RDC

researcher development centre

Researcher Handbook

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Welcome from the VP for Research and Innovation

Dear Colleague,

Welcome to NUI Galway. You join us at an interesting moment in which society is increasingly looking to research to help confront multiple challenges. As we turn to face these demands it is more important than ever to remember that all processes and plans, no matter how ambitious, all depend on people, on researchers. People are our most important resource, and we must cherish them.

As exciting as it is to be part of meaningful and important work, the expectations we have ourselves, and those society has of us, can be demanding. We all need to learn how to manage ourselves and our environments. Our university is aware that one of the best contributions we can make to the global research environment will be to support researchers as they develop their capacity to make their contributions, whether they continue their careers with us or go on to distinction in other places. Our aspiration is to make every researcher's experience of NUI Galway one of the peaks of their career.

The Researcher Development Centre, and its programme, is an investment by NUI Galway in your future. Your professional development sits alongside your development as a researcher, scholar, or practitioner. Professional development covers an enormous area and will allow you to enhance new aspects of your practice in leadership, mentorship, supervision, and research support. Researcher development also engages with the whole person, and through engagement with its programmes you will gain insight into your own goals and ambitions, and how those align with your personal life. Time to engage with these programmes is built into your workload and I encourage you to take advantage of those opportunities. Please take some time to engage with the staff in the RDC within the first three months of your time here in Galway.

I wish for success for you in your work, and in all the other areas that support and inspire that work.

Yours

Professor Jim Livesey

Vice-President for Research & Innovation

Welcome from the Dean of Graduate Studies

A special welcome to members of our postgraduate research student (R1) community too!

Whether you are a PhD, professional doctorate or Research Masters student, your research degree programme is the first step in your research career.

We encourage you all to avail of the professional development opportunities provided by the Researcher Development Centre, in addition to the accredited training that you may complete as part of your research degree programme.

Professor Donal Leech

Dean of Graduate Studies

The Researcher Handbook

This handbook has been complied as a guide to assist research staff and postgraduate research students in making the most of their time as a researcher in NUI Galway. In the following pages you will find information on your new role, on professional development training and planning, research supports across campus, additional resources and tools, and policies relevant to researcher employment and career progression. We hope that this guide and the services offered by the RDC will help you to take an active role in managing your career development.

For postgraduate research students it is recommended that you also refer to the University Guidelines for Research Degree Programmes and the Graduate Studies New Student Guides. Postgraduate research students are welcome to register for our workshops and events. Blue text boxes like this one highlight sections in this handbook of particular relevance to research students.

About the Researcher Development Centre (RDC)

The creation of the Researcher Development Centre (RDC) is a result of the contributions made by both past and present researchers of NUI Galway. Through participation in surveys, focus groups, past staff associations, committees, taskforces and personal creativity researchers identified their own needs for both personal and continuing professional development (CPD) and for having more than one career option – either within or beyond academia. Staff at the RDC work with researchers to make sure the training and CPD opportunities fit the needs of researchers. Researchers are encouraged to engage with staff of the RDC at the start of their research career and/or throughout their NUI Galway journey, to build their personal portfolio of skills, knowledge and behaviours.

The RDC is located in the Research and Innovation Centre on campus and most training/CPD events are held within the Centre.

RDC Mission statement

They key aims of the RDC are:

- To create and foster a culture of continuing professional development (CPD) for researchers at NUI Galway;
- To enable researchers to identify and enhance a range of skills suited to their personal career pathway;
- To enable researchers to identify suitable employment opportunities both within and beyond academia and to
- Measure the impact of such training/CPD

RDC Staff

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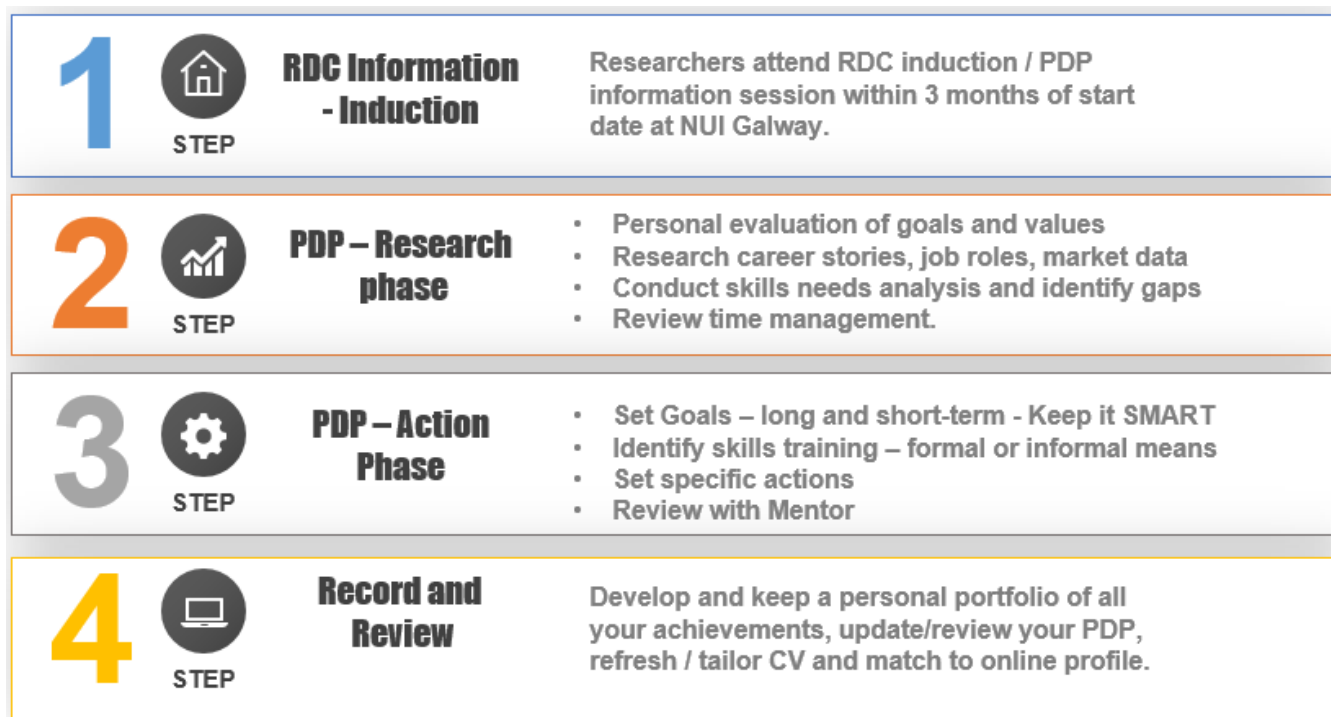## Who oversees the strategy of the Researcher Development Centre

At NUI Galway the Research Committee, Graduate Studies Board and Academic Council oversee the strategy and policies pertaining to researcher development. The RDC is managed by an advisory committee consisting of representatives from our research community to include:

- Vice-deans for Research
- Vice-deans for Graduate Studies
- Research Institute Directors
- Researcher representatives of Academic Council

The RDC advisory committee provides guidance, expert support and makes recommendations to ensure that the development needs of the research community are being delivered upon.

Your Professional Development at NUI Galway

Your focus as a researcher is likely to be on your current project, but taking some time to step back from the desk or lab and think about your career and your future will be key to your professional development. Data clearly shows that researchers who start planning their career early are much more likely to obtain the type of job they seek, and are happier about their employment.[1] Whether you are looking for a job within or beyond academia, your chances of obtaining it improve dramatically if you engage with professional development supports and have a Personal Development Plan. Below is a brief outline of the actions researchers undertake when building their PDP supported by workshops organised by the RDC. For further information and our guides to Personal Development Planning see the RDC Portal or Appendix 4 and Appendix 5.

1 STEP	🏠	**RDC Information - Induction**	Researchers attend RDC induction / PDP information session within 3 months of start date at NUI Galway.
2 STEP	📈	**PDP – Research phase**	• Personal evaluation of goals and values • Research career stories, job roles, market data • Conduct skills needs analysis and identify gaps • Review time management.
3 STEP	⚙️	**PDP – Action Phase**	• Set Goals – long and short-term - Keep it SMART • Identify skills training – formal or informal means • Set specific actions • Review with Mentor
4 STEP	💻	**Record and Review**	Develop and keep a personal portfolio of all your achievements, update/review your PDP, refresh / tailor CV and match to online profile.

What are Personal Development Planning inductions and workshops?

1. Researchers can book a place on a **RDC induction session** via the 'courses and events' tab on the RDC website, these events are held periodically as needed. We have dedicated induction sessions for research staff and research students. Staff at the RDC go through a range of topics, including personal development planning tips and pointers,

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[1] Davis G. (2005). "Doctors Without Orders." American Scientist, 93 (3), supplement 1-13.

and information relevant to researchers. Sessions are normally held over a two hour period and researchers are encouraged to ask questions and make suggestions.

2. Following on from the RDC Induction researchers are encouraged to work on their **PDP – research phase** and they can follow up by registering for a Personal Development Planning workshop. This workshop focuses on researcher competencies, how to contextualise skills to suit a range of career options, time management, mentoring, portfolio and CV preparation. There is opportunity also to focus on skills / needs assessment using Vitae development cards for those who are unsure how to complete that part of the PDP. See Appendix 4, Appendix 5 and the RDC Portal for the RDC Personal Development Planning Guides for research students and research staff.

Both induction and PDP workshops are normally held in the RDC training room in the Research and Innovation Centre.

3. The next step is the **PDP – action phase**. You now have a plan and can decide what activities you will undertake to increase your chances of achieving your career goals; sign up for relevant RDC courses; improve your communications; raise your profile; get support from your PI and/or mentor.

4. The following step is **Recording and Reviewing**. You should periodically review and update your Personal Development Plan as needed. The best way to do this is to put down some time in your calendar (e.g. one or two hours a month) so that you don't forget. Make sure to keep a portfolio of all your training and development activities; this will help you in preparing your CV for job applications and interviews.

Staff at the RDC are available for one-to-one sessions upon request. We can also help with interview preparation but need plenty of notice in order to prepare properly.

Skills/needs self-assessment

The Researcher Development Framework (**RDF**) is a professional development tool, developed by **Vitae**, to help researchers at all stages of their careers to understand the knowledge, attributes and skills required to succeed as a professional researcher in Higher Education and beyond. The RDF was developed using empirical data, collected from interviews with researchers, and this offers an insight for early career researchers into what professional researchers and academics believe is needed to progress in a research career, within or beyond academia.

The RDF is divided in four main 'domains', each of which contain three sub-domains. Within these sub-domains are a further 63 categories which offer a fuller description of what is required within each area.

The Vitae RDF domains are incorporated into the Personal Development Planning Guide for Research Staff in use at NUI Galway (Appendix 4) and training courses and events are aligned to relevant domains within the RDF.

Postgraduate research students may also wish to refer to the National Framework for Doctoral Education, and the PhD Graduates' Skills included therein. This is the framework that we have used for our Personal Development Planning Guide for Research Students (Appendix 5)

Building your CPD portfolio

Researchers are encouraged to maintain a portfolio of all their training activities – a portfolio is like a big CV you put everything into. It's particularly useful when doing up your CV or reviewing in advance of an interview – it's surprising how much one can forget especially when focussed on project(s), funding, grant writing, etc. You can record your RDC training activity and personal development plan via the RDC Training and Events website, where all researchers have their own personal training log. See Appendix 4 and Appendix 5 for the RDC Personal Development Planning Guides, and Appendix 6 for the RDC Training and Events website user guide.

RDC Certificate: Continuing Professional Development Series for Researchers

The RDC organises a range of workshops throughout the year aimed at supporting researchers' Continuing Professional Development (CPD). These include both live and self-paced training opportunities. All RDC CPD sessions are mapped against the skills listed in the Vitae RDF, and can be booked through the RDC Training and Events Website (see Appendix 6 for a guide to accessing and using the website). The Training and Events Website also includes a page of Online Resources, with online tip-sheets, books, webinar recordings, online resources and access to LinkedIn Learning training, open to all NUI Galway researchers.

Researchers who achieve a minimum of 10 RDC CPD sessions can apply for a certificate to attest their completion of the *RDC Continuing Professional Development Series for Researchers*. It is recommended that researchers attend RDC CPD sessions across the VITAE Researcher Development Framework to include at least one training activity from each of the 4 domains:

A. Knowledge and intellectual abilities
B. Personal effectiveness
C. Research governance and organisation
D. Engagement, influence and impact.

Proof of completion of 3 hours of LinkedIn Learning courses can also count towards the completion of 1 RDC CPD session. You can use courses completed on LinkedIn Learning towards a maximum of 2 RDC CPD sessions for the purposes of obtaining the RDC certificate.

To request your certificate, please email the RDC staff directly – see our contact details here.

Recording your time/training days

Research staff can record their allocation of min. 4 days for training on the researcher timesheet which is approved by your PI / line manager. See here for the Researcher Timesheet Template.

The Role of the PI

From a research perspective a principal investigator (PI) is the holder of an independent grant administered by a university and the lead researcher for the grant project. If you are a researcher employed under a larger grant, you will be working with a principal investigator. The PI is both the leader and manager responsible for the scientific and technical direction of the research program and the submission of reports to the funding body. They are the primary contact point and have primary fiduciary responsibility and accountability for carrying out the research within the funding limits awarded and in accordance with the terms and conditions of the funding body.

The Principal Investigator is also responsible for hiring, assembling and managing a team of researchers to carry out the specific project under his/her guidance, including:

- Creating a vision for the team: The PI determines the team's mission and ethos and charts the team's future path.
- Understanding and applying rules and regulations: From institutional guidelines to national legal requirements, it is a PI's responsibility to stay informed and pass relevant information on to their team.
- Setting working policies: A good PI establishes a framework within which the team can work most effectively and sets ground rules tailored to individual members.
- Keeping team members engaged: A PI will work with individual members to establish their role in the team and ensure that they understand how their work feeds into the team's project.
- Conducting performance reviews: Performance reviews are a crucial part of team management. The PI should be transparent about the procedure they have in place.
- Communicating goals: It is up to the PI to communicate goals and motivate team members to work towards them. The PI is also responsible for communicating goals to others outside the team.
- Addressing individual team members' needs: The PI must be aware of team members' short and long-term career goals and provide guidance and support with the researchers' Personal Development Plan.

- Serving as a role model: Motivating people and encouraging them in their development is a key aspect of leadership. Strong leaders set an example by being passionate about their work and by behaving professionally and ethically.
- Being an effective steward: The team's budget is the PI's responsibility. They must decide how resources are allocated on the project.

In summary, an effective PI provides the four M's:
- Mission
- Motivation
- Meetings
- Mentoring.

TIP: Building a good PI/Researcher relationship is down to one key factor: open and clear communication.

How can a PI support the continuing professional development of their researchers?

- Supporting and encouraging researchers to engage in Personal Development Planning with the Researcher Development Centre;
- Familiarising themselves with the PDP developed by the RDC;
- Ensuring that researchers are treated as professionals within the team;
- Being open to having conversations about future career plans with researchers;
- Taking a supportive, non-directive approach – most researchers are likely to find work outside academia;
- Signposting to appropriate sources of advice and support;
- Introducing researchers to their internal and external networks and collaborators;
- Providing support and mentoring on academic career development;
- Encouraging and facilitating a proactive approach to professional development and involvement in wider departmental and university activities, i.e. teaching, outreach, innovation, creativity;
- Encouraging researchers to record their own progress in research and other activities as part of their PDP.

Taking Action – Mentoring Support

When you have your PDP drawn up we recommend discussing your goals with a mentor or mentors. There are many books and articles on this subject but, essentially, mentoring is a relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee."

Your PI or your PhD Supervisor can also act as your mentor. The PI is normally the project leader and the relationship is one of line manager and employee (for staff researchers) so the focus on development meetings can often be project/research related – for the purpose of personal development planning the PI would be considered your Research Mentor who supports your project/research goals.

However, your PI or Supervisor needs to be aware of your long-term career goals and can provide guidance and support with your Personal Development Plan. They may share with a mentee (researcher) information about their own career path, as well as provide guidance, motivation, emotional support, and role modelling. They may also help with exploring careers, setting goals, developing contacts by introducing you to their own network(s) and identifying training needs for the researcher. The mentor role may change as the needs of the mentee change.

Other mentors: Researchers can have other forms of mentoring in addition to the ones outlined above. You may wish to identify someone who has inspired you or whose career is one you admire. A mentor can be a fantastic asset to help boost your career but remember that they are doing you a favour, so make sure to prepare for meetings in advance and always be courteous. See this article on Silicon republic on How to find a mentor for your career.

A trusted mentor can help you do the following:

- **Gain valuable advice** – Mentors can offer valuable insight into what it takes to get ahead. They can be your guide and sounding board for ideas, helping you decide on the best course of action in difficult situations. You may learn shortcuts that help you work more effectively and avoid reinventing the wheel.

- **Develop your knowledge and skills** – They can help you identify the skills and expertise you need to succeed. They may teach you what you need to know, or advise you on where to go for the information you need.

- **Improve your communication skills** – Just like your mentor, you may also learn to communicate more effectively, which can further help you at work.

- **Learn new perspectives** – Again, you can learn new ways of thinking from your mentor, just as your mentor can learn from you.

- **Build your network** – Your mentor can offer an opportunity to expand your existing network of personal and professional contacts.

- **Advance your career** – A mentor helps you stay focused and on track in your career through advice, skills development, networking, and so on.[2]

TIP: Look for a mentor (or one of your mentors) who is 3-5 years ahead of you in a career you wish to pursue.

Networking

Building your own network is an essential part of both personal and professional development. At interviews people are often asked about their networks, and how they form their networks, as it can demonstrate to a prospective employer how you interact with people and showcase the activities you are interested/passionate about.

Our Research Institutes run seminar series and organise other events that can be a good opportunity to meet researchers with common interests. For professional development you can attend business and training events on campus, contribute to outreach / college activities and volunteering / open days as part of your collegiate and social responsibilities. University staff are open and friendly and are happy to help others if approached for information about getting involved.

For social and fitness (mind and body) interactions there are plenty of societies, sports clubs and established networks on campus for staff/students/families to engage with.

Benefits of networking include: sharing knowledge, opportunities and connections and will increase your confidence and raise your profile. With 2,500 staff, 18,000 students and over 100,000 alumni all over the world,

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[2] Mentoring: A Mutually Beneficial partnership. Mindtools: https://www.mindtools.com/pages/article/newCDV_72.htm

our university is in itself a fairly big network. Perhaps someday the person you are sitting beside at an event might be your referee for a job, a mentor or valuable connection.

NUI Galway Business Cards – for professional and networking use

While online networking has risen in popularity the humble business card is not going to be eschewed in favour of going entirely digital any time soon. Taking out your phone, unlocking it and dictating details to other people (and vice versa) is arguably more awkward and time-consuming than handing someone a card.

Have some well-designed business cards on hand with all the salient information on them. In turn, collect business cards.

Scribble down a couple of key words on the business cards you collect to keep a record of who the person is and why they are of professional interest. This will make it way easier to remember later on.

Ideally, transfer the information on your business cards to your computer as soon as you get back to your hotel room, to guard against the disastrous possibility that you lose the physical copies.

Aim to send LinkedIn invites the same day. If you harbour any kind of trepidation about being too quick to add someone on LinkedIn – a hangover from the more complicated social etiquette of the likes of Facebook, perhaps – try and dismiss that. In a professional sense, expediency and efficiency are prized.[3]

Ordering NUI Galway business cards

Many PIs will recommend to researchers to obtain university branded business cards for both networking and marketing purposes. All researchers at NUI Galway must use the university approved template for branded business cards.

Some of you may be able to order a business card through your research discipline and have it charged to your budget/cost centre using the university 'purchase to pay' system.

Alternatively, if you want to order/pay for such cards yourself, you can do so via https://www.snap.ie/nui-galway/ (email us to obtain username and password). Note that no additional logos are allowed, but you can put a QR code on the reverse to direct to your website. The cost of this service is €10 for 250 one sided cards or €12 for 250 cards with QR code at the back.

See NUI Galway Brand Book, page 43 for business cards approved templates and examples of job titles / centres etc.

Benefits of Teaching

Teaching skills are of benefit to almost any career, and are of course essential for academic posts. Teaching can, for example, provide an opportunity to:

- improve your communication skills;
- promote / share your research;
- gain / enhance people skills;
- provide valuable feedback from students;
- increase problem solving skills;

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[3] See Silicon Republic: https://www.siliconrepublic.com/advice/attending-conferences-tips

- increase your visibility and enhance your reputation within your school/college/institute;
- enhance personal and research impact.

At NUI Galway research staff on full-time research contracts can teach up to 50 hours per annum for the purpose of continuing professional development (as per Appendix 1: Researcher Competencies and Roles). Teaching can include tutoring, supervising others, course preparation, course delivery, seminars and workshops.

Schools/Colleges have policies in place to ensure that those delivering courses are qualified to do so. Research staff must have a recommendation from their PI to the head of school, with accompanying CV/portfolio, outlining their key teaching and research interests and skills. Some funding agencies prohibit carrying out any work other than the research specified in the contract, so you may need to check with funder/PI. It is also possible that teaching within your discipline may not be available. In this case you could consider enquiring about teaching/training opportunities with other disciplines, the Centre for Adult Learning and Professional Development, the Library or the Researcher Development Centre. There is also a growing interest in online and blended learning programmes for the purposes of upskilling and professional development and in this regard, the Centre for Adult Learning and Professional Development are seeking content development experts who may contribute to programmes which align with the Universities research interests and future skills needs. Check out the Centre's website for further details on the courses that they offer.

For information on becoming a supervisor please see section 3.2 of the University guidelines for research degree programmes.

In recognition of the contribution made by staff researchers to teaching activities at NUI Galway our university, through the office of the President, may award an honorary title to an individual researcher. See Appendix 3 for additional information governing this process.

Mobility / Cross-training opportunities

Mobility between other sectors and academia is now very much the norm for many researchers. Several funding agencies have 'Industry Fellowships' where the researcher will spend a percentage of time based with an industry partner for the purpose of knowledge transfer and innovation. Research students can sometimes avail of work placements as part of their structured PhD programme. In addition to these formal schemes, NUI Galway has a long established practice, based on experiences of previous researchers, of facilitating staff researchers who want to A) work outside the university or B) avail of cross-training opportunities.

In the case of A) requesting to work outside the university, the researcher may identify an opportunity to work with a research / industry partner, participate on a project for a start-up company /spin out etc. Prior approval must be sought before you undertake any work outside of your employment contract – see here for more information on this subject.

On occasion some funding agencies or internal university offices, such as Research and Innovation for example, have opportunities for option B) cross-training. Staff researchers can use such opportunities to learn new skills or to utilise existing skills and get an inside view of what it would be like to work in another area. Research agencies regularly advertise such opportunities and for internal NUI Galway opportunities researchers can make contact with staff within the RDC.

Researcher Levels

There are four profiles for Researchers at NUI Galway, based on their career stage, following the EU Researcher Levels:[4]

R1 Researcher Postgraduate Researcher / Research Assistant
A stage in a researcher's career up to PhD level that includes individuals doing research under supervision in industry, research institutes or universities

R2 Researcher Postdoctoral Researcher / Research Associate
A stage in a researcher's career covering those who have completed their PhDs (or have equivalent experience)[5] and are considered a recognised researcher, but are not yet fully independent

R3 Researcher Research Fellow
A stage in a researcher's career describing those who have developed a level of independence and can be described as an established researcher
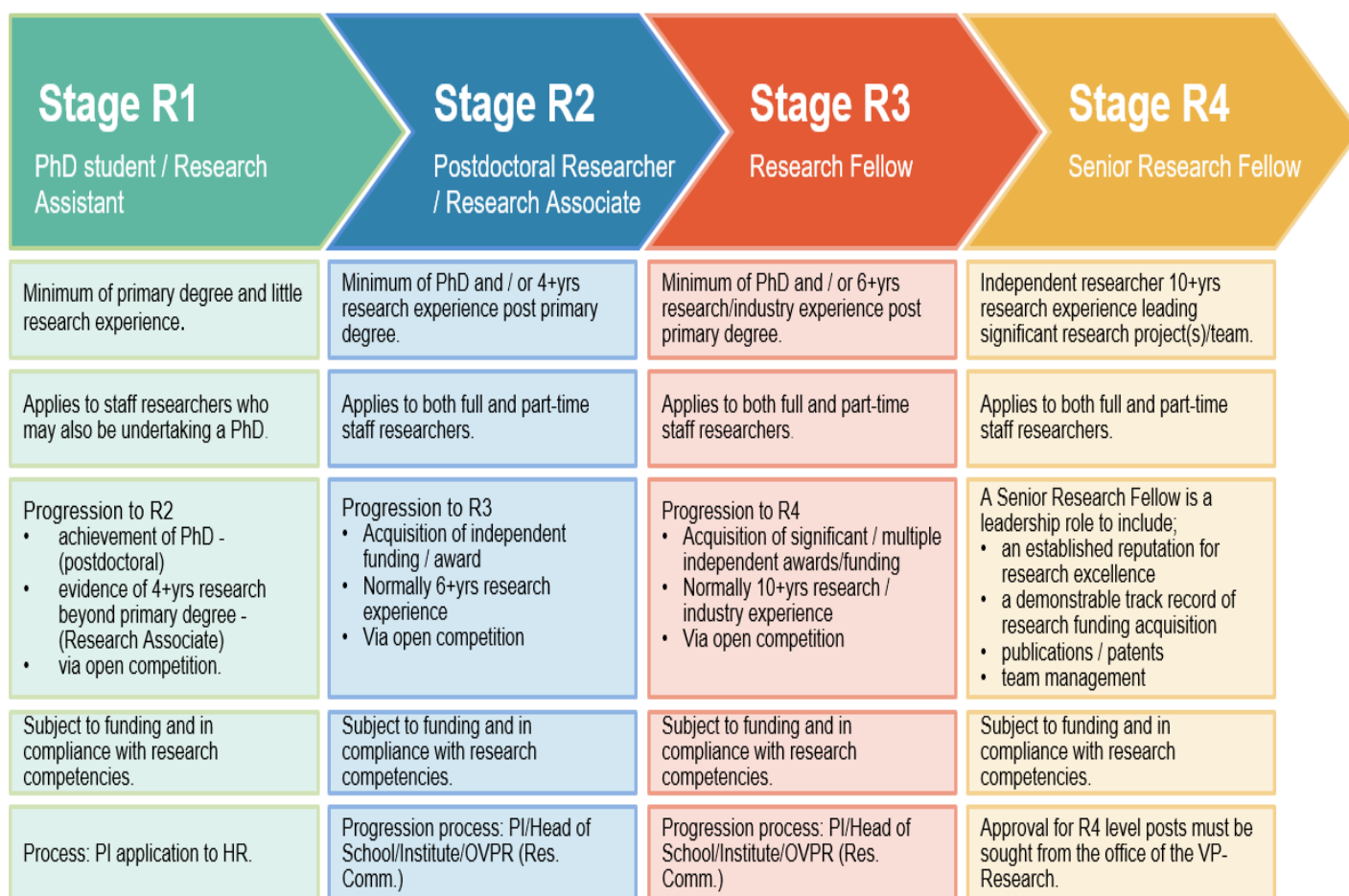
R4 Researcher Senior Research Fellow
A stage in a researcher's career where they can be termed a 'leading researcher'. This would include the team leader of a research group or head of an industry R&D laboratory[6].

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[4] Towards a European Framework for Research Careers:
https://cdn5.euraxess.org/sites/default/files/policy_library/towards_a_european_framework_for_research_careers_final.pdf
[5] EU defines PhD equivalent as 4 years fulltime research after obtaining a primary degree (see IUA Research salaries and career framework)
[6] EU definition: https://euraxess.ec.europa.eu/career-development/organisations/resources-and-tools/glossary

Stage R1	Stage R2	Stage R3	Stage R4
PhD student / Research Assistant	Postdoctoral Researcher / Research Associate	Research Fellow	Senior Research Fellow
Minimum of primary degree and little research experience.	Minimum of PhD and / or 4+yrs research experience post primary degree.	Minimum of PhD and / or 6+yrs research/industry experience post primary degree.	Independent researcher 10+yrs research experience leading significant research project(s)/team.
Applies to staff researchers who may also be undertaking a PhD.	Applies to both full and part-time staff researchers.	Applies to both full and part-time staff researchers.	Applies to both full and part-time staff researchers.
Progression to R2 • achievement of PhD - (postdoctoral) • evidence of 4+yrs research beyond primary degree - (Research Associate) • via open competition.	Progression to R3 • Acquisition of independent funding / award • Normally 6+yrs research experience • Via open competition	Progression to R4 • Acquisition of significant / multiple independent awards/funding • Normally 10+yrs research / industry experience • Via open competition	A Senior Research Fellow is a leadership role to include; • an established reputation for research excellence • a demonstrable track record of research funding acquisition • publications / patents • team management
Subject to funding and in compliance with research competencies.	Subject to funding and in compliance with research competencies.	Subject to funding and in compliance with research competencies.	Subject to funding and in compliance with research competencies.
Process: PI application to HR.	Progression process: PI/Head of School/Institute/OVPR (Res. Comm.)	Progression process: PI/Head of School/Institute/OVPR (Res. Comm.)	Approval for R4 level posts must be sought from the office of the VP-Research.

Researcher Competencies

In 2015 the Offices of the Vice-President for Research and Human Resources conducted research into the types of competencies best suited to both describe our researcher profiles and the four levels of researcher roles. This list of competencies is used to outline the knowledge, skills and behaviours associated with each role, for recruitment purposes, in job descriptions and used as part of the progression process (from R1-R4).

The research competencies were developed in full consultation with researchers, principal investigators, vice-deans for research and input and feedback was sought from all colleges. The competencies in use by NUI Galway are very much in line with sectoral best practice and are approved by the university Governing Authority (GA).

See Appendix 1 for a detailed list Competencies for R1 to R4 researchers; Appendix 2 for the NUI Galway policy on Researcher Progression between levels.
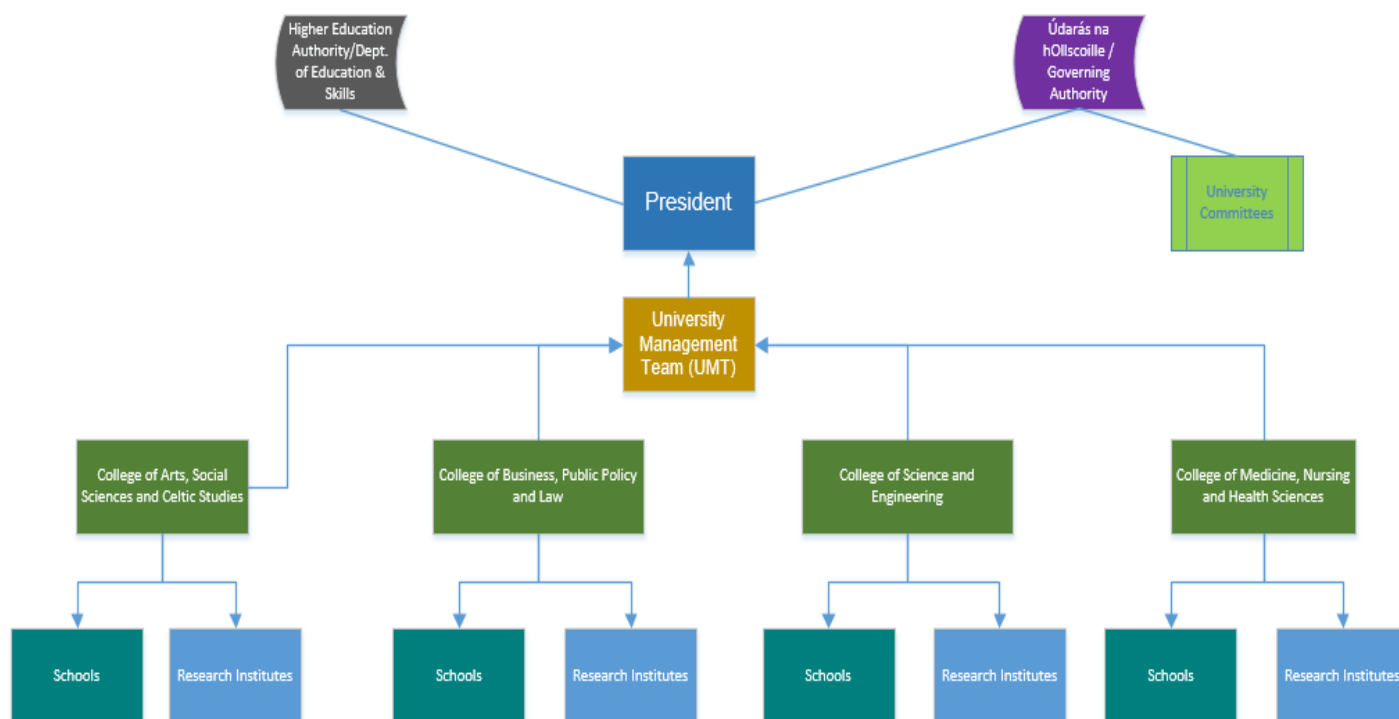
Leaving NUI Galway / Keep in touch

We want to hear from you. Often we don't hear from researchers that they have moved on to a new post, and we would love for you to keep in touch and let us know about your career trajectory after leaving NUI Galway. We would also like to include career stories from our own former researchers on our website, so if you would like to contribute to our Career Stories please fill out this form.

How are researchers represented at NUI Galway

As a researcher at NUI Galway you are linked to a specific discipline but you may be based within and/or affiliated to an institute. You can be a member of more than one institute depending on your research interest.

University Organisational Structure:

All Irish universities receive government funding through the Higher Education Authority (HEA) a body of the Department of Further and Higher Education, Research, Innovation and Science (DHFERIS) so the University Management Team (UMT) report via the President to that body. The President also reports to Údarás na hOllscoile, the University's Governing Authority, which is responsible for managing and controlling all of the affairs of the University.

The three pillars of the organisational structure of NUI Galway are:

- Údarás na hOllscoile (University Governing Authority)

- Academic Council (see University Committees in the chart above)

- University Management Team

The President leads the University Management Team, consisting of Registrar/Deputy President, Bursar, Academic Secretary, Chief Operating Officer, Directors, Vice-Presidents, Deans and Executive Deans of Colleges. The Executive Deans of the Colleges oversee the Schools (which are represented by Heads of Schools) and the Research Institutes, led by Institute Directors.

The Academic Council is the chief academic authority and, subject to review by Údarás na hOllscoile, controls the academic affairs of the University, including the curriculum, instruction and education provided by the University.

Staff researchers are represented throughout the structures of NUI Galway as follows:

Údarás na hOllscoile   -   5 elected representatives under the category 'Other University Academic Staff'

Academic Council   -   2 elected researchers from each College

UMT   -   Vice President for Research and Innovation

At individual college level each college has a Vice-Dean for Research representing researchers on College executive meetings.

The **Research Committee**, chaired by the Vice-President for Research and Innovation, is the main committee representing research at NUI Galway. Membership consists of Directors of Research Institutes, Vice-Deans for Research, representatives of Údarás na hOllscoile/or nominees. This committee reports through the Academic Council to the Governing Authority (Údarás na hOllscoile).

Postgraduate research students are also represented on all of the above committees, to include:

Údarás na hOllscoile   1 postgraduate researcher representative

Academic Council   1 postgraduate researcher representative

UMT   Dean of Graduate Studies on University Management Team

Additionally, one postgraduate researcher is elected by fellow postgraduate researchers to participate to the Research Committee. At individual college level, postgraduate researchers are represented by the Vice Deans for Graduate Studies.

TIP: Get involved! At College, School/Institute level, there are multiple committees, boards and networks for researchers to engage with. Check out what is available in your area by perhaps contacting your Vice-Dean for Research/Vice-Dean for Graduate Studies.

Research Institutes

NUI Galway currently has five Research Institutes in dedicated areas of study that have reached scale, critical mass of membership, and international recognition for high quality of research activities. Our Research Institutes are catalysts of significant interdisciplinary collaboration, large-scale research activity, high quality of publications, and social impact, shaping our research environment and creating extensive networks of collaboration nationally and internationally. Research Institutes run seminar series, workshops and provide dedicated research support services. We strongly recommend that you join one or more of NUI Galway Research Institutes and register on their mailing lists.

DSI – Data Science Institute

The Data Science Institute (DSI) researches technologies at the convergence of Computer Science, Web Science and Artificial Intelligence to build a fundamental understanding of how information and knowledge are increasingly driving society through digital processes, and of the tools, techniques and principles supporting a data-enhanced world.

ILAS – Institute for Lifecourse and Society

[The Institute for Lifecourse and Society (ILAS)](#) is a research institute for the applied social sciences. The Institute supports applied research that informs policy development and practice to make a positive difference to people's lives. The core function of the Institute is the pursuit of interdisciplinary research in the applied social sciences by creatively integrating the rich and diverse intellectual resources from within the University and beyond.

Moore Institute for Research in the Humanities and Social Studies

The [Moore Institute](#) fosters inquiry in the humanities, culture, and society, across a range of disciplines, including literature, history, creative arts, languages, archaeology, philosophy, and beyond. Their annual calendar of events during the year covers seminars, workshops, conferences, special lectures, and pop-up sessions on current events. The Moore Institute has thematic research groups and Centres on medieval and pre-modern studies; labour and class; creative arts; translation; applied linguistics; and transnational encounters. Click [here](#) to sign up to the mailing list.

Ryan Institute for Marine, Energy & Environment

[The Ryan Institute](#) is NUI Galway's multi-disciplinary research institute for advancing sustainability and innovation impacts across its four thematic research areas: (1) Marine & Coastal, (2) Energy & Climate Change, (3) Agriculture & BioEconomy, and (4) Environment & Health. The Ryan Institute is a powerhouse for the inter-disciplinary research and innovation that is necessary to address the many sustainable development challenges facing society today, nationally and internationally.

Whitaker Institute for Innovation and Societal Change

The [Whitaker Institute](#) supports research in business and the social sciences at NUI Galway. Inspired by Dr T.K. Whitaker's own life's work, the Institute has identified three major themes in which it plans to be a national and international leader: *business, innovation and economic development*; *public-sector innovation and reform*; and *sustainable and inclusive societies*. Supporting these themes, the Institute has a range of well-established and emerging multi-disciplinary research clusters focused on evidence-based policy and practice. To learn more about the Whitaker Institute or to sign up to their mailing list please visit [their website](#).

Research Support Services and Resources at NUI Galway

Here you will find a list of key offices that work with Researchers in NUI Galway, with an indications of their key roles and functions, and links to their webpages.

NUI Galway Research Community Portal

The [Research Community Portal](#) can direct you to additional services on the NUI Campus of relevance to Researchers. The site includes resources on managing your researcher profile, relevant policies and procedures, funding your research, managing your project, disseminating, communicating and commercialising your research.

Research Office (RO)

The [Research Office](#) manages and supports researchers' submissions of funding applications. [Contact the RO](#) if you intend to apply for a funding call. They provide information sessions, consultations, and reviews of funding applications. Note that some funders require RO approval before you can submit an application. There are internal deadlines to seek RO endorsement (in most cases, one week before the funder's deadline). An e-zine on funding opportunities is circulated weekly to all NUI Galway staff. [Research Professional](#) can assist you in identifying

further funding calls. If you need assistance on signing a contract for a grant or setting up a research account for your grant you can email researchcontracts@nuigalway.ie.

Innovation Office (IO)

The [Innovation Office](#) works with researchers to maximise the impact of their research, bringing ideas and discoveries from the campus into the wider world, from working on the Intellectual Property (IP) associated with a project, to establishing collaboration agreements to forming spin-outs.

Human Resources (HR)

[The HR website](#) offers a comprehensive overview of staff development opportunities that are available to researchers. Examples include courses on academic mentoring, academic leadership, management development, student support, career pathways, research integrity, etc. See also their [induction handbook and resources](#)

Graduate Studies Office (GSO)

The [Graduate Studies Office](#) is responsible for ensuring best practice in the provision of research degree programmes in the university. An introduction to the range of supports provided to research students is provided at Orientation, and on their website. The availability of accredited GS modules supported the provision and recognition of professional skills development to research students.

Research Accounts Office (RAO)

The [Research Accounts Office](#) assists PIs in the financial management of Research Awards. They also approve the financial section of funding applications with a budget of €50,000 or above. If you are applying for funding and your budget is €50,000 or above, you must request RAO approval. You should fill out their [Budget Proposal Calculation Tool](#) and send it, together with your budget justification, [to the RAO](#). Note that normally the deadline for sending a budget for approval is at least 2 weeks prior to a funder's deadline. Check the Research Office e-zine for RAO deadlines or contact the RAO directly. RAO can also assist with the financial administration and reporting of your grant. If you are a postgraduate research students who has been awarded a scholarship, or are funded by a research grant, you must complete a [scholarship form](#) before you can receive your payments.

Research Ethics Committee (REC)

The objective of the REC is to safeguard the health, welfare and rights of human participants and researchers in research studies and to afford dignity to the handling and treatment of biological materials, taking into account the scientific procedures and concerns of the local community. You may require Ethical Approval if you wish to carry out research that involves humans or their tissues, biological materials or hazardous substances. Check [here](#) for the REC submission deadlines.

Animal Care Research Ethics Committee (ACREC)

Research involving live animals and/or their organs or tissues requires ethical approval from the ACREC. The ACREC examines proposals to assess if the reasons proposed justify the use of animals within ethical parameters. Check [here](#) for the ACREC submission deadlines.

Marketing and Communications Office

The [Marketing and Communications Office](#) can help researchers get their research story out into the public domain. For example, they can work on publicity around new research articles, in line with journal embargos. Additionally, the Research Community Portal has a guide on [Communicating your Research](#).

Data Protection

NUI Galway has a Data Protection Website that explains how the University manages information in line with the Data Protection Acts and GDPR and the implications for both staff and students. It includes resources for staff to help them in ensuring GDPR compliance.

Hardiman Library

The Library has a Research Support Librarian who can offer specialist expertise and advice on the Library's information resources, and numerous guides and tutorials, including guides on Managing your Research Profile, Publishing your Research, Open Access Publishing and Research Data Management. The Academic Writing Centre can assist researchers in becoming better writers, including support for researchers who have English as a second language.

IRIS (Institutional Research Information System)

IRIS is a web-based system that enables researchers and academic staff to create, update and maintain their own web profiles/CV's and showcase their research expertise and achievements to a global audience. Login using your standard Campus Account (UDS) username and password. For more information on IRIS or if you have any queries please contact iris@nuigalway.ie

Online training on Blackboard

The Graduate Studies Training (1GST1) site on Blackboard provides access to a suite of online training materials for postgraduate research students, i.e. Research Skills Training by Epigeum. Of particular interest here are the courses on Research Methods, Ethics, and Transferrable Skills. The latter includes the following topics: Supervision; Presenting; Writing; The Viva; Managing your Research Project; Intellectual Property; Getting Published; Career Planning and Entrepreneurship.

Policies & Procedures Repository

The Policies and Procedures Repository contains links to all policies and procedures across the University.

Resources and Tools for your Career Management

- EURAXESS No Limits Toolkit: helps researchers to identify what's important for them in their career, plan to build on their skills and knowledge, consider a wide range of career options, and make a plan to reach their professional development goals.
- EURAXESS Discover: Careers Beyond Academia: includes information on where Researchers are working outside academia, how they feel about their roles, and what competences are valued beyond Academia
- UK Vitae Researcher Development Framework: describes the skills and competencies associated with being a researcher. You can use the RDF to identify your strengths; prioritise areas for professional development and articulate your capabilities and expertise in your CV, job applications and at interviews.
- Jobs.ac.uk Careers Advice: includes more than 600 career articles helping you to find a job, manage your career, learn how to write a CV, find out about working abroad, conduct a salary comparison, get interview tips and much more. See in particular their Ebooks and Toolkits, Academic Careers, Research Careers and Professional Careers sections.
- Imagine PhD: includes career exploration and planning tool for researchers in the humanities and social sciences.

- MY IDP: web-based career-planning tool tailored to meet the needs of PhD students and postdocs in the sciences
- Career stories of former researchers, including tips and advice for current researchers:
    - Our own RDC Career Stories
    - UCD handbook: Where are they now?
    - VITAE What do research staff do next?
    - From PhD to life
    - EURAXESS Career Stories

• *What Every Postdoc Needs to Know*, by Liz Elvidge. Carol Spencely, Emma Williams. Written by experienced researchers from Imperial College London, contains 21 chapters of very practical advice to help researchers avoid pitfalls and to plan for successful career advancement. Available through the NUI Galway e-library.

• *Moving on in Your Career: A Guide for Academics and Postgraduates*, by Lynda Ali and Barbara Graham. This book shows researchers what is required to make a continuing career in academic research or lecturing and gives advice on taking alternative career paths. Also provides practical exercises and ideas to enhance essential job-search and self-presentation skills.

• *Alternative Careers in Science: Leaving the Ivory Tower*, by Cynthia Robbins-Roth. This book features 23 chapters, each providing information on a different career path available to PhD-level scientists. It is by US authors, and so is somewhat US-focused, but it will stimulate you to "think outside the box" in terms of a career path.

Appendix 1: Researcher Competencies and Roles

R1   Role of the NUI Galway Research Assistant

Research

- Actively participate as a member of a research team and assist an individual research leader or team to conduct a particular study (or group of studies).

- To provide assistance in conducting research activities, including planning, organizing, conducting, and communicating research studies within the overall scope of a research project.

- To coordinate and perform a variety of independent tasks and team activities involved in the collection, analysis, documentation and some interpretation of information/results.

- To coordinate the development of forms, questionnaires and the application of qualitative and quantitative research techniques; write procedures manuals for data collection and coding.

- To present information on research progress and outcomes to others responsible for the research project. The Research Assistant will make use of standard research techniques and methods.

- Conduct literature and database searches and interpret and present the findings of the literature searches as appropriate.

- Assist in analysis and interpretation of results of own research.

Write up & Disseminate

- Write up results from own research activity (e.g. as project report) for review by PI, including preparing technical reports, conclusions and recommendations.

- Contribute to the publication of findings.

- Provide input into the research project's dissemination, in whatever form (report, papers, chapters, book) as directed by the PI/project leader. Authorship should be decided in line with guidelines such as the Vancouver Protocol, or similar authorship guidelines as appropriate.

- Present on research progress and outcomes e.g. to bodies supervising research; steering groups; other team members, as agreed with the PI/project leader.

- Should write at least workshop level papers.

- Attend and contribute to relevant meetings/conferences.

Management

- Keep appropriate records as directed and in line with Funder/University policy.

- Manage personal research/project resources within own control appropriately e.g. coordinate the provision of consumable items for the project within budget (auditing stock, liaising with suppliers, preparing regular orders of commonly used items).

- Work under the direction of the Principal Investigator/Project Leader. Plan and manage own day-to-day research activity within this framework & direction.

- Provide guidance as required to any support staff and/or research students assisting with the research project, as agreed with the Principal Investigator/Grant holder.

- To perform other related duties incidental to the work described herein.

Support

- Support and, where appropriate, co-supervise the work of undergraduate students e.g. Final Year Project Students.

- Where appropriate provide advice and / or assistance to support staff, research students.

- May participate in limited student contact hours for own development (e.g. May deliver laboratory demonstrations, teaching laboratory test methods and demonstrating of various experiments and equipment used to undergraduates). The extent of this must not adversely impact the primary research role.

Other

- Continue to update knowledge and develop skills.

- Develop internal and external contacts with researchers in related areas.

- May contribute to work of the College/School/Research Unit through activities such as student Open Days, other promotion activity as appropriate.

R2   Role of the NUI Galway Postdoctoral Researcher

Research

- Conduct a specified programme of research and scholarship under the supervision and direction of your Principal Investigator.

- Define research objectives and proposals for own (or joint) research in line with research strategy whilst contributing to the research programme of the College/School/Research Unit. This will be under general guidance of a member of the academic staff or Principal Investigator/ Project Leader.

- Conduct individual and/or collaborative research projects in a variety of settings (laboratory, creative performance, field, clinical setting).

- Determine appropriate methodologies for research, with advice and support as appropriate.

- Plan, co-ordinate and implement research project (this may include managing a small research team/co-ordinating other researcher activity).

- Keep up to date with research related methods and techniques, in particular, developments in the specific research area.

- Collaborate with colleagues on areas of shared research interest.

- To have knowledge and understanding of the policy, practices and procedures, relevant to the role, this may include broader University/ sector/ external sponsor or funder (e.g. Commercial Awareness, Research Ethics, Knowledge Transfer, Patents, Intellectual Property Rights, Health and Safety, Equal Opportunities & Diversity).

Research Administration

- To complete the administrative work to support the programme of research

- To contribute to costing research grant proposals and assist in the financial management of a research project.

- To carry out any additional duties as may reasonably be required within the general scope and level of the post.

- Manage own personal and research resources (including where required, laboratories, and specialist equipment) appropriately.

- Manage own research budget, if any, and keep records as directed and in line with Funder/University policy as appropriate.

- Know the legal requirements regarding data protection and confidentiality data protection requirements.

The Postdoctoral Researcher will be able to:

- Demonstrate a systematic understanding of a field of study

- Demonstrate the ability to manage a research project including the co-supervision of students.

- Demonstrate awareness of the research environment and the various grant sources and application mechanisms

- Possess sufficient breadth or depth of specialist knowledge in the discipline and of research methods and techniques (for example, having obtained a PhD degree or equivalent experience to work on the research projects or programmes).

Dissemination

- To be familiar with the publication process.

- Present on research progress and outcomes e.g. to bodies supervising research; conferences, steering groups; other team members, as agreed with the PI / project leader.

- Engage in the dissemination of the results of the research with the support of and under the supervision of your Principal Investigator.

    o Write up results from own research activity.

    o Publish on a regular basis.

    o Assess research findings for the need/scope for further investigations / commercial exploitation.

    o Translate knowledge of advances in the subject area into research activity.

- Contribute to the research project's dissemination in whatever form - report, papers, chapters, book

- Communicate their research with their peers

- Attend and network at relevant conferences and meeting hosted by relevant professional institutions and other universities as appropriate

Research Supervision and Teaching & Training

- Engage in appropriate training and professional development opportunities as required by your Principal Investigator, your School or Institute, or the University.

- Contribute to teaching /tutoring/mentoring that shall normally be no more than 50 hours per annum in an associated school and under the close supervision of a fulltime academic member of the School

- Develop their own career reputation and career development

- Acquire generic and transferable skills (including project management, business skills and postgraduate mentoring/supervision).

- Mentor and assist, as appropriate and as directed, the research graduate students in your group, School and Institute.

- May act as co-supervisor or be a member of a supervision panel.

- May act as mentor to foreign students on undergraduate placement.

- May participate in limited teaching hours for own development. The extent of this must not adversely impact the primary research role.

- To interact closely with postgraduate research students who are studying for a Masters or a PhD and possibly have an agreed role in supporting these students in their day to day research in conjunction with an academic supervisor.

Wider Activities

- Engage in the wider research and scholarly activities of your research group, School and Institute.

- Deepen understanding of relevant issues in the higher education, research, funding and political environment.

- Gain experience in grant writing.

- May act as a referee and contribute to peer assessment.

- May be asked to participate in Journal Review Boards.

- May contribute to the College/School/Research Unit through, for example, participating in promotion activity such as student Open Days, career days, or contribute to public events such as science week etc.

- Where appropriate, work with PI to register patents to protect intellectual property.

- Participate in internal / external networks for the exchange of information and to form relationships for future research collaboration.

R3   Role of the NUI Galway Research Fellow

Research

- Conduct a specified and substantial programme of research and scholarship under the supervision and direction of the Principal Investigator.

- Define research objectives and carry out original and significant research that supports research activity in the College/School/Research Unit.

- Demonstrate a thorough understanding of the research area(s) both nationally and internationally.

- Develop a growing reputation within their field of research.

- Develop methods and techniques appropriate to the type of research pursued that add to the intellectual understanding of the field.

- Decide on research programmes and methodologies, often in collaboration with colleagues and sometimes subject to the approval of the head of the research programme on fundamental issues.

The Research Fellow must

- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies.

- Possess sufficient breadth or depth of specialist knowledge in the discipline to act in a leadership role.

- Thorough knowledge and understanding of the policy, practices and procedures, relevant to the role, provision of advice to junior colleagues on policy and standards, which may include broader University/ sector/ external sponsor or funder (e.g. Commercial Awareness, Research Ethics, Knowledge Transfer, Patents, Intellectual Property Rights, Health and Safety, Equal Opportunities & Diversity).

- Know the legal requirements regarding data protection and confidentiality data protection requirements.

- Have a strong track record in securing external funding, including own salary.

Research management

- Successfully managing research projects.

- Support the Principal Investigator and research group in the design and development of the research programme.

- Complete administrative and management work associated with your programme of research.

- To identify potential funding sources and to prepare and write bids for funding proposals. To contribute and support the development of research grant funding applications.

- Where appropriate, act as project leader and as a line manager of research teams.

- Co-ordinate the work of research staff. Organise and conduct meetings with research staff to clarify objectives, develop work plans/timetables for research and support staff and communicate progress.

- Participate in the selection of staff working on their own projects.

- Develop and implement quality assurance measures.

- Deal with contract negotiation and financial allocation with other collaborators for research projects.

- Plan and implement commercial and consultancy activities.

Research Supervision and Teaching & Training

- Co-supervision, tutoring, mentoring and training of research graduate students.

- Contribute to teaching that shall normally be no more than 50 hours per annum in an associated school and under the supervision of an Academic Faculty member.

- Take responsibility as requested for day-to-day advice and support of graduate research students associated with your research group.

- Play a leadership role for junior colleagues

- Peer review manuscripts for publication and/or research bids.

- Provide expert advice on research issues to research fellows and other colleagues.

Dissemination

- Publishing on a regular basis in a high quality peer reviewed journal(s).

- Engage in the dissemination of the results of the research in which you are engaged as directed by and with the support of and under the supervision of your Principal Investigator.

- Contribute to the dissemination of research findings as appropriate to the discipline in high quality/impact peer reviewed publications, conference presentations, knowledge share events.

Other

- Engage in the wider research and scholarly activities of your research group, School and Institute.

- Contribute to the development of research strategy within the College/School/Research Unit.

- Make a sustained contribution to the College/School/Research Unit research reputation and income.

- Contribute to patents/commercial application (as appropriate).

- To carry out any additional duties as may reasonably be required within the general scope and level of the post.

- Engage in appropriate training and professional development opportunities as required by your Principal Investigator, your College/School and/or Research Unit, or the University.

R4   Role of the NUI Galway Senior Research Fellow

Research

- Manage and conduct a specific programme of research and scholarship - define research objectives and carry out substantive, original and significant research which supports research activity in the College/School/Research Unit

- Develop methods and techniques appropriate to the type of research pursued that add to the intellectual understanding of the field.

- Play a leading role in regional, national/international collaborative research projects and/or Working under the supervision of a PI and making a substantial contribution in their field of research with the PI, taking a leading role in creating and establishing research programmes.

- Make a significant contribution to College/School/Research Unit Research Income.

- Securing research funding and executing research programmes.

- Contribute to major research grant applications to support research projects

- Attract through reputation sources of income as appropriate

- Leading/co-leading research teams in conjunction with the PI and contributing to the co-supervision post-grads and PhD students.

- To independently and proactively identify research projects to be carried out individually or by a team.

- To act as the driver of research projects and outputs.

- Additional duties as may reasonably be required within the general scope and level of the post.

- May be responsible for the overall leadership and management of a funded research project.

The Senior Research Fellow must

- Have an established reputation for the quality of their research work.

- Demonstrate extensive experience of initiating, designing and implementing research projects.

- Possess sufficient breadth or depth of specialist knowledge in the discipline to act as a research leader and have the ability to project manage major projects.

- Have a thorough knowledge and understanding of the policy, practices and procedures, relevant to the role, provision of advice to junior colleagues on policy and standards, which may include broader University/ sector/ external sponsor or funder (e.g. Commercial Awareness, Research Ethics, Knowledge Transfer, Patents, Intellectual Property Rights, Health and Safety, Equal Opportunities & Diversity).

- Know the legal requirements regarding data protection and confidentiality data protection requirements.

- Have independently secured significant funding to conduct a research project as the Principal Investigator.

Research Management

- Able to manage and oversee research projects and to take responsibility for their overall success. Take responsibility for, manage and conduct administrative and management tasks associated with your programme of research

- Organise and conduct meetings with research staff to clarify objectives, develop team work plans/timetables for research and support staff, communicate progress.

- Participate in the selection of staff working on their own projects.

- Deal with contract negotiation and financial allocation with other collaborators for research projects.

- Contribute to the development of research strategies within College/School/Research Unit.

- Peer review manuscripts for publication and/or research bids.

- Develop and implement quality assurance measures.

- Play a leading role/is active in external networks or professional organisations, to identify sources of funding, generate income, obtain consultancy projects, or build collaborative relationships for future activities.

- Where appropriate, develop relations with public and private enterprises in order to capitalise on intellectual property.

- Will have full operational responsibility for a major project.

- Participate fully in the wider research and scholarly activities of the College/School/Research Unit.

Dissemination

- Write up research work for publication.

- Disseminate the outcomes of this research and scholarship including peer-reviewed academic publications of international standing.

- Successfully communicating their research inter/nationally as well as developing an international research reputation and contribution.

Research Supervision & Teaching & Training

- Where appointed to do so by the University, supervise graduate research students as co-supervisor or be a member of a supervision panel

- Mentor and assist students and early stage researchers in your group, School and Institute.

- Co-ordinate and supervise the work of research staff.

- Provide training, expert advice and / or assistance to new members of the team, research students.

- Engage in teaching and teaching support as assigned by your Head of School under the direction of a tenured member of the academic staff. The extent of this must not adversely impact the primary research role.

- Help to create networks of researchers and opportunities for their junior researchers, advising them on possible sources of research funding, providing expert advice on their projects, and generally overseeing their career development.

- Contributing to teaching /tutoring/mentoring that shall normally be no more than 50 hours per annum in an associated school and under the supervision of an Academic Faculty member.

Misc.

- Engage in appropriate training and professional development opportunities as required by your School or Institute, or the University and where applicable your Principal Investigator.

- Contribute to patents / commercial application (as appropriate).

Appendix 2: Progression between levels R1 − R4 (subject to approval by Research Committee Feb 2020)

At NUI Galway all research vacancies are advertised through open recruitment, both nationally and internationally. There are some exceptions to the recruitment procedure allowed and these are listed in the [HR Recruitment and Selection - Research staff](#) (under policies and procedures).

Progression between levels is facilitated when an individual researcher either

a) achieves personal research funding
   and/or
b) meets the criteria and competencies of a higher research role (within the R1-R4 competency framework).

Research Assistant (R1) to Postdoctoral Researcher/Research Associate (R2)

Progression from research assistant to the position of postdoctoral researcher/research associate is normally through achievement of a PhD and / or evidence of 4+ years research/industry experience post-primary degree.

Application process: Principal Investigator (PI) submits CV of applicant, rationale for progression and evidence of funding (PPF) for the progression of the Research Assistant (R1) to the position of Postdoctoral Researcher/Research Associate to the office of Human Resources for approval/processing. The onus is on the applicant and the PI to demonstrate the reason for the progression request and the role must comply with the researcher competencies aligned to the role of postdoctoral researcher.

Postdoctoral Researcher to Research Fellow – R2 to R3

Progression to the position of research fellow is normally through achievement of personal funding by the postdoctoral researcher, evidence of achievement of grant award, peer-reviewed publication record and / or evidence of research grant management.

Application process: Submissions for the role of research fellow, to include a) the curriculum vitae of the nominee, b) evidence of funding (PPF) for the level of post being sought and c) rationale for progression to role of research fellow, are made by the Head of the relevant School or Director of relevant Research Institute to the office of the Vice-President for Research and Innovation. The onus is on the applicant to demonstrate how they meet the criteria for the post in adherence to the researcher competencies aligned to the role of research fellow.

Requests are reviewed by the Researcher Progression Group (RPG) whose membership consists of:

- Vice-President for Research and Innovation (or nominee)
- Director of Research (or nominee)
- Vice-Dean of Research from applicant college
- Vice-Dean of Research from alternate college
- HR Manager for Research

Membership of the RPG must be gender balanced. The group is a sub-group of the research committee and provides an annual report on all progressions to that committee.

Application outcome: The RPG is convened by the office of the VP Research and Innovation. If successful, the appointment is made by the Vice-President for Research and Innovation, acting on a positive recommendation from the researcher progression group, and all paperwork is submitted to HR for processing.

Feedback is provided by the RPG to researchers who do not progress. The researcher can choose to reapply for progression after a period of six months has lapsed and training and professional development support is available from staff of the Researcher Development Centre.

Research Fellow to Senior Research Fellow - R3 to R4

Progression to the position of senior research fellow (SRF) is normally through achievement of significant, independent funding combined with evidence of 10+ years research experience and demonstrable track record of leading teams and projects.

Application process: Submissions for the role of senior research fellow, to include a) the curriculum vitae of the nominee, b) evidence of funding (PPF) for the level of post being sought and c) rationale for progression to role of research fellow, are made by the Head of the relevant School or Director of relevant Research Institute to the office of the Vice-President for Research and Innovation. The onus is on the applicant to demonstrate how they meet the criteria for the post in adherence to the researcher competencies aligned to the role of senior research fellow.

The same process applies for both research and senior research fellow and is managed by the office of the VP Research and Innovation who will convene the Researcher Progression Group (RPG).

Appendix 3: Honorary lectureship titles

NUI Galway has a [policy](#) in place to acknowledge the contribution made by researchers who choose to undertake teaching duties. Requesting to be acknowledged with one of the titles below, where appropriate, will help you in showcasing your teaching experience.

Honorary Research Senior Lecturer*

Honorary Research Senior Lecturer* is a title awarded to Principal Investigators whose posts are funded by peer reviewed external research grants.

No University remuneration will attach to the award of the title Honorary Research Senior Lecturer.

Nominations for Honorary Research Senior Lectureships, to include the curriculum vitae of the nominee, are made by the Head of the relevant School, or Director of relevant Research Institute, and the Vice-President for Research to the Personal Professorship Promotions Board. The appointment is made by the President, acting on a positive recommendation from the relevant College, which will, in turn, have received the positive recommendation of the Personal Professorship Promotions Board. A summary curriculum vitae will be provided to the relevant College prior to its consideration of the appointment.

Persons appointed to Honorary Research Senior Lectureships shall, if requested to do so by the relevant University authority, carry out appropriate student supervision and teaching duties.

The appointment will be coterminous with the holding of a Principal Investigator award.

* The funding source of the PI, e.g. SFI, will be included in the title, as will the area of specialism of the postholder.

Honorary Research Lecturer*

Honorary Research Lecturer* is a title awarded to senior researchers, not Principal Investigators, whose posts are funded by peer reviewed external research grants, or equivalent.

No University remuneration will attach to the award of the title Honorary Research Lecturer.

Nominations for Honorary Research Lectureships, to include the curriculum vitae of the nominee, are made by the Head of the relevant School, or Director of relevant Research Institute, and the Vice-President for Research to the Personal Professorship Promotions Board. The appointment is made by the President, acting on a positive recommendation from the relevant College, which will, in turn, have received the positive recommendation of the Personal Professorship Promotions Board. A summary curriculum vitae will be provided to the relevant College prior to its consideration of the appointment.

Persons appointed to Honorary Research Lectureships shall, if requested to do so by the relevant University authority, carry out appropriate student supervision and teaching duties.

The appointment will be coterminous with the holding of the research post.

* The area of specialism of the postholder will be included in the title.

Appendix 4: Personal Development Planning Guide for Research Staff

1. Self-Reflection on Career-Related Interests and Values

At the start of any personal development exercise it is important to take a step back and review what it is you really want to pursue. A successful career is one piece of your life, albeit a very important piece, but there will be other factors, personal to you, which could influence your decisions.

The process of planning for your career and development as a professional can help you to get to know yourself in a new way. A systematic approach to reviewing your skills and knowledge, for example, might reveal strengths you didn't realise were relevant or gaps in knowledge that you hadn't thought of as important.

Once you've put some work into researching career options, you may realise that these are broader than you first thought. Even if you have a solid career goal, knowing more about a range of options may help you to understand the best ways to achieve it.

Building your skills and knowledge through planning can help you to get the most from your current role and to be a stronger candidate when applying for a new one.

Review researcher job toolkits such as EURAXESS No Limits Toolkit and Jobs.ac.uk Careers Advice, which are both free to use, and www.vitae.ac.uk – which has an annual membership fee.

2. Skills/Needs Self-Assessment

There are multiple forms of testing on the market that can help you to review your existing skills, knowledge and attributes, such as Imagine PhD used by researchers in Arts, Humanities and Social Sciences or My IDP for STEM researchers. In our PDP guide below we refer to areas of knowledge, behaviours and attributes used in the Vitae Researcher Development Framework (RDF). Training provided by the RDC is aligned to the domain areas of the framework.

Collegiality
Team working
People management
Supervision
Mentoring
Influence and leadership
Collaboration
Equality and diversity

Subject knowledge
Research methods: theoretical knowledge
Research methods: practical application
Information seeking
Information literacy and management
Languages
Academic literacy and numeracy

Communication methods
Communication media
Publication

Analysing
Synthesising
Critical thinking
Evaluating
Problem solving

Teaching
Public engagement
Enterprise
Policy
Society and culture
Global citizenship

Inquiring mind
Intellectual insight
Innovation
Argument construction
Intellectual risk

Health and safety
Ethics, principles and sustainability
Legal requirements
IPR and copyright
Respect and confidentiality
Attribution and co-authorship
Appropriate practice

Enthusiasm
Perseverance
Integrity
Self-confidence
Self-reflection
Responsibility

Research strategy
Project planning and delivery
Risk management

Preparation and prioritisation
Commitment to research
Time management
Responsiveness to change
Work-life balance

Income and funding generation
Financial management
Infrastructure and resources

Career management
Continuing professional development
Responsiveness to opportunities
Networking
Reputation and esteem

Working with others (D1)
Communication and dissemination (D2)
Engagement and impact (D3)

Knowledge base (A1)
Cognitive abilities (A2)
Creativity (A3)

Engagement, influence and impact
The knowledge and skills to work with others and ensure the wider impact of research
Domain D

Knowledge and intellectual abilities
The knowledge, intellectual abilities and techniques to do research
Domain A

Domain C
Research governance and organisation
The knowledge of the standards, requirements and professionalism to do research

Domain B
Personal effectiveness
The personal qualities and approach to be an effective researcher

Professional conduct (C1)
Research management (C2)
Finance, funding and resources (C3)

Personal qualities (B1)
Self-management (B2)
Professional and career development (B3)

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Assess your strengths, weaknesses and skills (self-evaluation). Evaluate your skills and abilities in the following areas where: 5 = highly proficient, 4 = proficient, 3 = adequate, 2 = some but needs improvement and 1 = Needs immediate improvement.

Area	Knowledge and Intellectual abilities	
A1	Knowledge base	
	• Information seeking	
	• Information literacy and Management	
	• Languages	
	• Academic literacy and numeracy	
A2	Cognitive abilities	
	• Analysing	
	• Synthesising	
	• Critical thinking	
	• Evaluating	
	• Problem solving	
A3	Creativity	
	• Inquiring mind	
	• Intellectual insight	
	• Innovation	
	• Argument construction	
	• Intellectual risk	
B	**Personal Effectiveness**	
B1	Personal qualities	
	• Enthusiasm	
	• Perseverance	
	• Integrity	
	• Self-confidence	
	• Self-reflection	
	• Responsibility	
B2	Self-management	
	• Preparation and prioritisation	
	• Commitment to research	
	• Time management	
	• Responsiveness to change	
	• Work-life balance	
B3	Professional and career development	

	• Career management	
	• Continuing professional development	
	• Responsiveness to opportunities	
C	Research governance and organisation	
C1	Professional conduct	
	• Health and safety	
	• Ethics, principles and sustainability	
	• Legal requirements	
	• IPR and copyright	
	• Respect and confidentiality	
	• Attribution and co-authorship	
	• Appropriate practice	
C2	Research management	
	• Research strategy	
	• Project planning and delivery	
	• Risk management	
C3	Finance, funding and resources	
	• Income and funding generation	
	• Financial management	
	• Infrastructure and resources	
D	Engagement, Influence and impact	
D1	Working with others	
	• Mentoring	
	• Influence and leadership	
	• Collaboration	
	• Equality and diversity	
D2	Communication and dissemination	
	• Communication methods	
	• Communications media	
	• Publication	
D3	Engagement and Impact	
	• Teaching	
	• Public engagement	
	• Enterprise	
	• Policy	
	• Society and culture	
	• Global citizenship	

How do you spend your time and/or plan to spend your time?

Provide a rough estimate, by percentage, of how your time is spent (retrospectively). The table below can also be used to plan how you want to spend your time. This activity might help you determine what areas you might like or need to focus more on in terms of any needs identified previously. Your mentor may help you identify what areas might be more or less important to prioritise depending on what your interests, needs and goals are.

Activity	%
Research (e.g. designing studies, data collection and analysis)	
Reading in your field	
Reading to expand your knowledge of other fields	
Writing	
Applying for funding/grants	
Disseminating your research (e.g. delivering seminars, public outreach/engagement, presenting at conferences)	
Attending training/career development seminars/workshops	
Attending seminars	
Attending conferences	
Teaching/marking	
Curriculum development/module coordination	
Contribution to professional bodies/disciplinary organisations/societies	
School/College/University committees	
Mentoring/Supervision	
Volunteer or leadership activities	
Networking/social activities	
Job search activities (CV writing, informational interviewing, researching job opportunities)	
Other (please specify)	

Things I might stop doing/or less of	Things to start doing/more of

3.   Goal-Setting

In Step 1 and Step 2 above, you reflected on your skills, needs, values and interests. All of these may help you in defining your career goal(s), if this is something you want to develop. With the help of your mentor, you should try to develop goals that are: **Specific, Measurable, Achievable, Realistic and Timed (SMART).**

How to set a SMART goal:

S – Specific – Is it focused and unambiguous?
M – Measureable – Could someone determine whether or not you achieved this goal?
A – Action-oriented – Did you specify the action you will take?
R – Realistic – Considering difficulty and timeframe, is this goal attainable?
T – Time-bound – Did you specify a deadline?

3 – 6 Months	6 – 12 months	Beyond 12 months
Goal setting Plan (IDP) Identify a mentor Quick wins Tangible actions Gaining experience Adding skills to resume.	What do you want to achieve in 12 months? Building your network. Establishing your professional reputation. Demonstrating leadership.	Set more ambitious goals aligned to long-term plans. What's working well? What needs to change? Include personal ambitions.

Long-term Goals

Long-term goals should align with shorter-term goals

What professional skills do you have/want to develop that will open more doors?
What type of companies/organisations do you want to work for?
What opportunities are there for my particular area of research? Identify possible threats too, (automation, market value, etc.).
Is there a career that might be a better fit for the type of work you are good at/want to do?

Personal Goals

What are your work/life balance goals?
Where do you want to live?
Do you want adventure or stability?
What values are important to you?

Where do you want to work? Do you want to travel? Move country, state, continent?
If money were not an issue, what would you like to do?
Do you like to work alone, as part of a team or be the lead?
What types of adjustments do you want to make in your career to allow more time for leisure, hobbies or quality family time?

4. Creating and Reviewing your PDP

This section will enable you to document your PDP and specify any particular goals you may want to develop and also to plan your training/continuing professional development.

This may be useful for you to revisit at each mentoring meeting to help structure discussions and track progress or highlight any issues or concerns.

Personal Development Plan (PDP) for [YEAR]

Name: [Researcher]

Mentor/PI: [Name]

Today's Date:

Meeting: [Initial, Review, Annual, etc.]

My long term goal is: I want to achieve this in:	
Plan b (or c and d)	

Short Term Goals:

Are there aspects of my project/research that I would like to grow and develop this year?	
What could help or hinder progress?	
What personal skills / training do I need to deliver on my goals?	
How can I make a bigger impact?	
How would I like to see my career developing in the short term?	

How do these goals contribute to my long term plans?	

Which goals will receive your top priority? Create a timeline for fulfilling these goals.

Goals/objectives	By when?	Impact?	Obstacles?

Are there any particular needs identified/skills that you would like to develop/improve during your current position? (Review against those shown in step 2 – include as many as needed)

Domain A	Knowledge & Intellectual abilities	
Domain B	Personal effectiveness	
Domain C	Research governance & organisation	
Domain D	Engagement, influence & impact	

Are there other ways both informal and formal of achieving enhanced professional development/goals?

Are there any activities that you would like to spend more time on?

Note: FOR REVIEW MEETINGS: Discuss progress with goals/skills/activities. What has hindered/helped progress? What might reduce barriers or help further?

Tips for implementing your PDP

Writing your PDP is just the beginning of your career development process and serves as the road map. Now it's time to take action!

- Put your plan into action. Read it over regularly to check your progress.

- Revise and modify the plan as necessary. The plan is not cast in concrete; it will need to be modified as circumstances and goals change. The challenge of implementation is to remain flexible and open to change.

- Plan to set a time and date for the next meeting with your mentor to review and discuss your PDP. Be sure to prepare a written outline for this discussion. For example, create a prioritized list of the most important items you wish to discuss.

- Revise the plan on the basis of these discussions.

- Update your Curriculum Vitae.

- Review career profiles of other researchers, research EU data on research activity by country, review job advertisements to see what skills are required by employers. Ask your PI to introduce you to past researchers who may be 3-5 years ahead of you.

Appendix 5: Personal Development Planning Guide for Research Students

This guide will help you to self-evaluate your skills, abilities and competencies and to write a Personal Development Plan (PDP). Your PDP will include concrete actions to promote your professional development, through training and other development activities. Writing a PDP will help you to make the most of your time as a PhD student and avail of a range of training and resources available to you in NUI Galway. Having a PDP can also help you to plan more productive meetings with your supervisor and GRC.

SKILLS & KNOWLEDGE SELF-ASSESSMENT

In the table below we refer to the [PhD Graduate Skills as outlined by the IUA](#):[7]

The table below will help you to self-assess your skills, abilities and competencies and to identify

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[7] To provide a more comprehensive guide we also used some elements of 2019 version of the Graduate Skills Statement.

your strengths, weaknesses and areas in need of development. We recommend that you discuss this exercise with your supervisor. Start by evaluating your current skills, abilities and competencies in each of the areas listed in column one. Follow these steps:

1) Rate your current level for each skill/ability/competency from 1 to 5, where: 5 = highly proficient, 4 = proficient, 3 = adequate, 2 = you have some knowledge/experience and 1 = you have no knowledge/experience. Write down your current level in column 2.
2) After you have assessed your current level, identify which skills/abilities/competencies are important for the completion of your PhD and for your professional development. Note that not all skills/abilities/competencies will be equally important for all PhD researchers, depending on your discipline, project and career aspirations. Are you sufficiently proficient in all areas that are important to you and your project? Fill out the third column (Action/Training Needed) to indicate where you need to work on a specific skill/ability/competency.
3) If an action/training is required, in what semester(s) in your PhD should such action/training take place (e.g. year 1, semester 2 etc.)? Fill out column 4 accordingly.

Research Skills	Current Level	Action/Training Needed? (Y/N)	When (year/semester)
Exhibit knowledge of advances and developments in your field			
Demonstrate knowledge of research in related fields and disciplines			
Comprehend and effectively employ appropriate research methodologies			
Critically analyse and synthesise new and complex information from diverse sources, applying innovative scientific literacy skills			
Demonstrate excellence in data management planning			
Formulate and apply solutions to research problems and effectively interpret research results			
Demonstrate, where appropriate, a knowledge of health and safety procedures and their application in the research environment			
Have a broad awareness and knowledge of key relevant funding sources and grant application			

procedures			
Implement strategies to ensure effective project and time management, constantly monitoring timelines, deliverables and adapting flexibly in order to maintain progress			
Knowledge of intellectual property and know-how			
E-research skills, using social media, mobile applications and other online platforms to assist in the collating, coding, and analysis of data for their research			
Career management	**Current Level**	**Action/Training Needed? (Y/N)**	**By when (year/semester)**
Demonstrate an awareness of transferable skills and their applicability to both academic and non-academic positions and how they are applied in different circumstances			
Take ownership of their own career management, forming credible career plans			
Initiate and sustain networks and relationships that may encourage opportunities for employment			
Present themselves and their skills, attributes, experiences and qualifications, through effective job applications, CVs and interviews			
Understand the broadest possible range of their employment opportunities			
Ethics and social understanding	**Current Level**	**Action/Training Needed? (Y/N)**	**By when (year/semester)**
Understand, and apply in your research, principles of ethical conduct of research, including avoidance			

of plagiarism, allocation of credit and authorship and definitions of research misconduct	45		
Understand the relevance of research in society and the potential impact of research on individuals, groups and society where applicable			
Understand and apply the relevant guidelines for the ethical conduct of research involving people, human tissue and animals			
Demonstrate advanced understanding of principles of research integrity, and the ability to apply those principles and carry out research in a manner that allows universities and wider society to have confidence and trust in the methods used and the findings and conclusions that result from that research			
Demonstrate an understanding and appreciation of Open Scholarship principles			
Demonstrate awareness of issues of equality and diversity and their role and value in research activities			
Communication skills	**Current Level**	**Action/Training Needed? (Y/N)**	**By when (year/semester)**
Demonstrate effective writing and publishing skills through submission of peer-reviewed articles, reviews and conference proceedings			
Effectively use and decide on appropriate forms and levels of communication for the benefit of public engagement			
Communicate and explain research to diverse audiences, including both specialist			

and non-specialist			
Effectively support the learning of other students when involved in teaching and demonstrating			
Effectively use social media to enhance accessibility of research activities			
Personal effectiveness transferrable skills	**Current Level**	**Action/Training Needed? (Y/N)**	**By when (year/semester)**
Demonstrate strong critical thinking, with skills in identifying, analysing, evaluating, and making inferences from arguments proffered and evidence produced to support those arguments			
Work in an independent and self-directed manner, showing initiative to accomplish clearly defined goals, monitoring timelines, deliverables, managing stakeholders, mitigating risk and overcoming setbacks			
Demonstrate excellent data management skills, informed by legislative requirements (e.g., GDPR, 2018) and frameworks, such as FAIR (Findable, Accessible, Interoperable, Reusable) Principles			
Understand key rhetorical skills, including how to persuade others of a viewpoint's merits, demonstrating and communicating credible suggestions to achieve one's aims			
Understand the importance of initiating new projects, proactively reacting to newly identified needs or aiming to resolve persistent problems			
Demonstrate effective budgeting and financial management skills, managing budgets to support attainment of objectives and planning and monitoring future income and			

expenditure			
Demonstrate the ability to identify and appropriately manage risks, both within their research and in their other professional activities			
Reflect on experiences in a critical manner and act on such in a cycle of self-improvement			

Team-working and leadership	**Current Level**	**Action/Training Needed? (Y/N)**	**By when (year/semester)**
Demonstrate the ability to develop and maintain effective relationships with colleagues and work in a collaborative environment			
Demonstrate awareness of their own working style and that of others, and how they interact			
Understand leadership in team environments, recognising the strengths of team members and how to work effectively to achieve mutual goals			
Ability to oversee, coach and motivate team-members, fostering a co-operative and solution-driven working environment			
Ability to understand feedback of different kinds, taking suggestions on board when appropriate			
Ability to network effectively within and beyond the organisation, nationally and internationally, and across discipline and sectoral boundaries			
Demonstrate intercultural awareness, with the capacity to interact between numerous cultural frames of reference			
Entrepreneurship & innovation	**Current Level**	**Action/Training Needed? (Y/N)**	**By when (year/semester)**
Understand the role of innovation and creativity			

in research			
Demonstrate an awareness and understanding of Intellectual property issues, appreciate and, where appropriate, contribute to knowledge exchange	48		
Appreciate the skills required for the development of entrepreneurial enterprises in the public and private sectors			
Understand different cultural environments, including the business world, and the contribution that knowledge transfer can make to society			

CREATING AND REVIEWING YOUR PDP

In the table above, you reflected on your skills/abilities/competencies, and identified where an action/training is needed. Now select the skills where you indicated that an action/training is needed for the current academic year. Include these skills/abilities/competencies in the PDP template below, and fill out the rest of the table by indicating what action/training you will take to improve each skill/ability/competency, and schedule when such action/training will take place.

If possible, you and your supervisor should discuss and keep reviewing your PDP. It may be useful to ask your supervisor for a specific meeting to start discussing your PDP, and to schedule follow-on meetings to review (agree the frequency of these PDP meetings with your supervisor). You should fill out the form below in advance of the meetings. Make sure to review both the skills/abilities table above and your PDP template at each PDP meeting. This will help you to structure discussions, track your progress and make sure you avail of all the training you need during the course of your PhD.

Personal Development Plan (PDP) for [YEAR]

Name of Research Student:

Name of Supervisor:

PDP Meeting's Date:

Skill/Ability/Competency in need of development	What action/s are required to develop it? If training is needed, identify suitable course/source and how to register	When will this action/training be completed?

Appendix 6: RDC Training and Events Website User Guide

You will find the training and events website at this link. All current research staff and enrolled research students are automatically registered to access the website. If you are asked for to log in when accessing our website for the first time, make sure to use your NUI Galway online credentials as research staff or research student. If you have any difficulties logging in, please contact us. The pages below will guide through how to use the website, register for events and use the other functions of the site.

1 – **Home Button**. This button is always in the top left of the window and will bring you back to the home page of the Training and Events website.

2 – **Upcoming Events**. This will take you to the events calendar, where you can see and **register for events**.

3 – **Online Training Resources** (including LinkedIn Learning). Here you will find a range of online training resources that you can access at any time, including tip-sheets (e.g. how to write CVs and cover letters, prepare for interviews, apply for research funding, create a professional LinkedIn profile etc.), e-books, webinar

recordings, useful links and information about how to access LinkedIn Learning, including a selection of LinkedIn Learning courses relevant to researchers, mapped against the Vitae RDF.

4 – **Achieved/PDP**. This page will keep a track of all the training you have completed, and includes a copy of your Personal Development Plan that you can fill out and store online

5 – **Training Log**. Here you will find a record of all the training you have registered for, or are waitlisted for, and can **cancel a registration for an event**.

6 – **Event Sidebar**. This shows all upcoming events. You can click on the events here to see their description. You can register here as well as though Upcoming Events.

7 – **Self-paced Training**. These are online, self-paced courses that you can access and complete at any time. Once you mark these courses as completed they will be included in your Achievements and Training Log.

8 – **Course Feedback Form**. This is a form to provide feedback to any courses you attend. All responses are anonymous. You will normally be asked to fill out the form on your phone or laptop at the end of a workshop, or will receive a request by email shortly afterwards. Your feedback will greatly help us in tailoring our training to the needs of our researchers.

9 – **Website User Guide**. This is a link to the document you are reading now.

10 – **RDC Home**. This link will take you to the main RDC page on the NUI Galway website.

Upcoming Events

On this page you will be able to view upcoming events and enrol.

Clicking on each event will provide you with more details and a link to register:

Story-telling: Communications skills training

When	Wednesday, 3 November 2021 10:00 – 14:00 (UTC) Dublin, Edinburgh, Lisbon, London ⓘ
Where	Online - Link will be sent to those registered
Link	Enrol ⬅
Category	D3 Communication and Impact

About this event

During this online, half-day Story-telling workshop participants will have opportunity to have a detailed look at how stories work, telling the stories of our research and participate in exercises in story-telling with tips and pointers from experienced communications expert Malcolm Love.

This workshop will be deliverd by Malcolm Love, a specialist in the public engagement of science who runs workshops in the UK and internationally, helping scientists and engineers to better engage with the media and the public. Malcolm also conducts media interviews and chairs events.

For more information on Malcolm Love see here

This event will be held online and the link will be sent to those registered.

A cancellation penalty will apply for late cancellations/no-shows as this event is popular and a waitlist for places is in operation.

See all events

Click on 'enrol' to access the **Enrolment Form** and register:

Enrol

💾 Save   ✕ Cancel   ⌗ Copy Link

Enrollment Form *

Enroll in course or exam (with user account)

Event

GDPR and Data Protection Workshop

User *

PR Portal, RDC ✕ Enter a name or email address

Save   Cancel

The Enrolment Form should automatically include your details and the details of the course you want to register form. To register just click on 'save'. If the event is fully booked a message at the top of the form will state so. In that case, you can be added to the waiting list by clicking on 'save'. Those on the waiting list will be offered a place if there are any cancellations, and will be informed if we are running the same workshop again in the future.

Achieved/PDP

1 – **Achievements**. This section shows a list of all events/courses you completed. Click here to see the details.

2 – **PDP**. Shows you your **Personal Development Plan**. Click on it to edit it in word online. Word online will automatically save any changes made. It also allows you to download and save a copy of your PDP to your computer or device.

Training Log

The **Status** column shows you whether you are enrolled in an event, on the waiting list for the event, or if the event is cancelled.

To **cancel an enrolment**, please select the event you wish to cancel, by hovering over the on the left hand side of the event line and clicking the tick box – see 1 in screenshot below:

Selecting the tick-box (1) will reveal a new menu at the top. To cancel your enrolment, click on "Cancel enrolment" (2). It is crucial that you cancel an enrolment if you are not able to attend, so we can offer a place to someone on the waiting list. **Note that a Cancellation fee/penalty may apply to those who cancel without adequate notice or fail to attend training events**.

Any Questions/Problems

If any issues arise, or if you have any questions about the use of the RDC training and events website, please contact us. In case of problems, please describe the issue and, if possible, send a screenshot.