1. Introduction

Organisational and Professional Development (OPD) is the University of Dundee’s centralised training unit for staff and postgraduate researchers (PGRs) www.dundee.ac.uk/opd. The annual OPD workshop programme of events offers a comprehensive set of training opportunities in a variety of formats, designed to actively support the professional development of individuals, teams and the organisation.

In addition, the OPD team support strategically planned change projects taking place in Schools and Directorates with bespoke workshops being arranged with teams and individuals as required.

OPD is committed to supporting the delivery of the University Strategy to 2022 and the development of a high performing community, by ensuring that the learning and development opportunities align with and support key strategic priorities and are guided by our core values. Focus On pages were developed to highlight the support of key strategic themes including Wellbeing and Resilience, International and Digital Learning.

The programme of workshops is planned taking cognisance of the new University Strategy to 2022 and key University priorities. The programme is also informed by requests and feedback from individuals, teams and line managers. The Researcher Development programme has additional drivers such as Vitae, Research Concordats and Research Staff Associations, with training planned as appropriate.

This report provides information on workshops and events organised through OPD, but it is acknowledged that development activities for staff and PGRs also take place through other areas within the University such as Student Services, UOD-IT, Revealing Research and at School level.

The aim of this report is to summarise the OPD attendance and engagement patterns for staff and PGRs in 2017/18 (1 August 2017 – 31 July 2018) and highlight key activities of note.

2. Professional Development Programme

2.1 Overview of workshop places and bookings for 2017/18 and historic comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Workshops</th>
<th>Places available</th>
<th>Places attended</th>
<th>Places cancelled</th>
<th>Non-attendance</th>
<th>Waiting list</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>303(^a)</td>
<td>3926</td>
<td>3201(^b)</td>
<td>717(^c)</td>
<td>686(^d)</td>
<td>238</td>
</tr>
<tr>
<td>2016/17</td>
<td>264</td>
<td>3441</td>
<td>2709</td>
<td>681</td>
<td>619</td>
<td>246</td>
</tr>
<tr>
<td>2015/16</td>
<td>258</td>
<td>3335</td>
<td>2663</td>
<td>747</td>
<td>477</td>
<td>155</td>
</tr>
</tbody>
</table>

Table 1: Overview of workshops, places available, attended, cancelled, non-attended and waiting list for 2017/18 for internal staff and PGRs and comparison with 2016/17 and 2015/16 data

\(^a\) Breakdown of the 303 workshops in the 2017/18 workshop programme:

- 217 distinct topics, with key workshops running multiple times
- 193 workshops for staff only, 56 for PGRs only and 54 for staff and PGRs
- An additional 31 workshops were cancelled – 22 due to low bookings e.g. Basic Word Functions and TIC (Timetabling in Calendars) Training, 5 due to strike/snow and 4 due to facilitators becoming unavailable to facilitate scheduled workshops
Breakdown of the 3201 places attended by staff and PGRs in the 2017/18 workshop programme:

- There were 2084 places attended by staff (comprised of Academic (282), Academic related (619), clerical (581), manual (7), technical (140), Other Related (2), Research (453))
- There were 1117 places attended by PGRs
- Appendix I has a full break down of places attended by School and Professional Services
- An additional 108 places were taken by non-core users - Associate staff (Tutors, Temporary, Honorary and Secondment staff) and external staff (7 places taken up by external users from V&A, University of St Andrews and Abertay University).

Breakdown of Cancellations in the 2017/18 workshop programme:

- Of the 717 (88 cancelled, 629 withdrawn) places that were cancelled, only 88 were late cancellations (made less than three days prior to the workshop and difficult to fill at short notice)

Breakdown of attendance/non-attendance in the 2017/18 workshop programme:

- Of the 686 non-attended places (17.6 % non-attendance), 409 were staff and 277 were PGRs. 283 had valid/acceptable reasons for non-attendance i.e. off work due to illness, but were still recorded as not attending on the day

2.2 Engagement levels of staff and PGRs with the OPD workshop programme

During 2017/18, 949 staff and 317 PGRs were engaged with the OPD workshop programme (attending > 1 workshop). Appendix II has a breakdown of individual engagement levels by School and Professional Services.

Of the 949 staff that attended, the percentage of female attendees was 66% (630 individuals) (34.4 % of eligible population) and male attendees was 34% (319 individuals) (23.1 % of eligible population).

<table>
<thead>
<tr>
<th>Staff/ PGR type</th>
<th>Art &amp; Design</th>
<th>Dentistry</th>
<th>Education &amp; Social Work</th>
<th>Humanities</th>
<th>Life Sciences</th>
<th>Medicine</th>
<th>Nursing &amp; Health Sciences</th>
<th>Science &amp; Engineering</th>
<th>Social Sciences</th>
<th>Professional services</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>30.1</td>
<td>36.0</td>
<td>35.7</td>
<td>27.0</td>
<td>29.5</td>
<td>27.4</td>
<td>45.3</td>
<td>31.3</td>
<td>26.5</td>
<td>28.8</td>
<td>29.6</td>
</tr>
<tr>
<td>PGR</td>
<td>64.0</td>
<td>54.2</td>
<td>23.5</td>
<td>27.3</td>
<td>59.9</td>
<td>38.7</td>
<td>80</td>
<td>45.5</td>
<td>51.5</td>
<td>NA</td>
<td>47.5</td>
</tr>
</tbody>
</table>

Table 2: Engagement levels (%) of individual members of internal staff and PGRs with the OPD workshop programme. Percentage engagement based on the eligible population from a data import of internal staff/PGRs as of 31/07/18.

2.3 Summary of workshop feedback from OPD workshop programme

Post-workshop, level 1 feedback for the 2017/18 academic year was collected via online questionnaire via Online Surveys, with an average return rate of 64.1% per workshop. Informal feedback was also gathered via email, in person from staff, PGRs and workshop facilitators. All feedback and training requests and feedback from OSaR returns informed 2018/19 programme planning.

Summary of workshop feedback ratings:
To what extent did the workshop meet your departmental/individual training requirements in this area? Average rating = 4.3 (1 = not at all, 5 = completely)
How would you rate the facilitation of this workshop? Average rating = 4.6 (1= Poor and 5 = Excellent)

Feedback identified a strong organisational training need for topics surrounding: project management, mental health interventions and wellbeing, events organising, interview techniques, communication and inclusion of
international students/ colleagues, statistics, presentation skills and publishing workshops. Where OPD were able to respond to this feedback, workshops were provided in Semester 2 (Section 2.4).

2.4 Highlights/New for 2017/18 programme

Focus on Pages: A series of Focus on Pages were produced for the 2017/18 year to help staff and PGRs navigate the learning and development opportunities available to them in the areas of Wellbeing and Resilience; Welcome for Staff and Postgraduate researchers; Values into Action; Mentoring; Organisational Development; Management; International; Researcher Development and Digital Learning. The response to these pages, particularly the management pathway was hugely positive and this idea has been greatly developed for the coming year.

Wellbeing and Resilience: 2017/18 saw an increase in the provision of Wellbeing and Resilience development opportunities underpinning a key priority for the HR&OD Directorate - Personal Resilience facilitated by the author Liggy Webb (nomination only); SafeTALK and ASIST training, Ease The Load (Feel good about your busy life) - all added as new or increased in response to feedback survey information and requests.

OSaR training redesigned: OPDs Training and Development Officer undertook a redesign of the OSaR training materials to be more reflective of the University’s culture and to address the low return rate of the OSaR forms to OPD to document training requirements. Furthermore, a Train the Trainer workshop was run for all HR Officers enabling new tailored delivery in schools (Education and Social Work, School of Life Sciences and DJCAD have all had specific OSaR training delivered just for their staff). These new workshops have been very well received with participants giving positive feedback regarding the newly created toolkit materials and stating a better insight into how to conduct the OSaR. “Now able to better interact with other staff given the greater understanding of the process.”

Interview Skills and Public Speaking workshops: OPD hosted a new facilitated suite of workshops based on Vocal Enhancement, Public Speaking and Interviews, with high demand and excellent feedback.

Advance in Management (AiM): This programme is tailored for our more experienced managers looking to advance to a leadership position. The 2017/18 year saw a few amendments to the programme to offer participants an even fuller and more robust learning experience. Mentors from the Developing Leaders and Aurora alumni were identified and volunteered to offer mentoring to the 2017/18 AiM participants. Action Learning Sets were well attended with both groups having continuing to meet post-programme.

Moving Towards a Paperless Office: We are delighted to have been able to host a new workshop for administrative staff facilitated by an internal member of staff following their attendance on last year’s Train the Trainer workshop. This new workshop was very well received with 31 individuals attending in the year. To indicate further responsiveness of the OPD programme, feedback from this pilot workshop asked for training on One Note which we were able to secure internally.

Continued development of centralised recording of training and embracing a One Dundee approach: Whilst OPD are the centralised training, learning and development function for the university; we are cognisant that training does occur in various other departments across the organisation. One of the key streams of work which we began this year was offering the opportunity to other training functions to have their workshop attendance recorded on the OPD online booking system so that staff training records are complete and ready to transition to One University. In 2017/18, training from CTIL (Centre for Technology and Innovative Learning), HR Officer OSaR training in Schools and Unconscious Bias training in the School of Life Sciences was recorded in our booking system.
3. Researcher Development

Researcher Development is integral to the University strategy to 2022 and enabling all parts of our community to flourish, with training and development opportunities provided centrally by OPD for early career and PGRs, supporting key strategic themes. Approximately 50% of the events on the OPD programme are targeted to research staff and PGRs with high profile events such as the Cross-Institutional Teaching Research and Academic Mentoring, and Scottish Crucible organised specifically to enhance researcher development.

3.1 Researcher Development highlights

**HR Excellence in Research**: The university retained its HR Excellence in Research award from European Commission in April 2018. This followed an internal review process which was overseen by the Career Development for Research Staff (CDRS) Steering Group, which meets 4 times per year and is chaired by the Vice-Principal (Research). This review involved updating the 2015-17 Action Plan, creating a new Action Plan for 2017-19 and a 6 year review progress report, all of which can be viewed: [www.dundee.ac.uk/hr/hrexcellenceinresearch](http://www.dundee.ac.uk/hr/hrexcellenceinresearch)

**Reflective Analysis 2018**: As part of the Enhancement-led Institutional Review (ELIR), OPD provided input to the University’s Reflective Analysis document in the following sections:

- Enhancing the student learning experience – Research students
- Strategy and practice for enhancing learning and teaching – Staff Development

The content showcased the diverse range of training and opportunities on offer for both PGRs and staff at the University of Dundee.

**Research Integrity Resource**: Working with the University Research Policy Manager, OPD have been involved in new processes around Research Integrity training in line with Welcome Trust audit in 2017 to ensure the resource is fit for purpose and is inclusive of refresher training requirement. With the input of an external consultant specialist, there has also been an extensive review of the Research Integrity training content which includes updates with respect to GDPR compliancy. OPD continue to manage the training and recording aspects of this resource and work with each of the Schools administration teams and PGR Leads to ensure compliance where appropriate.

**Ambitious Futures Graduate Placement**: OPD were fortunate to secure a 5 month graduate placement that permitted a feasibility study to be carried out, working with stakeholders to determine if there was appetite for a more formal and structured approach to the professional development of PGRs. This provision would be provided through a University wide postgraduate certificate or similar, that aligns with the skills training provided by OPD and the Schools/disciplines. The report for this body of work was submitted to the 7th of September meeting of the Research Degrees Subcommittee for consideration. As part of this work, a series of Case Studies for Career Stories of PGRs was also collated and will form the basis of an ongoing project with the Careers Service.

**International Speaker – Jorge Cham**: Earlier this year, OPD welcomed the creator of PhD Comics to the University of Dundee to host his seminar on ‘Finding Humour and Dealing with Stress in the Graduate Experience’ and workshop on ‘Communicating Your Research’. Both events were well attended with over 100 PGRs attending his seminar.

**Three Minute Thesis Dundee**: For the first time at the University of Dundee and in partnership with the Leverhulme Centre for Forensic Science, OPD hosted the Three Minute Thesis Dundee as part of a wider national initiative. There was very positive uptake for the opportunity and 6 finalists competed for the title in July 2018.
**Supporting the University’s agenda for enterprise:** OPD continue to support a culture of enterprise amongst our staff and researcher population by contributing to the Venture Competition via part-funding in 2 award categories in February 2018.

**Voice of Young Science:** In September 2017, OPD extended its public engagement support at the University by coordinating the Voice of Young Science workshop in partnership with the School of Life Sciences.

**New for 2018/19:** A combination of horizon scanning and feedback from researchers has led to the following new workshops being included in the 2018/19 programme: Writing Research Grant Applications - the Easy Way ● Managing Research Relationships ● Personal Presence - Authority and Authenticity ● Podcasting - an Introduction ● The Busy Person's Guide to Doing a PhD ● Preparing for Leadership of Learning and Teaching ● Small Group Teaching - Supporting PGRs Who Teach ● Media and Communication Training - Getting the Message Across ● Building Resilience and Self Sufficiency ● My Thesis in 10 Steps ● Positive Strategies for Success

**4. Organisational Development (OD)**

**4.1 Overview of OD events and places attended for 2017/18 and historic comparison**

2017/18 saw a steady increase in the involvement of OPD in organisational development (OD) provision for the University.

The types of OD requests received by OPD range from team building workshops, one to one coaching support, supporting areas undergoing change, and a request for support for a new manager.

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
<th>Distinct topics</th>
<th>Places attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>71</td>
<td>39</td>
<td>831</td>
</tr>
<tr>
<td>2016/17</td>
<td>63</td>
<td>35</td>
<td>667</td>
</tr>
<tr>
<td>2015/16</td>
<td>37</td>
<td>25</td>
<td>360</td>
</tr>
</tbody>
</table>

Table 3: Overview of OD events/workshops and places attended for 2017/18 for internal staff and PGRs and comparison with 2016/17 and 2015/16 data (this includes mentoring and research integrity training provision)

**4.2 Organisational Development (OD) highlights**

**Associate Deans Development Programme (ADDP):** Building on the organisational development activities of previous years for UEG, Deans, Directors and Developing Leaders, this year a new development programme was created for the Associate Deans as a group. This programme ran over two cohorts, combining internal sessions from Vice- Principals and Professional Service leads with external contributions.

This new development programme linked with our new University Strategy and was sponsored by our Vice Principal (Provost) enabling excellent feedback channels - the programme was flexible and responsive to the requirements of the participants which led to: issues emerging during the programme being raised with and discussed at UEG; the Deans being invited to one of the Strategic Insights sessions; actions being taken based on the issues raised.

Throughout the programme, the Associate Deans were introduced to elements of coaching as part of their leadership skills repertoire.

The impact of this programme is visible in the formal and informal networks that have been created, and a ‘pool’ of staff spread across all parts of the organisation with the tools and personal confidence to carry out leadership roles and act as change agents to help implement strategy and ensure staff around them understand the vision and transformation agenda.

**Aurora:** 11 members of staff attended the 2017/18 Leadership Foundation Aurora leadership development programme for women. Internal support for this programme comprised an internal Aurora Networking session for
new Aurora delegates; continuation of a *University of Dundee Aurora Alumni* with 34 alumni; and a new *Daily resilience habits for long term resilience workshop*.

**Supporting organisational change:** OPD continued to provide support, in partnership with HR colleagues, to individuals and teams going through change, providing bespoke support for specific teams undergoing change, in addition to a variety of change workshops available to staff via the workshop programme.

**Team development:** OPD supported teams from different areas across the University with the provision of bespoke workshops as requested e.g. *Equality and Diversity, Minute Taking and Interview Skills*.

**Facilitation skills:** A new half day skills training workshop was designed and developed by OPDs Training and Development Officer to replace the externally facilitated Train the Trainer. The Facilitation Skills workshop has been amended and delivered for the following:

<table>
<thead>
<tr>
<th>Title – “Facilitation Skills” for:</th>
<th>Audience</th>
<th>Purpose</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group and Action Learning</td>
<td>Aurora Alumni and DUSA</td>
<td>DUSA Vice President Student Welfare’s Women’s Forum and Aurora networking and alumni group</td>
<td>9</td>
</tr>
<tr>
<td>Table and Plenary</td>
<td>DUSA and ELIR representatives</td>
<td>Enhancement-Led Institutional Review forum and feedback from students</td>
<td>11</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>Staff</td>
<td>Staff Survey 2017 Action Planning</td>
<td>19</td>
</tr>
<tr>
<td>General/ Meeting/ Group</td>
<td>DUSA Exec</td>
<td>OPD offering support to newly appointed DUSA Executive to upskill them for their new roles</td>
<td>7</td>
</tr>
</tbody>
</table>

**Welcome Events:** OPD redesigned and coordinated three Welcome events for staff and one Welcome event for PGRs in 2017/18. This redesign centred on including more departments in the event, aligning it more with induction. Amendments on time and structure continue in response to feedback from guest speakers, representative and delegates.

**Research Integrity:** Fourteen participants attended a highly interactive full-day ‘train the trainer’ research integrity training session for Research Integrity Leads and Advisors on 26th October 2017. The programme allowed for wide-ranging and in-depth discussion of a range of research integrity issues and included two group activities designed to enhance participants’ ability to moderate face-to-face discussions of case studies associated with the University’s online training.

**Flexible Workforce Development Fund:** The Scottish Government’s Flexible Workforce Development Fund (FWDF) is available to employers across the private, public and third sectors subject to the UK Government’s Apprenticeship Levy. We were eligible to apply for up to £10000 towards funding the cost of training our workforce. OPD worked closely with our regional provider (Dundee and Angus College) and secured £9881. Working with Director of HR&OD, World Host Customer Service training was identified for delivery to our ‘customer facing’ staff members. The rationale behind this decision was that University of Dundee play a central role in the development of Dundee city and achieving World Host status is a strategic aim for the city council and city, as well as the V&A with whom we are in partnership.

73 staff members from 3 directorates (External Relations, Institute of Sports and Exercise and Student Services) were trained and certified as World Host customer service providers as of June 2018. The FWDF is in application for the 2018/19 year.
HE Scotland Today: This programme which was developed jointly by the OD teams at University of Dundee and University of Stirling for the Scottish HE sector, now runs once per year. OPD supported 6 members of staff attending this programme in 2017/18.

5. Mentoring

Professional Development Mentoring (PDM):
This scheme is an exciting new provision for the University which launched for its pilot cycle in January 2018. This scheme is available to all staff at all levels wishing to gain or give mentorship on professional skills and to staff looking to transition to Professional Services. There are 22 champions of the scheme across the University who helped inform the objectives and aims of the scheme and to promote it in their local areas and networks.

OPDs Training and Development Officer fully designed and delivered the briefings for this scheme delivering to 97 individuals. The pilot has been very successful with 83% of respondents on the mid-cycle review survey saying their mentoring match was very good or excellent (70% of participants have responded to the survey) and the vast majority of verbatim feedback being positive - a mid-year review will be produced to outline this.

Key stats:
- 121 current members
- 51 live partnerships
- 100% of matched mentees have been briefed

Teaching, Research and Academic Mentoring (TRAM):
Previously called Early Career Academic Mentoring (ECAM), 2017/18 saw this highly successful cross-institutional mentoring scheme in its 11th cycle. Developed in collaboration between University of Dundee (OPD) and University of St Andrews (CAPOD), this cycle saw Abertay University return for its second year and Glasgow School of Art join in a pilot cycle. OPD and CAPOD coordinators took the decision to rebrand the scheme to TRAM to be more inclusive and attractive to individuals on the academic track who were not ‘early career’ but in a more junior position or at mid-career levels.

Working in conjunction with the University of St Andrews, a networking session was hosted in May in St Andrews to allow participants and prospective participants to meet and to obtain information from the scheme coordinators. Through this networking session we have secured involvement from James Hutton institute and are negotiating involvement from Trinity College Dublin.

Key stats:
- 75 new live partnerships in the 2017/18 cycle
- 102 mentees
- 65 mentors
- 3 dual role

DUSA Exec Mentoring:
The Graduate Careers and Professional Development Certificate is run by the Careers Service for the DUSA Exec team to promote their personal development and work-based learning. As part of this work, OPD were contacted to identify and coordinate a mentoring element for the DUSA Exec. Six suitable mentors were identified from the pool remaining in the PDM scheme and from our Advance in Management and Developing Leaders Alumni. OPDs Training and Development Officer ran the briefing for these mentors and all partnerships have begun.
**Academic Probationer Mentoring:**
The briefing for this and all other schemes were redesigned and delivered by OPDs Training and Development Officer to ensure a joined up, One Dundee approach to and understanding of mentoring for our people.

**6. Coaching**

**Coaching interventions:** In addition to the OD events/workshops summarised above, OPD supported managers with coaching support in liaison with HR. Various individuals from across the University have contact OPD to request coaching for themselves or direct reports.

**ILM Level 5 Coaching and Mentoring Certificate:** Six members of staff (5 in HR & OD, 1 Campus Services) are undertaking an ILM Level 5 qualification in Coaching and Mentoring. The purpose of undertaking this professional qualification was to provide a resource of internal coaches and for quality assurance on coaching provision available to individuals in the organisation and to better inform coaching interventions and agendas as outlined in the University’s strategic action plans.

**Coaching Steering group** – OPD are members of a new group, chaired by the Vice-Principal (Provost) which is in its early stages. The group has a remit for creating a culture of coaching. This aligns to the strategic action plan of training all line managers in coaching skills. Some of the important contributions OPD have already been able to influence in this group is to highlight what currently occurs with coaching in our University; increasing the understanding of coaching as a management style as well as the delineation of coaching versus mentoring. OPD have been centrally involved in this group and in arranging satellite meetings relating to this agenda including the Coaching Culture Readiness Barometer (see below) and to utilise our free training workshop offered through our Leadership Foundation for Higher Education membership where the group discussed the unique consideration needed to create and implement a coaching culture for the University.

**Coaching Culture Readiness Barometer workshops:** Through our Staff Development networks in other HEIs, OPD agreed to host two pilot workshops in February 2018, using a tool to enable us to assess where our organisation is in terms of becoming a coaching culture, and to identify gaps and challenges that will need to be addressed. The tool was developed by the voluntary Director of the European Mentoring & Coaching Council (EMCC), Jeremy Gomm and his coaching and mentoring consultant colleague, Linda Grant. The first workshop, a two hour Coaching Culture Readiness Barometer workshop ran on 5 February 2018, tested the Reflective version of the tool. Given that the University are just starting out on the journey with coaching, this workshop was organised to provide a baseline of coaching activity. This workshop brought together staff who have been and remain involved in the development of a coaching culture in our University and are familiar with the territory. The second workshop, a one hour Coaching Culture Readiness Barometer workshop ran on 5 February 2018, tested the Quick Response Version of the tool. This workshop involved staff whose view of how things are would be helpful – a cross section of line managers and other members of staff. The collective score - *You have made a start on your journey towards a coaching culture and have enough of the ingredients needed to make a start. However, works needs to be done to link the ingredients to each other.*

**7. 2018/19 provision**
The OPD programme for 2018/19 launched on 10 September 2018 (www.dundee.ac.uk/opd) with the first workshop scheduled for 27 September 2018. The workshop programme, along with bespoke training events, has been developed to reflect the University’s current requirements for training and development as identified through:
• The new University Strategy to 2022
• Business Transformation
• A review of the findings of the Staff Survey cross referenced with the results of the Careers in Research Online Survey (CROS)
• Requirements identified at an individual and local level
• The Concordat to Support the Career Development of Researchers, the HR Excellence in Research Award, Research Councils UK and Vitae
Appendix I: Breakdown of places attendance by School/Professional Service

<table>
<thead>
<tr>
<th>Staff/PGR type</th>
<th>Art &amp; Design</th>
<th>Dentistry</th>
<th>Education &amp; Social Work</th>
<th>Humanities</th>
<th>Life Sciences</th>
<th>Medicine</th>
<th>Nursing &amp; Health Sciences</th>
<th>Science &amp; Engineering</th>
<th>Social Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>26</td>
<td>24</td>
<td>40</td>
<td>14</td>
<td>9</td>
<td>30</td>
<td>29</td>
<td>50</td>
<td>54</td>
<td>276</td>
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<tr>
<td>Academic Related</td>
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<td>4</td>
<td>6</td>
<td>1</td>
<td>59</td>
<td>45</td>
<td>12</td>
<td>18</td>
<td>7</td>
<td>176</td>
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<tr>
<td>Clerical</td>
<td>22</td>
<td>20</td>
<td>17</td>
<td>26</td>
<td>22</td>
<td>180</td>
<td>50</td>
<td>9</td>
<td>11</td>
<td>357</td>
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<tr>
<td>Manual</td>
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<td>0</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Technical</td>
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<td>0</td>
<td>0</td>
<td>64</td>
<td>28</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>95</td>
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</tr>
<tr>
<td>Other Related</td>
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<td>0</td>
<td>0</td>
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<td>Research</td>
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<tr>
<td>Staff - total</td>
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<td>64</td>
<td>57</td>
<td>372</td>
<td>414</td>
<td>110</td>
<td>104</td>
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<tr>
<td>PGRs</td>
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<td>58</td>
<td>40</td>
<td>28</td>
<td>255</td>
<td>178</td>
<td>46</td>
<td>159</td>
<td>277</td>
<td>1117</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
<th>Academic and Corporate Governance</th>
<th>Estates and Campus Services</th>
<th>External Relations</th>
<th>Finance and Procurement</th>
<th>HR and Organisational Development</th>
<th>Institute of Sport and Exercise</th>
<th>Library and Learning and Culture Information</th>
<th>Research and Innovation</th>
<th>Student Services</th>
<th>University Executive Office</th>
<th>UODIT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>49</td>
<td>19</td>
<td>113</td>
<td>62</td>
<td>123</td>
<td>3</td>
<td>36</td>
<td>39</td>
<td>107</td>
<td>37</td>
<td>137</td>
<td>725</td>
</tr>
</tbody>
</table>

The final total of 3201 places attended for the 303 workshops is composed of 2084 bookings made by internal staff (1359 in Schools, 725 in Professional Services) and 1117 bookings made by PGRs
Appendix II: Breakdown of individual engagement levels of staff/PGRs for the main OPD workshop programme by School/Professional Services

<table>
<thead>
<tr>
<th>Staff/PGR type</th>
<th>Art &amp; Design</th>
<th>Dentistry</th>
<th>Education &amp; Social Work</th>
<th>Humanities</th>
<th>Life Sciences</th>
<th>Medicine</th>
<th>Nursing &amp; Health Sciences</th>
<th>Science &amp; Engineering</th>
<th>Social Sciences</th>
<th>Professional Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>18 (65)</td>
<td>13 (42)</td>
<td>25 (70)</td>
<td>11 (51)</td>
<td>8 (66)</td>
<td>20 (127)</td>
<td>16 (57)</td>
<td>32 (99)</td>
<td>32 (139)</td>
<td>2 (3)</td>
</tr>
<tr>
<td>Academic Related</td>
<td>11 (32)</td>
<td>3 (9)</td>
<td>3 (15)</td>
<td>1 (5)</td>
<td>22 (54)</td>
<td>21 (90)</td>
<td>2 (5)</td>
<td>6 (15)</td>
<td>5 (16)</td>
<td>166 (402)</td>
</tr>
<tr>
<td>Clerical</td>
<td>9 (23)</td>
<td>8 (19)</td>
<td>12 (27)</td>
<td>7 (16)</td>
<td>11 (37)</td>
<td>66 (132)</td>
<td>21 (28)</td>
<td>6 (18)</td>
<td>7 (25)</td>
<td>102 (316)</td>
</tr>
<tr>
<td>Manual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (6)</td>
<td>0 (3)</td>
<td></td>
<td>0 (1)</td>
<td></td>
<td>5 (229)</td>
</tr>
<tr>
<td>Technical</td>
<td>1 (11)</td>
<td>0 (2)</td>
<td>0 (1)</td>
<td></td>
<td>34 (153)</td>
<td>9 (86)</td>
<td></td>
<td>2 (23)</td>
<td>1 (5)</td>
<td>22 (84)</td>
</tr>
<tr>
<td>Other Related</td>
<td>0 (2)</td>
<td>1 (2)</td>
<td></td>
<td></td>
<td>1 (2)</td>
<td>0 (1)</td>
<td>0 (2)</td>
<td>0 (1)</td>
<td></td>
<td>1 (1)</td>
</tr>
<tr>
<td>Research</td>
<td>4 (10)</td>
<td>7 (15)</td>
<td>1 (1)</td>
<td>1 (2)</td>
<td>122 (358)</td>
<td>44 (144)</td>
<td>9 (14)</td>
<td>14 (36)</td>
<td>10 (18)</td>
<td>NA</td>
</tr>
<tr>
<td>PGRs</td>
<td>16 (25)</td>
<td>13 (24)</td>
<td>12 (51)</td>
<td>12 (44)</td>
<td>88 (147)</td>
<td>41 (106)</td>
<td>12 (15)</td>
<td>55 (121)</td>
<td>69 (134)</td>
<td>NA</td>
</tr>
</tbody>
</table>

During 2017/18, out of a possible total of 3212 core staff and 667 PGRs respectively, 949 internal staff and 317 PGRs engaged with OPD (taking > 1 workshop). This is a total of 1266 individuals, engaged with the OPD workshop programme.

The numbers above are based on distinct counts distinct and includes individuals who were registered with OPD during 2017/18 as one individual who participated in a workshop while based in 2 different areas in the university.