

Skills Evaluation Tool (SET)

Development Planning
Workbook for Doctoral
Researchers and their
Supervisors



*Designed by Doctoral
Researchers for
Doctoral Researchers*

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Acknowledgements

This project was initiated in partnership with UCL Doctoral School in response to a review of the original skills self-assessment function within Research Log.

The new Skills Evaluation Tool (SET) was developed by UCL academics who are experts in the field of assessment, led by Dr Gorkan Ahmetoglu and supported by Dr Sonia Koller and Josephine Andersen.

SET was piloted with Doctoral Researchers from the Bartlett Faculty of the Built Environment and the Faculty of Brain Sciences, who provided valuable feedback on the use of the tool.

This accompanying workbook was co-created by UCL Doctoral Researchers, Effrosyni Alexandrou and Weiwen Qi, who used insights from their own development journeys to inform the design.

We hope you find SET and the accompanying workbook helpful. Please send any feedback or questions to the UCL Academic and Researcher Experience Team at [**docskills@ucl.ac.uk**](mailto:docskills@ucl.ac.uk).



Welcome

This workbook has been designed to assist UCL Doctoral Researchers in assessing and enhancing their skills, knowledge, and abilities. The primary aim of this workbook is to provide a structured approach to self-reflection and development planning, supporting you throughout the various stages of your doctoral journey.

Regular self-reflection and development planning enables you to:

- ✓ **Recognise your strengths:** Identify and leverage the skills, knowledge and abilities that set you apart.
- ✓ **Pinpoint areas for growth:** Determine the skills, knowledge and abilities that require enhancement.
- ✓ **Set realistic goals:** Establish clear achievable objectives that align with your personal and professional aspirations.

Use this workbook alongside the Skills Evaluation Tool (SET) found in Inkpath. By engaging with SET, you will gain valuable insights into your strengths and areas for growth, enabling you to set realistic goals and plan your development.

Your skills development is part of your formal doctoral review process. To learn more about training points, and how your funders and department may want you to document your development, please visit our **Training points: Frequently Asked Questions** webpage.



Welcome

Who should use this workbook?

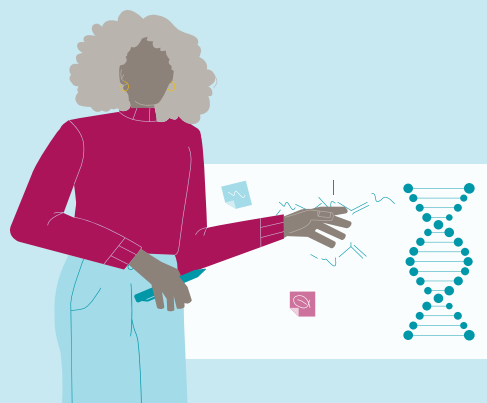
Doctoral Researchers

Use this workbook to support you to take ownership of your development journey. Assess your skills, identify areas for development and set clear, achievable goals.



Supervisors

Use this workbook to enable and structure development conversations with Doctoral Researchers in your team.



Note to Supervisors

The Skills Evaluation Tool (SET) is designed to empower Doctoral Researchers to assess their current skills, knowledge, and abilities. Based on the [Vitae Researcher Development Framework \(RDF\)](#), it connects Doctoral Researchers with UCL training and development opportunities that best support their needs. Please see the [Course Catalogue](#) for an overview of opportunities. The evaluation can be repeated multiple times to monitor progress, enhance research skills and prepare for career next steps. This workbook provides a structured way to discuss the development needs of Doctoral Researchers you supervise.

You can:

- Reflect on skills: offer insight into Doctoral Researchers' current strength areas and skills gaps.
- Prioritise development: support Doctoral Researchers to identify areas for development in the immediate and longer term.
- Set goals: Challenge Doctoral Researchers to set realistic, achievable development goals.
- Celebrate achievements: recognise and celebrate achievements to motivate and encourage further development.

Researcher Development Framework (RDF)

Vitae's **Researcher Development Framework (RDF)** is a national professional development framework that describes the knowledge, behaviours and attributes of successful researchers.

The RDF and is an established framework used by most UK universities and was developed by researchers in consultation with employers both within academia and beyond. The framework contains four different domains which are each further divided into three sub-domains.

The UCL Skills Evaluation Tool (SET) has been developed to assess your current skills, knowledge, and abilities, and inform your decisions about which areas to develop and how you can do it. The 12 areas that you are asked to assess yourself against are aligned to the 12 sub-domains of the Researcher Development Framework.

The **UCL Doctoral Skills Development Programme (DSDP)** is also mapped to the Researcher Development Framework. Courses have been arranged into helpful collections to assist you when navigating the development programme. You can therefore use the Skills Evaluation Tool to identify the training and development opportunities that fit your specific development needs.



5 Step guide to development planning

Here is your 5-step guide to evaluating your skills and planning your development. We recommend completing this process once every 6 to 12 months. Each time you complete the Skills Evaluation Tool (SET) within Inkpath, your assessment will be saved enabling you to plot your progress over time.

1

Complete SET in Inkpath

Evaluate your skills against the 12 sub-domains of the RDF.

2

Identify your priority development areas

Review your SET output and consider your strength areas and knowledge gaps.

3

Create your development plan

Reflect on your priority development areas and design goals to address them.

4

Discuss your plan with your supervisor

Share your development plan with your supervisor for feedback.

5

Book development activities

Schedule agreed development and training activities.



How to use this workbook

This workbook supports you at each of the 5 steps. Whenever you see this icon, this indicates a call to action to complete an activity as part of your development planning journey.

Step 1: Complete SET in Inkpath

This Skills Evaluation Tool (SET) has been developed to assess your current skills, knowledge, and abilities, and inform your decisions about which areas to develop and how you can do it. SET asks you to assess yourself against 12 sub-domains aligned to the Researcher Development Framework.

You are asked to assess yourself from 1 to 6 for each of the 12 sub-domains. Level 1 is where you might expect to be at the start of your doctoral journey, level 6 is where you might expect to be on completing your doctorate. The number you select indicates what knowledge, skill, or ability level you perceive yourself to be at.


To assist you with your assessment we have outlined what each number on the scale means in practice, with descriptions and examples.

Key points to consider when completing SET:

- ✓ **Your development journey is unique**
Each doctoral journey is individual, based on different research and career goals, and discussions with supervisors.
- ✓ **It is not a competition**
You are not expected to have achieved a specific level in SET by any specific stage of your doctorate.
- ✓ **Be honest**
Assess yourself honestly. This will allow you to make the most out of the resources that are available to you at UCL and is the best way you can track yourself accurately.



To access the Skills Evaluation Tool (SET), navigate to the **Inkpath home page** where you will see a menu on the left-hand side of the webpage or at the bottom of the mobile app.

Select the 'Questionnaire' function which has a  heart monitor icon.

Here you will find SET ready for you to complete. When you are ready, please complete SET within Inkpath. Please see our **Inkpath Frequently Asked Questions** for further information on how to sign up and log in.

Step 3: Create your development plan



Using the previous plotting exercise, select up to three areas you would like to prioritise for development over the next 90 days. This is a useful time frame to plan your development as it is long enough to achieve something substantial, but not too long that actions get forgotten. Use the interactive table below to reflect on your development needs, set associated goals and success measures.

Review the [SET assessment descriptors](#) for inspiration and ideas of activities to support you to achieve the next level. Explore UCL development opportunities by themes using the Course Collections outlined in the **Course Catalogue**.

Priority Development Area	Where am I now? What relevant achievements and experience do I have?	Where do I want to be? What does success look like?	What do I need to do to achieve this? What actions will I take?	How will I know when I have been successful? How will I measure progress?
1: RDF Sub-domain:				
2: RDF Sub-domain:				
3: RDF Sub-domain:				

Step 4: Discuss your plan with your supervisor

Once you have a draft of your development plan, discuss your thinking with your supervisor and other key project partners. For instance, you may discuss and agree which skills to prioritise, when to prioritise specific skills, and which skills are the most important for achieving your longer-term goals.



Use this space to write down any agreed actions following review of your development plan with your supervisor. This could include recommendations for training options and time frames when you will next review your progress with your supervisor.


Step 5: Book development activities



Once you are happy with your development plan, search and register for training and development opportunities that match your development needs.

Training and development course timetables are published at the start of each term on the **UCL Doctoral Skills Development Programme (DSDP)** webpages.

Find the courses you are interested in and follow the links to book via **Inkpath**. You can also book training and development opportunities directly through Inkpath.

1. Login to Inkpath
2. Using the menu on the left-hand side of the webpage or at the bottom of the mobile app, navigate to 'My Activities' which has the  house icon.
3. Select 'Find' to search for training and development opportunities.
4. Filter based on the RDF sub-domain which matches your priority development area. You can find this under 'Skills' in the filters.
5. Select any opportunities you wish to attend. Be sure to book on to an activity to reserve your place.



Continue the Cycle

Personal and professional development is an iterative process. Each time you begin a new development planning cycle, it is worth reviewing the impact of the previous plan. This enables you to refine your goals and hold yourself accountable to achieving them.

Remember Inkpath will store all previous evaluations enabling you to track your progress throughout your doctorate.



SET assessment descriptors

We have included the SET assessment descriptors to provide ideas and inspiration for development activities to support you to achieve your next level within each sub-domain.

Knowledge base (RDF A1)

Assess your knowledge of the content and methods necessary for carrying out high-quality research.

1	You are at the start of the learning journey.	
2	You have a basic understanding of key concepts, ideas underpinning theories and research, and can apply a range of research methods linked to your area of research. You are able to identify and access appropriate sources of information (e.g., bibliographical resources, archives).	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ starting to put together a bibliography for your thesis, ▪ making research plans and writing methodology sections, ▪ justifying the principles and experimental techniques used in your own research to supervisors and other students, ▪ being able to name and describe the contributions of several key authors in your field, ▪ preparing content for presentations and/or thesis chapters, analysing data with statistical techniques used in your own discipline.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You can recognise patterns and connections between your own research area and other disciplines, can critically synthesise new and complex information from diverse sources. You have the ability to develop theoretical concepts. You can guide less experienced researchers and can provide constructive criticism.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ contributing to drawing a critical or tutorial review journal article, ▪ integrating multiple research areas or literatures in original ways, ▪ producing theoretical or conceptual work, ▪ providing informal reviews or engaging in peer-review activities for conferences or journals in your field, advising and guiding colleagues on the quality, integrity, authenticity, and validity of primary and secondary research information/ data.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You are proficient and confident in applying critical thinking skills, can identify new trends, deal with complex questions and broader problems, and design substantial projects. You can monitor and evaluate progress, impact and outcomes of a range of other researchers' activities.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ writing a literature review for your thesis, ▪ stimulating critical thinking in other researchers and students through seminars, conferences, and/or written feedback, ▪ giving useful critical feedback to other research peers, ▪ participating in peer-reviewing a journal submission.

SET assessment descriptors

Cognitive Abilities (RDF A2)

Assess your intellectual abilities necessary for carrying out research that advances your field.

1	You are at the start of the learning journey.	
2	You are able to formulate basic research questions and hypotheses and have the ability to recognise and validate problems. You can critically analyse and evaluate your own and others' findings, you are able to see connections between your own and previous studies and are developing your independent and critical thinking.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ formulating the key research questions for your thesis, ▪ formulating hypotheses within research studies, ▪ being able to critically evaluate research (whether published or your own research ideas), assessing the quality, integrity, and authenticity of primary and secondary research information/data.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You can recognise patterns and connections between your own research area and other disciplines, can critically synthesise new and complex information from diverse sources. You have the ability to develop theoretical concepts. You can guide less experienced researchers and can provide constructive criticism.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ contributing to drawing a critical or tutorial review journal article, ▪ integrating multiple research areas or literatures in original ways, ▪ producing theoretical or conceptual work, ▪ providing informal reviews or engaging in peer-review activities for conferences or journals in your field, ▪ advising and guiding colleagues on the quality, integrity, authenticity, and validity of primary and secondary research information/data.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You are proficient and confident in applying critical thinking skills, can identify new trends, deal with complex questions and broader problems, and design substantial projects. You can monitor and evaluate progress, impact and outcomes of a range of other researchers' activities.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ writing a literature review for your thesis, ▪ stimulating critical thinking in other researchers and students through seminars, conferences, and/or written feedback, ▪ giving useful critical feedback to other research peers, ▪ participating in peer-reviewing a journal submission.

SET assessment descriptors

Creativity (RDF A3)

Assess your intellectual abilities and motivation related to generating new research ideas, employing novel approaches and spotting connections between different research areas.

1	You are at the start of the learning journey.	
2	You demonstrate a willingness and ability to learn and acquire knowledge, you show curiosity and open-mindedness. You understand the role of innovation and creativity in research and are willing to expose your ideas to a critical audience.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ reading diverse literatures to stimulate new thinking, ▪ gathering critical feedback on new ideas by presenting your research in progress at seminars or conferences, ▪ formulating novel research questions
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You are curious and ask useful, challenging questions. You develop new ways of working on a topic and have innovative ideas. You can find novel solutions to problems. You show initiative and work independently.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ regularly speaking to colleagues and academics to acquire knowledge and challenge your thinking, ▪ independently solving issues that arise in your research, ▪ assisting other researchers by thinking of ideas to overcome their research problems, ▪ having original ideas about the potential future direction of research, ▪ attending seminars or workshops promoting interdisciplinary research
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You can see beyond immediate questions to unexplored areas of research. You are able to identify where your discipline/research area is going and to some extent influence other scholars and their thinking. You drive and deliver innovative research projects.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ confidently enquiring, challenging, and questioning ideas during conferences or in written publications, ▪ sharing own lateral thinking to larger audiences or through publications, ▪ being invited to share your novel ideas in conference symposia, journal special issues, or book chapters, ▪ developing an emerging pipeline of future research, ▪ overcoming significant problems in your research with a creative solution, ▪ cross-collaborating with researchers from other disciplines.

SET assessment descriptors

Personal Qualities (RDF B1)

Assess your traits and attitudes that contribute to a productive and fulfilling research career.

1	You are at the start of the learning journey.	
2	You are able to maintain enthusiasm and motivation for your own research, and rely on peer, supervisor or leader support when encountering obstacles. You reflect on, and are able to recognise, the boundaries of your own knowledge and skills and know how and when to draw on sources of support. You are moving towards taking complete responsibility for own project and own well-being.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ showing initiative in your own approach to research, ▪ regularly updating your goals list, ▪ proactively reaching out for support or help from appropriate sources and without undue delay, ▪ being able to remain passionate about your work, arranging regular catch-ups with supervisors.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You are highly motivated even when work is mundane, and display self-discipline and thoroughness. You demonstrate good standards of research practice without the need for guidance. You have heightened awareness of your strengths and weaknesses and seek out and act on personal feedback on performance. You are becoming more confident in your aptitude and usefulness as a researcher.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ displaying high motivation for your own research, ▪ defending ideas in the face of challenges from colleagues, ▪ taking responsibility for information/data handling and distribution, ▪ discussing your performance with peers or supervisors and acting on this feedback, ▪ successfully integrating feedback into your research.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You demonstrate passion for your research and show resilience and maintain perseverance when facing obstacles. You seek challenges and are confident in your own skills and abilities. You support others and act as an exemplar to less experienced colleagues.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ persevering through challenges and obstacles, whilst seeking to learn from these challenges, ▪ mentoring and helping peers or less experienced colleagues, ▪ building support structures for oneself and others, ▪ proactively engage stakeholders and other researchers, bringing your work and ideas to their attention.

SET assessment descriptors

Self-management (RDF B2)

Assess your behaviours that enable effective research and career management.

1	You are at the start of the learning journey.	
2	You can prepare and plan projects to meet objectives, you commit to and complete your first research project. You can manage your own time effectively (including ensuring work-life balance) and can adapt your approach when required to.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ preparing a plan for completing your first research project (or chapter of your thesis), ▪ delivering key milestones within timelines specified in your plan, ▪ using existing support and advisory resources to enhance personal well-being. ▪ You don't spend extended periods working more hours than you would choose to.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You are able to prioritise and take a strategic view of projects. You can deal with the unexpected. You evaluate and manage potential distractions and are dedicated to establishing your research credentials.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ making a plan for delivering longer-term research projects (e.g., research related to your whole PhD thesis), ▪ establishing your own time management systems, ▪ independently and proactively adapting plans depending on changing priorities and new opportunities, ▪ delivering projects on schedule.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You prepare for the unexpected. You can see gaps and opportunities in project plans and can evaluate the changes needed. You maintain and model a healthy work-life balance to your colleagues, even when under pressure. You can manage multiple or complex projects to time.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ being effectively engaged in multiple research projects (e.g., research projects not part of your PhD thesis), ▪ planning research pipelines for your future career advancement, ▪ having a balanced lifestyle and are able to focus on other pursuits after work and at the weekend, ▪ delivering significant pieces of research work on schedule, ▪ advising and providing feedback on project plans and work-life balance issues to less experienced researchers.

SET assessment descriptors

Professional and career development (RDF B3)

Assess your skills and behaviours that determine a successful career development and progression.

1	You are at the start of the learning journey.	
2	You start setting realistic and achievable career goals, identify your own development needs and understand professional development opportunities within and outside academia. You develop co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ exploring different career options, ▪ beginning to establish a career network, ▪ engaging with learned societies and public bodies, ▪ forming links with a research group at a different university, ▪ participating in a national or international conference, ▪ linking with someone from industry or the public sector.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You can clearly identify your development needs and find ways to improve in those areas. You have links with a number of researchers and institutions outside UCL. You can form credible career plans, grow and sustain career networks. You are becoming familiar with employers' requirements, seek development advice, guidance or coaching from appropriate professionals, and are actively seeking opportunities to address gaps.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ undertaking training, internships, mentorship or other forms of professional development, ▪ attending career events, ▪ effectively using networks (e.g. for feedback, advice, critical appraisal of work, and employment opportunities), ▪ having established relationships with researchers from other institutions, identifying a support network of peers, ▪ building a portfolio of experiences and achievements.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You are in the process of establishing your next career trajectory. You have a realistic view of your own potential in academic or non-academic job markets, and you are adapting your career development plans appropriately. You are forming a positive reputation within your field. You coach others for specific academic activities.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ successfully applied and secured a position or other professional opportunity in line with your current developmental level, ▪ having a holistic understanding of the job markets you are applying in and how your skills and experience compare to other candidates', ▪ coaching less experienced students or staff on specific issues and sharing external networks with them, ▪ are a recognised member of learned society(ies), participated in a committee or conference of a learned society, ▪ have received academic citations, ▪ have been asked by a colleague to consider collaborating with them.

SET assessment descriptors

Professional conduct (RDF C1)

Assess your knowledge and application of ethical and other professional principles needed for the effective management of research.

1	You are at the start of the learning journey.	
2	You have a basic understanding of safety, legal, and ethical requirements surrounding research and data ownership (Data Protection Act, Freedom of Information Act etc.) and specific rules that apply to your own research. You are mindful of your own impact on the environment and understand the concept of corporate social responsibility. You apply attribution consistently and fairly to appropriately recognised contributions and co-authorships. You respect the right of participants to confidentiality and anonymity within your own research.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ completing research integrity training, ▪ understanding the legal and professional requirements affecting your research, ▪ implementing measures as part of data management plans that ensure the confidentiality and anonymity of your research participants, ▪ challenging malpractice, ▪ taking responsibility for safety issues surrounding your own work space.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You make your own ethical judgements about work and advise less experienced researchers and students on issues such as respect, confidentiality, anonymity, copyright, and academic malpractice. You challenge potential or actual unethical behaviour of others.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ informally advising research students or staff on professional conduct matters, ▪ fairly attributing authorship order based on contribution to research outputs produced by co-author teams, ▪ proactively addressing unethical or disrespectful behaviour in others, ▪ setting an example and advise peers and less experienced researchers/students on health and safety issues, ▪ attending research integrity fora and seminars.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You understand and act on expectations to ensure health and safety and ethical principles are adhered to within your own research environment. You act as an exemplar and educate less experienced researchers and staff on sustainability issues, data management, IP and copyright issues, and appropriate practice.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ proactively guiding less experienced researchers and staff, ▪ constructively discussing the order of authors on a manuscript for publication, ▪ developing ethical codes of conduct for your immediate research environment and ensuring these are followed by other team members (e.g., RAs, PhD students, co-investigators, co-authors).

SET assessment descriptors

Research management (RDF C2)

Assess your skills required for successfully managing research.

1	You are at the start of the learning journey.	
2	You develop an understanding of the broader context of research and are aware of how your own research aligns with the research strategy of the institution. You apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities. You are aware of risks associated with virtual environments and interactive communication technologies.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ drafting a research plan for the duration of your PhD containing milestones and prioritising tasks based on this plan, ▪ acting on decisions agreed with your supervisor/line manager and deliver results, ▪ making basic risk assessments and plans for managing risk, knowing when your upgrade will be and agreeing a plan with your supervisor on how you will be ready for it.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You ensure your research contributes to the discipline/research area. You can independently define a manageable research project, understand project management cycles and are able to draw on a range of project management techniques and tools. You assess risks to success not only for your own studies, but also take a level of responsibility for the success of your research group's projects.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ reading the current version of UCL's research strategy and actively applying it to your project, ▪ designing a research plan that involves other participants, ▪ successfully implementing project management for your own research, ▪ carrying out longer-term risk assessment for your research and those involved in it.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You define large research project and draw up long-term plans for research. You select and use a range of project management strategies. You clarify priorities, set expectations and keep projects on track. You conduct thorough risk analysis for yourself, and your research group.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ submitted your thesis on time without overworking in the final months, ▪ designing a research plan for yourself or others to continue your research in future years, ▪ publishing a peer-reviewed paper before your viva.

SET assessment descriptors

Finance, funding and resources (RDF C3)

Assess your skills required for the successful funding and resource allocation for research.

1	You are at the start of the learning journey.	
2	You understand the processes for funding research as well as the basic principles of financial management. You make efficient use of available resources.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ knowing what finance is available for you in respect of materials, travel, and publishing costs, ▪ having some basic understanding of how to budget and account for research expenses.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You have a broad awareness and knowledge of key relevant sources and grant application procedures. You recognise the significance of income and funding generation for your own institution.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ having secured a small grant (e.g. for a conference or public engagement activity), ▪ keeping basic accounts and reconciling them, ▪ independently managing your own research expenses and making effective use of resources available.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You are aware of the wider economic context for research funding in the UK and elsewhere. You know how to access the current primary sources of funding in your area and construct a persuasive grant proposal.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ contributing to the writing of a grant application to a UK Research Council or similar body, ▪ successfully managing a grant, ▪ managing a budget for your research group (e.g. for a 1-day conference, research group away week).

SET assessment descriptors

Working with others (RDF D1)

Assess your skills and behaviours needed to engage with colleagues and stakeholders within a research context.

1	You are at the start of the learning journey.	
2	You listen, give and receive feedback and respond perceptively to others. You understand the benefits of equality and diversity in the research context. You engage in peer support and evaluation. You negotiate activities and deadlines with your supervisor. You recognise the implications of your own research for real life contexts and the value of engaging in dialogue with those who use the outputs of research to achieve influence and impact.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ co-producing research outputs with supervisors/research leaders, ▪ acting as a postgraduate teaching assistant (PGTA) on undergraduate courses, ▪ providing feedback to others and responding to feedback received during seminars or research group meetings, effectively supporting the learning of others when involved in teaching, mentoring, demonstrating or other research activities.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You develop an understanding of your own management style and coach less experienced researchers and students. You collaborate with peers to agree clear expectations and deadlines. You build collaborative relationships with a range of colleagues and with stakeholders and users of research to co-produce research outputs.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ taking on co-supervision roles for undergraduate or postgraduate (e.g., MSc or MA) students, ▪ providing support and advice to peers and less experienced researchers, ▪ working with a collaborator from outside UCL, ▪ co-producing research outputs with researchers that are not part of your supervisory team or peers, ▪ engaging with stakeholders and users of research to extend influence and impact of research within and beyond academia, ▪ appropriately challenging behaviour in someone else that doesn't align with our equality and diversity values.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You engage in supportive peer review with colleagues. You act as a mentor to less experienced colleagues. You lead, manage, and delegate impartially. You work in multi- or cross-disciplinary contexts. You ensure appropriate equality and diversity principles are upheld in practice.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ leading colleagues in an aspect of your research project, ▪ leading an event such as a mini-conference or public engagement activity, ▪ providing informal reviews to colleagues on working papers or conference presentations, ▪ conducting and co-producing multi- or cross-disciplinary research.

SET assessment descriptors

Communication and Dissemination (RDF D2)

Assess your skills and behaviours needed for the successful communication and dissemination of research.

1	You are at the start of the learning journey.	
2	You construct coherent arguments and articulate ideas clearly formally and informally, through a variety of techniques. You have a web presence as a researcher. You understand the processes of publication and academic exploitation of research results.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ having an up-to-date profile on a professional social media website, ▪ identifying how the comms department can help you disseminate your research, ▪ regularly posting professional updates or other relevant content (e.g., blog posts, research summaries) through social media or other means, ▪ producing some materials that can contribute to peer-reviewed publications, presenting a poster or a talk at a conference.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You present work confidently, both orally and in writing. You can communicate research effectively to a diverse and non-specialist audience. You produce material of publishable standard. You disseminate your research in a range of academic and public outlets.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ constructing a UCL webpage about you and your research, ▪ presenting your work at a national-level conference in your discipline/research area, ▪ partaking in public engagement events where you communicate research findings to diverse audiences, ▪ producing research outputs that are published in a peer-reviewed journal.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You are able to eloquently make the complex accessible. You actively engage in knowledge exchange with the public, business, industry, and other users of research. You confidently present research findings at international conferences and/or to industry sponsors.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ regularly and proactively taking advantage of knowledge exchange opportunities, ▪ being the first author on a peer-reviewed publication, ▪ presenting your work at an international conference, ▪ engaging successfully with a group of non-academic stakeholders, ▪ having a strong web presence (large audiences and followers etc.).

SET assessment descriptors

Engagement and Impact (RDF D3)

Assess your skills needed to successfully influence different audiences (students, the public, enterprises, policy-makers) through your research.

1	You are at the start of the learning journey.	
2	You participate in research meetings (seminars, workshops, conferences). You are open to the influence of public interactions on your own work and develop awareness of the impact research on business, policy, and wider society. You have a developing awareness of the ways research influences teaching.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ acting as a postgraduate teaching assistant (PGTA) on undergraduate courses, ▪ providing co-supervision for undergraduate student projects, ▪ sharing your work with colleagues, students, organisations, and members of the public, ▪ you are aware of public outreach opportunities available to you.
3	You are slightly further ahead than what is described in level 2, but not quite as far as level 4.	
4	You have a developing awareness of your own communication styles. You can communicate effectively with people with less expertise, such as undergraduates or school pupils. You engage in dialogue with groups such as industry, policy makers, and the public.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ leading seminars or tutorials, ▪ co-supervising Undergraduate or Masters-level research projects, ▪ actively engaging in conversations or projects with businesses, policy makers, or the general public.
5	You are slightly further ahead than what is described in level 4, but not quite as far as level 6.	
6	You have developed a wider repertoire of communication and teaching techniques. You are building a track record of public engagement and produce research which can inform the development or enhancement of policy. You know how the results of your research may be developed commercially or exploited by the public sector.	<p>Examples of achievements at this level include:</p> <ul style="list-style-type: none"> ▪ developing a business plan to potentially commercialise an aspect of your research, ▪ receiving predominately positive feedback from undergraduates on your teaching, ▪ applying for recognition as Associate Fellow of the HEA, ▪ initiating public engagement activities, ▪ partnering with an organisation in a low or middle income country to share the results of your research.

