



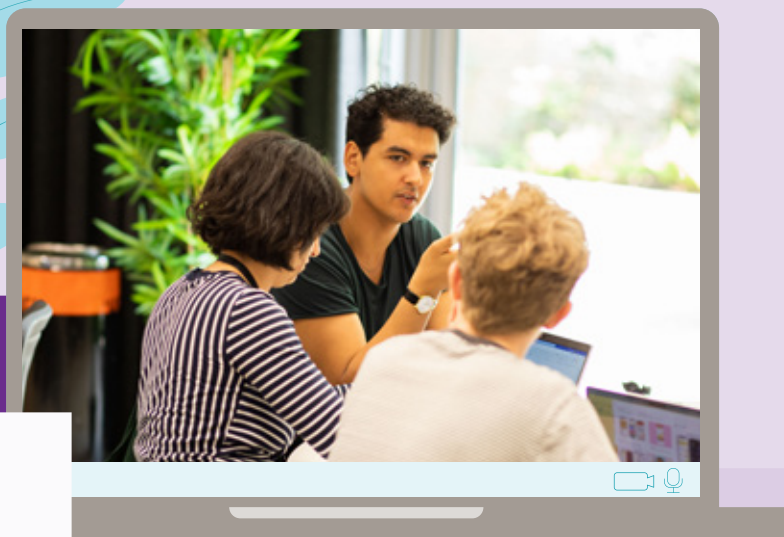
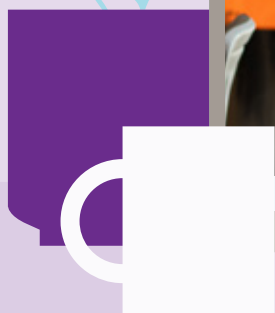
Annual Report 2022/23

Academic and Researcher
Professional and Career
Development Programmes



Contents

<u>Executive Summary</u>	<u>3</u>
<u>Why we do what we do</u>	<u>5</u>
<u>Programme size and shape</u>	<u>6</u>
<u>Engagement and attendance</u>	<u>10</u>
<u>Quality and impact</u>	<u>12</u>
<u>Equality, Diversity & Inclusivity</u>	<u>16</u>
<u>Future plans</u>	<u>19</u>



Executive Summary

UCL boasts one of the largest professional career development programmes of any university in the UK, affording its research community an unrivalled ability to build up their skills and leadership capacity.

UCL's research community consists of almost 10,000 researchers across 11 Faculties, including 6,200 Doctoral Researchers and 3,700 Research Staff.

372 unique skills and development courses are on offer, ranging from in-person sessions to online courses.

During the Academic Year 2022/23, over 1,000 learning opportunities were created, with over two thirds of the research community attending one or more in-person sessions, and 16,207 overall attendances.

UCL runs 9 Leadership Programmes for researchers and professional services staff at varying levels of seniority, and over half of the available spaces on these programmes were filled with researchers.

UCL's research community finds the training courses hugely beneficial, as reflected by the incredibly high Net Promoter Scores (NPS) awarded. When asked to score how likely they were to recommend an attended course to a colleague on a scale of 0 – 10 (with 0 not at all likely and 10 extremely likely), attendees rated courses from the skills and development programmes at 8.29 and the leadership programmes at 8.6.



At a glance...

10,000

researchers across
11 Faculties at UCL

372

unique skills
and development
opportunities
on offer

1,000

learning opportunities
created in 2022/23

6,200

Doctoral
Researchers

3,700

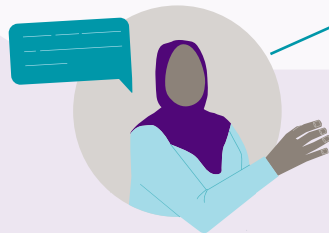
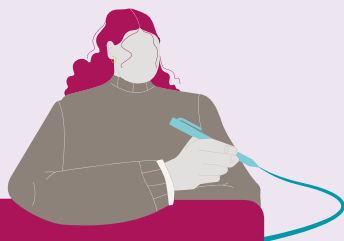
Research Staff

2/3

of the research
community attended
one or more sessions

16,207

overall
attendances



Why we do what we do

The knowledge and wisdom generated by research-intensive universities is needed more than ever to help humanity to survive and prosper.

The UCL **Doctoral Skills Development Programme (DSDP)** and the **Research Staff Development Programme (RSDP)** have been developed directly in response to **UCL's Research Strategy** and **UKRI's Statement of Expectations for Doctoral Training**, and its goals to inspire and empower research leadership, cross boundaries to increase engagement and deliver impact for public benefit. These objectives are realised by the Engagement, Influence and Impact and Research Governance and Organisation domains within the **Researcher Development Framework**.

While the aims of **UCL's Research Culture Roadmap**, to offer transparent and fair career development, opportunities to collaborate and innovate, people-centred leadership and management are delivered through the Knowledge and Intellectual Abilities and Personal Effectiveness domains of the **Researcher Development Framework**.

Fostering a supportive and inclusive environment and being the destination and home of choice for the best researchers in the world is central to UCL's mission, and the institution is a proud signatory of the **Concordat to Support the Career Development of Researchers**.

The UCL **DSDP** and the **RSDP** are designed to help our research community thrive, while developing their skills and progressing, so they're primed for the wide range of careers available to them within and beyond academia.



Programme size and shape



Programme size and shape

In the academic year 2022/23, UCL offered 372 unique courses in over 1,000 sessions.

87 courses were produced by 21 external organisations, while 282 courses were provided internally at UCL, either through professional services including Information Services Division (ISD), Library Services, Organisational Development, Career Services, Innovation and Enterprise, or academic departments including Epidemiology and Public Health, Science and Technology Studies, Institute of Education, Centre for Languages, and International Education.

Although the majority of courses (285) were still held online, 61 courses ran as in-person sessions, and a further 26 courses were delivered with a mixed approach.

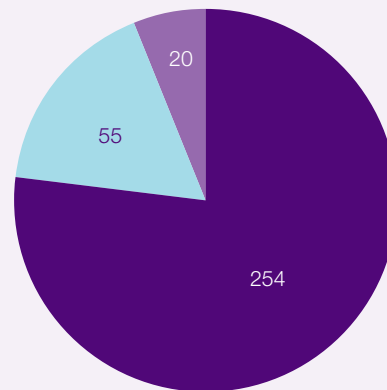
55 courses were targeted exclusively to Doctoral Researchers covering skills related to literature review and management, thesis writing, and introductions to various data analysis methodologies and teaching.

The 20 courses targeted specifically to Research Staff covered supervision of post graduate students, time and project management skills and effective leadership.

254

mixed learning opportunities for multiple career stages

Number of courses per target audience

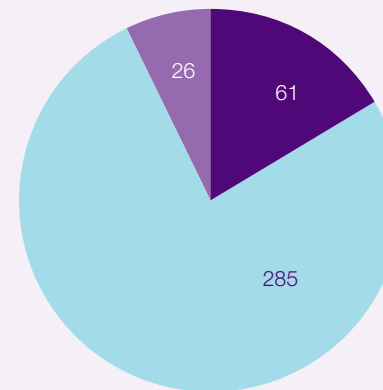


- Doctoral Researchers & Research Staff
- Doctoral Researchers
- Research Staff

61

courses ran as in-person sessions

Number of courses per delivery method

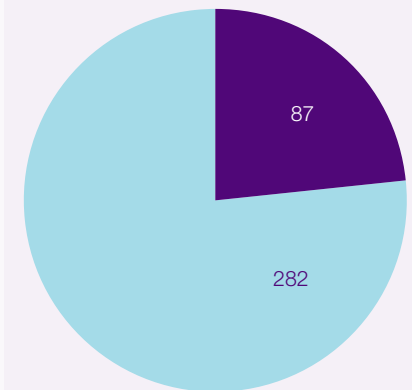


- In-person
- Online
- Mixed

282

opportunities delivered by UCL departments and teams

Number of courses per training provider



- External delivery
- UCL internal delivery

Programme size and shape

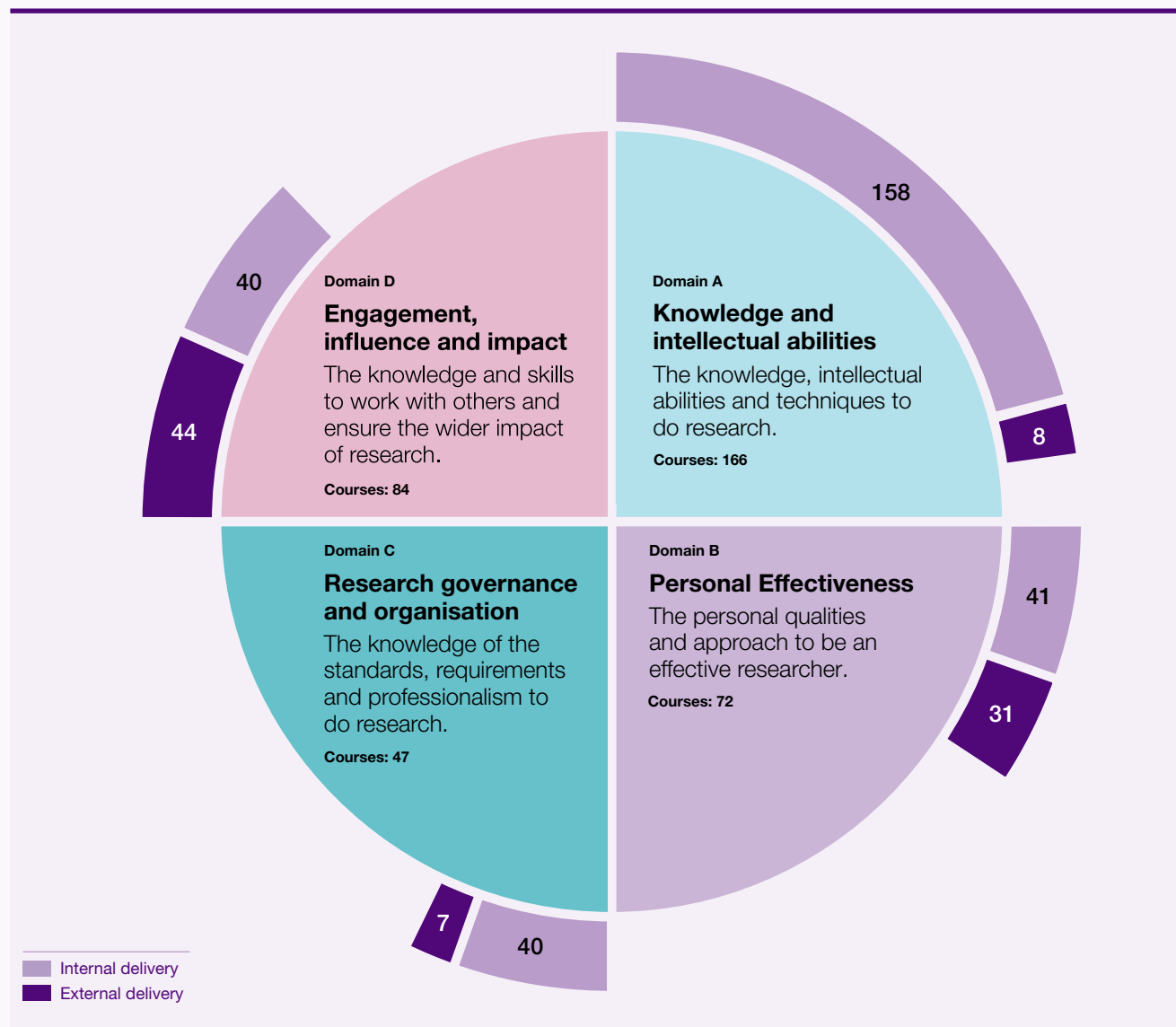
Both, DSDP and RSDP courses were organised into course collections, mapped to the four **Researcher Development Framework (RDF)** Domains:

- A.** Knowledge and Intellectual Capabilities – 166 courses
- B.** Personal Effectiveness – 72 courses
- C.** Research Governance and Organisation – 47 courses
- D.** Engagement, Influence, and Impact – 84 courses

This approach allows researchers to develop their understanding of essential skills, reflect on their current skill set, and gives them a structure so they can plan training in areas they wish to develop.

While Doctoral Researchers initially require more support in personal effectiveness, effective communication (both written and oral), and basic project management, Research Staff will want to develop their strategic thinking, leadership, research management, communication, and innovation skills. Attributes which are valued by employers within and beyond academia.

More than three quarters of the DSDP and RSDP short courses were developed and delivered internally in collaboration with the above-mentioned central service divisions and more specialised academics covering topics across the four Researcher Development Framework domains.



Programme size and shape

The top 20 most attended courses in the academic year 2022/23 were provided by **UCL Central Services**. These covered various researcher inductions and introductions to research-associated topics, such as data analysis, research integrity, entrepreneurship, and supervision, as well as training on teaching and career planning.

20 Most attended DSDP/RSDP courses in AY 2022/23

Course Title	Attendance	Audience	RDF	Training Provider
DSD: An Introduction to R with Rstudio – Part 1 (Remote classroom)	1507	Research Staff only	A	UCL Digital Skills Development (ISD)
Arena for PGTA's: Gateway	679	Doctoral Researchers only	D	UCL Arena
Introduction to Research Integrity & Support	523	Doctoral Researchers only	C	UCL Research Integrity
Applying for an Early Career Research Fellowship	440	Doctoral Researchers and Research Staff	C	UCL Careers
Spero introduction: How to think entrepreneurially about your career	417	Doctoral Researchers and Research Staff	B	UCL Innovation & Enterprise
Introduction to Doctoral Skills Development and the Research Log	358	Doctoral Researchers only	C	UCL Organisational Development
Developing as a Doctoral Supervisor	347	Research Staff only	D	UCL Arena
Getting started with your systematic review	272	Doctoral Researchers and Research Staff	A	UCL Library Services
Academic Career Planning for PhD students	270	Doctoral Researchers only	B	UCL Careers
Researchers Professional Careers Beyond Academia Conference – Life and Health Sciences	261	Doctoral Researchers and Research Staff	B	UCL Careers
The Writing Series: Literature Review	238	Doctoral Researchers only	A	UCL Organisational Development
Marketing Yourself Online: LinkedIn Lab	229	Doctoral Researchers and Research Staff	B	UCL Careers
SPERO 1: Develop your entrepreneurial knowledge, skills and mindset	215	Doctoral Researchers and Research Staff	D	UCL Innovation & Enterprise
How Do I know What I'll Like? Identifying your Motivators, Strengths and Interests	215	Doctoral Researchers and Research Staff	B	UCL Careers
Effective Academic Applications	213	Doctoral Researchers and Research Staff	B	UCL Careers
The PhD journey: Reading and literature review	174	Doctoral Researchers only	B	UCL Organisational Development
The PhD journey: Producing thesis and reports	173	Doctoral Researchers only	B	UCL Organisational Development
Effective Academic Interviews	169	Doctoral Researchers and Research Staff	B	UCL Careers

Programme engagement and attendance

UCL supports its Doctoral Researchers throughout their PhD journey to enable them to successfully complete their programme within the suggested four years of study, in accordance with the **Concordat to Support the Career Development of Researchers**.

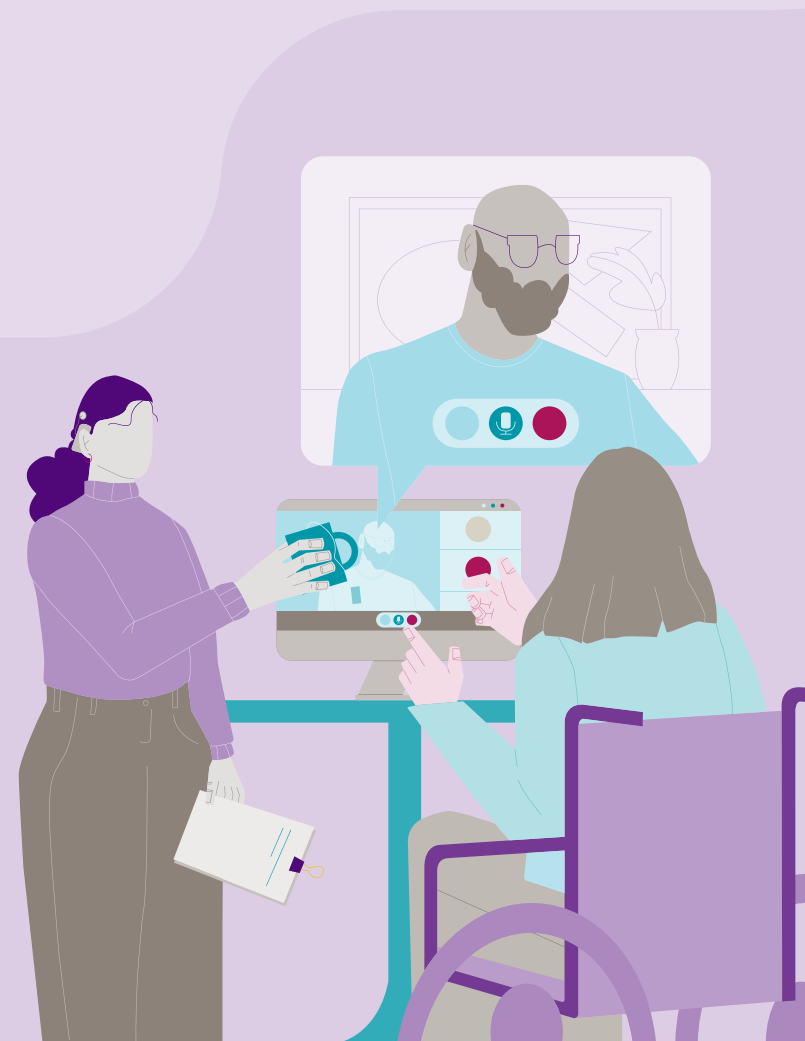
UCL wants its Research Staff to harness their potential, carry out the most innovative research they can and, when the time comes, move their careers on to the next step – within UCL or beyond.

In the academic year 2022/23, DSDP and RSDP **course participation across all faculties increased on average by almost a quarter (24%)** from the academic year before. This can partially be attributed to extensive service improvements for the skills development programmes.

Weekly newsletters to Doctoral Researchers and Research Staff were introduced to share training opportunities according to the two groups' distinctive needs. Through this communication method, and by grouping short courses into Course Collections for easier navigation, the reach across the Doctoral Researcher and Research Staff community increased significantly.

The vast majority of Doctoral Researchers across the 11 faculties participated in one or more DSDP courses over the last academic year – on faculty level, an **increase from the previous year in the range of 17 – 34%**. The only exception is the Faculty of Laws with a very small number of doctoral and Research Staff in comparison.

On average 60% of the Research Staff community across the 11 faculties attended one or more RSDP courses in the academic year 2022/23. In each faculty, at least a third of the population engaged in training, and the Faculty of Arts & Humanities, the Faculty of Laws and the Institute of Education reached a highly impressive 100% staff training participation rate.



Participation rates in Doctoral Skills Development Programme (DSDP) and Researcher Skills Development Programme (RSDP) across faculties

Doctoral Researchers

Faculty	Faculty Population	Distinct Attendees	% attendees of total faculty population	% increase from 21/22
Faculty of Arts & Humanities	215	189	88%	17%
Faculty of Brain Sciences	967	522	54%	18%
Faculty of Engineering Sciences	1110	683	62%	23%
Faculty of Laws	42	11	26%	7%
Faculty of Life Sciences	556	435	78%	27%
Faculty of Mathematical and Physical Sciences	669	387	58%	19%
Faculty of Medical Sciences	437	361	83%	33%
Faculty of Population Health Sciences	469	437	93%	30%
Faculty of Social and Historical Sciences	487	364	75%	34%
Faculty of the Built Environment	399	443	100%	31%
UCL Institute of Education	674	453	67%	24%

Research Staff

Faculty	Faculty Population	Distinct Attendees	% attendees of total faculty population	% increase from 21/22
Faculty of Arts & Humanities	30	66	100%	0%
Faculty of Brain Sciences	833	242	29%	16%
Faculty of Engineering Sciences	537	174	32%	15%
Faculty of Laws	9	15	100%	60%
Faculty of Life Sciences	387	128	33%	17%
Faculty of Mathematical and Physical Sciences	331	124	37%	20%
Faculty of Medical Sciences	494	167	34%	12%
Faculty of Population Health Sciences	719	318	44%	24%
Faculty of Social and Historical Sciences	149	90	60%	38%
Faculty of the Built Environment	165	143	87%	41%
UCL Institute of Education	150	170	100%	28%

Quality and impact



Programme case studies

Communication

Being able to communicate and present ideas effectively are hugely important skills for researchers. To strengthen our offering in this space, external organisations were brought on board to deliver bespoke training opportunities, including: **1:1 Coaching for Public Speaking** (Julio Martino) and **Effective Presentations: Potential energy** (Island 41).

Both courses are tailored to the speaker's needs and provide practical advice on how to optimise their presentation style. They were extremely popular, with participants highly commending their learning experiences:

The Writing Series is a new course collection, covering all areas of writing, which enjoyed much popularity and was extremely well regarded by the research community. **The Writing Series: Academic Writing Logic** provided by Peter Forbes, for example, which highlights how to achieve a writing logic of language that creates and accurately reflects the arguments being made, received an average NPS (Net Promoter Score) of 9.0 and many positive comments such as 'very good writing advice'.

“This one-to-one session, where you bring a specific problem and get immediate and bespoke help and advice in just 30 mins, was a very efficient use of training time. No other training session I have attended at UCL does that and Julio is a great coach.”

“This session provides knowledge that is very different from any other. It is factual, practical, and focused. It synthesises knowledge from psychology, communication and performance and applies it to the different sequences of a presentation. It provides an effective toolbox.”



Teaching

Among the practice-based learning opportunities on offer, UCL's partnership with **The Brilliant Club** enjoys particular popularity. The Brilliant Club works with the Doctoral Researcher community to support secondary school students from less advantaged backgrounds, to access competitive universities and to succeed when they get there. 43 Doctoral Researchers took part in The Brilliant Club during the academic year 2022/23, delivering **87 placements in 68 schools to 1091 students.**

86% of UCL The Brilliant Club Tutors 'agree' or 'strongly agree' that they are better equipped to teach undergraduates going forward. After securing a post graduate teaching assistant role, a former tutor at The Brilliant Club said:

“The lecturers who interviewed me were very impressed that I had experience in a classroom and marking exams. I secured a graduate teaching assistant position from my first round of applications, I believe, largely on the strength of my experience with The Brilliant Club.”

Former tutor at
The Brilliant Club

“Working as a TBC tutor has not only provided me with the tools and skills to deliver and facilitate student-led interactive learning activities effectively, it has also levelled up my experience in communicating scientific concepts and phenomena to a non-expert audience.”

Remy Twiringiyimana,
UCL Doctoral Researcher
and tutor with The Brilliant Club



Impact statement

DSDP/RSDP courses rated with a Net Promoter Score > 9.0

NPS Score	Course Title	Training Provider	Delivery Method	RDF	Attended	Total responses	Response rate
9.9	1:1 Coaching for Public Speaking	Julio Martino	Live Online OR Live F2F (limited)	D	31	8	26%
9.8	Introduction to EndNote	UCL Library Services	Live F2F (limited)	C	34	13	38%
9.7	Time for Research - Taking control of your time	Thinkwell	Live Online (limited)	B	61	9	15%
9.6	Introduction to searching Ovid databases (Medline, Embase, PsycINFO)	UCL Library Services	Live Online (limited)	A	62	9	15%
9.5	DSD: Pivot Tables in Excel - workshop	UCL Digital Skills Development (ISD)	Live Online (limited)	A	51	11	22%
9.5	MATLAB Beginner	UCL Center For Applied Statistics Courses (CASC)	Live Online (limited)	A	40	8	20%
9.4	Effective Presentations: Potential Energy	Island 41	Live Online (limited)	D	41	9	22%
9.3	DSD: Vlookup in Excel	UCL Digital Skills Development (ISD)	Live Online (limited)	A	53	9	17%
9.3	PowerPoint for Researchers (Mac)	IQIT Digital	Live Online (limited)	D	53	13	25%
9.1	Introduction to EndNote: demonstration	UCL Library Services	Live Online (limited)	C	130	8	6%
9.0	DSD: Design an impactful research poster using UCL templates	UCL Digital Skills Development (ISD)	Live Online (limited)	A	32	8	25%
9.0	DSD: OneNote 2016 - workshop	UCL Digital Skills Development (ISD)	Live Online (limited)	A	18	8	44%
9.0	DSD: Pivot Tables in Excel - demo	UCL Digital Skills Development (ISD)	Live Online (limited)	A	31	11	35%
9.0	Introduction to Publed: demonstration	UCL Library Services	Live Online (limited)	A	66	8	12%
9.0	The Writing Series: Academic Writing Logic	Peter Forbes	Live Online (limited)	D	64	8	13%

Equality, Diversity & Inclusivity



Equality, Diversity & Inclusivity (EDI)

Three quarters of female Doctoral Researchers attended one or more DSDP courses in the Professional and Career Development Programmes, during the academic year 2022/23, compared to half of the male doctoral population.

The Research Staff community saw a similar attendance pattern with 85% of the female population attending one or more RSDP training courses, compared to just under half of the male population.

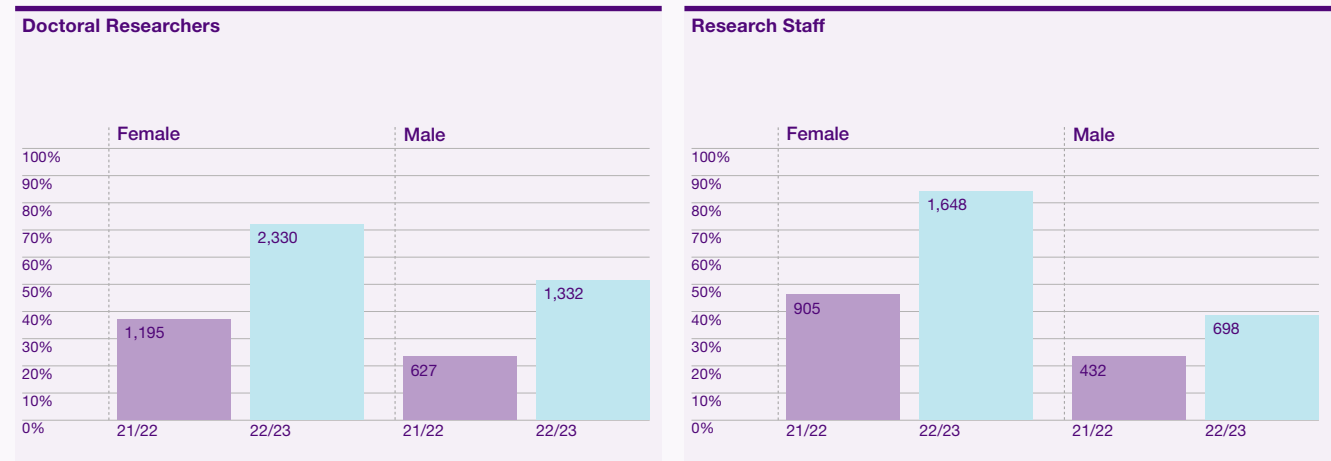
Total attendance of Doctoral Researchers and Research Staff, male and female, roughly doubled compared to the previous year, showing how significantly the reach to the research community has grown in a short space of time.

Skills training engagement was high among the BME researcher community during the academic year 2022/23, with 60% of BME Doctoral Researchers and 85% of BME Research Staff attending one or more courses.

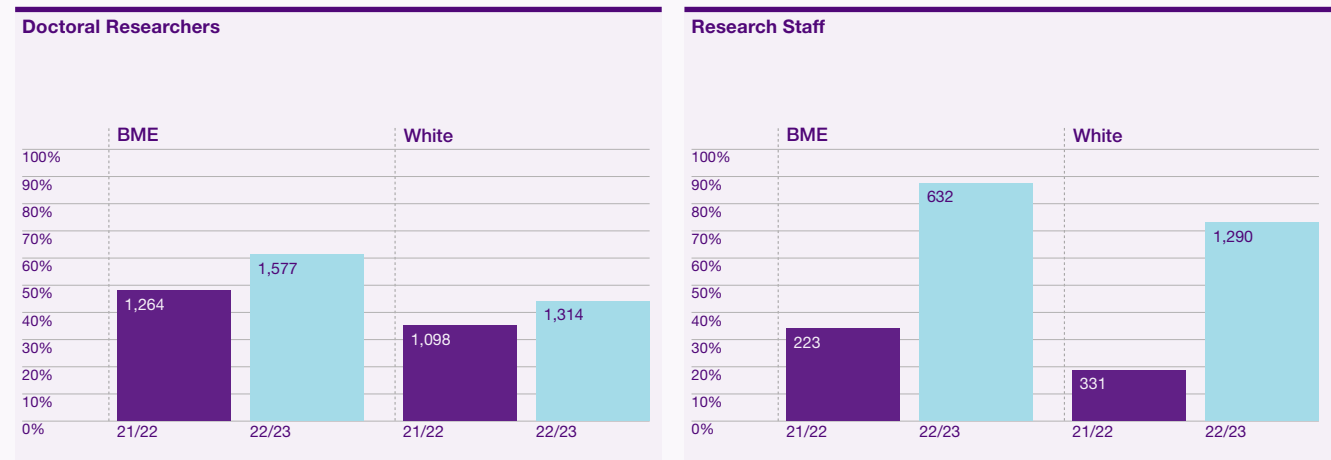
For Research Staff, this is an almost a trebling of training participation numbers from the previous year. An increase among Doctoral Researchers was present but less pronounced.

BME – Black and Minority Ethnic.

Doctoral Researcher and Research Staff participation by gender



BME community participation in the Researcher Development Programmes



DSDP/RSDP focus areas of training in the academic year 2022/23

- Journeyed short courses such as The PhD Journey, the Writing Series or the Engagement and Impact series.
- Online learning courses provided by Nature Masterclass, which included experimental design, data analysis, writing a research paper, grant writing skills, and guidance on how to get an academic research position.
- Practice-based learning through The Brilliant Club (teaching in secondary schools), Consultancy Challenges and Hackathons (problem solving) with external commercial and Third Sector parties, or SPERO (entrepreneurship and business development), and UCL Arena (teaching).



Future plans

- To curate the research community's learning journey through Course Collections such as The Writing Series and Research Impact and Engagement Series to develop high-demand and high-impact skills competencies.
- To foster a culture of engaged researchers, who consider stakeholder perspectives across their work, by developing experiential learning opportunities, such as Communication with Non-academic Audiences, Consultancy Challenges and Hackathons.
- To increase engagement with UCL's professional and career development programmes further, course registrations will be monitored more closely. This will enable undersubscribed courses to be promoted through weekly newsletters, targeted at either Doctoral Researchers or Research Staff.
- To achieve a Net Promoter Score (NPS) of 9, up from the current 8.3, across all courses by raising the quality of the skills and development offering and expanding the number of in-person sessions.





Academic and Researcher Experience team,
UCL Organisational Development
od@ucl.ac.uk