

## NC3Rs Skills and Experience Framework

This skills and experience framework is designed to provide guidance for researchers who are interested in applying for an NC3Rs David Sainsbury or Training Fellowship. This framework is not meant to be prescriptive, but is intended to provide general guidance and clarity on the types of skills and competencies that potential applicants should seek to demonstrate at each career stage, taking into account career breaks, part-time working, and changes in discipline.

	Training Fellowship	David Sainsbury Fellowship
	Individuals should:	Individuals should:
Research Vision	<ul style="list-style-type: none"> <li>▪ Have a clear understanding of the contribution of their research to their field</li> <li>▪ Demonstrate an understanding of the depth and breadth of the 3Rs challenge, and the relevance to their own research</li> <li>▪ Demonstrate independent research ideas, show an awareness of research in other fields, and an appreciation for the importance of working across disciplinary boundaries</li> <li>▪ Be starting to establish a network(s) of research contacts independent of their current group leader/supervisor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have their own research plans/ideas, independent of their current group leader, and describe how their research plans fit into an international context</li> <li>▪ Demonstrate an understanding of the wider context of how the 3Rs impacts both their own research and other fields</li> <li>▪ Have a network of research contacts, independent of their current group leader, including appropriate collaborations nationally, internationally and across disciplines</li> <li>▪ Be able to explain plans to establish their own research team that will enable them to become an independent research leader</li> </ul>
Personal Development	<ul style="list-style-type: none"> <li>▪ Have a clear proposal for how they might gain the research skills training and development necessary to enable them to deliver their research plans</li> <li>▪ Be able to outline how they will seek opportunities to access career development support, e.g. mentoring and professional training development, and relevant training courses that will underpin their future career ambitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have identified, and where appropriate, pursued opportunities for development, such as time in a second research centre within the UK or overseas, or time spent within industry, or learning new skills</li> <li>▪ Have identified opportunities to access career development support, e.g. mentoring and professional training development, and relevant training courses that will underpin their future career ambitions</li> </ul>

<b>Research Experience &amp; Potential</b>	<ul style="list-style-type: none"> <li>▪ Have delivered previous research project(s) and show evidence of outputs e.g., publications, conference presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have a track record of challenging, original and productive research in their area which shows productivity across past appointments as well as an upward trajectory. For example as demonstrated by the quality of science within first author papers or equivalent outputs</li> <li>▪ Demonstrate potential to lead independent research e.g., by having collaborated with teams in other departments, Research Organisations and/or other disciplines, or by having won small amounts of independent funding</li> <li>▪ Be starting to show evidence of recognition and leadership in the community on an international scale, e.g., through citations to their publications, invitations to seminar/conferences</li> </ul>
<b>Communication &amp; Engagement Skills</b>	<ul style="list-style-type: none"> <li>▪ Have excellent communication and interpersonal skills and aim to develop these across different audiences</li> <li>▪ Show how their research outcomes will be communicated and disseminated within and outside the research community</li> <li>▪ Be able to articulate the 3Rs impact of their work to expert and general scientific audiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have excellent communication and interpersonal skills across different audiences, including academic and public e.g., through presentation at scientific conferences and public science fairs</li> <li>▪ Show how research outcomes will be communicated and disseminated within and outside the research community</li> <li>▪ Be able to articulate the 3Rs impact of their work to a variety of audiences including expert, general scientific, and lay audiences</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>▪ Show a potential to lead and inspire e.g., through organisation of peer activities, workshops, journal clubs or supporting individuals at earlier career stage</li> <li>▪ Demonstrate a passion for and commitment to the NC3Rs mission, and enthusiasm for assuming an ambassadorial role for the 3Rs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show a potential to lead and inspire e.g., through organisation of peer activities, workshops, and journal clubs</li> <li>▪ Show an ability to identify and maximise potential in others. For example, through the day to day support of Masters and PhD students, or early career scientists</li> <li>▪ Demonstrate a passion for and commitment to the NC3Rs mission, and enthusiasm for assuming an ambassadorial role for the 3Rs</li> </ul>
<b>Profile Influence</b>	<ul style="list-style-type: none"> <li>▪ Have a strong, practical sense of how they will develop their careers to become leading researchers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show an understanding of how to influence their research field and awareness of ways to influence the wider research agenda. For example, through experience of participation in peer review, invitations to give lectures /seminars, participation in internal committees</li> </ul>