

Shared Evaluation Framework





Résumé for Research and Innovation (R4RI)-like Narrative CV: Shared Evaluation Framework

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Introduction

Background

The [Joint Funders Group](#) (JFG) and [Alternative Uses Group](#) (AUG) are contributing to the Research & Innovation (R&I) Community roll out of a narrative CV, based UKRI's Resume for Research and Innovation (R4RI) , through exploring shared approaches.

As a group of organisations who fund research and innovation activity in a variety of ways, we share many attributes and principles in terms of funding the best projects, the best ideas, and the best people.

Purpose and Principles

We have developed the shared evaluation framework, with the support of evaluation experts, for potential use by all funders who are considering, piloting or using an R4RI-like narrative CV approach, as we believe in the transformative power of collective effort. Making this framework open and available will facilitate sharing and comparison of anonymised findings across evaluations, help build the global evidence base for the value of the R4RI-like narrative CVs and support the ongoing adoption and evolution of the R4RI-like narrative CV approach across the R&I sector.

Funders may be driven by a range of ambitions, operate at varying timescales and use different formats and processes, but we share a number of key objectives which the R4RI-like narrative CV can help us achieve. These objectives have informed the development of this shared evaluation framework:

- A. Demonstrate a funder's commitment to a positive and inclusive research culture
 - Considering diversity and inclusion in the people we fund
 - Shifting what, and who, is visible and valued in R&I
 - Broadening what we see as important beyond the focus on a narrow set of outputs/achievements traditionally seen as markers of success¹
- B. Responsible assessment
 - Redefining 'excellence'
 - Moving away from linear assessment
- C. Creating an inclusive process that reduces barriers and broadens the scope of who can apply for funding and undertake research
 - Focus on both qualitative (quality, significance, and impact) and quantitative (metrics) assessment of researchers and innovators
 - Facilitating the decision-making of reviewers and panels by offering a broader view of applicants' experience
- D. Creating incentives that align with the organisation's strategic priorities
 - Equality, diversity, and inclusion (EDI)
 - Supporting non-linear research career paths
 - Supporting early-/mid-career researchers and innovators for whom a traditional CV may not be best suited
 - Response to Covid-19: focusing on key achievements / research-active years, rather than productivity / time since PhD to account for those who experienced an unequal loss of time
- E. Reducing barriers across disciplines, roles and sectors
 - Enabling non-linear career pathways
 - Facilitating more porosity across the R&I system
- F. Simplifying processes for applicants and reviewers
 - Through internal alignment / consistency
 - Through alignment with others. This will enable those across the global R&I system, who apply to and review for a number of organisations, to have a consistent experience.
 - Time saving for applicants in longer term as evidence of diverse contributions can be recorded somewhere once, and used/curated for each opportunity where a narrative CV is required

¹ Across the Joint Funders Group, we are using multiple different approaches to a 'Résumé for Research and Innovation' (R4RI) or 'narrative-based' CV. The R4RI is an evolved version of the Royal Society's (R4R), ensuring it is inclusive to all working in Research and Innovation. We therefore use the term 'R4RI-like CV' in a broad sense to include all formats of CV that aim to capture a broader experience through a narrative approach.



How to use this framework

This framework offers a minimum common product with a basic approach to evaluation, which can be adopted by any organisation wishing to undertake or contribute to evaluation of the R4RI-like narrative CV. This forms part of three modules which combine to capture the system level outcomes and impacts of the use of R4RI-like narrative CVs. We therefore strongly encourage organisations to adopt all the modules of the framework, and to share their broader evaluation approaches both across the Joint Funders Group and with the wider community.

This evaluation framework can be implemented as soon as an organisation begins to pilot an R4RI-like narrative CV, and on an iterative basis as it is rolled out. We encourage organisations to use the framework on a repeated basis to provide longitudinal data on how attitudes, demographics and experiences of the R4R-like narrative CV change, both as formats and guidance are adapted in line with feedback, and as the community become more experienced with the approach.

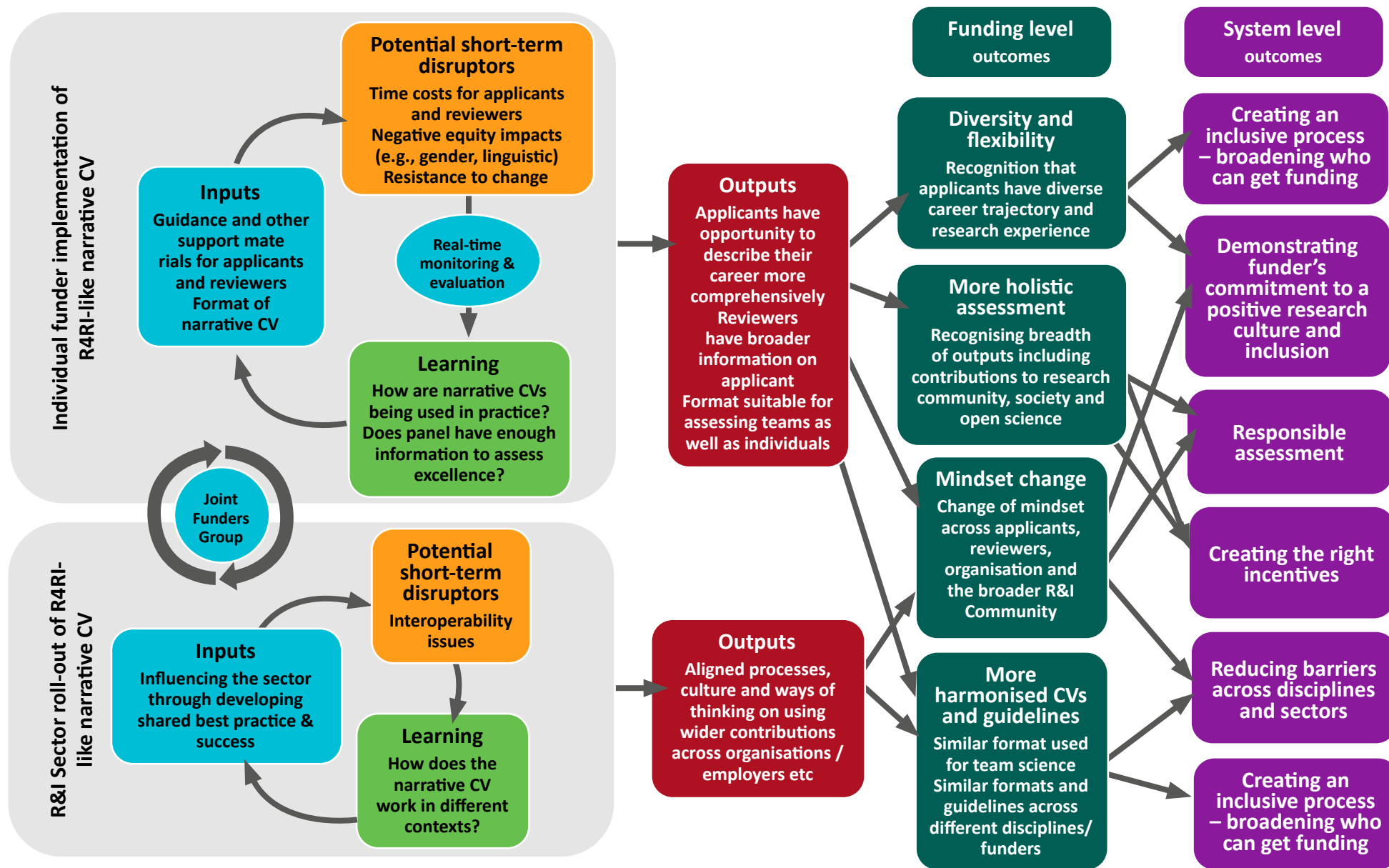
Given that funders are implementing the R4RI-like narrative CV to different timescales, and using different approaches, we recognise that not all of the activities or focus areas proposed in this shared evaluation framework will be relevant to all. However, there are opportunities for alignment which we encourage funders to adopt where possible.

Although we must be cautious that individual findings are not necessarily comparing like for like, nonetheless, our collective findings will allow us to compare different approaches and provide an evidence base of how the R4R-like narrative CV is working at both a community and systems level.

Logic Model

We have developed a high-level Logic Model (see p.5), with the support of evaluation experts, to underpin this shared evaluation framework, which describes how we expect the implementation of R4RI-like narrative CV to lead to the objectives described above. We also acknowledge that there may be some 'disruptors' or 'costs' in the short-term. As funders and implementers of an R4RI-like narrative CV, we have a duty to minimise these disruptors where possible and to maximise the positive outcomes for the R&I community as a whole.

High-level Logic Model for the R4RI-like Narrative CV





Module 1 – Process evaluation and impact on responsible assessment

Module 1 – Focus areas and approaches

As a starting point, Module 1 of this framework proposes a focus on two key areas for shared evaluation:

- Process evaluation: so that the resources and support can be adapted accordingly.
- Impact on Responsible Assessment: understand how the R4RI-like narrative CV is being used by reviewers

and panels, and how this is changing the way research is assessed and funding awarded.

We have proposed a number of questions which aim to elicit data from applicants and reviewers relevant to these aspects of an evaluation. When planning an evaluation, we suggest funding organisations should consider including these questions as a minimum, where possible following this standardised format to allow for comparison across funders.

Module 1 – Suggested survey questions

Question	Answer Format	What does this question provide us with evidence for?
Module 1 Questions for applicants		
Q1: How satisfied are you that R4RI-like Narrative CV gives you an opportunity to demonstrate your skills and experience?	<ul style="list-style-type: none"> → Very satisfied → Satisfied → Neither satisfied nor dissatisfied → Dissatisfied → Dissatisfied → Very dissatisfied 	Process evaluation; Potentially some early evidence for impact on: <ul style="list-style-type: none"> → Creating the right incentives → Creating an inclusive process
Q2: How satisfied are you that compared to your standard CV, the R4RI-like Narrative CV format allow you to demonstrate more your skills and experience?	<ul style="list-style-type: none"> → Very satisfied → Satisfied → Neither satisfied nor dissatisfied → Dissatisfied → Dissatisfied → Very dissatisfied 	Process evaluation
Q3: What do you think of the length of the R4RI-like Narrative CV? Is there sufficient space to capture enough information on your contribution to knowledge generation, development of individuals, contribution to research community and wider society?	<ul style="list-style-type: none"> → Too short → About right → Too long 	Process evaluation



Question	Answer Format	What does this question provide us with evidence for?
Q4: How clear and complete was the guidance from the funder for filling out R4RI-like Narrative CV?	<ul style="list-style-type: none"> → Very clear and complete → Clear and complete → OK /neutral → Some things not clear or complete → Not at all clear or complete 	Process evaluation
Q5: What additional guidance or support would be helpful?	<ul style="list-style-type: none"> → Open 	Process evaluation
Q6: Did you receive support when completing the R4RI-like Narrative CV from your host / employing organisation, e.g. from research support services, a mentor etc.?	<ul style="list-style-type: none"> → A lot of support → A little support → support was available, but I did not need or want it → No support was available 	Process evaluation; Impact on: <ul style="list-style-type: none"> → Time saving → making processes easier for applicants
Q7: How clear and complete was the guidance for assessing applications containing the R4RI-like Narrative CV?	<ul style="list-style-type: none"> → Very clear and complete → Clear and complete → OK /neutral → Some things not clear or complete → Not at all clear or complete 	Process evaluation; Impact on: <ul style="list-style-type: none"> → Time saving → making processes easier for applicants
Q8: Please provide any additional comments you may have.	<ul style="list-style-type: none"> → Open 	
Module 1 Optional question for applicants		
Q9: Was this your first experience completing an R4RI-like Narrative CV?	<ul style="list-style-type: none"> → Yes → No 	



Question	Answer Format	What does this question provide us with evidence for?
Module 1 Questions for reviewers– Core questions		
Q1: How useful was the R4RI-like Narrative CV in providing you with the information you needed to make a well-informed decision?	<ul style="list-style-type: none"> → Very useful → Useful → Neutral → Not useful → Not at all useful 	
Q2: What did you find more useful compared to a traditional CV?	→ Open (include options + open)	
Q3: What did you find less useful compared to a traditional CV?	→ Open (include options + open)	
Q4: Did you seek further information on the applicant e.g. via ORCID/PubMed/Google Scholar?	<ul style="list-style-type: none"> → Yes → No 	
Q5: If yes to the above, please provide further details on which sources you used and what additional information you were looking for.	→ Open	
Q6: What do you think of the length of the R4RI-like Narrative CV?	<ul style="list-style-type: none"> → Too short → About right → Too long 	
Q7: How clear and complete was the guidance for assessing applications containing the R4RI-like Narrative CV?	<ul style="list-style-type: none"> → Very clear and complete → Clear and complete → OK /neutral → Some things not clear or complete → Not at all clear or complete 	
Q8: What additional guidance or support would have been helpful?	→ Open	
Q9: Please provide any additional comments you may have on the R4RI-like Narrative CV.	→ Open	



Question	Answer Format	What does this question provide us with evidence for?
Module 1 Optional questions for reviewers <i>Note that the wording of these questions may need to be adapted to suit the organisational context – some suggestions are given.</i>		
Q10: Compared to an application with a traditional CV / Compared to other experiences, do you feel the R4RI-like Narrative CV gives you a broader view of an applicant's skills and experience?	<ul style="list-style-type: none"> → Much broader → A little broader → About the same → A little narrower → A lot narrower 	
Q11: What additional information included in R4RI-like Narrative CV was most useful in your decision-making?	<ul style="list-style-type: none"> → open 	
Q12: Compared to an application with a traditional CV / Compared to other experiences, do you feel the R4RI-like Narrative CV is more or less difficult to assess?	<ul style="list-style-type: none"> → A lot more difficult → A bit more difficult → About the same → A bit easier → A lot easier 	
Q12a: Please provide further details	<ul style="list-style-type: none"> → Open 	
Q13: Compared to an application with a traditional CV / Compared to other experiences, how much time did the applications with the R4RI-like Narrative CV take to review?	<ul style="list-style-type: none"> → 20% or less time → 0-19% less time → about the same → 0-19% more time → 20% or more time → not applicable (I haven't reviewed applications for a comparable scheme before) 	
Q14: Was this your first experience assessing an R4RI-like narrative CV?	<ul style="list-style-type: none"> → Yes → No 	



Demographic Data

Demographic data at a cohort level is important in understanding the variable impact of the R4RI-like narrative CV on different groups. In some instances, funders may have collected this information already (e.g. grant management database); if that is the case, data linking the survey and relevant databases might be used to minimise the burden on survey respondents in line with relevant data protection policies. In other instances, demographic questions might need to be added to the survey.

Demographics that would be useful to collect could include:

- Institution / employing organisation (or type of organisation)
- Gender
- Ethnicity
- Age
- Disability
- Career stage / length of research and innovation career to date

Sharing findings

A key objective of this shared evaluation framework is to enable learning across organisations using an R4RI-like narrative CV. We therefore suggest a commitment to openly sharing anonymised data collected through evaluations and analysis. Wherever possible, this should include a full, anonymised dataset to allow for ease of comparison and analysis across funders. However, we recognise that in some instances, especially where sensitive data such as demographics are collected, it may be more appropriate to share a synthesis or an appropriately redacted dataset.

Future areas for development

We see this shared evaluation framework as a living document. The first iteration, consisted of Module 1 only, and proposed a 'minimum common' approach which we hope most funders will be able to implement as part of their own evaluation processes, and yield valuable findings on how the R4RI-like narrative CV is working. Below, we suggest areas for further development in future iterations of the framework. Those designing their own evaluation plans may also want to consider how to incorporate these issues.

Impact on Equality, Diversity and Inclusivity (EDI)

One of our commonly agreed goals for the R4RI-like narrative CV is to enable a more diverse range of

applicants to acquire funding. This diversity should encompass individual characteristics (gender, ethnicity, etc), research backgrounds/levels (career stage, disciplines, academic or industry career, etc), as well as diversity of thought / approach (type of project, interdisciplinary research, etc). To understand how the R4RI-like narrative CV meets this goal, we need to: define and identify which areas of EDI we want to understand (with regards to the impact of the CV).

There are a number of ways to then evaluate this impact:

- Use funders' existing data (funding rates by gender/ethnicity, etc aligned with our target areas) to see how the R4RI-like narrative CV is affecting inclusivity/EDI in funding. *This requires collaboration and data sharing between funders, which might entail legal, technical, or other barriers.*
- Develop a set of questions for applicants, reviewers, and panel members around the impact of the R4RI-like narrative CV on EDI measures/targets. *This could especially help with aspects of EDI not easily captured in current data, e.g. research background.*
- Develop controlled experiments (within or between funding agencies) to understand how R4RI-like narrative CVs affect these measures/targets in funding schemes.

Impact on Research Culture

Understanding the impact on research culture as a whole is beyond the scope of this framework. Instead, we suggest specifying more focused targets or goals. These could include broadening incentives and reward structures, and recognising a broader range of outputs.

It is important to recognise that culture change is a long-term process, so any evaluation of impacts on cultures and communities must track trends and changes over multiple years. We must also be aware and record 'off-target effects' that may arise from adopting R4RI-like narrative CVs.

This aspect of the R4RI-like narrative CV evaluation might best be addressed through a more in-depth, qualitative approach (e.g. interviews), seeking views from researchers from different career stages/institutions/disciplines to understand how they believe the R4RI-like narrative CV impacts research culture. [Joint Funders Group](#) and [Alternative Uses Group](#) might consider developing a common interview format to support a common approach to data collection.



Wider stakeholders

Our first iteration focuses on seeking the views of applicants and reviewers/panellists. However, it is worth recognising that in future iterations we might consider including consultation with wider stakeholder groups, for example mentors or research and development staff who advise researchers on the development of an R4RI-like narrative CV and funding applications.

Module 2 – Equality Diversity and Inclusion (EDI) Questions

Module 2 – Background and purpose

Module 2 – EDI Questions has been co-developed by the Alternative Uses Group (AUG) and should be used in conjunction with the Shared Evaluation Framework (SEF) Module 1: User experience survey questions and Module 3: Observation tools to gather insights on how the R4RI-like narrative CV is used in the decision-making process.

This Module is prepared for anyone who is planning to evaluate the R4RI-like narrative CV implementation. We encourage organisations to consider using this Module to help the research and innovation (R&I) community to model responsible policy development, by making the evaluation transparent and creating and sharing evidence in this space.

Making this framework open and available will facilitate the sharing and comparison of anonymised findings across evaluations, help build the global Evidence Platform for the value of R4RI-like narrative CVs, and support the ongoing adoption and evolution of the R4RI-like narrative CV approach across the R&I sector.

All data received will be anonymised and shared at aggregated level. The Module 2 data will be used alongside data from Module 1 and 2 to identify patterns which may inform resources in the [Résumé Resources Library](#), to understand the potential impact of R4RI-like narrative CVs on different groups of people, and to support continuous improvement.

Module 2 – EDI questions

In the next section we have suggested 11 questions to gain an understanding of applicants' and reviewers' EDI information. When planning an evaluation, we suggest that organisations consider including these questions as a minimum, where possible following this standardised format to allow for comparison across funders.

The survey includes some demographic questions. The answers to these questions enable us to better understand trends and significant differences in experience for applicants based on demographic characteristics and individual identities. They will also allow us to provide evidence for more targeted interventions.

Organisations may wish to implement this survey at different times, e.g. when applicants submit their applications or once outcomes are known. We suggest you send it when you think it is most appropriate to collect this information.

We note the data limitation on some of these questions, for example if applicants choose the 'prefer not to say' option, this can have an impact on the analysis. We also acknowledge the difficulty in comparing the R4RI-like narrative CV with the traditional academic CV, as there are very limited or no data available that allow us to do any direct analysis. We therefore encourage organisations to share their broader evaluation approaches both across the JFG and with the wider community, helping the R&I community to build evidence in this space over time.

The JFG and AUG have also developed a checklist offering prompts and considerations for organisations when reviewing how R4RI-like narrative CVs have been completed and how they are used in panel observations. For more details see Module 3: Observations tools to gather insights on how the R4RI-like narrative CV is used in the decision-making process (p16).



Module 2 – Suggested survey questions

We suggest that organisations include the following text when implementing the survey:

Although all questions are mandatory, the ‘Prefer not to say’ option has been included for applicants who do not wish to provide a response. All data will be processed confidentially. At no point will the information you provide be shared in a way that would allow you to be personally

identified. Results of this survey will always be presented at aggregated level.

The survey also includes some demographic questions. The answers to these questions enable us to better understand trends and significant differences in experience for applicants based on demographic characteristics and individual identities. They will also allow us to provide evidence for more targeted interventions.

Q1: How old are you?

Under 18
18-29
30-39
40-49
50-59
60-69
70-79
80+
Prefer not to say

Q2a: What is your sex?

Male
Female
Prefer not to say

Q2b: Is the gender you identify with the same as your sex registered at birth?

Male
Female
Prefer not to say



Q3: Have you taken any of the following for a period of >6 months during your career? Select all that apply.

Break due to contract ending
Break due to redundancy
Break due to caring responsibilities
Break due to illness
Parental leave
Flexible working
Part-time hours (< 1.0 FTE)
Prefer not to say

Q4a): Do you consider yourself to be a disabled person?

Yes
No
Prefer not to say

Q4b): Do you experience barriers or limitations in your day-to-day activities related to any health conditions (including mental health), physical, sensory or cognitive differences?

Yes – substantial barriers or limitations
Yes – some/small barriers or limitations
No
Prefer not to say

Q5: What is your ethnic group? Your ethnic group could be your cultural or family background. Select the option from below that you most closely identify with. If you feel you belong to more than one ethnicity, select 'Mixed or multiple ethnic groups'

Asian or Asian British – <i>Includes Indian, Pakistani, Bangladeshi, Chinese or any other Asian background</i>
Black, Black British, Caribbean or African – <i>Includes Black British, Caribbean, African or any other Black background</i>
Mixed or multiple ethnic groups – <i>Includes White and Black Caribbean, White and Black African, White and Asian or any other Mixed or Multiple background</i>
White – <i>Includes British, Northern Irish, Gypsy, Irish Traveller, Roma, or any other White background</i>
Other ethnic group (please specify) – <i>Includes Arab or any other ethnic group</i>
Prefer not to say



Q6: Which of these terms do you most identify with in your current role (this can also be based on your experience)? * The European Commission provides helpful guidance on the characteristics that researchers may have throughout their career

<https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors>

Early Career
Mid-career
Late/ Senior Career
Prefer not to say

Q7. Which term best describes the role you are/ were in when applying for this funding opportunity?*

Academic researcher i.e., university-based researcher
Charity sector researcher
Clinical/ social care researcher
Government role/ policy-maker
Industry researcher
Public service role
Research and innovation enabler (such as programme manager, accountant, administrator to teachers, public engagement professional)
Technical/ technician
Teacher/ lecturer/ demonstrator
Prefer not to say
Other (please expand)

Q8. Has your career path seen you spend >6 months in another sector or discipline?* Why this is important: *the data will help us to understand the different pathways that individuals have taken over time.*

Yes – please expand on your pathway
No
Prefer not to say

Q9: Is English your first language?* Why this is important: *this question is designed to help us understand if and how R4RI-like narrative CVs are affecting different groups of people in different ways.*

Yes
No
Prefer not to say



Q10: What was the occupation of your main household earner when you were aged about 14? Why this is important: *this question is designed to help us understand whether R4RI-like narrative CVs are affecting different groups of people in different ways.*

Modern professional & traditional professional occupations such as teacher, nurse, physiotherapist, social worker, musician, police officer (sergeant or above), software designer, accountant, solicitor, medical practitioner, scientist, civil / mechanical engineer
Senior, middle, or junior managers or administrators such as finance manager, chief executive, large business owner, office manager, retail manager, bank manager, restaurant manager, warehouse manager
Clerical and intermediate occupations such as secretary, personal assistant, call centre agent, clerical worker, nursery nurse. Technical and craft occupations such as motor mechanic, plumber, printer, electrician, gardener, train driver
Routine, semi-routine manual, and service occupations such as postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, sales assistant, HGV driver, cleaner, porter, packer, labourer, waiter/ waitress, bar staff
Long-term unemployed (claimed Jobseeker’s Allowance or earlier unemployment benefit for more than a year)
Small business owners who employed less than 25 people, such as corner shop owner, owner of a small plumbing company, retail shop owner, single restaurant or cafe owner, taxi owner, garage owner
Prefer not to say
Other, such as retired, this question does not apply to me, I don’t know.

Q11: Do you have any final feedback on this questionnaire? e.g., what questions have we not asked that might be useful if asked?

Free comment box



Module 3 – Observation tools to gather insights on how the R4RI-like narrative CV is used in the decision-making process

Module 3 – Background and purpose

This Module offers prompts and considerations for

1. receiving organisations when reviewing how R4RI-like narrative CVs have been completed
2. how R4RI-like narrative CVs are used in panel observations.

The purpose of Module 3 is to gain insights on how applicants are completing the R4RI-like narrative CV and how panel members are reviewing the R4RI-like narrative CV. We encourage organisations to share findings with the wider community to allow best practice and lessons learned to be shared. It will also help us to build global evidence for the value of R4RI-like narrative CVs and support the ongoing adoption and evolution of the R4RI-like narrative CV approach across the research and innovation (R&I) sector.

All the data collected should be anonymised. The information gathered will help to identify patterns which may inform resources in the [Résumé Resources Library](#),

to understand how the R4RI-like narrative CV are being completed and assessed, and to support continuous improvement.

Module 3 – Instructions for users when observing the R4RI-like narrative CV

Before conducting your review, below are some starter prompts and ideas of best practice, for reviewers or anyone reviewing to:

- consider the format in which you will capture this information, so that it saves you time later when sharing the data you have collected with JFG/ AUG/ Résumé Resource Library (ensure you redact any identifiable information before sharing)
- consider capacity, for example the additional resource needed to observe and take notes
- consider taking notes which capture the observation – not too long, but as factual and objective as possible
- note that this is not a prose competition, so don't worry about observations being beautifully written
- consider advising that anonymised observations/ notes are being made about the process.



Module 3 – Prompts and considerations when reviewing how the R4RI-like narrative CVs have been completed

Below are some questions to consider when reviewing how the R4RI-like narrative CVs have been completed. We

suggest that these questions are used by the people who will first be receiving the R4RI-like narrative CVs, to capture any trends. We suggest that organisations use this as a minimum to allow for comparison across funders.

Question	What could this tell us	Format	Notes
<p>Q1: Any modules not completed at all?</p>	<ul style="list-style-type: none"> → Further explanation needed to support module completion → Are the applicants feeling the need to complete all modules all the time? → No current (self-identified) contributions in this area 	YES/NO with space for observations	<p>Refer to Shared Evaluation Framework Module 1 re. guidance/ process feedback – any further insights?</p> <p>Ensure non-completion is not viewed negatively</p>
<p>Q2: Did anyone ignore the instruction? E.g., included lists of publications/ H-index etc</p>	<ul style="list-style-type: none"> → Rejection/mistrust of concept/process? → They received conflicting advice so went with how it had been done in the past → This could be difficult to monitor/ resource-intensive 		<p>Refer to Shared Evaluation Framework module 1 re. guidance/process feedback – any further insights?</p>
<p>Q3: Have people used different ways to present contributions – e.g., tables/ bullet points?</p> <p>Q3a: Have these been consistent in each module?</p>	<ul style="list-style-type: none"> → Presentation/ Information Organisation styles → Discipline-specific styles → More comfortable with some modules than others → Way of managing language proficiency → Time constraints → Second-language instances? → Cultural variances → Neurodiversity 		
<p>Q4: Does it appear that any of the modules have been mis-completed? E.g., their aim has been misunderstood</p>	<ul style="list-style-type: none"> → How guidance needs to improve → Language is ambiguous in some contexts? 		



Question	What could this tell us	Format	Notes
Q5: Is there something you didn't expect? This could be inventive interpretation of the rules, or anything	→ Ideas to evolve the guidance or template		
Q6: Have you noticed any trend in any aspect of the process / completion to this point?			
Q7: Is there anything you would like to feed back from your experience of observing this process?			

Module 3 – Prompts and considerations for panel observations of R4RI-like narrative CVs

Below are some questions to consider when conducting panel observations. We suggest that the questions be used

by the panel chair or observer on the panel to capture any trends. We suggest that organisations use this as a minimum to allow for comparison across funders.

Question	What could this tell us	Format	Notes
Q1: Any remarks on any modules not completed/ less populated than others?	→ That these are being noted by panel members, which may affect their assessment	YES/NO with space for observations	Refer to Shared Evaluation Framework Module 1 re. guidance/ process feedback – any further insights?
Q2: Anyone comments on need for lists of publications/ H-index etc?	→ Rejection/ mistrust of concept/ process? → They received conflicting advice, so went with how it had been done in the past → Comfort with the status quo		
Q3: If anyone did ignore instructions in completion, was this noted by panel?	→ Observation of non-compliance		
Q4: If people used different ways to present contributions – e.g. tables/ bullet points – were these commented on?			



Question	What could this tell us	Format	Notes
Q5: Were there any comments on language proficiency?		YES/NO with space for observations	
Q6: Were there comments on the contributions or evidence provided? Was there something the panel felt was missing?			
Q7: Was something commented on that you didn't expect?			
Q8: Have you noticed any trend in any aspect to this point?			
Q9: Is there anything you would like to feed back from your experience of observing this process?	→ Positive or negative observations or trends you would like to share		



Annex A – Survey questions for applicants: combined modules 1&2

Question	Answer Format
Module 1 - Process evaluation and impact on responsible assessment. Questions for applicants	
Q1: How satisfied are you that the R4RI-like narrative CV gives you an opportunity to demonstrate your skills and experience?	Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Very dissatisfied
Q2: How satisfied are you that, compared to your standard CV, the R4RI-like narrative CV format allows you to demonstrate more your skills and experience?	Very satisfied Satisfied Neither satisfied nor dissatisfied Dissatisfied Very dissatisfied
Q3: What do you think of the length of the R4RI-like narrative CV? Is there sufficient space to capture enough information on your contribution to knowledge generation, development of individuals, and contribution to the research community and wider society?	Too short About right Too long
Q4: How clear and complete was the guidance from the funder for filling out the R4RI-like narrative CV?	Very clear and complete Clear and complete OK/ neutral Some things not clear or complete Not at all clear or complete
Q5: What additional guidance or support would be helpful?	Open
Q6: Did you receive support when completing the R4RI-like narrative CV from your host / employing organisation, e.g. from research support services, a mentor etc?	A lot of support A little support Support was available, but I did not need or want it No support was available
Q7: Compared to other experiences, how much time did the application with the R4RI-like narrative CV take to complete?	20% or less time 0-19% less time About the same 0-19% more time 20% or more time Not applicable (I haven't applied for a comparable scheme before)
Q8: Please provide any additional comments you may have	Open
Module 1 - Optional question for applicants	
Q9: Was this your first experience completing an R4RI-like narrative CV?	Yes No



Question	Answer Format
<p>Module 2 - EDI questions</p> <p><i>Although all questions are mandatory, the 'prefer not to say' option has been included for applicants who do not wish to provide a response. All data will be processed confidentially. At no point will the information you provide be shared in a way that would allow you to be personally identified. Results of this survey will always be presented at aggregated level.</i></p> <p><i>The survey also includes some demographic questions. The answers to these questions enable us to better understand trends and significant differences in experience for applicants based on demographic characteristics and individual identities. They will also allow us to provide evidence for more targeted interventions.</i></p>	
<p>Q1: How old are you?</p>	<p>Under 18</p> <p>18-29</p> <p>30-39</p> <p>40-49</p> <p>50-59</p> <p>60-69</p> <p>70-79</p> <p>80+</p> <p>Prefer not to say</p>
<p>Q2a: What is your sex</p>	<p>Male</p> <p>Female</p> <p>Prefer not to say</p>
<p>Q2b: Is the gender you identify with the same as your sex registered at birth?</p>	<p>Yes</p> <p>No</p> <p>Prefer not to say</p>
<p>Q3: Have you taken any of the following for a period of >6 months during your career? Select all that apply.</p>	<p>Break due to contract ending</p> <p>Break due to redundancy</p> <p>Break due to caring responsibilities</p> <p>Break due to illness</p> <p>Parental leave</p> <p>Flexible working</p> <p>Part-time hours (< 1.0 FTE)</p> <p>Prefer not to say</p>
<p>Q4a: Do you consider yourself to be a disabled person?</p>	<p>Yes</p> <p>No</p> <p>Prefer not to say</p>
<p>Q4b: Do you experience barriers or limitations in your day-to-day activities related to any health conditions (including mental health), physical, sensory or cognitive differences?</p>	<p>Yes – substantial barriers or limitations</p> <p>Yes – some/ small barriers or limitations</p> <p>No</p> <p>Prefer not to say</p>



Question	Answer Format
<p>Q5: What is your ethnic group? Your ethnic group could be your cultural or family background. Select the option from below that you most closely identify with. If you feel you belong to more than one ethnicity, select 'Mixed or multiple ethnic group.'</p>	Asian or Asian British
	Includes Indian, Pakistani, Bangladeshi, Chinese or any other Asian background
	Black, Black British, Caribbean or African
	Includes Black British, Caribbean, African or any other Black background
	Mixed or multiple ethnic groups
	Includes White and Black Caribbean, White and Black African, White and Asian or any other Mixed or Multiple background
	White
	Includes British, Northern Irish, Gypsy, Irish Traveller, Roma, or any other White background
	Other ethnic group (please specify)
	Includes Arab or any other ethnic group
	Prefer not to say
<p>Q6: Which of these terms do you most identify with in your current role (this can also be based on your experience)? * The European Commission provides helpful guidance on the characteristics that researchers may have throughout their career: https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors</p>	Early Career
	Mid-career
	Late/ Senior Career
	Prefer not to say
<p>Q7: Which term best describes the role you are/ were in when applying for this funding opportunity?*</p>	Academic researcher i.e., university-based researcher
	Charity sector researcher
	Clinical/ social care researcher
	Government role/ policy-maker
	Industry researcher
	Public service professional
	Research and innovation enabler, such as programme manager, accountant, administrator to teachers, public engagement professional
	Technical specialist/ technician
	Teacher/ lecturer/ demonstrator
	Prefer not to say
	Other (please expand)



Question	Answer Format
Q8: Has your career path seen you spend >6 months in another sector or discipline? * Why this is important: <i>the data will help us to understand the different pathways that individuals have taken over time.</i>	Yes – please expand on your pathway
	No
	Prefer not to say
Q9: Is English your first language?* Why this is important: <i>this question is designed to help us understand if and how R4RI-like narrative CVs are affecting different groups of people in different ways.</i>	Yes
	No
	Prefer not to say
Q10: What was the occupation of your main household earner when you were aged about 14? Why this is important: <i>this question is designed to help us understand if R4RI-like narrative CVs are affecting different groups of people in different ways.</i>	Modern professional & traditional professional occupations such as: teacher, nurse, physiotherapist, social worker, musician, police officer (sergeant or above), software designer, accountant, solicitor, medical practitioner, scientist, civil/ mechanical engineer
	Senior, middle, or junior managers or administrators such as: finance manager, chief executive, large business owner, office manager, retail manager, bank manager, restaurant manager, warehouse manager
	Clerical and intermediate occupations such as: secretary, personal assistant, call centre agent, clerical worker, nursery nurse. Technical and craft occupations such as: motor mechanic, plumber, printer, electrician, gardener, train driver
	Routine, semi-routine manual and service occupations such as: postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, sales assistant, HGV driver, cleaner, porter, packer, labourer, waiter/ waitress, bar staff
	Long-term unemployed (claimed Jobseeker's Allowance or earlier unemployment benefit for more than a year)
	Small business owners who employed less than 25 people such as: corner shop owner, owner of a small plumbing company, retail shop owner, single restaurant or cafe owner, taxi owner, garage owner
	Prefer not to say
	Other, such as: retired, this question does not apply to me, I don't know.
Q11: Do you have any final feedback on this questionnaire? E.g., what questions have we not asked that might be useful if asked?	Free comment box



Annex B –Survey questions for Reviewers: combined modules 1, 2 & 3

Question	Answer Format
Module 1 - Process evaluation and impact on responsible assessment - Core questions	
Q1: How useful was the R4RI-like narrative CV in providing you with the information you needed to make a well-informed decision?	Very useful Useful Neutral Not useful Not at all useful
Q2: What did you find more useful compared to a traditional CV?	Open (include options + open)
Q3: What did you find more useful compared to a traditional CV?	Open (include options + open)
Q4: Did you seek further information on the applicant e.g. via ORCID/ PubMed/ Google Scholar?	Yes No
Q5: If you answered yes to the above, please provide further details of which sources you used and what additional information you were looking for.	Open
Q6: What do you think of the length of the R4RI-like narrative CV?	Too short About right Too long
Q7: How clear and complete was the guidance for assessing applications including the R4RI-like narrative CV?	Very clear and complete Clear and complete OK/ neutral Some things not clear or complete Not at all clear or complete
Q8: What additional guidance or support would have been helpful?	Open
Q9: Please provide any additional comments you may have on the R4RI-like narrative CV.?	Open
Module 1 - Optional questions for reviewers	
<i>Note that the wording of these questions may need to be adapted to suit the organisational context – some suggestions are given.</i>	
Q10: Compared to an application with a traditional CV/ compared to other experiences, do you feel the R4RI-like narrative CV gives you a broader view of an applicant’s skills and experience?	Much broader A little broader About the same A little narrower A lot narrower
Q11: What additional information included in the R4RI-like narrative CV was most useful in your decision-making?	Open



Question	Answer Format
Q12: Compared to an application with a traditional CV/ compared to other experiences, do you feel the R4RI-like narrative CV is more or less difficult to assess?	A lot more difficult
	A bit more difficult
	About the same
	A bit easier
	A lot easier
Q12a: Please provide further details	Open
Q13: Compared to an application with a traditional CV/ compared to other experiences, how much time did the applications with the R4RI-like narrative CV take to review?	20% or less time
	0-19% less time
	About the same
	0-19% more time
	>20% or more time
	Not applicable (I haven't reviewed applications for a comparable scheme before)
Q14: Was this your first experience assessing an R4RI-like narrative CV?	Yes
	No
<p>Module 2 - EDI questions</p> <p><i>Although all questions are mandatory, the 'prefer not to say' option has been included for applicants who do not wish to provide a response. All data will be processed confidentially. At no point will the information you provide be shared in a way that would allow you to be personally identified. Results of this survey will always be presented at aggregated level.</i></p> <p><i>The survey also includes some demographic questions. The answers to these questions enable us to better understand trends and significant differences in experience for applicants based on demographic characteristics and individual identities. They will also allow us to provide evidence for more targeted interventions.</i></p>	
Q1: How old are you?	Under 18
	18-29
	30-39
	40-49
	50-59
	60-69
	70-79
	80+
	Prefer not to say
Q2a: What is your sex	Male
	Female
	Prefer not to say



Question	Answer Format
Q2b: Is the gender you identify with the same as your sex registered at birth?	Yes
	No
	Prefer not to say
Q3: Have you taken any of the following for a period of >6 months during your career? Select all that apply.	Break due to contract ending
	Break due to redundancy
	Break due to caring responsibilities
	Break due to illness
	Parental leave
	Flexible working
	Part-time hours (< 1.0 FTE)
	Prefer not to say
Q4a: Do you consider yourself to be a disabled person?	Yes
	No
	Prefer not to say
Q4b: Do you experience barriers or limitations in your day-to-day activities related to any health conditions (including mental health), physical, sensory or cognitive differences?	Yes – substantial barriers or limitations
	Yes – some/ small barriers or limitations
	No
	Prefer not to say
Q5: What is your ethnic group? Your ethnic group could be your cultural or family background. Select the option from below that you most closely identify with. If you feel you belong to more than one ethnicity, select 'Mixed or multiple ethnic group'	Asian or Asian British
	Includes Indian, Pakistani, Bangladeshi, Chinese or any other Asian background
	Black, Black British, Caribbean or African
	Includes Black British, Caribbean, African or any other Black background
	Mixed or multiple ethnic groups
	Includes White and Black Caribbean, White and Black African, White and Asian or any other Mixed or Multiple background
	White
	Includes British, Northern Irish, Gypsy, Irish Traveller, Roma, or any other White background
	Other ethnic group (please specify)
	Includes Arab or any other ethnic group
	Prefer not to say



Question	Answer Format
<p>Q6: Which of these terms do you most identify with in your current role (this can also be based on your experience)? * The European Commission provides helpful guidance on the characteristics that researcher may have throughout their career: https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors</p>	Early Career
	Mid-career
	Late/ Senior Career
	Prefer not to say
<p>Q7: Which term best describes the role you are/ were in when applying for this funding opportunity?*</p>	Academic researcher i.e., university-based researcher
	Charity sector researcher
	Clinical/ social care researcher
	Government role/ policy-maker
	Industry researcher
	Public service professional
	Research and innovation enabler, such as programme manager, accountant, administrator to teachers, public engagement professional
	Technical specialist/ technician
	Teacher/ lecturer/ demonstrator
	Prefer not to say
Other (please expand)	
<p>Q8: Has your career path seen you spend >6 months in another sector or discipline? * Why this is important: <i>the data will help us to understand the different pathways that individuals have taken over time.</i></p>	Yes – please expand on your pathway
	No
	Prefer not to say
<p>Q9: Is English your first language? * Why this is important: <i>this question is designed to help us understand if and how R4RI-like narrative CVs are affecting different groups of people in different ways.</i></p>	Yes
	No
	Prefer not to say



Question	Answer Format
<p>Q10: What was the occupation of your main household earner when you were aged about 14? Why this is important: <i>this question is designed to help us understand if R4RI-like narrative CVs are affecting different groups of people in different ways.</i></p>	Modern professional & traditional professional occupations such as: teacher, nurse, physiotherapist, social worker, musician, police officer (sergeant or above), software designer, accountant, solicitor, medical practitioner, scientist, civil/ mechanical engineer
	Senior, middle, or junior managers or administrators such as: finance manager, chief executive, large business owner, office manager, retail manager, bank manager, restaurant manager, warehouse manager
	Clerical and intermediate occupations such as: secretary, personal assistant, call centre agent, clerical worker, nursery nurse. Technical and craft occupations such as: motor mechanic, plumber, printer, electrician, gardener, train driver
	Routine, semi-routine manual, and service occupations such as: postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, sales assistant, HGV driver, cleaner, porter, packer, labourer, waiter/ waitress, bar staff
	HGV driver, cleaner, porter, packer, labourer, waiter/ waitress, bar staff
	Long-term unemployed (claimed Jobseeker's Allowance or earlier unemployment benefit for more than a year)
	Small business owners who employed less than 25 people such as: corner shop owner, owner of a small plumbing company, retail shop owner, single restaurant or cafe owner, taxi owner, garage owner
	Prefer not to say
	Other, such as: retired, this question does not apply to me, I don't know.
<p>Q11: Do you have any final feedback on this questionnaire? E.g., what questions have we not asked that might be useful if asked?</p>	Free comment box



Question	Answer Format
Module 3 - Prompts and considerations when reviewing how the R4RI-like narrative CVs have been completed	
Q1: Any modules not completed at all?	Yes/No and free comment box
Q2: Did anyone ignore the instruction? E.g., included lists of publications/ H-index etc?	Yes/No and free comment box
Q3: Have people used different ways to present contributions – e.g., tables/ bullet points?	Yes/No and free comment box
Q3a: Have these been consistent in each module?	Yes/No and free comment box
Q4: Does it appear that any of the modules have been mis-completed? E.g. their aim has been misunderstood?	Yes/No and free comment box
Q5: Is there something you didn't expect? This could be inventive interpretation of the rules, or anything.	Yes/No and free comment box
Q6: Have you noticed any trend in any aspect of the process/ completion to this point?	Yes/No and free comment box
Q7: Is there anything you would like to feed back from your experience of observing this process?	Yes/No and free comment box

Version Number	Status	Revision Date	Author(s)	Summary of Changes
1.0	Complete	March 2022	Joint Funders Group	New resource created
2.0	Complete	May 2023	Joint Funders Group and Alternative Uses Group	New resource included, proof-edited and designed