UCL DOCTORAL SCHOOL

THE ART OF RESEARCH

DOCTORAL SCHOOL HANDBOOK 2017/18
TERM DATES AND CONTACTS

First Term: Monday 25 September 2017 – Friday 15 December 2017
Second Term: Monday 8 January 2018 – Friday 23 March 2018
Third Term: Monday 23 April 2018 – Friday 8 June 2018

Some programmes of study have non-standard starting dates. Please refer to your offer letter for the starting date of your programme of study. Please consult the appropriate website before using email addresses or telephone numbers.

UCL Email and Telephone Directory
Website: www.ucl.ac.uk/directory
Tel: +44 (0) 20 7679 2000

Doctoral School
Website: www.ucl.ac.uk/docschool
Tel: +44 (0) 20 7679 1422
Email: docschool@ucl.ac.uk

International Office
Website: www.ucl.ac.uk/prospective-students/international
Tel: +44 (0) 20 308 8520
Email: international@ucl.ac.uk

Scholarships and Funding Office
Website: www.ucl.ac.uk/prospective-students/scholarships
Tel: +44 (0) 20 7679 0004
Email: studentfunding@ucl.ac.uk

Tuition Fees and Expenses
Website: www.ucl.ac.uk/prospective-students/graduate/research/fees-funding
Tel: +44 (0) 20 7679 4125 or 4128
Email: fees@ucl.ac.uk

Student Accommodation
Website: www.ucl.ac.uk/prospective-students/accommodation
Tel: +44 (0) 20 7679 6322
Email: residences@ucl.ac.uk

University of London Housing Services
Website: www.housing.lon.ac.uk
Tel: +44 (0) 20 7862 8880
Email: housing@london.ac.uk

UCL Careers
Website: www.ucl.ac.uk/careers
Tel: +44 (0) 20 3549 5900
Email: careers@ucl.ac.uk

Students’ Union UCL
Website: www.ucl.org
Tel: +44 (0) 20 7679 2500
(Union Reception)
Tel: +44 (0) 20 7679 2998
(Advice and Welfare)
Tel: +44 (0) 20 7679 7862
(Volunteering Services Unit)

Student Central
(formerly University of London Union)
Website: www.studentcentral.london
Tel: +44 (0) 20 7664 2000
Email: general.studentcentral@london.ac.uk

Nightline – Confidential Listening Advice and Support Service for Students
Website: www.nightline.org.uk
Tel: +44 (0) 20 7631 0101
Email: listening@nightline.org.uk

UCL Student Disability Services
Website: www.ucl.ac.uk/disability
Tel: +44 (0) 20 7679 0100
Email: disability@ucl.ac.uk

UCL Student Psychological Services
Website: www.ucl.ac.uk/student-psychological-services
3 Taviton Street,
London WC1H OBT
Tel: (0) 20 7679 1487

UCL Postal Address and Telephone
UCL, Gower Street, London WC1E 6BT, UK
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Cover image

Mr Matteo Mauro, Bartlett School of Architecture

"Visual sounds" is a digital painting produced subsequently to a study on the relation between music/sound and ornamentation. The painting is generated by an innovative, personally developed technique of computational simulation. Throughout the research, four soundtracks were selected as case studies, and analysed with sound measuring tools that translated them into spectrograms. The selected tracks relates to specific historical times and ornamentation styles: Traditional Peruvian Baroque song, Traditional Mayan Instrument sound, Peruvian desert recordings, and Rococo Vivaldi Orlando Pazzo. The blend of the acquired information, which translated sound into mathematical curves, was used to generate “Visual sounds”, a decorative pattern rooted in the world of ornamentation and its deep meanings. Abstraction is achieved; essence is kept.

Acknowledgements

A selection of entries from the Doctoral School ‘Research Images as Art’ Competition 2016/17.

Other research images

Mr Pavlos Apostolidis
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Mx Selina Groh
Miss Marijke Keyser
Mr Paul Knoop
Ms Sarah Kunz
Miss Joanna Lau
Mr Jack Layton
Mr Gang Mao
Miss Reema Mohammed
Ms Olukunbi Mosaku
Ms Temitayo Olugbade
Miss Ana Rita Pinho
Mr Maj Plemenitas
Ms Anna Ploszajski
Mr Adam Roberts
Miss Palak Shukla
Ms Sonia Sudivala
Dr Adam Wojcik
Mr Adam Wozniak
Miss Yijia Yang

Mr Jack Layton Geography (left)
Welcome to UCL and to the Doctoral School Handbook. The Handbook outlines the support available to you as a research student on one of our PhD, MD(Res), professional doctorate or MRes programmes at UCL. We at UCL are committed to ensuring that the quality of your research training is of the highest level. Here at UCL we believe that a high quality research environment informs high quality education and we are proud to have been judged to be one of the leading research universities in the world.

Currently UCL has around 5700 research students and over 6,000 academic and research staff involved in their supervision spread across our 11 faculties. UCL academic staff have some of the strongest backgrounds in their specialist fields in the world. UCL is a centre of innovative cross-disciplinary research and across the College the research students play a vital part in this stimulating research environment. Welcome to this community.

We want you to become ‘creative, critical, autonomous intellectual risk takers’ through your research degree at UCL which will set you up for leadership roles in research. These characteristics are also sought in leadership roles in many areas beyond research and we hope to give you the opportunity to find out more about these too during your time here. Research is an international business so it is important that you gain experience communicating and defending your work nationally and internationally. As a member of UCL we expect you to strive for the highest standards of integrity in your work and I encourage you to read the information, including UCL’s Statement on UCL’s Research Integrity, on UCL’s research integrity web pages: www.ucl.ac.uk/research/integrity

The Doctoral School is here to ensure that your time at UCL fulfils your needs and expectations, equips you for leadership roles in the research world and elsewhere, and enables you to make the most of the excitement of research. We look after your interests through a Code of Practice for Research Degrees which sets out clearly the standards you can expect from UCL. The Doctoral School online Research Student Log provides a means to manage your project and to track your research career at UCL. It gives a focus to help you develop skills which you can apply to both the academic and non-academic worlds to set you up for your future career. Through courses, interdisciplinary programmes and scholarships we encourage students to look beyond the boundaries of their chosen discipline, as well as sharing and broadening knowledge across disciplines through societies and competitions.

In this Handbook you will find details of activities and events to support you during your time here, and how you can benefit from them. More information and resources can be found on our regularly updated website – www.ucl.ac.uk/docschool

The Strategy for doctoral education at UCL can also be found on the Doctoral School’s website at: www.ucl.ac.uk/docschool/strategy

We in the Doctoral School are here to give advice particularly on issues you may wish to discuss outside your department that may arise during your time at UCL – to help when things go wrong, as well as to celebrate your successes.

I would like to wish you the best for your research at UCL and encourage you to make the most of the rich and diverse research training environment at UCL. I look forward to meeting you at some of our forthcoming events.

Professor David Bogle FREng
Pro-Vice-Provost of the Doctoral School

Ms Anna Ploszajski Chemistry (opposite)
Mr Ludovic Bescher Chemical Engineering
(right)
WELCOME EVENT FOR NEW RESEARCH STUDENTS

On Friday 29 September 2017, the Doctoral School would like to welcome all new research students to UCL. The purpose of the welcome session is to let you know something about the facilities offered by the Doctoral School and other departments to research students, and to give you a flavour of the exciting research community at UCL.

The session will also afford you the chance to meet the Pro-Vice-Provost of the Doctoral School as well as other key members of UCL. Information will be provided about what the Doctoral School can offer you during your time at UCL, together with information from the Postgraduate Association of the UCL Students’ Union on graduate activities, social events and clubs.

The welcome session is for all research students (MPhil/PhD, EngD, DClinPsy, etc.) and takes place in Logan Hall, UCL Institute of Education.

Friday 29 September 2017

ALL First-year Research students (MPhil/PhD, EngD, DClinPsy, etc).

11.00–12.30

Research students from all faculties:

- Arts and Humanities
- Brain Sciences
- Built Environment
- Engineering Sciences
- UCL Institute of Education
- Laws
- Life Sciences
- Mathematical and Physical Sciences
- Medical Sciences
- Population Health Sciences
- Social and Historical Sciences

Ms Sonia Sudiwala

Great Ormond Street

Institute of Child Health (above)
The Doctoral School website is the place to find out about all the support provided for you as doctoral students. It is updated regularly and includes the following information:

**Essential Information**
Code of Practice and Regulations for research students; forms required at various stages of your programme of study and lists of Departmental and Faculty Graduate Tutors; spaces available to graduates; information on UCL’s Student Support Services.

**Strategy, Governance and Policy**
Information on UCL’s key strategy for doctoral education, faculty strategies and the doctoral planning process.

**Support and Advice**
Information and links to sources of support and advice for research students.

**Funding / Scholarships**
Information on funding available from UCL and external funders.

**Doctoral Skills Development Programme**
Information on all the courses and workshops currently being offered by the Doctoral Skills Development Programme, along with online registration.

**Research Student Log**
Access to the online Research Student Log use of which is mandatory for all research students.

**Research Integrity**
Information and links relating to research integrity and ethics at UCL.

**Postgraduate Teaching Assistants**
Information for research students undertaking teaching roles at UCL.

**International Study**
Information for research students to develop an international perspective.

**Events and Competitions**
Details of the Welcome Event offered to new research students and information on competitions run by the Doctoral School each year.

**Societies**
Details of academic societies supported by the Doctoral School, which are run for graduate students by graduate students.

**Students’ Union UCL**
Link to Students’ Union website.

All this can be found at www.ucl.ac.uk/docschool

Contact Details for the Doctoral School
Tel: +44 (0) 20 7679 1422
Email: docschool@ucl.ac.uk
WHAT IS RESEARCH?

You have just embarked on a research degree – congratulations! But what do we mean by research in this ‘research-intensive’ environment? Research involves exploring fundamental questions through rigorous investigation and analysis. These questions can be about almost anything: natural phenomena, cultural understanding, the way people organise, operate and create, the ways we design new processes and procedures, about our understanding of who and what we are and how this defines the human condition, and so on.

Research involves learning the mechanics of doing experimental or theoretical work, but also in questioning the methods and tools used, and developing new ones. Researchers work within a discipline and a tradition, but are also engaged in questioning its assumptions, re-conceiving and re-drawing its boundaries with other disciplines. Undertaking research is also then a process of defining what constitutes research itself, questioning and testing orthodox views and approaches as you go.

Your research degree is a unique chance to develop and lead your own project and follow it through to a conclusion which you can defend. You will have either proposed a topic yourself or been given a broad scope to explore but by the end it will definitely be your project albeit with some ideas from others who you discuss it with. There will be successes and false starts along the way: not all your ideas or investigations will lead anywhere, but both the fruitful routes and what turn out to be dead-end paths form a critical part of the learning process of research. Your project will be very much yours to defend and promote, and at the end you will have the skills to propose and plan other research projects.

What is research at UCL?

UCL has a proud tradition of thinking differently. Established in 1826 to open up education in England for the first time to students of any race or religion, UCL’s founding principles of academic excellence and research aimed at addressing real problems confronting the world and they continue to frame our approach today. UCL’s commitment to disruptive thinking remains profound, and we aim to encourage all our researchers to follow novel paths of enquiry that expand the limits of knowledge and to cross disciplinary and organisational boundaries.

UCL 2034, UCL’s highest level institutional strategy puts it like this: “London’s Global University: a diverse intellectual community, engaged with the wider world and committed to changing it for the better; recognised for
our radical and critical thinking and its widespread influence; with an outstanding ability to integrate our education, research, innovation and enterprise for the long-term benefit of humanity”.

Welcome to this community.

What is research in my field?
Research varies enormously across different fields of enquiry. At its most basic level there are differences in the research methods, methodologies and materials employed, and in the day to day activities. You will notice that even within your department there are researchers using very different approaches and working in quite different ways.

Exploring your field, learning about its territory and methods and how these interconnect with other disciplines is all part of the excitement of research and a formative part of becoming a researcher as you develop your own approach. Some research by its very nature sits across disciplines and UCL encourages all researchers to think about cross-disciplinary approaches that are increasingly needed to address global challenges.

Your supervisory team is key to helping you understand the expectations of research in your field of study, as well as providing you with advice on selecting the practical methods and theoretical frameworks that fit your project best. As you become more experienced they will also assist you in becoming independent as researcher and thinker, one who is able to assess the merits of particular research methods, question them and find new ones with confidence. They will also help you to understand the context in which research takes place, the standards and requirements of professionalism in research, and the wider impact of research in society.

As a research student, you will be a member of a number of communities beyond your supervisory team: a research group, a department, a seminar group or journal club, a professional society perhaps, and international communities. It is important to make the most of these contacts too as you grow as a researcher and begin to spread your wings. All these networks will give you fresh insight and perspectives on your current work, and have the potential to help you in your next career step and in the rest of your professional life.

What is the outcome?
The main outcome of a research degree is a trained researcher – the thesis documents the evidence to support this. During your research programme you will produce a thesis which documents your original ideas about your chosen focused topic, the methods you have chosen, the evidence to support your ideas, the discussion and conclusions that arise, and all presented within the context of current and past developments. You will develop the research skills and experience for a range of careers, outside academia as well as inside, where tasks require creativity, rigour, and depth. You will be given many opportunities to develop these skills through your research work but also through activities within your department or division, through attending and presenting at conferences, and through courses and opportunities available through the Doctoral Skills Development Programme.

You will find that undertaking a research degree is a very different experience to the taught undergraduate or postgraduate courses with which you are familiar, or from your recent professional environment if that is where you have come from. It will be demanding certainly, but also we hope rewarding. There are many people within UCL to help you, within your Department or Division but also within Professional Services as outlined in this booklet. In particular your supervisory team will assist, question, support and challenge you: they will help you develop as an independent thinker and ultimately someone who takes responsibility for your own personal and professional development.
KEY DOCUMENTS AND TOOLS FOR ALL RESEARCH STUDENTS

Having a clear picture in your mind of the regulations and requirements of your research programme from the outset, and of where to start in making the most of the huge range of opportunities open to you at UCL, is vital. Your plans and goals will change as you grow and develop as a researcher, but clear short and long term aims and regular review of progress is key to actively managing your research project and your time at UCL.

The wealth of information and opportunities can be somewhat overwhelming however, particularly when you are just starting out. This page lists the four key documents and tools for all UCL research students to assist you in the successful management and completion of your programme.

**Code of Practice for Graduate Research Degrees**
The Code of Practice sets out what you as a research student can expect from your supervisory team and from UCL, and what your supervisors and others in UCL can expect from you. The Code provides an invaluable and user-friendly map of the landscape of your research degree, together with signposts to key policies, procedures and the roles of key personnel such as Supervisors, Departmental Graduate Tutors, and Faculty Graduate Tutors.

It is important that you read this document carefully at the outset of your time at UCL and keep it for reference. You will receive a hard copy of the Code from your department, and it is also available online on the Doctoral School’s Essential Information webpage: www.ucl.ac.uk/docschool/essinfo

**UCL Academic Manual**
The UCL Academic Manual brings together in one location the academic regulations, policies and procedures for UCL research students. It details the regulations for our research degrees from admission to the final completion of the degree together with the formal processes and requirements at each stage. Here you will also find full details of the requirements of your final thesis – its length, writing and presentational conventions, but also the criteria by which it will be judged.

The Academic Manual is available online via the Doctoral School’s Essential Information webpage: www.ucl.ac.uk/docschool/essinfo

**Research Student Log**
The Research Student Log is an online project management tool designed to assist you throughout your degree programme at UCL. Its use is mandatory for all UCL research degree students and it provides a framework for planning and recording your research progress and scheduled supervisory meetings, together with help in analysing, planning and charting evidence of your academic and generic skills development. See page 18 for further details on the Log.

**Doctoral Skills Development Programme**
For researchers at every stage of their career there is an increasing emphasis on the development of not only research skills but also high-level generic and transferable skills. UCL provides an extensive and sector-leading programme of courses, workshops and opportunities specifically designed for research students, under the banner of the Doctoral Skills Development Programme (UCL Doc Skills) – available free of charge to augment and help you capitalise on the training available within your department/programme. The programme also offers you an excellent opportunity to meet researchers from other disciplines and learn together in a supportive environment. See pages 19 to 30 for details of the programme and some of the opportunities available this year.

Miss Marijke Keyser
Slade School of Fine Art (opposite)
Mx Selina Groh Earth Sciences (below)
RESEARCH INTEGRITY

Everyone engaged with research has a duty to consider how their work impacts on society and on the wider research community. Conduct that damages the key relationships of trust that researchers have in each other or that the public has in research can have the most serious consequences. As an integral part of UCL’s leadership role in the advancement, dissemination and application of knowledge, UCL seeks to ensure that all of its academic research is underpinned by the highest standards of rigour and integrity.

UCL is committed to ensuring the highest standards of integrity in all aspect of its research activities and expects that all those involved with research at UCL maintain a similar commitment. The UCL Statement on Research Integrity sets out the standards expected of all those involved in research at UCL, which includes adherence to the UCL Principles of Integrity: honesty, rigour, transparency and open communication, care and respect. You can view the UCL Statement on Research Integrity here: https://www.ucl.ac.uk/research/integrity/integrity-at-ucl. You can also view the 2012 Universities UK Concordat to Support Research Integrity which sets out the responsibilities of funders, employers of researchers and individual researchers in respect of five commitments contained within.

As an early career researcher it is a fundamental part of your training as a future research leader to ensure your research is conducted, and the results of your research disseminated, honestly, accurately and in accordance with professional standards. Acting professionally in your research covers a range of professional knowledge and behaviours including awareness of: health and safety; research ethics and approval processes (see over); legal requirements; conditions of funding; IPR and copyright; respect and confidentiality; good data management; attribution and co-authorship; citation/referencing and the avoidance of plagiarism; collaboration and giving due credit to collaborators; respect for equality and diversity; public engagement and global citizenship; principles of responsible innovation; declaring conflicts of interest; as well as a thorough knowledge of the principles of professional conduct and appropriate practice in your discipline.

These are not simple issues, but such concerns are an essential part of the rigours of academic research. Your supervisory team and other specialists at UCL will help you to gain the knowledge and confidence you need for your particular project and future aspirations. In addition, as a researcher at UCL it is also your responsibility to be proactive in seeking advice and support as well as keeping up to date with the latest standards and changes in guidance and legislation relating to your discipline area/s throughout your research career.

To assist you, the Research Integrity website (www.ucl.ac.uk/research/integrity) acts as UCL’s living Framework for Research Integrity, and draws together information on all elements of research integrity, including ethical funding, research ethics and the relevant policies and guidelines, such as research data management, open access and conflicts of interests. It also provides guidance on areas such as research collaboration (including working overseas), peer review, publication and authorship and mentoring, and relevant training opportunities such as the Introduction to Research Support and Integrity Workshop – an introductory session relevant for all those intending to undertake research at UCL and applicable to all disciplines.

The ‘Understanding Research Integrity at UCL’ booklet can be downloaded from the following webpage, where you can also sign up to the mailing list: https://www.ucl.ac.uk/research/integrity/contact-us

In addition, as part of its Research Governance Framework, the UCL Code of Conduct for Research sets out the general principles of conduct expected of all those carrying out research at or in the name of UCL. The main areas are:

- professional and personal integrity of researchers
- process of research design
- publication process
- leadership responsibilities
- institutional responsibilities

The UCL Code of Conduct also signposts relevant associated UCL policies, for example the student IPR Policy, and Guidance for the Storage and Disposal of Data and Samples. It is designed to be read in conjunction with the Research Councils UK Policy and Guidelines on Governance of Good Research Conduct that sets out the expectations of our key funders and partners on research integrity: www.rcuk.ac.uk/Publications/researchers/grc

Further information on UCL’s Research Governance Framework and the Code of Conduct can be found at: www.ucl.ac.uk/srs/governance-and-committees/resgov

Below is a useful paper prepared by the American National Academies. Most of the discussion is relevant to researchers in all disciplines even though the title is “On Being a Scientist”: www.nap.edu/openbook.php?record_id=12192
All research involving living human participants and the collection and/or study of data derived from living human participants undertaken by UCL staff or students on UCL premises and/or by UCL staff or students elsewhere must have ethical approval.

All researchers who plan to undertake activity which will come under the remit of NHS research ethics committees must gain appropriate consent from such bodies before any work is carried out. All other academic research proposals which involve human subjects, including human tissues and the storage of personal and sensitive information is considered by the UCL Research Ethics Committee (REC).

Funding bodies such as the Wellcome Trust, the MRC, the ESRC and the National Institutes of Health in the USA provide funding for research projects conditional upon ethical review of those research projects having taken place. Many publications will also no longer accept for publication results of research that was not ethically approved.

The aim of the UCL REC is to promote research excellence by increasing UCL’s awareness of the ethical and data protection dimensions of research involving humans. The committee works on a tiered system according to risk levels and comprises both academic staff and lay members.

The committee provides guidance to researchers in accordance with the ethical principles set out in the Declaration of Helsinki to ensure that the research is conducted safely, with considered consent and respect to the autonomy and privacy of the research participants and according to the principles of distributive justice. This is to protect both the participants and the researchers.

There is a widening body of professional, regulatory and legal requirements which touch upon the ethical conduct of research with human participants. The ethics application process is designed to assist staff and students in identifying what these issues might be and how best they might be addressed.

For further information and advice please email: ethics@ucl.ac.uk or visit our website at: www.ucl.ac.uk/research-ethics-committee

Research Ethics Training Courses available through the Doctoral Skills Development Programme:

- Ethics 1: Good Research Practice
- Ethics 2: Working with Human Subjects
- Ethics Committee Applications for Research Involving Human Subjects
- Working Ethically with Children and Young People as Research Participants
There is a wealth of advice and support for doctoral students at UCL covering your academic and professional development, and assistance with more personal issues that arise. There is also support in instances where you might need specialist help.

**Supervisory Team** – key to your academic and professional development as a researcher, your supervisors should be your first port of call for advice and support on almost any matter; if they can’t help directly, they can help you find out who can.

**Departmental Administrators** – have a wealth of experience to help you navigate successfully through your time at UCL. Some departments have named PhD Administrators, but all will have administrators with detailed knowledge of your department and the administration of your programme.

**Departmental Graduate Tutors** – often referred to by the acronym DGT, each department has an experienced member of academic staff from whom you can seek advice if you need to talk to someone beyond your immediate supervisory team.

**Faculty Graduate Tutors** – each faculty also has an FGT, a senior academic representing the faculty. You should feel able to call on their assistance if you wish to seek advice outside your department.

**Student Centre** – a central office for all student enquiries, you can find information for example on graduate admissions, research degrees, international student welfare issues and changes to your student record. If the Student Centre can’t assist directly they will signpost you to the correct person to help you. You can also speak to a member of the Student and Registry Services team in person by making an appointment or attending a drop-in session on a range of issues, for example: funding, support and wellbeing, disability services, chaplaincy services, student discipline/complaints.

**Student Psychological Services** – is based at 3 & 4 Taviton Street on central campus and provides an accessible and effective professional resource for students who are facing emotional and psychological problems.

**Students’ Union UCL Rights and Advice Centre** – based in the UCL Students’ Union building on central campus, the Students’ Union UCL Rights & Advice Centre is a support service for UCL students and a central point for information and advice on a wide range of issues including: immigration, housing and finance. You can also talk to them about any academic issues you are facing: as part of the Students’ Union they are independent of UCL’s formal structures.

**UCL Student Mediator** – is responsible for advising and assisting UCL students with the resolution of complaints, involving staff or other students or services of UCL which the student has been unable to resolve through informal means.

**UCL Doctoral School** – provides advice to students and supervisors on informal matters concerning the supervisory relationship.

**The Wider UCL Community and beyond** – ultimately it is down to you to make sure you seek the advice and support you need for making the most of your time at UCL. Don’t forget the important support that your fellow students, other members of your department, academic and social networks outside UCL, and friends and family can provide.

For further information and contact details can be found on the Doctoral School’s Support web page: [www.ucl.ac.uk/docschool/support-and-advice](http://www.ucl.ac.uk/docschool/support-and-advice)
WELLBEING AND RESEARCH STUDENTS

Undertaking postgraduate research is an immensely rewarding experience and, at times, a challenging one. UCL is one of the world’s leading research-intensive universities and during your time here you may face a range of pressures including work deadlines, periods of frustration, and feelings of anxiety and/or self-doubt. It is important to know that such experiences are common to a lot of research students and are nothing to be ashamed about. We encourage students to be proactive in anticipating and mitigating these concerns, and it is important for you to be aware that specialist UCL support is available, without cost or stigma, should you need it.

If you would like some support, a range of courses and development opportunities are available through the Doctoral Skills Development Programme to assist you in managing your research and dealing with common issues, for example: self-confidence, resilience and managing feeling of stress and anxiety. There are also a range of support services available through the UCL Support and Wellbeing department should you need extra assistance.

While the experience for most students is a largely positive one, it is not without its challenges. From our experience in helping new students, there are some common difficulties encountered for those choosing to undertake research at UCL. We have summarised some of these issues as questions to consider:

- How will you manage the inherent uncertainties and setbacks involved in doing research?
- Will having your work being regularly challenged, in an academic setting, become overwhelming for you?
- Will you be able to work on your own for extended periods of time? Will you be able to work with teams of other researchers?
- If you move to London to study, how do you feel about living apart from your current support network of family and friends?
- How will you adjust to the challenges of living and working in a busy London location?

If any of these cause you particular concern, we would encourage you to think about these early on and talk to other research students and your supervisor to learn from their experiences in managing these challenges.

Physical and Mental Health difficulties

Every student should register with a General Practitioner (GP) as soon as they have an address in London. GPs are able to manage a range of medical concerns including physical and mental health symptoms.

Many PhD students experience occasional feelings of anxiety or low mood – especially during “crunch periods” like upgrade, thesis submission and Viva, and other work deadlines. These difficulties tend to be transient and resolve without the need for any intervention and most students can manage these using their own coping skills, resilience and support network. Learning to manage stress and workload is an essential skill – as important as anything else taught at UCL. However, for some students these difficulties become more debilitating and start to impact on their life. A student might have difficulty sleeping, concentrating or managing their mood for an extended period and notice that their academic and home life is deteriorating. Recognising and seeking help for these situations is important and so, for both yourself and fellow research students, you should make yourself aware of the Student Support and Wellbeing services available at UCL.

Existing Conditions

If you have an existing physical or mental health condition, we could encourage you to do the following as soon as possible after accepting your place. This will ensure that you have the support you need in place when you arrive:

- Register with a GP as soon as you have an address in London, especially if you are taking prescription medication and ensure you see a doctor on a regular basis.
- Register with UCL Student Disability Services (SDS). SDS can work in collaboration with your department to ensure that reasonable adjustments and other support arrangements are put in place, enabling you to study as effectively as possible. This support may involve mentoring, special exam arrangements etc.
- Discuss with your current GP or support network about a ‘staying well’ plan. Keep this to hand and ensure it includes points such as: things you should and should not do to look after your health, crisis plans and a list of people you can contact should you feel yourself starting to relapse.
- Request that your current team refer you to a similar service in London in order to minimise the length of time you have to wait for support after joining UCL.

If you feel you will need on-going psychological support while at UCL which is not covered by NHS or UCL provisions, consider the costs of private therapy into your budget.
Every year, UCL welcomes large numbers of students who have come to study in London from different cultures and countries around the world, including different regions of Britain. This is an exciting time. However, we know that many students discover that studying in an academic environment which is different to the one they are used to can be challenging. Staff at UCL are also from a diverse range of cultures. Cultural dimensions of engaging with students and delivery of teaching frequently arise.

The UCL CCS is for any UCL student or member of staff who may be experiencing an inter-personal issue which they think may have a cultural dimension.

At present, the service is run by two members of academic staff who both have experience and expertise in this area. A team of consultants from across UCL teaching and student community is also available for advice.

The CCS can help people in a number of ways, usually offering a one-hour initial meeting during which the person seeking advice will have the opportunity to discuss their situation in detail, in an informal and friendly atmosphere. You may be given a follow-up appointment and asked to complete a small exercise for ‘homework’ before coming to the next meeting. All meetings are confidential. Recent examples:

(i) a student coming from a war-torn country was grateful for a safe space to tell her story;

(ii) a puzzled student wanted to discuss ‘feedback’ he had received on a piece of coursework, which opened up a more general discussion about giving and receiving constructive criticism;

(iii) a student experiencing a cultural conflict with her supervisor was encouraged to explore both her own perception of the situation and to consider other possible perspectives;

(iv) in the aftermath of a major life event, exacerbated because she had been away from her family, a student felt ‘blocked’ and was temporarily unable to continue writing her PhD thesis.

Further examples can be found on our web-page [www.ucl.ac.uk/ccs](http://www.ucl.ac.uk/ccs) and are catalogued on our growing data-base of case studies.

The CCS is there to help with these types of situations and lots more. Please do make contact even if you are feeling unsure whether this is the right place to come. Many people have said it was a relief to talk to someone and they wished they had done so sooner – you are welcome to email us on: culture.consult@ucl.ac.uk

Mr Gang Mao Bartlett School of Architecture

(above)
Scholarships and Financial Support

The UCL Graduate Scholarships Programme has been developed to support graduate students of the highest calibre.

Graduate Research Scholarships (GRS)

Who is eligible to apply?
The Graduate Research Scholarships are open to incoming and current research students from any country. The scholarships are tenable in any UCL department or institute for students pursuing studies on either a full-time or part-time basis. Successful candidates will normally hold, or be expecting to achieve, at least an upper second-class Honours UK undergraduate degree or equivalent qualification.

What does it cover?
The scholarships consist of fees equivalent to the standard postgraduate UK/EU rate (2017/18: £4,915) plus a maintenance stipend of £16,553 per annum (2017/18) for full-time study (benefits are calculated ‘pro rata’ for part-time students). The scholarship also includes additional research costs of up to £1,000 per year for the stated duration of the programme.

Awards are normally tenable for years 1, 2, and 3 of a full time research degree programme (or years 1-5 of a part-time programme), subject to annual review and renewal.

Funding will be extended to a 4th year if students are on a 1+3 programme or if their programme is of 4 years duration (excluding the writing-up year). Where awards are made to continuing students, they will apply to the remainder of the programme only. Any extension to the period of study beyond the standard programme dates is not included in the duration of the award. If granted, funding begins at the start of the next academic session.

How many awards are available?
There will be up to 25 awards available in 2018/19.

Other details/criteria:
Scholarships are awarded on the basis of academic excellence and research potential.

GRS applicants from overseas will automatically be considered for a UCL Overseas Research Scholarship (ORS) which consists of fee funding to cover the difference between overseas and UK/EU tuition fees and can be held together with a Graduate Research Scholarship.

Graduate Research Scholarships for Cross-Disciplinary Training (One-Year)

Who is eligible to apply?
The scholarships are open to incoming and current MPhil/PhD and EngD students. The scholarships are available to those students wishing to spend an extra year of their research degree in a department other than the one in which they are registered. The duration of the scholarship is one year which can be taken at any point during the research degree programme, although preference will be given to students in their second or third year of study. The purpose of this scholarship is to encourage cross-disciplinary training, which provides the student with relevant research skills and knowledge to enhance their research. Applicants should already be in receipt of at least three-years’ funding to complete their programme. Self-funding students need to provide evidence that they have full funding for the remaining years of their PhD.

What does it cover?
The scholarships consist of fees equivalent to the applicable graduate rate (UK/EU or overseas) plus a maintenance stipend of £16,553 per annum (2017/18) or – in the case of recipients who already hold a research council grant a stipend that will match their current maintenance award. The scholarship also includes an additional research allowance of up to £1,000.

How many awards are available?
In 2018/19, there will be up to 4 one-year scholarships available.

Other details/criteria:
Scholarships are awarded on the basis of academic excellence and research potential.

Full details of all our schemes are available at: www.ucl.ac.uk/scholarships
The aim of the Doctoral School Fellowship is to support research students who, due to unforeseen circumstances, have their funding interrupted or completely withdrawn. Candidates must be progressing well academically and demonstrate that without financial assistance they would not be able to complete their studies.

Who is eligible to apply?
The scheme is open to current research students only (excluding students on CRS), from any country and from any UCL department. Candidates must demonstrate that their circumstances have changed since registration such that, due to unforeseen difficulties, they are unable to complete their research without financial assistance.

What does it cover?
The value of the award is based on the annual standard rate for UCL Studentships. An application for a full year’s maintenance stipend will be considered. In instances where funding is also needed to cover tuition fees, stipend funding will be dependent on academic departments/units/faculties agreeing to cover the tuition fee costs. In certain circumstances, consideration will be given to funding candidates over multiple years, for example, in instances where there is significant funder volatility (e.g., due to political and economic crises). The Student Funding Office will review these types of case annually in conjunction with the student and their nominating department/unit.

How many awards are available?
Award numbers are not fixed, although funding is limited.

Other details/criteria:
Candidates cannot apply directly for a fellowship. They must be nominated for support by their Head of Department. Full details are available via: http://www.ucl.ac.uk/current-students/money/bursaries/financial-advice-and-Support/doctoral-school-fellowship/

Other sources of support:
UCL also offers help with living costs through its Financial Assistance Fund http://www.ucl.ac.uk/current-students/money/bursaries/financial-assistance-fund

Money advice and guidance is also available via http://www.ucl.ac.uk/current-students/money/bursaries/financial-advice-and-Support

Further funding opportunities may also be available from your academic department or external sponsors.
The Research Student Log is UCL’s online project management and development tool specifically designed for our research students. The Log provides a framework and timeline for formal supervisory meetings. The Research Student Log will help you assess your progress as well as plan and chart evidence of the development of your research and generic skills.

Following the framework outlined in the Code of Practice for Graduate Research Degrees, your supervisor and you will use the Log to record the formal supervisory meetings in the research programme. It does not record the more frequent ‘informal’ meetings that often occur several times per week/month, but it ensures that objectives are set, recorded and monitored at key points.

At each of these points, you will use the Log to record:

1. Progress since your last review – you and your supervisory team will review the progress against the objectives you set at your last review point. Have these been achieved? Was it necessary to change any and if so how? Do any of your objectives have to be continued into the next period?

2. Objectives for the next period – you and your supervisors will agree and record objectives for the coming six month period (or three for the first review). Research is uncertain so it may be necessary to modify objectives as you proceed, but it is important nonetheless to have a plan that everyone is clear about.

3. Skills required to complete objectives – The skills you need will change over time, this section allows you actively to consider the skills you do not currently possess and those you need to further develop as you move through your programme.

4. Personal training and development planning – This section helps in identifying areas in which you need to develop. The Log provides a facility for students, together with their supervisors, to devise a training and development plan against the Researcher Development Framework (RDF). This national framework helps researchers identify the knowledge, behaviours and attributes of successful researchers, allowing to plan their development activities in order to suit their individual needs. You will be asked to reflect upon and assess your initial skill levels across a range of areas and how these change over the course of your research. This self-assessment will help you to identify courses and development opportunities that you need to undertake in order to assist with your current project and future plans.

The Log also provides a record of the skills courses and development opportunities that you have undertaken. Increasingly, employers both in the academic sector and outside are expecting and asking for evidence of personal and professional development at sophisticated levels from their research student recruits.

The Log also features a number of other elements, for example, you also have the ability to securely upload documents and images. Additionally, users have an online secure access, allowing students and supervisors to keep in touch, manage progress, irrespective of their geographic location.

Use of the Log is mandatory for all MPhil/PhD, EngD, Professional Doctorates and MRes programmes. It is intended to be used in a flexible manner, to allow for different research processes between different disciplines. It is the responsibility of the students to maintain their Logs for their own long-term benefit.

The Departmental Graduate Tutor will confirm that the UCL Log has been satisfactorily completed at upgrade and thesis submission milestones.

Information on the Log will be available for all research students on arrival from their departments and induction sessions will be provided by the Doctoral School as part of the Doctoral Skills Development Programme.

Mr Pavlos Apostolidis Physics & Astronomy (above)
The Doctoral Skills Development Programme (UCL Doc Skills) is open to all research students at UCL. The courses are offered in addition to any courses that may be provided by your department or faculty. Their purpose is to give you the opportunity to expand your generic research skills and personal transferable skills. These skills are intended to help your research at UCL and also to enhance your professional skills and employability.

An extensive programme of activities is on offer for the 2017/18 academic session, covering a wide variety of training options from half-day workshops and intensive week-long courses, to term-long programmes of training. Tutor-led workshops are complemented by one-to-one expert sessions, residential courses, internships, and online learning opportunities. Courses are designed and taught employing the expertise and specialist knowledge available throughout UCL, complemented by input from industry, employers and external consultants. UCL research students also have the opportunity to take skills development courses at other institutions in the Bloomsbury area.

Research students should use the Personal Training and Development Planning tool in the Research Student Log to identify, in discussion with their Supervisor, which courses from the programme and any departmental / faculty training courses they need to attend, and then select a range of courses to be taken over the full period of their research degree.

Registration for UCL Doc Skills courses is online and information and timetables can be found via the dedicated website at: www.doctoral-skills.ucl.ac.uk

Please note that some of these courses are very popular, and places may be limited. To avoid disappointment please register early. Please also note that once a student has registered for a course, s/he will be expected to attend. Attendance on all UCL Doc Skills courses is monitored, and updated in the Research Student Log.

Training Requirements for Research Students
All research students at UCL are expected to take full advantage of the training on offer and should be aiming to participate in the Doctoral Skills Development Programme and/or appropriate other activities to a degree equivalent to two weeks per year.

All Research Council funded research students are required by their funding bodies to participate in skills development training to a degree equivalent to two weeks per year of their funded studentship (i.e. 3 years for 3-year MPhil/PhDs and 4 years for 4-year PhDs, EngDs etc).

Each training activity on the Doctoral Skills Development Programme website is assigned a number of points. A point is worth approximately ½ day of training: two weeks of training per year is therefore equivalent to 20 points per year (i.e., 60 points over 3 years, or 80 points over 4 years).

Introduction to Doctoral Skills Development and the Research Student Log
This interactive session presents the tools that researchers will be using throughout their degree programme for self-assessment and self-directed development of the broad knowledge, skills and attributes expected from today’s researchers.

The session will introduce new research degree students to the Doctoral Skills Development Programme and the Research Student Log, two resources developed to guide students through their research project and help them in developing necessary skills for on-time completion. Participants will also learn how to use available resources in order to maximise their potential and research experience whatever their intended career paths. Researchers will also be introduced to the national Researcher Development Framework and guidance will be given in identifying both areas of relative strength and areas to be developed, taking an evidence-based approach to the development of both.

Consideration is also given in the session to communication and meeting management, to ensure that meetings with your research supervisors and advisors produce outcomes which are productive for all concerned.
‘Your PhD’ Programme
A programme of three one-day workshops specifically designed for first year research students, addressing issues important both to the initial phases of your research and beyond:

1. Your PhD Part 1 – Reading for a PhD – The First Important Steps

Efficient Reading (morning session)
Journal papers, theses and textbooks, the Internet: how can the modern researcher keep up with the information flood? In contrast to simple speed-reading courses, this workshop takes one step back and shows research students how to judge what is worth their time and attention in the first place, then leads them to attainable improvements in personal reading rates and retention by understanding cognitive processes.

Literature Review (afternoon session)
Leading naturally from the morning session, this module explains the right way to tackle a literature review, frequently the earliest task in the research process. The scope and objectives of a literature review will be made clear, and the strengths and weaknesses of the various types of material will be discussed. Effective note taking and record management, avoiding plagiarism, and structuring the review appropriately will be covered.

2. Your PhD Part 2 – Management Skills for Researchers

Managing Your PhD (morning session)
This module approaches the PhD from a project management perspective, equipping research students with the organisational, and time- and resource-management skills to help them complete on time and remain in control. The fact that the research student is the project manager is emphasised.

Personal Effectiveness (afternoon session)
Being effective is the ability to ‘make a difference’, either to a team or organisation – or to yourself. Effective people are confident people. This workshop recognises self-confidence as a core attribute. Research students will also see how assertiveness should be used to help achieve their goals.

3. Your PhD Part 3 – Managing and Producing Your Thesis and Reports

Morning session
Writing a report, journal paper or thesis is a process and, as such, can be managed. The morning will be spent talking about all the aspects of planning and controlling this process including scoping documents, understanding their objectives and writing for different audiences.

Afternoon session
Ways to express complex and advanced material clearly and succinctly both in text and figures will be thoroughly reviewed. Outlines and frameworks, writing techniques, editing, graphics and avoiding writer’s block are covered.

Critical Thinking and the Researcher
Critical thinking may not matter much when choosing a washing powder. This highly interactive day of exploration concerns those times when it really does matter, specifically in the conduct of research. Critical thinking is one of the higher abilities examiners are looking for in the research degree candidate, so the greater our understanding and application of critical thinking, the better researchers we shall be.

Course objectives include:
- Enabling participants to engage effectively in scholarly debate – and with greater confidence - in a number of settings including seminars, presentations, viva voce examinations
- Developing participants’ abilities to critically evaluate both their own research and that presented in the literature
- Enabling participants to judge strengths and weaknesses in research methods and defend their own approaches when challenged
- Cross-pollination of ideas and experience between different academic disciplines
Introduction to Qualitative Research

This course aims to introduce you to semi-structured interviewing for qualitative research. It provides a practical, workshop approach that will prepare you for your first interview, as well as incorporating some formal slides to build your knowledge of the process. There are two parts to this session:

**Theory**
- Introduction to qualitative research and interviewing
- The principles of interviewing for research
- Reflexivity and influence

**Practice**
- Development of interview questions and topic guides
- Prompting, active listening and non-verbal elicitation
- Interviewing in practice

Online Research Skills Modules

The UCL Doctoral School, in collaboration with a consortium of seven other leading research-intensive universities has developed a range of online introductory training modules, now available to graduate students at UCL. The modules cover topics of interest in the research environment, including:
- Introductory Video: the importance of skills training for PhD Students
- Career Planning in the Arts, Humanities and Social Sciences
- Ethics 1: Good Research Practice
- Ethics 2: Working with Human Subjects
- Getting Published in the Arts
- Getting Published in the Sciences
- Intellectual Property in the Research Context
- Managing your Research Supervisor or Principal Investigator
- Project Management in the Research Context
- Research Methods in Literature Review
- Research Methods in the Arts and Humanities
- Research Methods in the Sciences
- Research Methods in the Social Sciences
- Selecting a Conference, Presenting and Networking

The online modules, designed as introductions to the various subjects, feature high-quality video interviews with eminent members of the research community. You can find direct links to these courses from the Doctoral Skills Development Programme pages.

Online Training Videos

A range of introductory videos is available through the Doctoral Skills Development Programme’s website covering some of the key elements of the doctoral journey. The videos, developed by Angel Productions in partnership with The Open University and Birkbeck, with advice from Professor John Wakeford Director of the Missenden Centre for the Development of Higher Education, include:
- The Good Presentation Video
- The Good Upgrade Video
- The Good Doctorate Video
- The Good Supervision Video
- The Good Viva Video
- UK Doctorate Video
- Professional Doctorate
- PhD Survival

Direct links to these courses can be found on the Doctoral Skills Development Programme website.

Library Services – Using Electronic Resources

Early on in your research, you will need to survey the literature of your topic to see what work has already been done in the area and what books, articles and papers are available. You will also need to keep up to date with new literature throughout your research.

Searching is done mainly through electronic catalogues and databases, which are made available to you by UCL Library Services. These can be powerful research tools, but library staff will show you how to use them effectively and how to devise appropriate search strategies. Interpreting the results you get requires you to use other electronic and printed library resources, such as books, journals and internet-based services. Most library users need and appreciate a ‘map’ of this research territory, which library staff are happy to provide.

As well as offering introductory and advanced training specifically for graduate students, Library Services also offers regular ongoing subject specific and generalist training and awareness sessions. Faculty-specific information skills training is also available online.
IT Skills
A wide range of taught IT training sessions, including postgraduate only sessions, will be available throughout the year in a range of topics including:
- File management
- Creating web pages
- Microsoft Office applications
- Statistical packages
- End Note
- Programming
- Photoshop
- Digital Identity and Scholarship

A range of online IT Training opportunities is also available.

Graduate IT Drop-in Clinic
A drop-in IT support and training service is available in term time in the DMS Watson Teaching Cluster. Information Systems staff are on hand to help with applications including:
- Microsoft Office (Excel, Powerpoint, Access, Word – including dissertation/thesis format issues)
- Statistical computing (SPSS, Stata)
- Programming (C/C++, Matlab, Java)
- Qualitative analysis software (Nvivo)
- Formatting longer documents (Word, LaTeX)
- Bibliographic software (End Note)
- Database design (Access)
- Web development (PHP, mySQL)
- Other specialist packages by arrangement

Graduate students will also have the opportunity to follow multimedia online learning in STATA, SPSS and Matlab at these sessions.

Two Day Web Development Bootcamp
This course will teach you to write two programming languages, implement two frameworks, use three tools, and practice one programming method. The two languages, HTML and CSS, form the basis of all websites. This course content is entirely focused on empowering you to build your own website by the end of the 12 hours. Therefore, all exercises work towards creating a site and hosting it online.

Statistics For Researchers
This statistics provision for graduate research students is run by specialists from UCL’s Department of Statistical Science. The programme aims to give research students an understanding of principles of statistical demand and analysis and their relevance to research in a range of scientific disciplines. Sessions will generally be partly lectures and partly question-and-answer workshops as appropriate.

They are grouped as follows:
1. Scientific Method, Probability and Statistics
2. Observational Studies
3. Design of Experiments
4. Analysis of Data and Graphical Methods
5. Workshop/Clinic
Basic Statistics For Research: 
An E-Learning Course

"Lies, damned lies and statistics" – not if you complete this web-based course in basic statistics!

If you want an understanding of simple statistical methodology so that you can design your study appropriately, choose the correct statistical analysis relevant to the aims of your research, provide some answers using SPSS computer software, and then interpret your results, as well as those presented in the literature, then this course is for you.

You need no prior knowledge of statistical theory and no mathematical ability. However, you will need a computer with internet access as you will be using Moodle, an e-learning system, for this course so that you can work through it at your own pace and at times of your choosing.

The course is divided into 7 modules:

- Summarising Data
- Hypothesis Tests for Numerical Data
- Procedures for Categorical Data
- Correlation and Regression
- Sample Size Estimation
- Assessing Agreement
- Diagnostic Tests

Project Management

The course provides students with an understanding of the skills necessary to manage a project successfully, particularly in a business context. It includes the project triangle (which highlights the tensions between quality, cost and schedule), understanding the requirements of various project stakeholders, planning the project, monitoring progress and finally closing the project down.

Project Management is an important skill which is widely recognised in both industry and academia. As well as helping students manage their academic research projects, the course will be of great benefit in their future careers.

Introduction to Matlab

The aim of this course is to provide an introduction to the Matlab programming environment for research students. This is a useful system for mathematical modelling, and scientific research in general. This course includes lectures, lab work and tutorials.

Topics covered include:

- Matrix Operations
- Control flow
- I/O
- Script files
- 2D and 3D graphics

Introduction to Scientific Programming in Python

The aim of the course is to introduce the student to scientific programming in Python. This course is for the complete beginner and there is no mathematical or programming prerequisite. After introducing the basic concepts, the course focuses on teaching the skills required to solve real-world data analysis problems that commonly arise in research.

This includes loading and manipulating data sets in various formats, applying various common analysis techniques (such as regression and clustering), and producing plots and figures.

Topics covered include:

- Introduction to programming in general and in the Python programming language in particular
- Writing simple programs in Python using basic concepts such as loops, if statements, functions, strings, lists and dictionaries
- Using Python and the Numpy, SciPy, and Matplotlib packages to manipulate and analyse data files in a variety of formats and to create simple visualisations
Writing Skills for New PhD Researchers
These two linked half-day workshops are designed for researchers embarking on a doctoral thesis. They will be especially useful for students in Arts & Humanities, the Built Environment, Laws, Social and Historical Sciences, and for students in other disciplines wishing to communicate their research to non-specialist audiences.

Led by an experienced writer and editor, they will help you develop your capabilities and skills as a writer, enabling you to find the story in your thesis and to write with clarity, vigour and impact. Taken together, the two workshops will establish the ground rules for good writing and help you develop your own individual voice and style.

Academic Reading Courses: French and German
Academic reading courses in French and German, run by the UCL Centre for Languages and International Education, are offered from beginner’s level and are especially designed to assist research students with the acquisition of these skills from the very beginning of their graduate studies.

All courses are taught by language tutors with experience in research and in the methodology of reading skills. Students select a number of texts relevant to their own research for analysis in both the group work and workshops. In the workshops, particular attention is paid to participants’ individual needs (please note that the workshops may not run every year). Participants who complete a course are able to read and translate complex texts as well as scan research material in order to assess its suitability.

Modern Languages
Should a PhD student find that they unexpectedly require an additional foreign language to continue their research, Doctoral Skills Training Programme will, in some circumstances, fund students to attend an evening course at the UCL Language Centre.

A range of language courses is offered, from beginners to advanced levels. All four skills are taught – reading, writing, listening and speaking – with particular emphasis on oral communication.

Pronunciation and Academic Speaking for Learners of English
This one-term course for learners of English, identifies students’ pronunciation difficulties and provides assistance with English pronunciation.

The aim of the course is to improve students’ confidence and ability to make themselves understood when speaking English. This will enable students to function more effectively in an academic environment such as seminars, tutorials and demonstrations as well as day-to-day communication with staff or students. The course does not include specific work on presentations but will include class discussions and some elements of social English.

The teaching consists of one weekly two-hour session, over six weeks. In addition, every student is provided with one 30-minute individual tutorial which takes place during the course at a time arranged between the student and the tutor. Regular general feedback on pronunciation and extended speaking is also provided in the class.
Thesis Writing for Research Students whose first Language is not English

This programme of courses, run by the UCL Centre for Languages and International Education, is specifically designed for graduate research students whose first language is not English and aims to equip students with the skills of academic writing in English. The two options/modules of the programme provide support at different points in a graduate’s research.

Option A (for 1st and 2nd year Students)

This module aims to present and practise the organisation and rhetorical structures of the thesis together with the associated grammar. The course syllabus includes the following topics:

- Paragraph structure/unity and coherence
- Essay structure
- Introductory and concluding paragraphs
- The stages in an introductory chapter
- Literature Review
- Methods and materials
- Results
- Discussions
- Abstract
- Sentence structures and punctuation
- Style
- Argumentation

The course will allow students to consider the practical application of the skills learnt to their own work.

Option B (for final-year students)

Option 3 aims to provide individual feedback on short extracts of thesis chapters in draft form and to suggest further work to consolidate and extend the student’s academic writing. The tutorials provide practical advice, support and exercises to improve structure and style.

Academic Writing

This course is focused at improving your ability to write both an excellent thesis and high quality publications. It will help you explore audience needs and the characteristics of academic writing.

With a particular focus on critical analysis and how to use sources well, it is structured to combine seminar-style teaching with group work and opportunities to practice the techniques discussed. It will also cover how to present data effectively and overcome writer’s block. This course is suitable for postgraduate researchers at any stage of their studies.

Previous students on this course have reported that it is particularly useful as a condensed way of gaining a comprehensive overview of academic writing as well as being an accessible and engaging course.

The course will help researchers to:

- Explore the concept of leadership
- Build confidence in your leadership style
- Give yourself more choices in how you lead
- Understand the impact you have on those you are leading
- Influence people towards a common goal
- Identify how these skills can benefit you in your current research role and beyond.

All participants will have a chance to lead a group project while receiving support and constructive feedback on their leadership style from expert coaches.

Getting the Most out of your Supervisory Relationship

Ever felt you just couldn’t get it right? Had a question you were too afraid to ask? Said ‘yes’ when you really meant ‘no way’?

This workshop offers research students an opportunity to acquire skills that will enable them to get more from a supervisory relationship and so increase self-confidence and levels of achievement. By the end of the workshop you will look at:

- ways to approach difficulties in the supervisory relationship
- how to challenge unrealistic expectations in yourself or your Supervisor
- what can make supervision more effective and enjoyable
UCL DOCTORAL SKILLS DEVELOPMENT PROGRAMME

Working closely with UCL Innovation and Enterprise we are generating a growing number of programmes designed to provide you with the opportunity to gather skills and experience in business, enterprise and entrepreneurship, for example:

Career Development for UCL Researchers
A series of programmes dedicated to contributing to the professional development of UCL’s PhD and Early Career (Post-Doc) Researchers. From taking on a real-life business problem as a consultant in our Consulting Skills programme to going through the theories and models of leadership and challenge and critically discuss what makes a good leader in a diversity of roles in our Leadership Skills programme, we can help you add value to whatever you’re working on.

UCL Short Courses for Entrepreneurship
Enhance your business and life skills with our bite-sized workshops. They offer an interactive and practical insight into business, enterprise and entrepreneurship, while equipping participants with a range of transferable skills that can be used in any number of contexts. Each course consists of a full or half-day workshop in a specific entrepreneurial discipline, such as business modelling, customer development, recruitment, pitching skills and marketing strategies. The courses are distinct from one another and can be done in any order.

Business Acceleration Advisors – Individual Tutorials
UCL Innovation and Enterprise offer a great opportunity for graduate students to make the most of their business ideas, through 1-2-1 tutorials with UCL’s Business Acceleration Advisors. Meetings with the Advisor last around an hour and will help you to brainstorm your business ideas, providing you with advice on various aspects of setting up and running a business, such as:

- business planning
- cash-flow forecasting
- competition analysis
- marketing and promotion

Their advice is impartial, confidential and practical – they’re known for no nonsense, pragmatic guidance that fully takes your personal aspirations and goals into account. Whatever stage your business is at – whether you’re planning it or it’s already been operating for some time – the business acceleration advisors can help.

Generating Grant Funding
This course aims to provide a condensed yet comprehensive introduction to how to obtain grant funding. During the course you will learn about possible avenues of funding and understand the process by which grants are awarded. The course will then focus on how to write an effective proposal, prepare a presentation and respond to questions and reviewer’s comments. It will involve lots of examples as well as practical written and oral exercises.

By the end of this course you will:

- Understand the grant awarding process
- Know how to turn a good idea into a great proposal
- Know how to avoid common errors on your proposals
- Be better prepared to pitch and defend your proposals
- Generate a personalised action plan to help you obtain funding in the future
Preparing for your Viva

This one-day course will help you prepare thoroughly for your viva. Half the time will be spent dealing with effective preparation including anticipating possible questions, preparing answers and dealing with nerves. The remainder of the course will consist of a range of guided mock-viva activities in small groups. Students from similar disciplines will be grouped together.

By the end of this course you will:

- Understand the viva process and what examiners are looking for
- Consider the strengths and weaknesses of your thesis and how to respond to likely questions
- Develop a personalised action plan for how to continue your viva preparations
- Have experienced a mini mock-viva

Posters

How do you fit your research into one square metre? And how do you use that space to attract, compel and engage your desired audience? We’ll explore context and audience, and how they shape our design. We’ll think about capturing attention, creating visual stories and producing professional posters.

This course will enable you to:

- Produce a professional academic poster
- Tailor your poster to a specific audience and context
- Understand how to use design to enhance your message
- Work with your poster to talk about your research

Key Concepts In Science and Technology Studies

Do you ever feel that your research (either in the sciences or in the humanities) is too narrowly focussed and that you may be missing the bigger picture? This course, run by specialists in the Department of Science and Technology Studies, is designed to help.

Using their wide-ranging interdisciplinary expertise, this course sets out to explore the links between the sciences (broadly construed) and the historical, philosophical, and sociological context and issues surrounding them. The course will be particularly suitable for graduates in both sciences and humanities keen to familiarise themselves with the broader context and questions underlying their research areas. Students will be guided towards relevant themes and perspectives through a series of sessions run by each member of the course staff in turn (each focussing on a particular aspect of science and technology studies, and broadly falling into the five categories of history of science, philosophy of science, sociology of science, science communication and science policy).
Bionews Internships – Science News Reporting for Research Students

Doctoral Skills Training Programme and Progress Educational Trust (PET) provide an opportunity for Life Sciences, Biomedical and Law research students interested in science communication and legal/ethical issues arising from scientific developments to gain practical news writing experience under expert supervision through BioNews internships.

PET is a small UK charity that provides information and debate on developments in human genetics, embryo research and assisted reproduction, and the ethical, legal and social issues they raise. BioNews is a highly regarded web- and email-based source of news, information and comment on assisted reproduction, human genetics and embryo research, published weekly by PET since 1999.

The internships last for a total of five days, spread over a nine-week period. Following a short period of training, carried out by two BioNews Editors, the intern will be expected each subsequent week to research and write a draft BioNews story for editing (if necessary) by BioNews staff before publication. This will take the intern approximately half a day, so this period of the internship will last for three days, spread over six weeks, during which time feedback will be given on each story by one of the Editors.

Philosophy of Science Workshop Programme

These workshops are open to students from all disciplines, but they are especially designed for those engaged in scientific research who would like to have an opportunity to reflect on the aims and methods of science more systematically than they can in the course of their usual work.

Abstract and general philosophical concepts will be discussed, but always in relation to concrete situations, taken both from the history of science and your own experience of research and learning in science.

Stand and Deliver: Giving Effective Presentations

Even if you’ve done it before, giving a presentation can be daunting. As well as the challenge of managing nerves, there’s the need to make an immediate connection with the audience, hold their interest and convey your message with clarity and impact.

This course will enable you to appear confident and speak compellingly. It will equip you with practical techniques for engaging, informing and influencing audiences. You’ll explore your presentation style in a supportive atmosphere and discover ways of enhancing it. The course will stand you in good stead now and in your future career.

Copyright and Intellectual Property

All postgraduate students are producers and consumers of intellectual property and as such need to understand copyright and how it affects their work and research.

This 1.5-hour session aims to introduce you to the basics of intellectual property, particularly copyright; how to protect your own work and avoid infringing the work of others; and to explain UCL’s Student IPR policy and the IPR aspects of the deposit arrangements for theses submitted for UCL research degrees.

It will cover:

- What is IPR and copyright?
- What is protected and for how long
- Fair dealing and copyright exemptions for education
- Licence schemes
- Copyright in the digital environment
- UCL’s Student IPR policy
- IPR and deposit arrangements for UCL theses

Ms Temitayo Olugbade
UCL Interaction Centre (left)
**Intellectual Property Tutorials**

Most graduates are unaware of intellectual property (IP) and its use in the workplace and universities. However, they can benefit significantly from realising when they have created Intellectual Property or devised something which can be protected by IP, and understanding that what they have created/devised may have intrinsic value.

These one-to-one sessions will aid researchers in understanding better Intellectual Property law and how it applies to their projects. They will also assist with the early stages of considering IP protection, avoiding the IP of others, and how best to proceed if faced with an IP issue. This is an opportunity to discuss researchers’ specific circumstances with a Chartered & European Patent Attorney specialist in this field.

**UCL Arena One teaching programme**

UCL Arena One is a development pathway for postgraduates who teach at UCL. It is designed and delivered by UCL’s Centre for Advancing Learning and Teaching specifically for postgraduate researchers with teaching and/or assessment responsibilities, and leads (optionally) to the submission of an application to become an Associate Fellow of the Higher Education Academy.

As researchers who teach, Postgraduate Teaching Assistants (PGTAs) can make a unique contribution to UCL’s mission to develop excellence in research-based education. Arena One is designed for you as a postgraduate researcher with teaching and/or assessment responsibilities. The programme will enable you to think creatively about teaching, learning, and assessment in your discipline. You will also have the opportunity to meet colleagues from different disciplines and to plan practical approaches to helping students learn.

**The Art of Teaching: Theatre Techniques for the Classroom**

An interactive three-day workshop for all postgraduate students, especially those wishing to improve their teaching and presentation skills or to be a Teaching Assistant.

Theatre training is not only for actors, but it is also of great value to everyone – especially to those who require confidence and effective communication skills in order to give presentations, lectures, or speeches. Practical and theoretical theatre experiences provide the tools to develop creative teaching strategies that enhance student participation and the learning experience.

**Employer-Led Careers Skills Workshops**

Employer-led Careers Skills workshops (facilitated by the UCL Careers Service) will help to introduce you to the employability skills that are required in today’s workplace and to provide opportunities for you to develop such skills.

These workshops will also help to demonstrate to you the transferable nature of the research skills you have acquired during the course of your research degree. In the process you will gain a better understanding of the UK labour market, and be provided with opportunities to meet and network with potential employers and find out about career paths in a range of sectors.

**Careers Consultant-Led Skills Workshops**

The UCL Careers Consultant-led workshops will help you with the essentials skills needed to manage your career and apply successfully for jobs. The workshops will cover the following skills:

- Academic Career Planning
- Academic Applications and Interviews
- How to perform well at interviews and other selection methods
- How to write CVs and fill in application forms
- Career Planning beyond Academia
- The workshops are useful whether you want to remain in academia for postdoctoral research or consider alternative careers.

**PhD Employers Fora**

The UCL Careers Service offers a range of Careers Fora each year, specifically designed to give PhD students the opportunity to meet potential future employers from certain key research student employment areas, such as:

- Careers in Science
- Careers in Economics, Banking and Financial Services
- Careers in Government and Policy
- Careers in Clinical Research
- Careers in Environmental Sustainability

Students have the opportunity to meet the employers face-to-face, find out about options available beyond the PhD and also practice some important employability skills such as networking. Several of the fora also include the opportunity for informal 1-2-1 sessions with individual employers.

**Connecting with the Public: Research Communication, Public Engagement and Outreach**

A purpose-designed series of courses tailored specifically to supporting UCL research postgraduates interested in public communication and engagement. The interactive sessions will provide practical opportunities to explore the variety of ways in which researchers can effectively interact with public groups, from straightforward communication of research findings to dialogue about controversial issues to ‘citizen science’.

The sessions are open to students of all backgrounds and levels of experience, and are designed to build on your existing skills and interests. An initial introductory session will provide you with the background and context for further developing your public engagement skills. Further sessions will allow you to plan and implement activities, formats and/or events that are best suited to your particular subject specialism and interests.
Communicate with Confidence and Impact at Meetings and Networking Events

Important meetings, networking opportunities at conferences, encounters with high-powered individuals, interviews – they all put your communication skills to the test. What you say matters, of course, but so does how you say it. This lively and involving workshop is a chance for researchers to discover how to speak so that others want to listen and how to make a positive impact, build connections and win respect. It will equip you to become an outstanding and influential communicator in a variety of common situations.

Developing the Mental Toughness and Resilience to Sail through your PhD

This 1-day interactive workshop gives students the opportunity to test their level of Mental Toughness and to find out the qualities required to increase it. At the end of the day they are provided with a report showing their results on which they can base their future development. After the 1-day workshop there is also an opportunity to attend up to 3 one-hour personal coaching sessions with an Executive Coach and Mental Toughness specialist to help students to practice and apply some of the skills learnt during the day.

These skills are invaluable in helping to cope with the challenges and pressures encountered whilst working on a research project and later in approaching the job market.

The overall objectives are to enable students to:

- Approach unknowns with confidence and calmness
- Be focused and prepared for PhD and future career
- Take setbacks in their stride
- Feel motivated and energised to deliver the best performance
- Take a relaxed approach to their progress
- Develop learning capacity and become more efficient and effective in their studies
- Gain clarity about both the short and the long term
- Feel totally in control of both their emotions and their life
- Find time for life outside PhD

Confidence Building

An underlying lack of self-confidence and low self-esteem can undermine academic performance and the ability to communicate effectively with fellow students, colleagues and academic staff. It can also make it difficult to value and use the skills which you already possess.

The workshop will be participatory in style and will use a cognitive behavioural approach to challenge the negative thought patterns which fuel poor self-esteem. Each student will learn how to identify and work towards a small goal for change over the course. The skills you will learn can then be used to tackle further goals for change in the future.

Problem Solving & Decision Taking for Research Students

On this 1-day course you will experience and gain useful tools and techniques for improving your approach to problem solving and decision taking.

You will find these skills invaluable whilst carrying out your research project and approaching the postgraduate employment market. In particular you will gain the confidence and skills to try new ways to solve problems and take both short and long-term decisions. This will help you to deal with maintaining momentum, keeping focus and delivering outcomes. These techniques will be of enormous value in both your student and work life.

Mr Gang Mao Bartlett School of Architecture (opposite)
Research is very much an international business – international journals and conferences are key for effective knowledge transfer and for career progression, and peer review is almost always international. International sources of funding for research (and not just European) are now so important, and global mobility is a reality in many research careers. It is important that you gain experience and confidence in communicating and defending your work nationally and internationally. Meeting people and building international networks will help in your future career. This is of course all part of the excitement of research.

At UCL there are a number of resources which might help you as research students to develop your international perspective and activities whether you are a UK student or an international student. This includes support for attendance at conferences, some courses and activities at UCL, and the Study Leave Scheme. This latter scheme allows you to spend time at a laboratory, archive or site abroad. While funding is always an issue, there are sources available within UCL and outside, which could help you develop an aspect of your research at another location. You could really gain a stimulating new outlook on your research and the world of research in another culture.

Your Supervisor and department will have contacts on which you can build when planning how perhaps you might make use of a period abroad. Information on international study for research students, including the Yale UCL Student Exchange can be found on the Doctoral School’s website: www.ucl.ac.uk/docschool

Yale UCL Collaborative Student Exchange Programme

Yale and UCL have entered into a unique partnership called the Yale UCL Collaborative.

As part of this exciting initiative, the two universities have launched an exchange scheme for doctoral students giving UCL students the chance to apply for the opportunity for a period of research at Yale as part of their doctorate under the supervision of an identified Yale Supervisor. This opportunity has been specifically designed to enable UCL doctoral students to experience working in a different academic setting at another world-leading research intensive university and to gather skills that will enhance their current work as well as future personal and professional plans. Places are limited and offered on a competitive basis: as ambassadors for UCL, exchange participants will be expected to make the most of their time at Yale by engaging as fully as possible with Yale’s research community. Exchanges will normally be for a period of three months, and it is hoped that the experience will allow UCL’s doctoral students to forge enduring links between the two institutions and within their research areas.

This is a great opportunity – here is what a couple of our previous exchange participants have said:

“I am extremely grateful for the help of UCL in making the most of an opportunity to study at Yale for a term and I cannot recommend it highly enough to anybody else who might be interested. Everybody at Yale was very friendly and helpful and they provided the perfect environment for me to do some excellent work.”

“My exchange at Yale University was a great experience I would not have wanted to miss. I gained new knowledge, was able to be a part of another academic environment, meet new people and get new ideas for my project and my future career. I am very thankful that I have been given this opportunity.”

Miss Stephanie Bogan Division of Surgery and Interventional Sciences (above)
UCL has a proud tradition of entrepreneurship from its student and researcher community. Entrepreneurship in the higher education context\(^1\) is defined as the application of creative ideas and innovations to creating and growing organisations in order to identify and build on opportunities. At UCL we believe entrepreneurship is also about developing skills which help you deal with the challenges of everyday life – giving you the confidence to try out new ideas, take risks, explore the unexplored and work with people in a range of different situations. These transferable skills from entrepreneurship will not only improve your understanding of how business works, but can help you succeed academically during your time at UCL, and in your future career. This chimes with both the founding principle of UCL to engage in research aimed at addressing real world problems, and our value of fostering innovation and creativity.

As part of UCL’s overarching strategy, UCL2034, we are building on our current activities to enhance the creation of societal and economic value from our research and innovation. We are also developing a transformational entrepreneurship agenda. This aims to ensure that UCL students are prepared to take an active role in contributing positively to global society, and that they are the most sought after by employers. Enterprise skills feature clearly in the Vitae Researcher Development Framework (RDF), the national framework for planning and supporting the personal, professional and career development of researchers. The “enterprise lens” of the RDF focuses specifically on how the skills, attributes and behaviors engendered by enterprise activities and training contribute towards the overall development and employability of researchers.\(^2\)

UCL Innovation and Enterprise offers a wide range of interactive and immersive experiences designed to enrich your time at UCL and prepare you for the world beyond. These include developing entrepreneurial thinking, enterprise boot camps, entrepreneurship guest lectures, challenges and competitions, one-to-one business advice and co-working space.

Find out more at [www.ucl.ac.uk/enterprise](http://www.ucl.ac.uk/enterprise)
Follow us on twitter: [@UCLEnterprise](https://twitter.com/UCLEnterprise)
Connect with us on LinkedIn:

**UCL Innovation and Enterprise**

**PhD Entrepreneurs**

Three companies founded by PhD students at UCL have benefited from the support received from UCL Innovation and Enterprise:

**Dr Wills**, a healthy sauce company, was founded by Dr William Braekey (PhD UCL Institute of Child Health) and Josh Rose (restaurateur). Whilst trying to keep fit and eat well, they came to the realisation that good, natural condiments – those that didn’t contain refined sugar, additives and preservatives – simply weren’t available. The pair decided that the sauce aisle was missing a great selection of all natural condiments so decided to come up with their own. In 2016 Dr Wills were one of the first UCL start-ups to win a Farha New Venture Award which have been funded by a generous donation from UCL alumnus and philanthropist George Farha. These awards are made to UCL students who have developed the most promising start-ups after completing the UCL summer adVenture programme. With further advice and support from the UCL Business Acceleration Advisors and free office space in the UCL Hatchery Dr Wills sauces can be found in a variety of stockists.

**In2ScienceUK**, founded by Dr Rebecca McKelvey (PhD Neuroscience), is charity which empowers students from disadvantaged backgrounds to achieve their potential and progress to STEM and research careers through high quality work placements and careers guidance. In 2016 In2ScienceUK were winners of a “Farha New Venture Award” which support promising student start-up businesses and social enterprises. With further support from the UCL Business Acceleration Advisors and free office space in the UCL Hatchery over In2ScienceUK receives over 1000 student applications yearly. The programme operates a robust evaluation process to assess the impact of the programme. To date, 75% of participants progress onto STEM degrees.

**Captum Technologies** was co-founded by PhD students Sam Ghazizadeh and Hossein Bahrami studying Civil, Environmental and Geomatic Engineering. The London-based and UCL home-grown start-up sets out to reduce CO2 emissions emitted from industrial plants on a far greater scale than currently possible, with the aim of helping UK industries meet their CO2 reduction targets before 2050. After receiving impartial, confidential and practical advice from the UCL Business Acceleration Advisors they made it to the finals of the Mayor’s Entrepreneur competition 2017 after a ‘Dragon’s Den’ style pitching event at City Hall.

You may be asked by your department to contribute to undergraduate or Masters level teaching as a Postgraduate Teaching Assistant (PGTA). The tasks you will be asked to undertake vary between department and discipline, but typically can include demonstrating in laboratory classes, leading tutorial groups and marking essays. This can be a very valuable experience: it can contribute to your intellectual development and grasp of the subject, and can also provide an additional source of income to help support your studies. The skills you acquire from teaching, demonstrating and facilitating can readily be applied to future careers in many fields, including academia, education, industrial research, or management.

Some Departments offer Teaching Assistantships, whose holders are paid a stipend and have a responsibility to undertake a limited amount of teaching as well as research for a PhD. Other Departments will employ you to undertake some paid teaching work as and when necessary. Your related duties (including teaching, preparation and training), must not compromise the time you can commit to your core research activities. Your department will provide guidance on what is expected from you in your particular teaching activities and clear workload allocation to ensure you are not overloaded.

All PGTAs (whether as part of their stipend or employed) must undertake appropriate development activities to support their teaching practice. UCL’s Arena Centre for Research-Based Education (previously CALT) offers a scheme for such training and development of PGTAs, called UCL Arena One.

Arena One begins with an introductory Gateway Workshop, which is designed to prepare you as a new teacher for your teaching responsibilities, introduce you to methods in and approaches to teaching and learning, and provide an opportunity to meet Arena Centre staff and fellow PGTAs as you enter the postgraduate teaching community at UCL. Attendance at this session is required for all postgraduates with responsibility for any teaching and/or assessment at UCL. If you have already attended a similar introductory training programme, please contact us at arena.one@ucl.ac.uk to find out whether you still need to attend a Gateway Workshop.

PGTAs also have the option of attending an extended course, the UCL Arena One Teaching Associate Programme, and then submitting an application for the nationally recognised Associate Fellowship of the Higher Education Academy. PGTAs with a substantive teaching role which includes assessment and feedback are strongly encouraged to attend the Teaching Associate Programme.

Further information can be found on the UCL Arena website: www.ucl.ac.uk/arena/one and through the Doctoral Skills Development Programme.

Here is what some of our previous participants on the Teaching Associate Programme have said about the course:

’It has been nice to see I am not the only one with certain worries when teaching, like not knowing the answer to some questions or giving proper feedback to the student.’

’It was insightful to hear about different styles of teaching and has challenged me to think about my own future teaching.’

’It has helped me to reflect about the teaching I have done so far but mostly I feel more confident in planning and assessing future teaching.’

’It is a good opportunity to improve teaching and to meet other colleagues or PhD students; this course prepares you for the application to Associate Fellowship of the Higher Education Academy, which is great, considering my desire to continue in an academic career.’
An important part of the development of a skilled researcher is the ability to manage their own professional and career development (as specified in the national Researcher Development Framework). The UCL Doctoral School actively supports research students to become career self-managing through a collaborative programme with UCL Careers. We provide an extensive, bespoke menu of personal support, careers information and employer engagement opportunities which can be accessed via our researcher – dedicated webpages at: www.ucl.ac.uk/careers/researchers

**Specialist Support**
A cornerstone of this programme is the work of our specialist Careers Consultants. The Consultants work closely with employer engagement professionals, employers, academics and other staff training and development professionals to design and deliver a careers programme that is relevant to, and meets the needs of, UCL's research student community. They are ideally placed to provide impartial advice and guidance for individuals wishing to discuss their long term thoughts and plans for an academic career. They are also well placed to support students who wish to move beyond the academic environment. The work of the consultants is conducted through both one to one consultations and group work.

**Engagement with External Organisations**
We have a long running and extensive programme of employer engagement for UCL's researcher community which stands UCL apart from most other universities in the UK. Since the inception of the programme in 2005 over 150 external agencies and employers have taken part in activities that are specifically designed for, and open only to, research students and research staff. This is in addition to the over 1000 employers that take part in our annual ‘mainstream’ events programme that we provide for all UCL students. The Researcher Employer Programme aims to provide research students with comprehensive knowledge of the wide range of organisations and occupations where both the subject specific and more ‘transferable’ skills gained through a research degree can be applied. This takes the form of a series of sector-specific events (table top discussion forums, networking events) and employer facilitated workplace skills training.

**Information & Vacancy Provision**
We believe that an essential part of effective career management is to learn how others have managed their careers successfully. We provide researchers with the opportunity to learn about the post – PhD career paths of people within academia and beyond, not only through our previously described events programme but also through our online collection of written case studies of UCL doctoral graduates and our video interviews with other PhD holders. Research students also have access to our online databases of internships and full time job opportunities from employers targeting UCL students, including opportunities where research skills and experience may be essential or desirable.

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 MISS ANA RITA PINHO  
 Institute of Ophthalmology (left)  
 Mr Paul Knoops  
 Great Ormond Street Institute of Child Health (above)
The Doctoral School runs competitions each year, offering you the chance to share your research and win some generous prizes. These include: the Research Images as Art/Art Images as Research Competition, the Research Poster Competition and the UCL Three Minute Thesis.

**Research Images As Art/Art Images As Research Competition**

The Doctoral School runs a competition for researchers and artists, both students and staff, who are invited to submit images associated with their work, which have an aesthetic appeal. Selected images are used to illustrate this handbook and other UCL publications.

An exhibition of the images is held centrally in College and assessed by a panel of judges. Pictures are selected by the panel on the basis of their aesthetic appeal, the nature of their subject matter and technical quality. The panel is particularly interested in images that effect a transformation in the eye of the viewer in translating or communicating the subject that they portray and which have the potential to alter the way that we view the world. Prizes are awarded for the best images and all the images are presented in an online gallery on the Doctoral School website.

A selection of images from the 2016/17 Research Images as Art competition is featured throughout this handbook.

**Research Poster Competition**

The Doctoral School organises an annual Research Poster Competition for all UCL research students.

Students are invited to display their posters centrally in College and these are then judged by a panel of UCL academics. Prizes are awarded for the best posters.

The posters exhibited should convey the essence of a student’s research to an audience of both colleagues and non-specialists.

**UCL Three Minute Thesis (3MT®)**

Your PhD thesis will be tens of thousands of words long when you submit it. Could you explain it in three minutes?

The Doctoral School and Students’ Union UCL PGA run a Three Minute Thesis competition at UCL in the summer term, the winner of which is eligible to enter the national semi-finals, and hopefully the finals.

Three Minute Thesis (3MT®) celebrates the exciting research conducted by research students. Originally developed by the University of Queensland, the competition focuses on students’ academic, presentation, and research communication skills. The competition supports students’ capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience – it is also great fun.

Further information on all our events and competitions can be found on our website at: [www.ucl.ac.uk/docschool/events](http://www.ucl.ac.uk/docschool/events)
The Doctoral School is pleased to support academic societies run by graduates for graduates at UCL. Societies offer a variety of activities, both social and academic, and provide a good way of meeting people with similar interests. Many academic societies arrange for high profile researchers to give special lectures to their members. We provide limited funding for the creation of new academic societies by graduate students. Please contact the Doctoral School if you would like to set up a new society. New societies are added to our website at: www.ucl.ac.uk/docschool. Below is a list of some of the graduate societies at UCL.

**English Department Graduate Society**
The UCL English Graduate Society exists to enrich the social, academic, and professional lives of graduate students in the Department. All MA and MPhil/PhD students automatically become members of the Society on entering the Department. We sponsor a variety of activities and events, and suggestions for new ones are always welcome.

The Society helps to run the Department’s research seminar series in consultation with the Graduate Tutor. Seminars take place fortnightly during term-time and present papers by PhD students, UCL staff, and academics and writers from around the UK. In the Spring Term the Society organises workshops: former graduates advise on pursuing an academic career and finding a publisher; a commissioner from an academic press is invited to advise on submitting the thesis for publication.

Society members also run the interdisciplinary annual UCL English Graduate Conference, which gives graduates from the Department, around the UK and overseas an opportunity to present their research at a lively, well-attended academic conference.

Selected papers from the conference are published in the Society’s journal, Moveable Type, which also features reviews written by graduate students worldwide.

**Infection and Immunity Postgrad Club**
The Postgrad Club of the Division of Infection and Immunity is open to all science graduate students in the School of Life & Medical Sciences (SLMS).

The aim of the club, by student request, is to provide them with insights into the wider aspects of science, beyond purely lab-based research. Previous invited speakers have included company executives, career development & funding advisors, politicians, medical/science writers & journalists, and lawyers. The club is intended to provide students with a great opportunity to come and meet their peers from across the School in a relaxed atmosphere for a glass of wine & nibbles, and to hear some great talks relevant to their research and career development.

Contact: elspeth.latimer@ucl.ac.uk

**UCL Spices and Medicine**
UCL Spices and Medicine is an interdisciplinary initiative focusing on the use of potent substances across cultures and contexts. It is based at the School of Pharmacy, but all UCL postgraduate students and staff are most welcome to join. Through conferences, student-run events, and collaborative external events, we aim to showcase research regarding the interface between food, medicine, and culture to the present day and its relevance across different academic fields, and to foster collaborations within UCL and between institutions around the world. Our next symposium is scheduled for October 2017. To join this initiative or to find out more, visit www.ucl.ac.uk/spicesandmedicine
Society for Comparative Cultural Inquiry

The Society for Comparative Cultural Inquiry is a graduate society open to graduate students in UCL whose research falls within the remit of the School of European Language, Culture, and Society and the Centre for Multidisciplinary and Intercultural Inquiry. It is also open to any graduate student working in the Arts & Humanities whose subject area encompasses any area of cultural, literary, artistic, or social studies from across the world, and in which there is a interdisciplinary, intermedial, or intercultural focus.

The purpose of this society is to support and promote all research activity undertaken in the School through supporting research events put on by SELCS and CMII and encouraging graduates to become involved in the larger research community.

The society meets during term time in a fortnightly Seminar Group where a graduate student presents an aspect of their work and holds it open for discussion. The Seminar Group is an ideal way for students to meet each other, present and discuss their research in an informal setting, and gather feedback from their peers. The Seminar Group is sponsored by RGS, and wine and nibbles accompany every meeting.

The society also runs an annual conference, which attracts an international cast of speakers and participants; students from the society are invited to join the organising committee, speak at or attend this conference. For further information about our last conference “Belonging and Transgression” which was held at UCL on 23rd & 24th June 2016, please see our website at https://culturalinquiryucl.wordpress.com

The Society also runs and publishes a journal, entitled “Tropos”. Graduate students working in these areas are invited to send in proposals for papers or join the editing committee.

Interdisciplinary Medieval and Renaissance Seminar

The Interdisciplinary Medieval and Renaissance Seminar aims to create a forum where people approaching the Middle Ages from all perspectives can give and discuss papers, and to encourage contact between researchers across the College and the University of London. The seminar series was set up by people who are now History research students, but have backgrounds in other subjects (Anthropology, Archaeology, Art History, Classics, English, Law, Modern Languages and Theology). Being aware of the great help previous studies, here and abroad, give to our current research, the aim of the seminar series is to continue this fruitful exchange. Anyone, from any department, is very welcome and we invite speakers from all over the country with an interdisciplinary approach to the Middle Ages.

Higher Education Research Society

The purpose of this society is to bring together all the postgraduate students (masters and research) not only from the Institute of Education but from other UCL departments who are currently working with topics related to Higher Education in general. The aim is to share our research interests with our peers, to get to know other students with similar interests and further to have a student space for reflection and communication.

We want to create a network where we can all share events, conferences, and general academic information from our field and from our countries of origin so we can broaden our scope and perspectives. We want to open a channel of communication from students and for students where we can promote our research activity and learn from each other. Finally, our aim is to make a Higher Education student community within our university.

The society meets during term time once a month in a seminar group where students are encouraged to present an aspect of their work or research interests and holds it open for discussion in an informal setting.

Contact: Karla Lopez, Diego Angeles, Francisco Salinas, Andrea Detmer mailto: ucl.hers@gmail.com
For events and information: www.facebook.com/highereducationrss

London Evolutionary Research Network

The London Evolutionary Research Network (LERN) is a society established to provide a forum for the community of postgraduate researchers in London, with the aim of encouraging students to present their work to a multidisciplinary audience. The feedback, discussion and networking opportunities are unique among London post-graduate societies. The society organises regular guest lecturers as well as annual events including: the Medawar Memorial lecture, the LERN student conference, the LinnSoc/LERN debate and an annual fun day out. For more information about LERN please visit our website: www.londonevolution.org

Cultural Historical Activity Theory (CHAT) Society

This society brings together research students and staff to explore their thinking and work around CHAT and associated approaches (e.g. socio-cultural psychology). The focus of CHAT is on cultural mediation and the ways in which human activity unfolds between actors (subjects) and their tools (both material and conceptual) in order to fulfill human needs and change aspects of the world around them (objects of activity). During meetings we explore the implications of CHAT for a diverse range of research fields including but not restricted to education, workplace practice, science and technology, critical pedagogy, and cognitive sciences. Website: chatucl.tumblr.com

UCL Open Access Student Journals

UCL Press (www.uclac.uk/ucl-press) runs an open access platform for postgraduate students to set up and publish their own journals (http://ojs.lib.ucl.ac.uk). Student journals offer an excellent opportunity for students to gain experience of the writing, editing, reviewing and publishing of articles, and the management and development of a journal. There are currently seven student journals hosted on the platform, on a range of topics including Opticom1826 UCL’s postgraduate student-run peer reviewed journal, and UCL Journal of Law and Jurisprudence edited and published by Masters and PhD students in UCL Laws. For more information about this service, please contact Ian Caswell, UCL Press Journals Manager (i.caswell@ucl.ac.uk).
Students’ Union UCL is committed to offering something that fits every single one of our students. We’ve been the place where more happens for UCL students for almost 125 years and part of that has been realising that postgrads and undergrads can have very different university experiences, and therefore very different needs.

While everything we do at the union is open to all students, we do have a whole section dedicated to students like you who have chosen to further their studies. We call it the Postgraduate Association or PGA. The PGA is led by the Postgraduate Students’ Officer, Mark, and a committee of other students who want to throw themselves into being a part of the postgrad community at UCL.

Many students, particularly those focusing on research, say it can be difficult to meet their peers and feel a part of the full UCL experience. The PGA works hard to bridge the gap between your academic and social life. We offer a busy PG social calendar throughout the year with everything from quizzes to cocktail making and opportunities to share your work with students from a range of disciplines.

It’s also about giving you the power to shape the elements of the university that affect you. We believe that having your voice within faculties and departments is the key to improving the quality of teaching and research at UCL. You can have a say in the decisions that will affect your time here by becoming a PG academic representative.

It’s not just the university you can change. The Union is for students and led by students and you can get involved with making it as good as it can possibly be. Twice a year we elect the students who will run the organisation, and you will always have the chance to stand to be one of those leaders or vote for the students you want to do the job for you. The first round is in October, so keep an eye out for it.

Truthfully, there’s more to the union and the PGA that we can cover here, so keep in touch with us via our fortnightly PG email (you’re automatically signed up) or any of our social media channels.

facebook.com/studentsunionucl
facebook.com/UCL.Postgrads
YOUR FEEDBACK
POSTGRADUATE RESEARCH EXPERIENCE SURVEY

Being part of UCL’s doctoral community means being engaged in a dialogue with us about your experience at UCL – letting us know what you particularly value and things that you would like to see improved.

Postgraduate Research Experience Survey
Every two years UCL takes part in the national Postgraduate Research Experience Survey (PRES) usually from early March until May. PRES is a national survey, co-ordinated by the national body for improving teaching and learning in Universities, the Higher Education Academy.

The survey is a major vehicle for our research student community to provide us with feedback on their experience. We need to know what UCL’s researchers think so we can address issues and keep doing what is valued.

PRES asks questions about the key areas of the research student experience, for example: supervision; resources; research skills and professional development; as well as overall experience.

Once the results are collated, we analyse them and publish them on the Doctoral School’s website. From there they are discussed by the key UCL committee looking after the standards of research degree provision, Research Degrees Committee, and with the various stakeholders (for example UCL’s faculties, the UCL Student Union) to make sure we identify and implement an action plan for the coming period. The Doctoral School’s website is used to let you know what has been done to improve things in light of your feedback.

Our results allow us to hear what you think about your experience at UCL, but also to compare them against the national view. The Doctoral School uses the information gained to consider how to make improvements locally, and also to inform our work for the wider research student community through national bodies like Vitae, or LERU (the League of European Research Universities).

Informal Feedback and Formal Representation
There are of course other informal and more formal ways of letting us know your views, for example by speaking to your supervisory team and members of your departmental and faculty staff (or via the PGA – see over). You can also do this via your Staff Student Consultative Committee which meets at least twice per year and whose membership includes at least one member of staff responsible for research students, and at least one research student representative (unless there is a separate committee just for graduate students).

Dr Rohin Francis
Institute of Cardiovascular Science (above)
DOCTORAL SCHOOL
SPACES FOR GRADUATES

Spaces for Graduates
All UCL learning spaces are available to graduate students. The following study spaces are available for use by graduate students only.

Real-time seating availability can be checked at: https://www.ucl.ac.uk/library/sites/seats

Graduate Hub (A)
A space for graduates to meet on central campus, comprising a seminar room for group discussion and presentations, a breakout space with integrated kitchenette, 9 individual study carrels and a common room with Desktop PCs and comfortable seating. The room is located in the South Wing basement opposite the Print Room Café.

Science Library Postgraduate Cluster Room (B)
A PC cluster exclusively for graduates situated in the Science Library (DMS Watson Building) alongside other clusters.

Research Grid in the Science Library (C)
This study suite located on the 4th floor of the Science Library provides a contemporary 74-seat space to study either collaboratively or in private. Facilities include:

- Private Skype point
- 24 all-in-one Desktop PCs
- Hot drinks vending machine and a hot water point for tea and coffee
- Graduate lockers
- Graduate meeting room
- Areas for social study and individual study
- Print/copy/scan facilities

Research Grid in the Main Library
This study suite compromises of two rooms with 16 PCs (8 in each) and graduate lockers and a bookable group working room for 6 people. It is located in rooms 224, 225 and 235 of the Main Library (2nd floor).