cultivating a sense of safety, and having opportunities to share common experiences and challenges. In-person activities and informal spaces built into online convenings, to connect and build relationships, have been essential to support this and will be in any future iteration. We note that award holders, whilst in the UK, will continue to be able to access support via The British Academy Early Career Network.

### **Recommendations**

#### *Funders:*

- Support specific and co-designed opportunities for career and professional development for researchers at risk as a cohort, acknowledging the significant impact of displacement, the needs for ongoing needs assessment, the need for language support, and in person and informal spaces for essential network and community building.
- Support capturing award holders' stories, profiling the award holders involved in such programmes, and recognising the diverse experience, skills and perspectives such researchers contribute to enriching their host institutions and the impact of such fellowships.
- Share good practice in supporting researchers at risk across Europe, in terms of fellowships, advocacy, integration and engagement, practical advice and support for researchers and their families, access to career, professional development and funding.
- Seek to manage expectations of researchers at risk by incorporation of specific career, professional development, and language experience and requirements in relevant funding calls, terms and conditions, and grant reporting.
- Enhance Government/funder/Cara/Vitae/delivery partner coordination, to provide clear guidance on Visa status and implications and surrounding support system for award holders; and to support the sustainability and coordination of researcher at risk programmes and funding.

- Provide sustained support for and/or access to network building initiatives specifically for researchers at risk to provide vital networks for preventing isolation and cultivating a sense of safety and community.
- Provide targeted opportunities for mobility and career progression for researchers at risk, potentially including hidden researchers at risk who are not part of larger fellowship programmes.

*Institutions/hosts:*

- Recognise the significant impact of displacement and the need for co-design of professional development and professional reinvention programmes with researchers at risk, and the importance of ongoing needs assessment and understanding.
- Provide an effective induction, supporting researchers at risk integration into the community and local area and building awareness of relevant policies and practices, and career and development opportunities.
- Provide training, structured support, and dedicated time for mentors to engage in meaningful professional and career development reviews with researchers at risk they support.
- Ensure that researchers at risk have access to professional advice on career management, across a breadth of careers within and beyond academia (e.g. through support from mentors, wider communities and networks, career and researcher development professionals).

*Managers of researchers/mentors:*

- Undertake relevant training and development opportunities so that they can manage/mentor researchers at risk effectively and fulfil their duty of care, signposting to institutional and wider advice and guidance services as appropriate.
- Engage in regular career development discussions with their researchers at risk, holding specific career development reviews at routine intervals as appropriate to fellowship duration.
- Support researchers at risk in exploring and preparing for a range of careers including opening up communities, networks and opportunities, and signposting to guidance from careers professionals.

*Researchers at risk:*

- Consider opportunities to develop awareness and experience of the research and innovation system.
- Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers and professional development opportunities and secondments, networks and communities.

- Develop and maintain networks and collaborations with colleagues and peers, within the institution and wider research communities for mutual benefit, developing understanding, and to progress career and professional development.

## 2. Co-developing our programme

The data gathered through the needs analysis informed our researcher centred approach and enabled Vitae to co-create a flexible programme with award holders to tailor to their needs and experiences. Award holders were also invited to join a learning and development committee to directly shape the programme, several award holders volunteered to join, and were invited to form the group. Vitae consulted with and convened the committee on four occasions during the programme. These meetings were key to understanding award holders' experiences, and to ensure relevance and engagement with all activities. Additionally, the Steering Board, representing European and global organisations, disciplines, experiences and interests, met on three occasions to provide advice and guidance to the Vitae team in the development and delivery of the programme.

Findings from the initial development needs analysis showed award holders were interested in taking up development opportunities across several themes including: applying for grant funding, project management, career management, open research and for leadership and managing others (Figure 1). Further suggested development themes included developing discipline specific research methods, engaging in collaborative research projects, opportunities for attending academic conferences, academic publishing, English language support, and training to teach. The L&D committee were consulted on how to prioritise themes and gave further guidance to inform the content of each workshop.

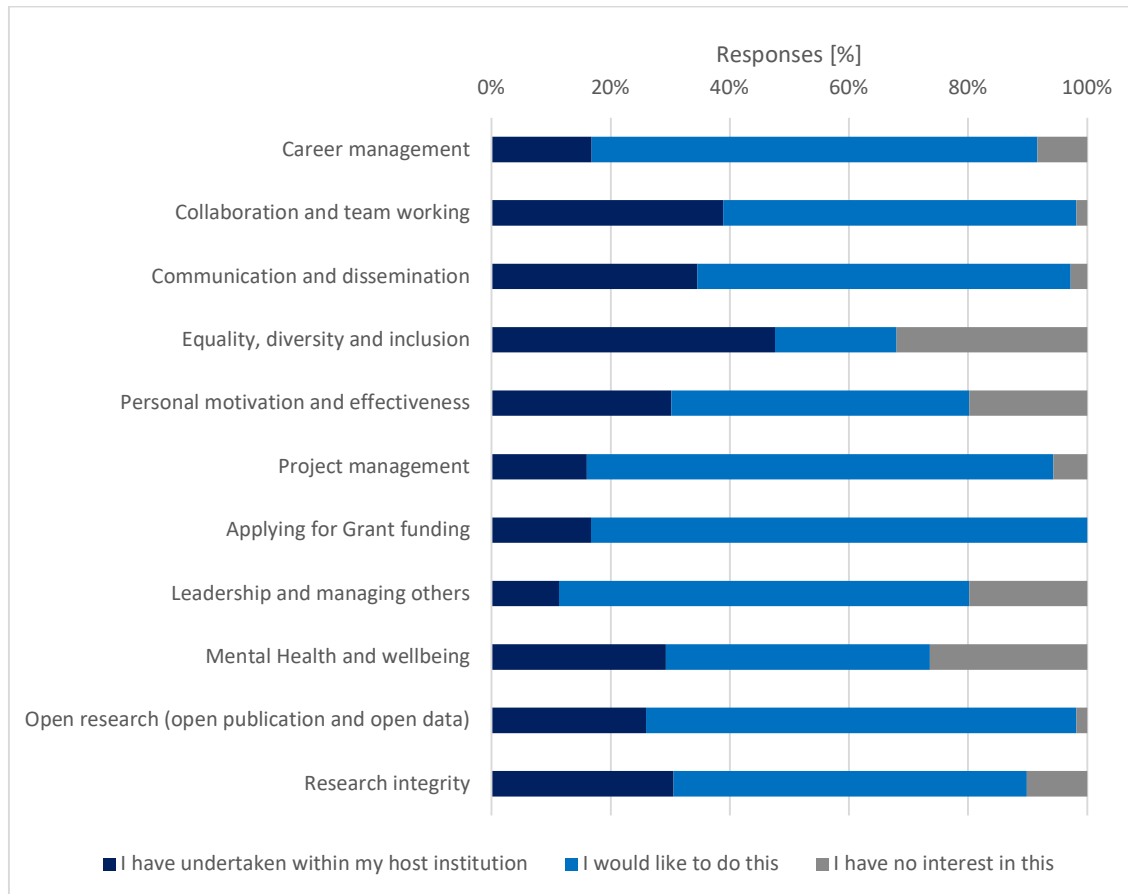
Fourteen percent (n=12) noted experiencing barriers to engaging in development opportunities at host institutions. Challenges included a lack of communication of opportunities, limited opportunities to share and discuss research within their academic field, family commitments, and language barriers. To seek to address some of these challenges, we developed a series of communication methods and consulted the L&D committee to ensure accessibility of programme activities, both in terms of scheduling activities and supporting language development (e.g. adapting frequency/structure of activities, providing materials in advance, building in additional time).

### Programme activity

The Vitae programme included the following components delivered between January 2024 and January 2025.

#### **Career development within and beyond academia workshops (Core workshops)**

The programme commenced with a two-day in person career development workshop hosted at The British Academy. We have successfully delivered six workshops for discipline cohorts (Science, Social Science and Arts & Humanities) between January and April 2024. In total 14 speakers from within and beyond academia supported the workshops, sharing their experiences, and insights into developing research careers within the UK (Appendix Table 2).



**Figure 1: Thematic areas for programme activities.** NB Data were obtained from the initial Development Needs Analysis.

### Career support conversations

Following the career development workshops award holders had the opportunity to engage in a series of small group discussions following an action learning set ethos to embed learning from the workshops. In total we designed and delivered 18 groups, who worked with the same facilitator and colleagues they met during the first workshops. The sessions took place online for 90 minutes and each group met three times between March and September 2024. Following fellow’s feedback, we provided 6 additional tailored small group discussions on the specific topics of job and grant applications. These sessions were designed for award holders to gain feedback from our expert facilitator and their colleagues.

### Thematic professional development workshops

A series of half-day professional development workshops took place online on a rolling basis between May 2024 and January 2025. These workshops were open to award holders from all disciplines to encourage cross-disciplinary working and networking. In total we delivered 43 workshops that covered 15 different topics such as grant funding, leadership and team management, project management, communication and building online profiles, collaboration and networking, open research and publishing or personal effectiveness and wellbeing (Appendix Table 3).

### **Career panel workshops**

In addition to the professional development workshops, we developed and delivered 9 career panel sessions on the topics of research grants, job interviews, teaching and next steps beyond the fellowship (Appendix Table 4). Those half-day online sessions included a one-hour panel discussion with expert research professionals. Invited speakers shared their insights, experience and expertise on the relevant topics and award holders had the opportunity to engage in Q&A. In total 21 speakers including British Academy RaR Award holders, British Academy Award holders, British Academy staff as well as a Senior Adviser from Advance HE contributed to the sessions (Appendix Table 2). The career panel workshops were either delivered in person at The British Academy or online between June and December 2024.

There was broad interest amongst the award holders in teaching development within the UK higher education context. Though teaching development is outside of Vitae's expertise we had originally proposed an opportunity for award holders to shadow Vitae trainers. However, it became clear that understanding the UK higher education system and routes to teaching development within HE was key. With agreement with The British Academy, the Advance HE speaker, talks from experienced lectures, and subsequent guidance provided some support in this space.

### **Resource development**

Resources developed and shared with award holders to support engagement with the programme and cohort building included:

- Sharing all workshop materials in advance to support language development and engagement in sessions
- Creation of a funding opportunities Padlet highlighting specific schemes for Researchers at Risk including Support Grants from British Academy and guidance on Narrative CVs.
- Creation of a private British Academy Researchers at Risk Award holders Group on LinkedIn, with a total of 44 award holders engaging (25% Sciences, 48% Social Science and 27% Arts and Humanities).
- Creation of a Vitae microsite to host all materials. We are exploring options to support continued access to resources online, in addition to the above.

### **Further award holder opportunities**

Beyond the scope of the programme, a selected number of award holders were also supported to take up further development opportunities following an open invitation to all award holders:

- Six award holders participated in chaired round table discussion during the online element of Vitae's International Researcher Development Conference.
- Four award holders won a scholarship to participate in the online and/or in-person Vitae conference.
- Co-chair of the L&D committee, Iryna Starovoyt, contributed to a [Vitae blog post](#) to share her experience during the programme.

### **Professional development certificates**

Many award holders have shown interest in receiving professional development certificates to evidence engagement with the programme. We are currently consulting with award holders on the provision of individual electronic branded certificates which will detail the activities engaged with.

### 3. Participants engagement and initial feedback (IEF Level 1)

In total 147 British Academy Researchers at Risk award holders participated in at least one programme activity. This corresponds to 82% of total number of award holders and the representation of each discipline group (Science, Social Science, Arts and Humanities) is comparable between the total number of award holders and programme participants. On average, British Academy RaR award holders participated in 5 development activities across the programme, with 69 British Academy RaR award holders engaging in 1-3 development activities and 43 British Academy RaR award holders engaging in 7 or more development activities across the whole programme.

We also looked at participant engagement in development activities across formats (Appendix Table 5) and themes (Appendix Table 6). On average a similar number of award holders (60-70%) participated in the programme activities independent of the format or theme across all three discipline groups.

#### Overall impressions

Programme participants were asked to indicate how successful the programme was in meeting its aims to provide practical support to help award holders with their integration into UK academic life and plan for future careers. In total, 89% respondents found the programme to be very successful (44%) or successful (45%). A small percentage (11%) indicated the programme was 'somewhat successful'. No one selected 'not at all successful'. Fifteen award holders provided further comments, such as:

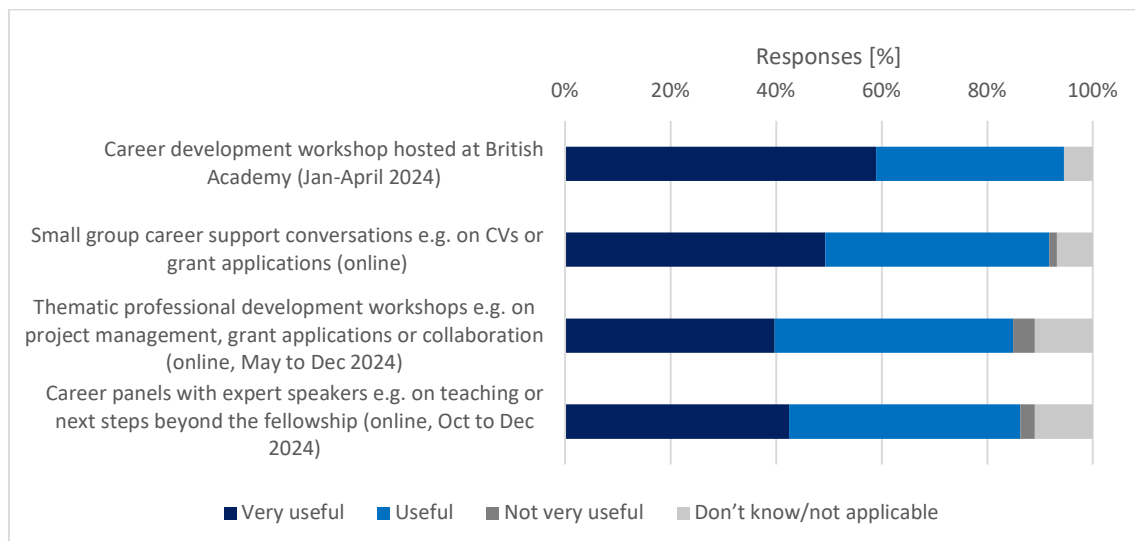
- *"The idea of a special year-long program to help Ukrainian scholars adapt and connect with each other, to better understand expectations and processes in British universities, and to find role models, contacts, and new points of support in British academia is brilliant, empathetic, and timely. And it has been implemented very thoughtfully and effectively."*
- *"This programme really helped me get my bearings, understand my options and professional goals, and plan my next steps after the RaR project is completed."*
- *"This programme has been incredibly valuable to me for several reasons. Firstly, I have gained a great deal of useful information about various aspects of research and teaching activities in the UK and globally, which I previously did not have sufficient knowledge of. Secondly, these sessions have provided a platform for networking and collaboration with colleagues from other universities. During our joint sessions, we had the opportunity to share experiences and offer each other advice. The third aspect is that I have taken note of various methodologies for conducting online learning activities. As an online student, I have gained a better understanding of which formats and types of tasks are most effective. This is particularly important for me as a Ukrainian lecturer, given that education in our country is currently conducted online. Finally, I cannot fail to mention the excellent organisation of the sessions. My sincere gratitude to all the members of the team!"*

On average 90% of programme participants rated the various programme activities as 'very useful' (48%) or 'useful' (42%). Remaining respondents selected 'don't know/not applicable' (on average 8%) and a very small minority selecting 'not very useful' (on average 2%) (Figure 2). Nine award holders provided further comments, including:

- *“The career development workshop gave me a possibility to meet many new people and pushed me to analyse my future research aims as well as gave me inspiration and understanding to improve my research portfolio”*
- *“I liked career panels the most as they showed good practical examples on what to do in order to prepare for the end of the award fellowship”*
- *“Somehow I received more support and understanding from my award holders as we are coming through similar challenges”*

Two award holders highlighted difficulties of applying the advice and guidance in uncertain circumstances, and the challenge for such a programme, of meeting individual and varied needs:

- *“On the one hand you are receiving the guidance and advice, on the other hand everyone’s case is very individual and different. Also due to a high level of uncertainty, about lots of spheres of our lives, as far as I can judge, it was hard to perceive the given information and plan anything straight forward with the unknown future”*
- *“I was supported in a way which allowed me to better understand the UK academic landscape, but I doubt this support was enough to plan my future path”*

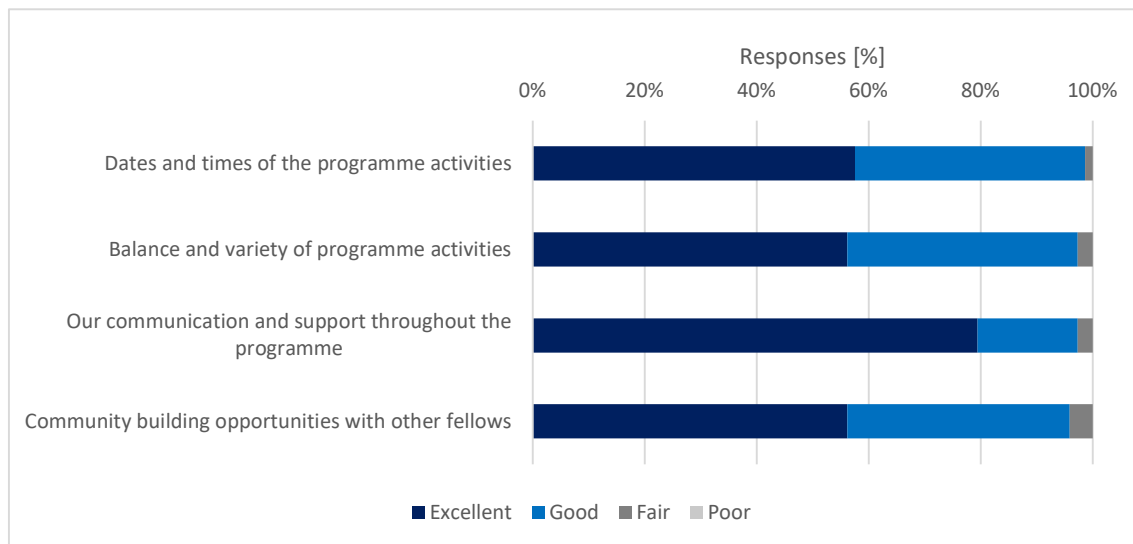


**Figure 2: Programme participant feedback on activity formats.**

We compared the post-workshop feedback across the different formats (Appendix Table 7) and themes (Appendix Table 8) in relation to participant’s impressions of the overall workshops, feedback on the skills and expertise of the facilitators, and how successful the workshops were in meeting their expectations. Participants rating across the different categories was consistently very positive with most participants rating the sessions and the facilitator’s expertise as excellent/good.

Participants were also asked to assess the delivery of the programme activities including accessibility, frequency, promotion and how far they supported community building (Figure 3). Overall feedback has been very positive:

- 99% of participants rated the accessibility and balance of programme activities as excellent/good
- 97% of participants rated Vitae’s communication and support throughout the programme as excellent/good
- 96% of participants rated the opportunities to network and build a community as excellent



**Figure 3: Programme participant feedback on programme delivery approach**

#### 4. Programme impact: knowledge, skills and behaviour (IEF Level 2/3)

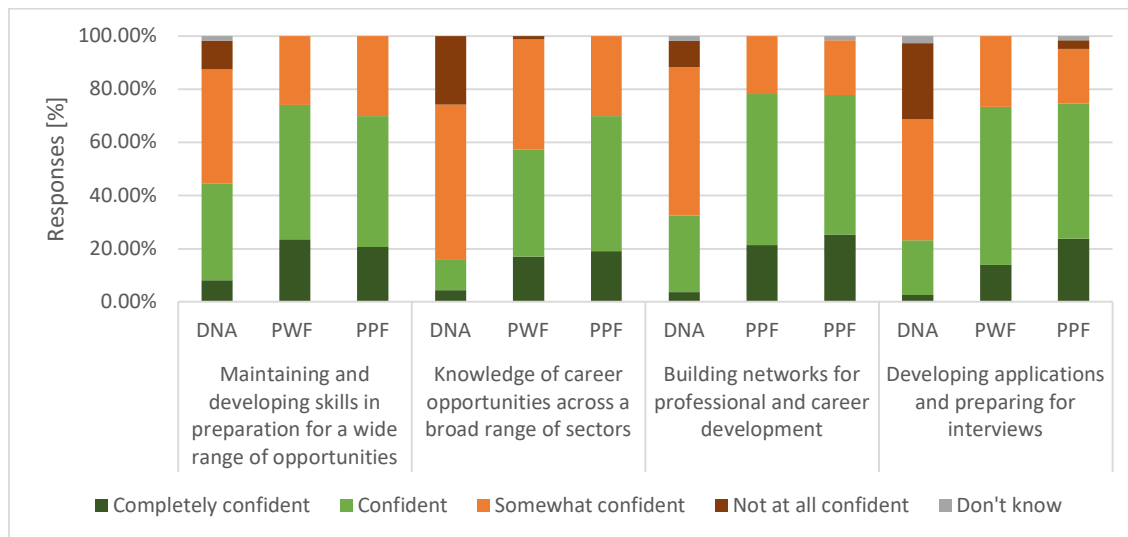
To gain insights into how workshop and programme participation changed British Academy RaR award holders’ knowledge, skills and behaviours, we asked award holders to self-assess their confidence levels in four development topics before the programme (development needs analysis), after each workshop (post-workshop feedback) and after the programme (post programme impact feedback). In each development area we presented a series of statements based on descriptors of the [Vitae Researcher Development Framework](#).

Figures 4-7 demonstrate change in confidence levels across a range of areas. Under the assumption that the distribution of demographic data (as indicated by the similar discipline distribution of respondents, Appendix Table 1) is comparable across the various surveys, we correlated the confidence levels. Good levels of confidence were measured by combining responses for ‘completely confident’ and ‘confident’ (both shown in shades of green).

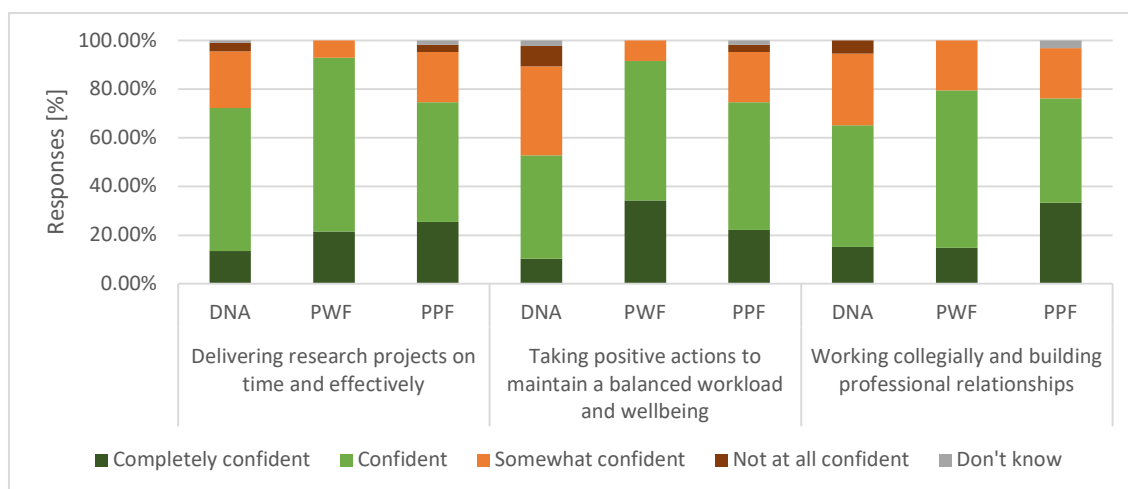
In summary on programme completion:

- 78% had good levels of confidence in ‘Building networks for professional and career development’ (compared to 32% in pre-programme DNA)
- 75% had good levels of confidence in ‘Developing applications and preparing for interviews’ (compared to 23% in pre-programme DNA)

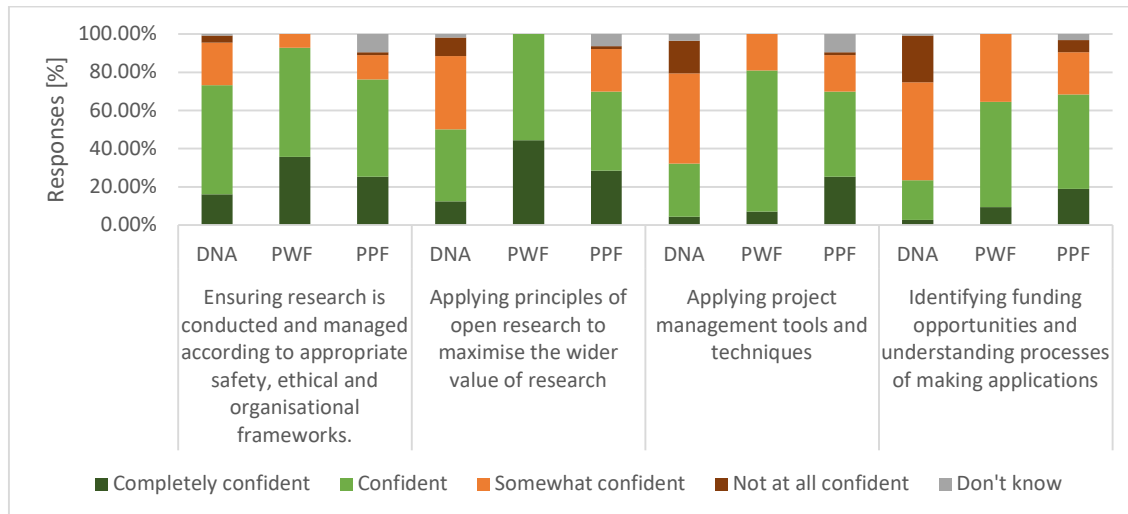
- 70% had good levels of confidence in 'Knowledge of career opportunities across a broad range of sectors' (compared to 16% in pre-programme DNA)
- 70% 'Applying project management tools and techniques' (compared to 32% in pre-programme DNA)
- 68% 'Identifying funding opportunities and understanding processes of making applications' (compared to 23% in pre-programme DNA)
- 68% 'Working collaboratively with all stakeholders to develop and exchange research knowledge' (compared to 31% in pre-programme DNA)



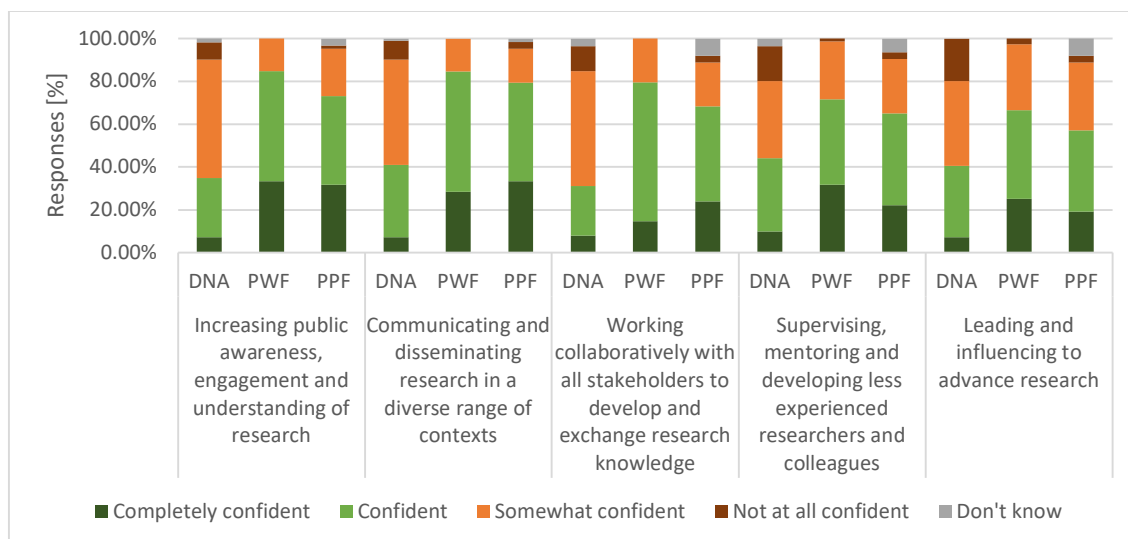
**Figure 4: Comparison of confidence levels in the area of career and professional development.** DNA = development needs analysis, PWF = post-workshop feedback, PPF = post-programme feedback.



**Figure 5: Comparison of confidence levels in the area personal motivation and effectiveness.** DNA = development needs analysis, PWF = post-workshop feedback, PPF = post-programme feedback.



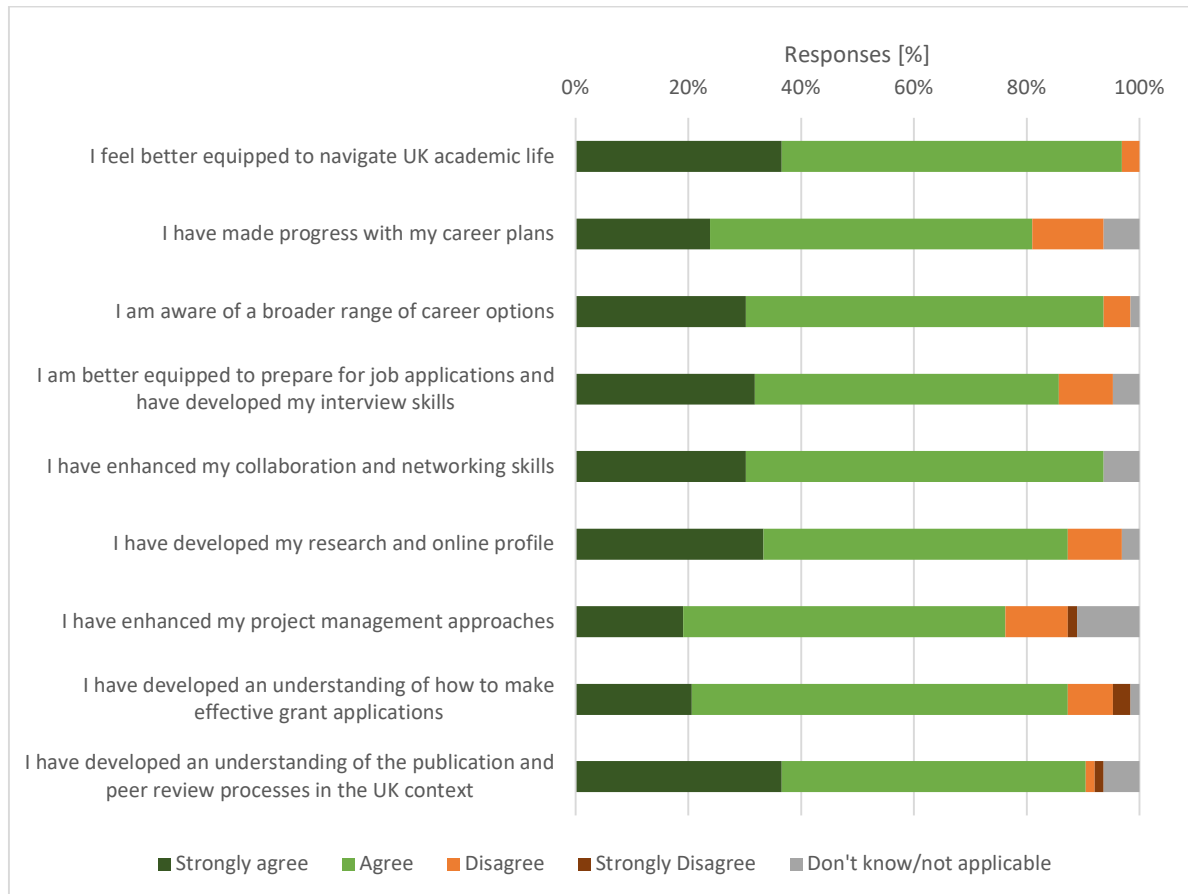
**Figure 6: Comparison of confidence levels in the area research governance and organisation.** DNA = development needs analysis, PWF = post-workshop feedback, PPF = post-programme feedback.



**Figure 7: Comparison of confidence levels in the area engagement and impact.** DNA = development needs analysis, PWF = post-workshop feedback, PPF = post-programme feedback.

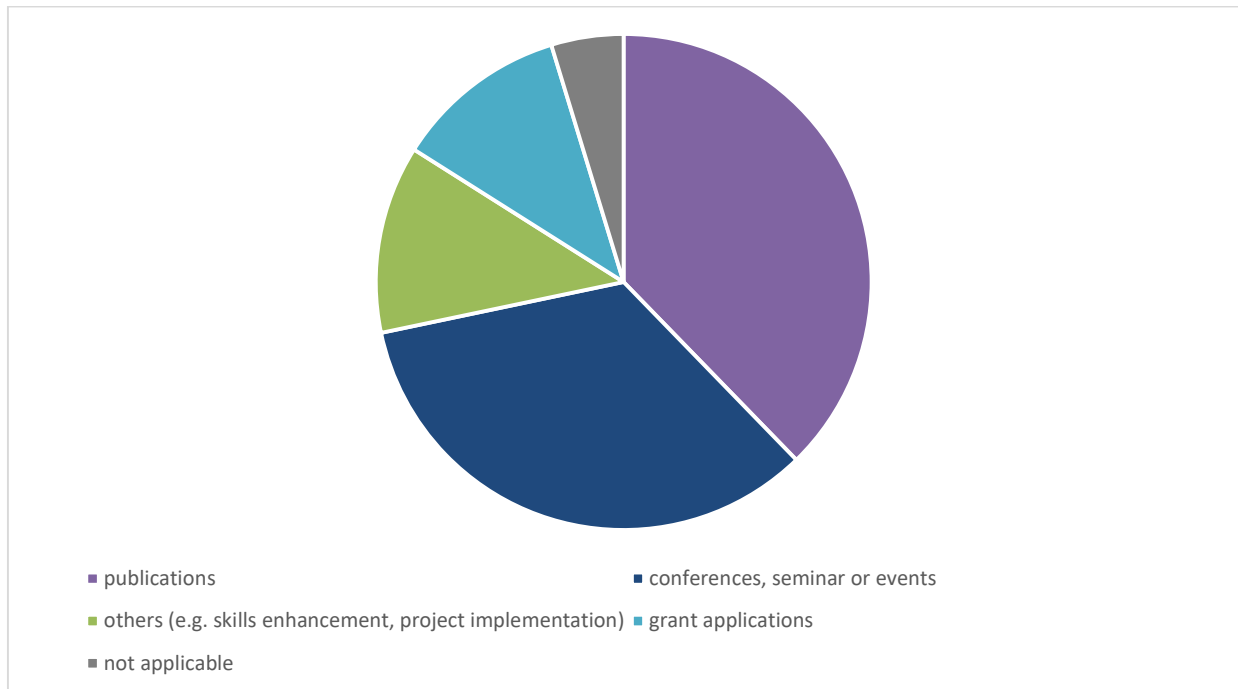
## 5. Participant outputs and achievements (IEF level 4)

We also evaluated British Academy RaR achievements and outcomes upon participation in the programme. We asked award holders to rate the extent to which they agree with various statements. On average 88% participants 'strongly agree' (on average 29%) or 'agree' (on average 59%) with all anticipated programme outcomes. A small percentage 'disagreed' (on average 7%) or selected 'don't know/not applicable' (on average 5%) (Figure 8).



**Figure 8: Participants programme outcomes.**

Finally, we asked award holders to self-report up to two research-related outputs and achievements they are particularly proud of, and which they had achieved during participation in our career development programme (Figure 9). Based on the provided answers we grouped the research-related outputs into five different categories. Publications either in preparation, submission or acceptance were the most frequent research-related output reported (63% responses) followed by presenting or organising a conference or similar activities (57% responses). A smaller number of respondents mentioned submitting or securing additional funding (19%) or other outputs such as skills development, successful project implementations or restoration in Ukraine (21%). A minority of award holders did not list any research-related outputs (8%) (Figure 9).



**Figure 9: Participants self-reported research-related outputs.** NB multiple answers were possible.

In addition to research-related outputs we asked participants to list other achievements they were particularly proud of. Most award holders either listed research-related outputs such as publications, organising seminars or grant applications (37%), further developing their skills in various areas such as teaching, mentoring or related to their research (37%) or enhancing their networks and building collaborations (33%). A minority of award holders listed either achievements in relation to job applications including preparations of CVs (10%) or did not list any other achievements (8%).

## Limitations

**Understanding of Vitae programme:** We are aware that some award holders were not clear on how the fellowship and associated events and support from The British Academy, The British Academy Early Career Network and events, and Vitae programme and activities intersected. At each point of seeking feedback, we made concerted efforts to clearly identify the activities we were concerned with evaluating.

**Host survey:** In agreement with The British Academy the host-institution survey was not performed in the original intended format as this was felt to duplicate a recent survey undertaken by The British Academy, and from which a high-level verbal summary was shared by the academy. To gain further perspectives from the host institutions, Vitae delivered a survey to our researcher developer community (Vitae members). Despite multiple communication efforts via various routes the survey had limited responses.

## 6. Acknowledgements

We are grateful to The British Academy, Vitae associates, volunteer guest speakers, and the Steering Board and L&D committee for their support and guidance during the programme.

We would also like to extend our thanks and gratitude to the award holders for their consistent willingness to discuss and co-develop the programme and engage with our evaluation discussions and activities.

## 7. Appendices

**Appendix Table 1: Overview of the different programme surveys.** This table outlines the exact time periods, target audience and completion rate. NB programme participants are award holders who participated in at least one development activities during the whole programme

Survey	Time period	Target audience	Survey response rate
Development needs analysis	04.12.23 to 17.12.23	all 179 British Academy RaR award holders	64% with 38% Science, 41% Social Science and 21% AH
Post-workshop feedback survey	after each development activity	workshop participants	On average 43% with 33% Sciences, 37% Social Science and 30% AH
Post-programme impact survey	28.01.25 to 12.02.25	147 programme participants	48% with 29% Sciences, 41% Social Science and 30% AH

**Appendix Table 2: Overview of external speakers.** This table outlines the external speakers including British Academy award holders and experienced British Academy Researchers at Risk award holders ([highlighted in blue](#)) that engaged in networking and panel discussions as part of the programme.

Name	Role	Activities
Adam Runacres	Lead Project Manager, Envoy Partnership	Core workshop (2 sessions)
Agnieszka Kubal	Associate Professor of Socio-Legal Studies, University of Oxford	Member of The British Academy RaR Steering board Career panel: Finding and applying for research grants (in-person) Career panel: Next steps beyond the fellowship
Aisel Omarova	<a href="#">British Academy RaR Award Holder</a> , University of Warwick	Member of The British Academy RaR L&D committee Career panel: Teaching and Learning Support
Alla Kurzenkova	<a href="#">British Academy RaR Award Holder</a> , University of Glasgow	Career panel: Teaching and Learning Support
Anne Wolfes	Careers Advisor for Research Staff, Oxford University	Core workshop Career panel: Preparing for job interviews
Cecilia Fenech Brincat	Assistant Director Research Support, London Business School	Core workshop
Charlotte Morris	Senior Lecturer, University of Portsmouth	Career panel: Next steps beyond the fellowship
Christine Schwaighofer	Director, Global Project management, AstraZeneca	Core workshop
Clare Viney	CEO, CRAC/Vitae	Member of The British Academy RaR Steering board Core workshop
Daniil Hulak	<a href="#">British Academy RaR Fellow</a> , Brunel University	Career panel: Teaching and Learning Support

David Feldman	Emeritus Rouse Ball Professor of English Law, University of Cambridge (British Academy Fellow)	Career panel: Next steps beyond the fellowship
Elsie Till	International Programmes Manager, British Academy	Career panel: Finding and applying for research grants (online)
Grace McConnell	Deputy Director of Research and Innovation, London School of Economics and Political Science	Career panel: Finding and applying for research grants (2 sessions)
Helen Beebee	Professor of Philosophy of Science, University of Leeds (BRITISH ACADEMY Fellow)	Career panel: Teaching and Learning Support
James Fenwick	Senior Lecturer, University of Manchester	Core workshops (2 sessions)
Kasia Bronk-Zaborowska	OD People Partner, University College London	Core workshop (2 sessions)
Ken Emond	Head of Research Funding, British Academy	Career panel: Finding and applying for research grants (2 sessions)
Larysa Zasiiekina	<b>British Academy RaR Fellow</b> and Senior Lecturer, University of Exeter	Career panel: Next steps beyond the fellowship
Loice Natukunda	Lecturer of Research Methods, University of Lincoln	Core workshops (2 sessions)
Marita Grimwood	Senior Adviser – Teaching Fellowships, Advance HE	Career panel: Teaching and Learning Support (2 sessions)
Nasar Meer	Professor of Social & Political Sciences at the University of Glasgow (British Academy Fellow)	Career panel: job applications
Nigel Eady	Director of Research Talent, King's College London	Core workshop
Rachael Nicholas	Head of Innovation and Services, CRAC/Vitae	Core workshop
Ruth Mace	Professor of Evolutionary Anthropology, University College London (British Academy Fellow)	Career panel: job applications
Saneeya Qureshi	Head of Researcher Development and Culture, University of Liverpool	Member of the BA RaR Steering board Core workshop
Sarah Curtis	Emeritus Professor in the Department of Geography, Durham University (British Academy Fellow)	Career panel: Next steps beyond the fellowship
Steve Colburn	Senior Research Manager, University of Sussex	Core workshops Career panel: Preparing for job interviews (2 sessions)
Svetlana Dimitrov	Bulgaria Network coordinator, EURAXESS, Sofia University	Member of The British Academy RaR Steering board Career panel: Finding and applying for research grants (2 sessions)

Tendai Mangena	British Academy Global Professor, African literary and cultural studies, University of Leeds (British Academy Fellow)	Career panel: Finding and applying for research grants
Thomas Tischer	Senior Editor, Springer Nature	Core workshops (2 sessions)
Tom Parkinson	Reader and Programme Director of the MA and PGDip in Higher Education, University Kent	Member of The British Academy RaR Steering board Core workshop Career panel: Teaching and learning support (2 sessions)

**Appendix Table 3: Overview of thematic professional development workshops.** This table summarises the topics and dates when the professional development workshops were delivered during the programme.

Topic	Number of sessions	Delivery dates
Research Leadership and managing others	4	7 <sup>th</sup> May, 18 <sup>th</sup> June and 14 <sup>th</sup> October 2024
Research project management	4	9 <sup>th</sup> May and 20 <sup>th</sup> June 2024
Communication & Collaboration	3	14 <sup>th</sup> May and 25 <sup>th</sup> June 2024
Research ethics and integrity	3	16 <sup>th</sup> May and 27 <sup>th</sup> June 2024
Mental Health and Wellbeing	3	21 <sup>st</sup> May and 2 <sup>nd</sup> July 2024
Enhancing professional effectiveness	4	6 <sup>th</sup> June and 11 <sup>th</sup> July 2024
Open Research	2	4 <sup>th</sup> July 2024
Making effective grant applications	5	9 <sup>th</sup> July 17 <sup>th</sup> October, 11 <sup>th</sup> November 2024 and 14 <sup>th</sup> January 2025
Research commercialization and enterprise	2	16 <sup>th</sup> July 2024
Building an online profile	2	16 <sup>th</sup> October and 25 <sup>th</sup> November 2024
Building and managing a research team	2	21 <sup>st</sup> October and 27 <sup>th</sup> November 2024
Networking & Collaboration	2	23 <sup>rd</sup> October and 20 <sup>th</sup> November
Strategic project management	2	28 <sup>th</sup> October and 5 <sup>th</sup> December 2024
Advanced Research Leadership	2	30 <sup>th</sup> October and 9 <sup>th</sup> December 2024
Publication and peer review	3	6 <sup>th</sup> November 18 <sup>th</sup> November and 11 <sup>th</sup> December 2024

**Appendix Table 4: Overview of Career panel workshops.** This table summarises the topics and dates when the Career panel workshops were delivered during the programme.

Topic	Number of sessions	Delivery dates
Finding and applying for research grants workshops	3	4 <sup>th</sup> June (in person) and 4 <sup>th</sup> November (online) 2024
Teaching and learning support	2	29 <sup>th</sup> October and 28 <sup>th</sup> November 2024
Preparing for job interviews	2	7 <sup>th</sup> and 14 <sup>th</sup> November 2024
Preparing for next steps beyond the fellowship	2	21 <sup>st</sup> November and 10 <sup>th</sup> December 2024

**Appendix Table 5: Participant engagement of individual activity formats.** This table summarizes the number of award holders that booked and attended the individual development activities during the programme. For comparison of fellow's backgrounds, we calculated the discipline representation between award holders who attended versus booked. NB we scored attendance in small group CSC sessions following the core workshop if award holders attended at least 2 out of 3 sessions.

Format	Booked	Attendances
<b>Core workshops</b>	- 179 award holders	- 130 award holders (73%) - Equal representation of disciplines
<b>Small group CSC sessions following core workshop</b>	- 110 award holders	- 69 award holders (63%) - Equal representation of disciplines
<b>Follow up small group CSC sessions on job and grant applications</b>	- 43 award holders	- 26 award holders (60%) - Overrepresentation of AH and underrepresentation of science
<b>Thematic workshops</b>	- 570 award holders	- 418 award holders (71%) - Equal representation of disciplines
<b>Career panel sessions</b>	- 184 award holders	- 119 award holders (65%) - Equal representation of disciplines

**Appendix Table 6: Participant engagement with themed activities.** This table summarizes the number of award holders that booked and attended the programme activities based on different themes. For comparison of fellow's backgrounds, we calculated the discipline representation between award holders who attended versus booked. NB we scored attendance in small group CSC sessions following the core workshop if award holders attended at least 2 out of 3 sessions.

Themes	Activity types	Booked	Attendances
<b>Career development and job applications</b>	- 6 core workshops - 21 CSC groups - 4 career panel sessions	- 392 award holders	- 290 award holders (70%) - Equal representation of disciplines

<b>Finding research grants and making effective applications</b>	- 5 half-day workshops - 3 career panel sessions - 3 CSC groups	- 163 award holders	- 110 award holders (66%) - Equal representation of disciplines
<b>Leadership and Team management</b>	- 8 half-day workshops	- 101 award holders	- 75 award holders (66%) - Equal representation of disciplines
<b>Project management</b>	- 6 half-day workshops	- 78 award holders	- 60 award holders (73%) - Equal representation of disciplines
<b>Communication and building an online profile</b>	- 2 half-day workshops	- 30 award holders	- 20 award holders (67%) - Slight overrepresentation of Soc. Sci and underrepresentation of Science
<b>Collaboration and Networking</b>	- 5 half-day workshops	- 70 award holders	- 52 award holders (72%) - Equal distribution of disciplines
<b>Open Research and publishing</b>	- 5 half-day workshops	- 67 award holders	- 46 award holders (68%) - Slight overrepresentation of AH
<b>Research ethics</b>	- 3 half-day workshops	- 33 award holders	- 27 award holders (82%) - Overrepresentation of Sciences and underrepresentation of Soc. Sci.
<b>Research commercialisation</b>	- 3 half-day workshops	- 28 award holders	- 17 award holders (61%) - Overrepresentation of Sciences and AH, underrepresentation of Soc. Sci
<b>Teaching and learning support</b>	- 2 career panel sessions	- 40 award holders	- 26 award holders (65%) - Equal representation of disciplines

<b>Professional effectiveness and wellbeing</b>	- 7 half-day workshops	- 84 award holders	- 65 award holders (77%) - Equal representation of disciplines
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**Appendix Table 7: Feedback overview of individual activity formats.** This table summarizes the participant reaction feedback to the individual development activities. For comparison of fellow's backgrounds, we calculated the discipline representation between award holders who attended versus responded.

<b>Activities</b>	<b>Feedback response rate</b>	<b>Overall workshop feedback</b>	<b>Facilitator's expertise and skills</b>	<b>How successful session met own objectives</b>
<b>Core workshops</b>	- 59% - Equal representation of disciplines	- 80% excellent - 20% good	- 90% excellent - 10% good	- 69% excellent - 29% good - 2% fair
<b>Small group CSC sessions following core workshop</b>	- 27% - Over representation of Soc. Sci. and under representation of AH	- 74% excellent - 22% good - 4% fair	- 89% excellent - 11% good	na
<b>Small group CSC sessions on job and grant applications</b>	- 42% - Over representation of Sciences as well as AH and under representation of Soc. Sci.	- 55% excellent - 45 % good	- 62% excellent - 38% good	na
<b>Thematic workshops</b>	- 55% - Equal representation of disciplines	- 72% excellent - 27% good - 1% fair	- 84% excellent - 16% good - 1% fair	- 63% excellent - 35% good - 2% fair
<b>Career panel sessions</b>	- 40% - Equal representation of disciplines	- 58% excellent - 41% good - 1% fair	- 80% excellent - 20% good	- 52% excellent - 40% good - 4% fair - 4% poor

**Appendix Table 8: Feedback overview of themed activities.** This table shows an overview of the participant reaction feedback across themed activities. For comparison of fellow's backgrounds, we calculated the discipline representation between award holders who attended versus responded.

<b>Themes</b>	<b>Feedback response rate</b>	<b>Overall workshop feedback</b>	<b>Facilitator's expertise and skills</b>	<b>How successful session met own objectives</b>
<b>Career development and job applications</b>	- 45% - Over representation of Sciences and underrepresentation of AH	- 65% excellent - 33 % good - 2 % fair	- 85% excellent - 15% good	- 57% excellent - 37% good - 6% fair
<b>Finding research grants and</b>	- 48%	- 52% excellent - 48% good	- 65% excellent - 34% good	- 38% excellent - 56% good

<b>making effective applications</b>	- Equal representation of disciplines		- 1% fair	- 4% fair - 2% poor
<b>Leadership and Team management</b>	- 52% - Over representation of Sciences and underrepresentation of Soc. Science	- 75% excellent - 22% good - 3% fair	- 86% excellent - 14% good	- 63% excellent - 35% good - 3% fair
<b>Project management</b>	- 33% - Equal representation of disciplines	- 90% excellent - 10% good	- 85% excellent - 15% good	- 70% excellent - 27% good - 3% fair
<b>Communication and building an online profile</b>	- 60% - Overrepresentation of Sciences and underrepresentation of Soc. Sci	- 75% excellent - 25% good	- 92% excellent - 8% good	- 58% excellent - 42% good
<b>Collaboration and Networking</b>	- 50% - Overrepresentation of AH and underrepresentation of Sciences	- 71% excellent - 29% good	- 79% excellent - 21% good	- 55% excellent - 45% good
<b>Open Research and publishing</b>	- 46% - Overrepresentation of Sciences and underrepresentation of AH	- 60% excellent - 35% good - 5% fair	- 86% excellent - 8% good - 6% fair	- 65% excellent - 29% good - 6% fair
<b>Research ethics</b>	- 52% - Overrepresentation of Sciences and underrepresentation of Soc.Sci and AH	- 71% excellent - 29% good	- 93% excellent - 7% good	- 79% excellent - 21% good
<b>Research commercialisation</b>	- 53% - Equal representation of disciplines	- 78% excellent - 22% good	- 89% excellent - 11% good	- 78% excellent - 22% good
<b>Teaching and learning support</b>	- 31% - Overrepresentation of AH and underrepresentation of Sciences and Soc.Sci.	- 63% excellent - 37% good	- 75% excellent - 25% good	- 63% excellent - 25% good - 13% poor
<b>Professional effectiveness and wellbeing</b>	- 40% - Overrepresentation of Sciences and underrepresentation of AH	- 74% excellent - 26% good	- 86% excellent - 14% good	- 63% excellent - 37% good