



**Senate**

<b>Paper Title</b>	Annual report of the Centre for Academic and Professional Development
<b>Outcome requested</b>	Senate is asked to <b>note</b> the CAPD annual report.
<b>Points for Senate members to note and further information</b>	The Plans & Aims for 2014-2015 contained on page 16
<b>Regulatory/statutory reference points</b>	N/A
<b>Strategy and risk</b>	N/A
<b>Reporting/consideration route for the paper</b>	N/A
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Centre for Academic and  
Professional Development  
**Queen Mary University of London**

**Annual Report - 2013-2014**

Cover image: Library Square

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# Introduction

The academic year 2013-14 seemed to rush past! It was the CAPD's first year of operation following the restructure in Spring 2013 and we have seen a lot of change in personnel and in roles. I was asked to take on the role of Director from January 2014, having previously been Academic Director for six months, so went on a very steep learning curve. Indeed all staff in CAPD have faced a lot of challenges, taking on new roles and starting up new activities, while striving to maintain the best of our existing offering. Every area of our work has seen changes in personnel and in activity. We have welcomed a completely new Researcher Development team who are busy refreshing our offering to PhD students and research staff at all levels across the University. There were new developments in all other areas of our work during 2013-14; in e-learning with the QMPlus upgrade; in Academic Development with the introduction of the points-based academic development programmes (ADEPT) and in Professional Development with the launch of the suite of courses accredited by the Institute of Leadership and Management. We have also launched our new website [www.capd.qmul.ac.uk](http://www.capd.qmul.ac.uk).

On top of all of this we ran another very successful Teaching and Learning Conference, Pathways to Promotion and Fellowship Days, the 'High Potential Leaders Programme' and 'Women into Leadership'.

While we have been acquiring new skills so have many of you and we have been supporting staff and PhD students across the University, in all Schools, Institutes and Directorates, to acquire new skills, reflect on ways of improving our professional practice and help us all to deliver the University's strategic aims. We have produced our own strategic aims, which went out to consultation and have now been published on our website. We are working hard to ensure that we are delivering the service that the University requires. We have 'refreshed' the Staff Development Advisory Group' under the chairmanship of Dr Alastair Owens and this term I am meeting all heads of Schools/Institutes and Directorates to review their staff development needs. We have also introduced a wider evaluation of our services, looking for evidence of a positive impact on the staff and students of QMUL.

With the current constraint on resources we, like all of you, have had to tighten our belts! We carried out a review of attendance at CAPD workshops and introduced a non-attendance policy which levies a charge against the department of anybody who fails to attend a pre-booked workshop. Hopefully we will now be able to stop running half-full workshops with long waiting lists. Faced with a choice between offering additional development activities and providing tea and coffee at workshops, we chose to scrap refreshments and focus on our provision. We are also recording workshops and developing a range on online activities to challenge and to inspire you, in your teaching, leadership, personal effectiveness and research.

We are proud of the service we offer to the staff and PhD students of QMUL and we look forward to working with many more of you over the coming year.

Professor Joy Hinson  
Director of the Centre for Academic & Professional Development





# Our Mission

The Centre for Academic and Professional Development (CAPD) was established in 2013 to offer a range of activities to meet the development needs of ALL of our staff and our PhD students. Whether you are an Academic, a PhD student, a member of Professional Services or a member of QMSE, either new to QM or having served here for thirty years. The CAPD, in partnership with your School, Institute or Department, is here to help you to be effective in your role and to develop your skills so that you thrive in the QMUL community.

## CAPD Structure

Director: Professor Joy Hinson

Head of Education  
Development:  
Dr Matthew  
Williamson

Head of  
E-Learning:  
Stella Ekebuisi

Head of Professional  
Development:  
Cheryl Measures

Head of Researcher  
Development:  
Dr Janet De Wilde

CAPD Centre  
Manager:  
Nicole Nathan

## Our Mission Statement

The Centre for Academic and Professional Development provides excellent development opportunities across all areas of the University's work, to staff and research students at QMUL and to other clients.

## Strategic Aims

- Deliver and co-ordinate high quality staff development activities across the QMUL community.
- Lead and support the development of high quality practice across all areas of the QMUL community.
- Develop policies for, and advise on, academic and professional development, benchmarked against external and professional bodies.
- Lead the expansion of commercialised CPD activities and advise on future CPD development.
- Raise the profile of academic and professional development activities across the QMUL community.



# Educational Development

## Overview

The Centre for Academic and Professional Development (CAPD) was established in 2013 to offer a range of activities to meet the development needs of ALL of our staff and our PhD students. Whether you are an Academic, a PhD student, a member of Professional Services or a member of QMSE, either new to QM or having served here for thirty years. The CAPD, in partnership with your School, Institute or Department, is here to help you to be effective in your role and to develop your skills so that you thrive in the QMUL community.

## Programmes and Innovation

### The Academic Development programme

The Academic Development Programme comprises a suite of activities which aim to support and develop all colleagues engaged in teaching or supporting student learning. The Programme has two routes, the second of which was launched in September 2014:

- The CAPD's 'taught' provision which leads to academic credit and includes:
  - o Teach Your First Session - for those completely new to teaching in HE.
  - o Certificate in Learning and Teaching (CILT) - for part-time educators and early career teachers not on Lecturer contracts.
  - o Postgraduate Certificate in Academic Practice (PGCAP) - primarily for probationary academic staff and others new to a full teaching role.
  - o Postgraduate Diploma in Academic Practice- for experienced staff who wish to further their development).
- The 'ADEPT' programme for CPD – Academic Development, Education and the Promotion of Teaching. This includes a programme of CPD workshops:
  - o ADEPT A - for probationary staff who would gain 100 points and work towards Descriptor 2.
  - o ADEPT B – for new or less experienced part-time educators who would gain 50 points and work towards Descriptor 1.
  - o ADEPT Direct – for experienced staff who wish to make a claim for recognition at Descriptor 1 or Descriptor 2.
  - o ADEPT Advanced - support for direct applications for Descriptor 3 (Senior Fellow of the Higher Education Academy) and Descriptor 4 (Principal Fellow of the Higher Education Academy).

### **Feedback on The Academic Development Programme**

*"I like the interactivity, the group discussion which facilitated reflections on my own teaching. Having tasks on QMPLUS prior to the module was also a good way of introducing the main issues." (HSS)*

*"[The module was a] solid theoretical basis for teaching" (SMD)*

*"[The best part was] definitely peer and supervisor observation of lectures. Receiving feedback on my specific lectures and therefore getting ideas on what works well and what could be modified. Meeting other new lecturers and discussing common issues was also useful." (Science and Engineering)*

## Successes

### The Professional Services Curriculum Development Steering Group

In 2013-14, the Educational Development team brought together colleagues from across Professional Services who are involved in supporting academic schools and institutes in curriculum development activities. The Professional Services Curriculum Development Steering Group was formed to discuss support for curriculum design activity in Schools and Faculties; to share best practice in support of curriculum development; and to propose and develop joint projects in curriculum design and development. Initial successful collaborations have included the Student Union 'QResearchers' project.

Support has been given to a number of projects in curriculum development, including several new and ongoing projects in both EECS and SBCS. A £2k small grant was awarded to support the initial development of a major new HSS Faculty wide project focused on embedding quantitative skills in the curriculum. The Educational Development team have committed to provide ongoing consultancy to this project, led by Dr Rainbow Murray, in 2014-15. The Senior Education Adviser also provided support to the development of the successful Student Union 'QResearchers' Westfield bid, and will continue to advise on this project during the implementation stage.

### Annual QMUL Learning and Teaching Conference:

'Working together - engaging with students and enhancing their experience' January 2014

The Educational Development team organised the annual QMUL Learning and Teaching conference. Over 100 members of staff from QMUL, together with a number of external colleagues attended this very successful conference in January 2014. The theme of the conference was 'Working together - engaging with students and enhancing their experience'. Professor Clive Mulholland gave the opening address, 'Course design and the impact of technology', which was followed by sessions looking at how technology can support learning, raising graduate prospects without diluting curricula, and encouraging student engagement with their academic programmes. A lively session debated the motion 'Lecture capture does nothing to enhance learning but simply enshrines the worst of what we do in the classroom' and Professor Graham Gibbs closed the conference with an entertaining and thought-provoking Drapers' Lecture entitled 'What Determines Educational Quality?'

### The ESDM011: Developing the curriculum in the Disciplines module proved popular

ESDM011: Developing the Curriculum in the Disciplines is an important opportunity to introduce curriculum development to participants on the Academic Development Programme. In 2013-14, the module was delivered to over 40 participants, with positive feedback received

*'Caroline was always ready to give lots of feedback and provide help, which really helped me clarify my thoughts when reorganising my module. She has offered continued support even after the module has finished, which I think will be invaluable.'*

*'Every aspect of the module felt relevant and applicable.'*

*'Everything was organised to the smallest detail ... and constructive alignment was a method that has increased my score in student feedback from 2.4 to 4.'*

### Annual Learning and Teaching Conference 2014

*"[The conference was] well organised; imaginative sessions; generally well convened. Thank you Maria and team. Graham Gibbs Drapers' lecture was fabulous. "*





# E-Learning

## Overview

The E-Learning Unit has been involved in a wide range of activities during 2013-14 and has supported significant changes in the way learning technologies are used in QMUL by both staff and students. Prior to 2013/14, the unit was involved in projects to introduce new technologies across the institution and set up appropriate mechanisms to support them. In contrast, this past year has been focused on “bedding in” technologies such as QMplus and Q-Review and ensuring that all members of the institution can access the support they need to make the best use of these environments.

This section of the report provides an overview of the main activities of the E-Learning Unit and of how the numbers using e-learning applications has changed over the past few years.

## Programmes and Innovation

### E-Learning Development Programme

The E-Learning development programme consists of timetabled workshops covering introductory to more advanced topics in learning technologies as well as bespoke sessions arranged on request for schools or course teams.

### QMplus Administrator Training

New in 2013/14 was the QMplus Administrator course. With recent changes to the online learning environment, the E-Learning team have devolved responsibility for a wide range of administrative tasks to staff in Schools and Departments. Individuals have been nominated to take on these new responsibilities and the team has devised a programme of development to ensure confidence in this more advanced use of the system. This growing QMplus “Super Administrator” network has also strengthened the E-Learning Unit’s links with departments allowing for more effective communication and collaboration.

### Bespoke Workshops: E-Learning Development for the Language Centre

Each year the Language Centre, part of the School of Language Linguistics and Film, run a two-day professional development conference for their staff. This year the E-Learning Unit designed and delivered two sessions for this conference on the theme of student engagement and smart devices.

“The training our staff have received has been immensely beneficial in keeping us abreast of latest innovations in blended learning...[these have] engaged the interests of my teachers

### E-Learning Assistant Experience by Sheiko Asinger

*“I enjoyed my time working as an e-learning assistant over the summer holidays. The hours were really flexible and the nature of my work allowed me to finish it from wherever I wanted, which is all I could wish for considering I had lots of other stuff to do. I was even lucky enough to be able to fit in a holiday.*

*The deadlines I was given were never unreasonable and whenever I wanted to set up a meeting these were always negotiable. On top of that, I feel like I have really gotten to know some of the staff at the university better and further enhanced my planning and organisation skills. I never felt tired of my job and the nature of the work varied over time, so I never felt bored either. I would happily consider spending more time working with the friendly colleagues I made.”*

## Programmes and Innovation

### Learning Applications Embedding

The majority of activity over 2013/14 has been in establishing Q-Review and QMplus, the two biggest learning applications in QMUL, as valuable elements of the teaching and learning toolkit.

### Q-Review

Q-Review is QMUL's lecture capture system which has grown in both coverage and popularity since its pilot in 2010. Now that there is a core, fully-supported service, during 2013/14 the E-learning Unit focussed on increasing staff use of lecture capture across the college. In addition, the service was upgraded and further expanded towards the end of the academic year. Key activity over the past year is outlined on the right of this page. Funding from the Office for Fair Access (OFFA) enabled an expansion of Q-Review during the summer of 2014. The short 8-week project saw lecture capture capabilities installed into 14 rooms across the Mile End campus. This brings the total number of Q-Review enabled rooms to 66 across QMUL and represents approximately 90% of all teaching rooms with a capacity of 40+.

### QMplus

QMplus is QMUL's online learning environment which was first used with students in 2012/13 as those parts of the college involved in phase 1 of the rollout began teaching. 2013/14 is the first year that the entire college has used QMplus to support learning, teaching and assessment.

### QMplus Usage

The following table shows how much QMplus is used by QMUL staff and students.

Measure	2012/13	2013/14	Percentage Change
Logins	2,036,710	4,042,117	+98%
Unique Logins	20,935	26,491	+27%
Individual Actions	3,538,966	22,055,936	+523%

The biggest growth over the past year is the number of individual actions which has risen by five times. This represents the number of times any item in QMplus has been viewed, updated, uploaded or removed etc and is the best indicator of genuine activity within the learning environment.

### E-Learning Production Scheme

The E-learning Production Scheme enables ideas for innovative e-learning ideas to be turned into small-scale E-learning 'projects'. It offers a member of staff the services of a paid e-learning assistant for up to 100 hours to assist in the production of an E-learning resource or activity. These projects enhance the learning experience for students using the new resources and help to develop valuable employability skills for the e-learning assistant.

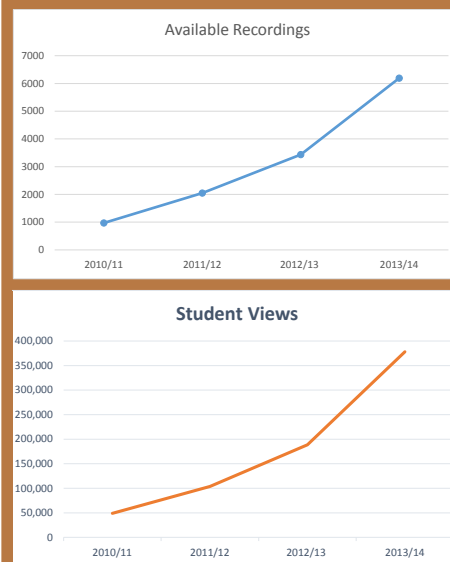
### 2013/14 Statistics

After a one-year break the scheme was relaunched towards the end of the academic year

- 6 projects & 600 hours were funded.
- 6 members of staff were involved & 7 students were trained and mentored as e-learning assistants.

### Outstanding Q-Review Expansion

*Overall, Q-Review usage has grown significantly over the past 3 years with both student views and lecture recordings increasing by over 80% on the previous year as shown in the charts below.*





# Professional Development

## Overview

The Professional Development Team has spent the past year assessing and reinvigorating existing activities, as well as working on some major new initiatives across QMUL. One of the largest pieces of work for the team has been the successful introduction of a new Institute of Leadership and Management (ILM) accredited programme, part of which was the successful application by the CAPD to become an ILM Centre.

## Programmes and Innovation

### The CAPD and the ILM programme

The ILM provision was selected as it provides a flexible and wide-ranging accredited learning and development resource. In spite of the title, ILM courses are suitable for a wide range of staff, including those who do not have line management responsibilities. Accreditation can be achieved by a combination of attendance at face-to-face sessions and post-course written work. For each successfully completed module the ILM will award credits which can be accumulated to achieve an award or certificate at either Level 3 or 5. In addition, staff will be able to access learning materials and resources via QMplus. Regular drop-in sessions are held to provide support for those who are currently studying towards an ILM qualification or to give additional information for anyone interested in receiving further information. Staff do not have to apply for accreditation in order to attend the ILM courses.

### Q-Knowledge: Sharing of QMUL Expertise

Whilst it is a significant benefit to the Professional Development provision to be able to draw upon the wide variety of topics provided by the ILM courses, the Professional Development team has become increasingly aware of the importance of sharing in-house knowledge and expertise. Short courses relating to procurement, diversity and Health and Safety have formed an integral part of professional development at QMUL for some time. These courses are well attended and received, but only reflect a small part of the important topics in which QMUL Professional Services Staff specialise. A new programme has therefore been created to be known as Q-Knowledge. Courses relating to Finance, Data Protection, Copyright and various topics relating to Marketing and Communications have been compiled and will be delivered during the academic year. It is the aim of the PD Team to continually expand and enhance this provision to meet the requirements of QMUL staff and to provide far more effective knowledge management relating to key subjects.

### Fantastic feedback for ILM courses

PD125 (ILM518)  
Making Professional Presentations:

*“The practice was brilliant and feedback received, one of the best courses I have attended at QM.”*

*“The use of presentations at start and then using them for general advice was great. The advice was all great.”*

PD123 (ILM508)  
Understanding Organisational Culture and Ethics:

*“The presenter had great knowledge and made sure to centre the session on QM.”*

*“Presenter was clearly knowledgeable but ensured the group led the session, making it relevant.”*

## Successes

### High Potential Leaders' Programme

2014 saw the fourth and largest number of applicants and participants for the High Potential Leaders' Programme. The programme is formed of three elements – a residential, in-house master classes and a series of enhancement projects set by members of QMSE and Council.

Now a well-established and recognised route for identifying and supporting potential future leaders within QMUL the programme received external recognition when it was the subject of a case study published by the University and Colleges Employees' Association. The piece charted the rationale for the creation of the programme, its impact and how it has evolved.

### Investors in People (IiP)

The assessment of Professional Services against the Investors in People Standard was the culmination of a large amount of work by every PS Department. Historically only certain departments had elected to work towards IiP accreditation. As part of Chief Operating Officer Mike Shore-Nye's vision for Professional Services to work as "One Team" it was decided that accreditation should be sought across PS as a whole. In house IiP health-checkers were trained to carry out confidential interviews in order to provide evidence as to where the Standard was or was not being met. The health-checkers were extremely diligent, especially as this role was in addition to their normal duties. The assessment was held in July 2014 and consisted of 94 interviews. Staff from every Professional Services Department were included with the widest range of job roles, length of service, working hours represented as possible. Professional Services met 36 out of the 45 indicators and therefore will be assessed again in June 2015. The assessor noted that in light of the significant change, including mergers of departments, the results were very encouraging.

### Anti-Bribery Act

Working in conjunction with Finance, HR and the E-Learning Unit the Professional Development Team helped to roll out mandatory training to comply with the requirements of the 2011 Anti-Bribery Act. Due to the variety of IT systems used within QMUL this was not without its challenges. However, with the introduction of the new standardised IT provision it is anticipated that the process will become far more straightforward, especially when staff are required to refresh their training. Completion of the training has been introduced as an essential requirement of staff probation and many departments have already achieved 100% completion.



Participants of the High Potential Leaders' Programme

### High Potential Leaders' Programme (HPLP)

*"The course has been one of the highlights of my academic career to date, and I would recommend it warmly to anyone. I know my Head of Department is jealous that he never had this opportunity!"*



# Researcher Development

## Overview

The Researcher Development (RD) team has delivered a wide ranging programme of events, workshops, seminars and networks over the year. The main successes of the year are the wide ranging number of events that the team has helped to organise and deliver with colleagues from across QMUL.

## Programmes and Innovation

### PhD Student Provision

The RD team organised 25 researcher courses for PhD students, many of which were repeated throughout the year. Three of these courses were developed through collaborative partnership with University of East London, Brunel, UCL, Kings College and the Institute of Education. These collaborative partnerships have helped increase the provision and opportunities for networking. Eight courses were delivered in partnership with the University of East London.

The total attendees for all the PhD courses during 2013-14 were 1045 and the average evaluation score was high at 4.6 out of 5. External tutors delivered ten events.

### Skills Point Database System

The RD team worked with the Doctoral College to review of the Skills Points Database during the year. The implementation of the recommendations of the review process was completed over the summer. The revised Skills Points Data base system programme was launched in October 2014.

### Research Staff (Post Doc) Provision

The Research staff provision during the year focused on two major funding events highlighted in the events section: the Euraxess Day and the Fellowship day. Following on from these Research Funding Masterclasses built on the information given at these events with the emphasis shifting towards gaining expert advice from people who have had success in attaining fellowship funding (or from those who have supervised successful applicants). SMD's Masterclass included featured talks from Miguel Branco, a Wellcome Trust Sir Henry Dale Fellow at the Blizard institute, Dr John Connelly (Blizard) on his experience in attaining early-career academic funding, and an excellent presentation on Impact from Professor Trisha Greenhalgh. In addition to these successful events, a meet and greet event was held for the HSS postdoc network in collaboration with Prof Jon May and Julie Heartly on 29 May 2014.

### Academic Staff Provision

The RD team works with the Educational Development Team and colleagues across QMUL to deliver research components of the Postgraduate Certificate in Academic Practice, in particular the module on "Building your research profile". They delivered a range of workshops with academic colleagues from across QMUL. These addressed issues ranging from publications, grant funding to supervision.

### Developing a Post Doc Community

During the year, the RD team has been working to develop a community of practice amongst Post Docs and early career research staff. The team has helped established Post Doc Representatives across the faculties with the aim of establishing a Post Doc Network of support.

The RD team in collaboration with the Equality and Diversity team also initiated a Post Doc Mentoring pilot scheme. The aim is to roll the scheme out across all faculties.

These initiatives are to enhance support to research staff in their careers at QMUL.

## Successes

The successes of the year were the wide range of jointly organised courses and events highlighted below. The RD team collaborated with the Careers Service and the Doctoral College to launch a newsletter and run events to help cultivate an innovative cross- and inter- disciplinary community of researchers.

### Careers Support for Researchers

The Research Development team works closely with the Careers and Enterprise Centre. It was a successful year of events and workshops and approximately 30% of the QMUL researcher population attended career workshops and employer/alumni events giving them access to more than 100 employers and QMUL PhD alumni. The Enterprise Programme also supported students participating in Engineering YES and OBR's ONESTART competition as well as awarding TRY IT awards to researchers wanting to start up their own business.

### PhD Student Inductions

The RD team worked with the Doctoral College to deliver two PhD Student Inductions held in October 2013 and April 2014 to welcome new students to Queen Mary. Students were given introductory talks and offered a series of taster training workshops. Both events were well attended and had positive feedback. In recognition of the emphasis RCUK have placed on PhD cohort development, the RDT also assisted with two PhD Cohort Days: one for first year students on networking and one for second year students, on understanding the impact of research. The impact day was run collaboratively with Business Development and the Centre for Public Engagement.

### Three Minute Thesis

For the first time this year Queen Mary ran a Three Minute Thesis Competition©. This major international communication competition challenges students to deliver a compelling presentation on their thesis topic in three minutes. Judges included Dr Christopher Wilson, National Programme Director, The Brilliant Club; and Professor Peter McOwan and Dr Adam Daykin of Queen Mary. Hefin Jones from the William Harvey Research Institute won, and was entered in to the national Three Minute Thesis© semi-final held at the University of York in July. The RD team worked with the DC to deliver this.

### Café Scientifique

The RD team co-organised two Café Scientifique events in 2013-2014 giving students the chance to develop their presenting and engagement skills.

### Annual Doctoral College Debate

The Research Development team worked with the Doctoral College to deliver its second annual debate in March 2014 in collaboration with London Social Science. The debate focused on the ethics of research and the panel included Elizabeth Hall, Professor Richard Ashcroft, Professor Jacqueline Rose, and Dr David Collier. The debate was followed by a curry evening.

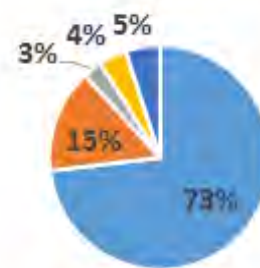
### WISE Events

The RD team supported and worked with the Women in Science and Engineering (WiSE) group at QMUL to organise four events from September 2013-January 14.

### The launch of DC News

The RD team supports the DC college activities and this year the team launched the DC-News in February, a monthly newsletter intended to promote relevant news and the RD programme to PhD students, Postdocs and ECR community. The distribution list has been growing and now stands 398 subscribers. Of these subscribers, 73% are post-graduate researchers and 18% represent postdoctoral or early career researchers.

DCNews - Subscription Demographics - July 2014





# Key Events 2013-14

## E-Learning Practitioner Network

The E-Learning Unit facilitates a network of e-learning practitioners across QMUL by hosting face-to-face events and a learning technologist group, contributing to faculty-based user groups, and co-ordinating an online group to underpin all the activity.

## Practitioner Events: Mobile Technologies in Teaching and Learning, March 2014

This afternoon seminar introduced concepts around mobile learning with five colleagues from across QMUL presenting innovative ways they are using mobile technologies in their teaching. 48 staff attended from all three faculties.

## QMplus Upgrade Preview Event, June 2014

Ahead of the QMplus upgrade, the summer e-learning event was an opportunity to exhibit some of the new features of the new environment. Presentations were made by members of the E-Learning Unit and attendees could share their concerns and ask questions about the forthcoming upgrade.

## Post-Doctoral Research Events

Two main College-wide post-doctoral events were organised this academic year; EURAXESS Tour Roadshow on 05 March 2014 and Fellowship Day on 22 May 2014. Several smaller, faculty-specific events were also held, including a meet and greet event with the HSS postdocs (29 May 2014), a research funding Masterclass for SMD on 30 June 2014, and several events organised by the WiSE group.

## Women into Leadership 2014

Having moved away from a residential model, Women into Leadership held a very successful day-long event at The Royal Society in London with 60 participants. Organised by the Professional Development team, those attending represented all the faculties and, for the first time, included a significant number of Professional Services staff. The group was extremely diverse in terms of years of experience and roles. This played a major part in the success of the day, providing opportunities to share and learn across QMUL.

“ Nice to see the description of the upgrade before and after ”



Feedback on the QMplus Upgrade Preview Event

Participants at the Women into Leadership event in 2014

### The Euraxess Tour for Researchers

QMUL was chosen for the launch event of the Euraxess Roadshow Tour. The RD team facilitated the organisation. It was a promotional event for the EC's Euraxess Researcher Mobility Initiative. The tour began at QMUL and visited 28 other Universities in cities across 21 countries. Alongside the bus, a village of kiosques was set up canal-side that was manned by the Euraxess team, as well as experts from learned societies, The British Council, the UKRO and RCUK. It was visited by QMUL researchers who were able to search for jobs in other countries, find out how to access funding, try out the Euraxess website and upload their CVs to the network, setting up a searchable database for employers with open posts.

In addition to the information event which continued all day, presentations were held in the afternoon, which featured speakers: Claire McNulty from the British Council, Eevi Laukkanen from the UKRO speaking about H2020 and The Marie Skłodowska-Curie Actions; Ellen Pearce from Vitae who announced the institutions, QMUL included, who retained their HR-Excellence in research badge. There was a panel-discussion with Sarah Blackford, Society for Experimental Biology, Iain Cameron, RCUK, Eevi Laukkanen, UKRO, Anna Price, KCL, Juliana Bertazzo, Embassy of Brazil, and Ellen Pierce, Vitae, who took questions from the floor on the general topics of research funding, international research and mobility, opportunities in Brazil, technology and mobility. This was followed by a drinks reception in People's Palace Foyer that was attended by Principal Simon Gaskell, Professor Bill Spence, the speakers, and a number of other invited guests from the Royal Society, BIS, the embassies of Chile and Spain and the British Council.

### Fellowship day 2014

Fellowship Day has been a long-standing tradition at QMUL and featured speakers from the major British research councils (MRC, EPSRC, AHRC, BBSRC, STFC, British Academy), charities (BHF) and trusts (Wellcome, Leverhulme), who come to speak about postdoctoral and early career fellowships. This year's event was a success, having been over-subscribed, with 100 people in attendance (43 PhD students, 48 Postdocs, 9 academic staff). A post-event survey conducted gave generally positive feedback from 17 of the attendees; with 94% of respondents saying that the event would inform future plans of submitting a fellowship application, and over half saying they felt sufficiently confident to submit a fellowship application after having attended Fellowship Day. The only dissenting opinion on the survey was one who hoped the event included more practical information on the fellowship application process. Those surveyed, also liked the fact that this event was streamed (into faculty) and attendees could switch between sessions in order to attend that of the research council of interest.

In addition to these successful events, a meet and greet event was held for the HSS postdoc network in collaboration with Prof Jon May and Julie Heartly on 29 May 2014. The Researcher Development team also worked with the Women in Science and Engineering (WiSE) group at QMUL to organise four events from September 2013-January 14.



Kiosks at the Euraxess Tour 2014





# Plans & Aims for 2014-2015

## Educational Development

In autumn 2014, QMUL Distinction - <http://www.distinction.qmul.ac.uk/> - the new graduate attributes website will launch to staff and students. QMUL Distinction introduces the distinctive QMUL graduate attributes, featuring over 100 taught programme students reflecting on the development of their graduate attributes profile through both formal and informal learning opportunities. The website will also feature a series of curriculum development case studies demonstrating how the framework has supported major curricula change at QMUL. This is the first resource of this type among graduate attributes programmes in the UK HE sector.

## E-Learning

2014/15 is expected to be just as busy as 2013/14 in the e-learning arena. The QMUL Strategic Plan and the Student Experience, Teaching, Learning and Assessment Strategy have both been published over the last few months and these significantly inform the direction the unit takes. The following themes are likely to feature heavily in e-learning practice at QMUL over the next academic year.

- Video in Teaching and Learning – for distance learning, online professional development and blended learning, the development of high quality video beyond lecture capture is an important development for the college.
- Enhancing E-Learning with QMplus – After providing an excellent learning environment with colleagues making good use of its functionality, the E-Learning team will now look for ways to encourage colleagues to go even further in their use of QMplus.
- Creative Staff Development – achieving a balance between directed and self-directed, scheduled and bespoke within the e-learning development programme is a key challenge for the unit over this next year.

## Professional Development

Informal coaching and mentoring is well established within the academic community at QMUL. In recent years there has been rising awareness within both the private and public sector of the benefits of providing coaching for staff to support and enhance their careers and performance. With an increasing number of requests received for coaching within QMUL, which if met by external providers can be costly, an in-house cohort of coaches is gradually being built. The necessary learning and development to train and support in-house coaches is being met using a Chartered Management Institute Level 7 course in Strategic and Practical Coaching. In order to offset some of the costs and to provide a diverse range of participants 50% of the places for this course have been sold to external organisations. A third cohort will commence in early 2015 with the first two groups finishing their studies at the end of 2014. Trained coaches will then begin to provide in-house coaching via a system which will be administered by the Professional Development Team. This will provide confidentiality, the ability to match staff with appropriate coaches and ensure that coaches are not over-burdened.

## Research Development

During 2014-2015 there will be three clear researcher development programmes: one for PhD students, one for research staff and one for academic staff. There will be clear progression in development between the programmes. Furthermore, RD team will be introducing online Researcher Development course material through QMplus. This will improve sustainability and accessibility of the researcher development provision.

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