

UCL DOCTORAL SCHOOL



UCL

DOCTORAL  
SCHOOL  
HANDBOOK  
2018/19  
THE ART OF  
RESEARCH

# TERM DATES AND CONTACTS

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First Term: Monday 24 September 2018 – Friday 14 December 2018

Second Term: Monday 7 January 2019 – Friday 22 March 2019

Third Term: Tuesday 23 April 2019 – Friday 7 June 2019

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](http://www.ucl.ac.uk/directory)

Tel: +44 (0) 20 7679 2000

## **Doctoral School**

Website: [www.ucl.ac.uk/docschool](http://www.ucl.ac.uk/docschool)

Tel: +44 (0) 20 7679 1422

Email: [docschool@ucl.ac.uk](mailto:docschool@ucl.ac.uk)

## **International Office**

Website: [www.ucl.ac.uk/prospective-students/international](http://www.ucl.ac.uk/prospective-students/international)

Tel: +44 (0) 20 308 8520

Email: [international@ucl.ac.uk](mailto:international@ucl.ac.uk)

## **Scholarships and Funding Office**

Website: [www.ucl.ac.uk/prospective-students/scholarships](http://www.ucl.ac.uk/prospective-students/scholarships)

Tel: +44 (0) 20 7679 0004

Email: [studentfunding@ucl.ac.uk](mailto:studentfunding@ucl.ac.uk)

## **Tuition Fees and Expenses**

Website: [www.ucl.ac.uk/prospective-students/graduate/research/fees-funding](http://www.ucl.ac.uk/prospective-students/graduate/research/fees-funding)

Tel: +44 (0) 20 7679 4125 or 4128

Email: [fees@ucl.ac.uk](mailto:fees@ucl.ac.uk)

## **Student Accommodation**

Website: [www.ucl.ac.uk/prospective-students/accommodation](http://www.ucl.ac.uk/prospective-students/accommodation)

Tel: +44 (0) 20 7679 6322

Email: [residences@ucl.ac.uk](mailto:residences@ucl.ac.uk)

## **University of London Housing Services**

Website: [www.housing.lon.ac.uk](http://www.housing.lon.ac.uk)

Tel: +44 (0) 20 7862 8880

Email: [housing@london.ac.uk](mailto:housing@london.ac.uk)

## **UCL Careers**

Website: [www.ucl.ac.uk/careers](http://www.ucl.ac.uk/careers)

Tel: +44 (0) 20 3549 5900

Email: [careers@ucl.ac.uk](mailto:careers@ucl.ac.uk)

## **Student Support and Wellbeing**

Website: [www.ucl.ac.uk/students/student-support-and-wellbeing](http://www.ucl.ac.uk/students/student-support-and-wellbeing)

Tel: +44 (0) 20 7679 0100

Email: [student.wellbeing@ucl.ac.uk](mailto:student.wellbeing@ucl.ac.uk)

## **Student Disability Services**

Website: [www.ucl.ac.uk/students/support-and-wellbeing/disability-support](http://www.ucl.ac.uk/students/support-and-wellbeing/disability-support)

Tel: +44 (0) 20 7679 0100

Email: [disability@ucl.ac.uk](mailto:disability@ucl.ac.uk)

## **Student Psychological Services**

Website: [www.ucl.ac.uk/students/support-and-wellbeing/student-psychological-services](http://www.ucl.ac.uk/students/support-and-wellbeing/student-psychological-services)

3 Taviton Street,

London WC1H 0BT

Tel: (0) 20 7679 1487

## **Students' Union UCL**

Website: [www.uclu.org](http://www.uclu.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](http://www.studentcentral.london)

Tel: +44 (0) 20 7664 2000

Email: [general.studentcentral@london.ac.uk](mailto:general.studentcentral@london.ac.uk)

## **Nightline – Confidential Listening Advice and Support Service for Students**

Website: [www.nightline.org.uk](http://www.nightline.org.uk)

Tel: +44 (0) 20 7631 0101

Email: [listening@nightline.org.uk](mailto:listening@nightline.org.uk)

## **UCL Postal Address and Telephone**

UCL, Gower Street, London WC1E 6BT, UK

Tel: +44 (0) 20 7679 2000

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### Cover image

#### Mr David Griffiths, Civil, Environmental & Geomatic Engineering

Two cows drinking out of a peat contaminated river running over sand flats. The image was taken from a drone whilst capturing imagery to create 3D reconstruction of the adjacent sand dunes.

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- Mr Mehmet Davrandi
- Ms Bernadette Devilat
- Dr Mathias Disney
- Miss F. Ecem Ergin
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- Mr Thomas Heenan
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- Mr Tom Kimpson
- Mr Robert Malinowski
- Mr Matteo Mauro
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- Ms Andrea Peinhopf
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- Miss Naomi Rubbra
- Mr Tanachote Ruengsatra
- Miss Mai Ta
- Mr Filip Wieckowski
- Miss Eleonora Zucchelli

**Mr Jonathan Bourne**, Bartlett School of Environment, Energy and Resources (below)



SECTION 1:  
**WELCOME AND  
KEY INFORMATION**





## Intro.

“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.”

**Ms Kinda Dahlan**, Information Studies (opposite). **Dr Asma Buanz**, UCL School of Pharmacy (right)

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, professional doctorate, MD(Res) or MRes programmes at UCL. We at UCL are committed to ensuring that the quality of your research training is of the highest level. 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 5,700 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 Research Integrity, on UCL’s research integrity web pages: [www.ucl.ac.uk/research/integrity](http://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, inter-disciplinary 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.

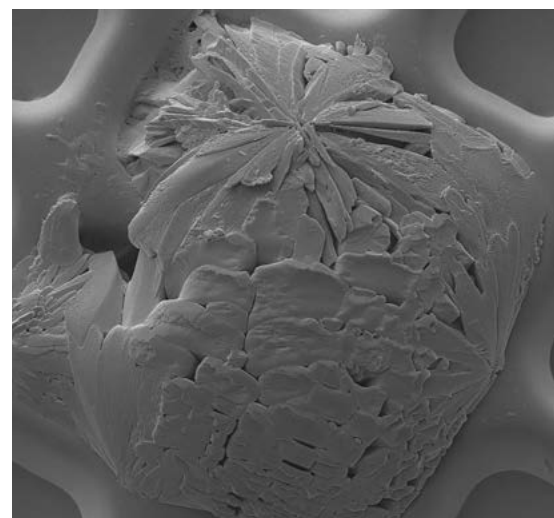
In this Handbook you will find details of activities and events to support you during your time here, and how you can benefit from them. More information and resources can be found on our regularly updated website – [www.ucl.ac.uk/docschool](http://www.ucl.ac.uk/docschool)

The strategy for doctoral education at UCL can also be found on the Doctoral School’s website at: [www.ucl.ac.uk/docschool/strategy](http://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 FEng**  
**Pro-Vice-Provost of the Doctoral School**





# Welcome Event for new Research Students

On Friday 28 September 2018, 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 28 September 2018

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

**10.30–12.30**

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

# The Doctoral School Website

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.

Mr Filip Wieckowski, Geography (below)

## 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.

## Representation and Feedback

Information on research student representation and feedback mechanisms including the national Postgraduate Research Experience Survey (PRES).

## 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.

## Research Networks / Societies

Details of research-focused networks and 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](http://www.ucl.ac.uk/docschool)

## Contact Details for the Doctoral School

Tel: +44 (0) 20 7679 1422

Email: [docschool@ucl.ac.uk](mailto:docschool@ucl.ac.uk)





## What is Research?

You have just embarked on a transformative journey as a research degree student – 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 and operate, 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 in 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".

### 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.

### 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 handbook. 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](http://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](http://www.ucl.ac.uk/docschool/essinfo)

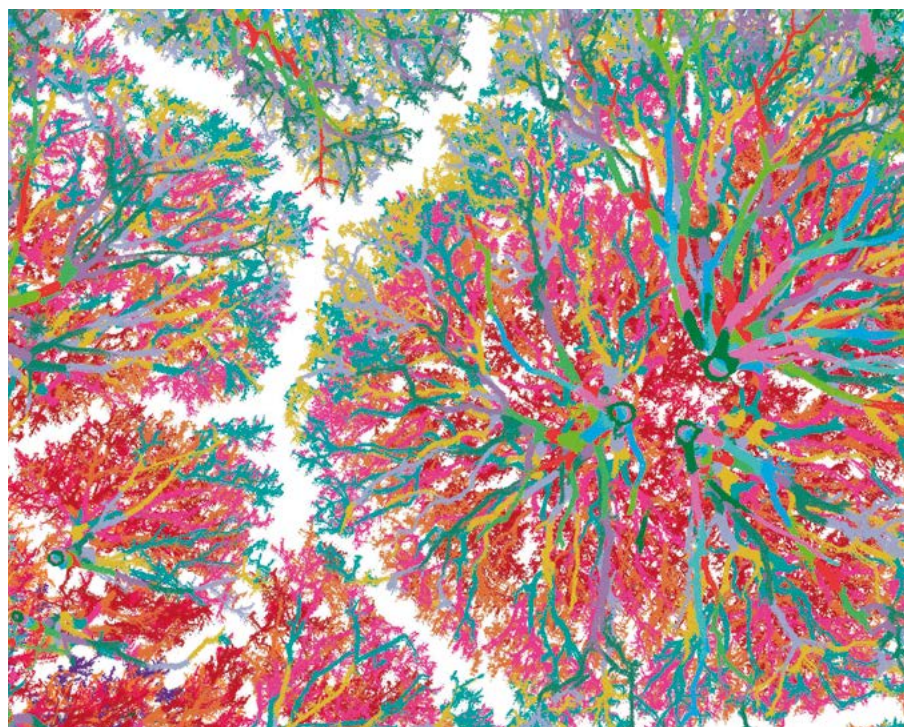
## Research Student Log

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 22 for further details on the Log.

**Dr Mathias Disney**, Geography (below)

## 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 23–30 for details of the programme and some of the opportunities available this year.



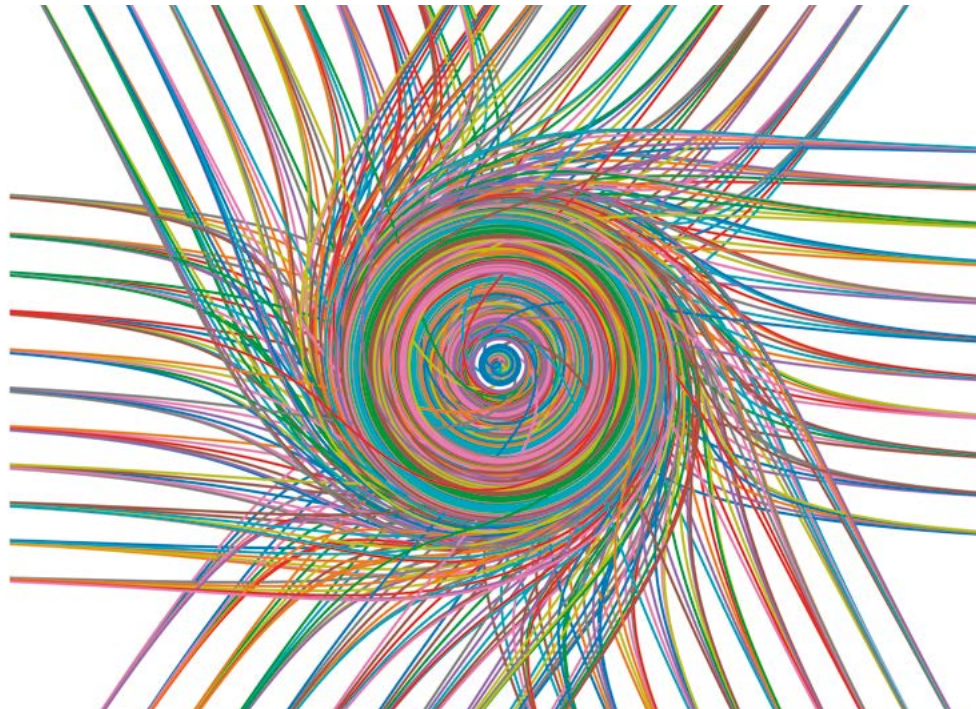
# Research Integrity

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. As a researcher you are expected to read and abide by the UCL Statement on Research Integrity, which sets out the standards expected of those involved in research at UCL, including adherence to the UCL Principles of Integrity: honesty, rigour, transparency and open communication, care and respect.

[www.ucl.ac.uk/research/integrity/integrity-at-ucl](http://www.ucl.ac.uk/research/integrity/integrity-at-ucl)

As a researcher it is important to ensure your research is conducted, and the results of your research disseminated, honestly, accurately and in accordance with professional standards. It is 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. These are not simple issues, but such concerns are an essential part of the rigours of academic research.

The Research Integrity website ([www.ucl.ac.uk/research/integrity](http://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 interest. 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 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.



Your supervisory team and other specialists at UCL will help you to gain the knowledge and confidence you need for your particular project and staff across UCL are available to advise and support you.

Acting professionally in your research covers a range of professional knowledge and behaviours including awareness of:

- health and safety;
- research ethics and approval processes;
- legal requirements; conditions of funding;
- IPR and copyright;
- respect and confidentiality;
- good data management;
- appropriate attribution of credit and authorship;
- citation/referencing and the avoidance of plagiarism;
- 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.

Referring and adhering to the Research Integrity Training Framework will assist you in identifying and fulfilling your knowledge and training needs in these areas:

[www.ucl.ac.uk/research/integrity/research-integrity-training-framework](http://www.ucl.ac.uk/research/integrity/research-integrity-training-framework)

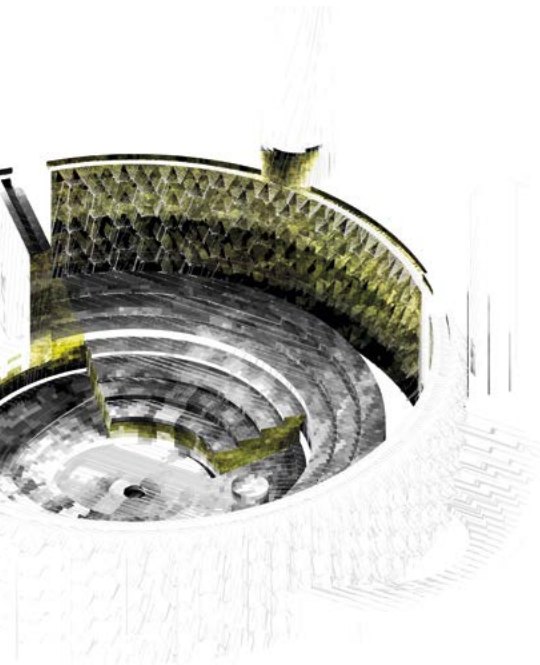
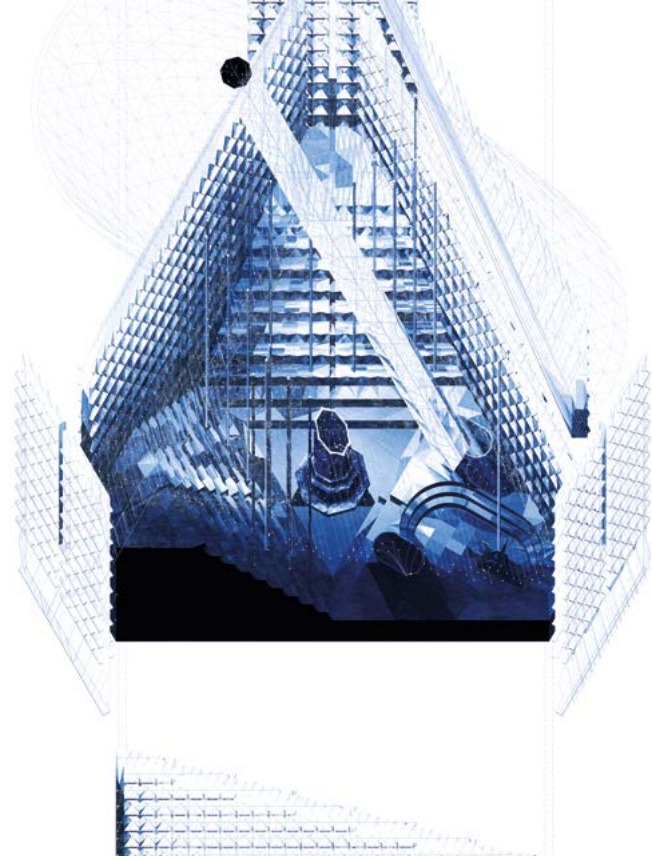
You should also read the UCL Code of Conduct for Research which sets out the general principles of conduct as well as signposting relevant associated UCL policies, for example the student IPR Policy, and Guidance for the Storage and Disposal of Data and Samples. It is designed to be read in conjunction 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.ukri.org/about-us/policies-and-standards/research-integrity](http://www.ukri.org/about-us/policies-and-standards/research-integrity)

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](http://www.ucl.ac.uk/srs/governance-and-committees/resgov).

You may also find this paper prepared by the American National Academies useful. Most of the discussion is relevant to researchers in all disciplines even though the title is "On Being a Scientist": [www.nap.edu/read/12192/chapter/1](http://www.nap.edu/read/12192/chapter/1)

**Mr Tom Kimpson**, Space & Climate Physics (above)

# Ethics & Research



All research raises ethical issues and those raised will vary across research areas and disciplines. It is important that these are identified and addressed as part of the planning stages to ensure that all research at UCL is conducted to the highest ethical standards.

Issues may relate to the recruitment of human participants and the collection/use of their data, ensuring participants provide informed consent, and that any risks to their physical, emotional, mental health are mitigated and managed. Use of secondary data or publically available data also raises ethical issues, such as around what consents were previously in place and the potential harm that may arise to individuals or communities from the use of such data.

Research that does not involve human participants and/or their data also has the potential to raise ethical issues; i.e. environmental studies that have the potential to impact on or change the environment, archaeological excavations in disputed territories, studies involving access to sacred sites or the analysis of sacred cultural objects where access is restricted or where there are particular modern sensitivities or issues.

Issues can arise regarding the potential for the misuse of research (often called dual use) where research results may be used by others with the intent to cause harm. Issues can also arise in relation to funding arrangements for particular studies as set out in the Research Funding Ethics Policy ([www.ucl.ac.uk/research/integrity/research-funding-ethics-committee](http://www.ucl.ac.uk/research/integrity/research-funding-ethics-committee)).

## Ethics approval for your project

You must ensure that all ethical approvals are in place before the research commences, whether this is via the NHS, the UCL Research Ethics Committee, an overseas ethical committee, or a combination. Retrospective approval is never granted and so this must be in place before the research commences. In addition, it is generally a condition of funding that ethical approval is in place, and many publishers will want confirmation of ethical approval (or evidence of the project being exempt) before a paper is published.

As a researcher you are responsible for ensuring your research has the appropriate approvals and your supervisory team will assist you with this. Advice is available on the research ethics website [www.ucl.ac.uk/research-ethics-committee](http://www.ucl.ac.uk/research-ethics-committee). There are also training courses available through the Doctoral Skills Development Programme and others listed on the research ethics website.

# Leadership, Engagement and Impact

Contributing to the advancement of your discipline and developing novel lines of enquiry are fundamental to doctoral research, but all researchers at UCL are also expected to disseminate the results of their research through appropriate channels, including publication, teaching, commercialisation and engagement with policymaking and the public.

This is part of researchers' leadership role in creating new knowledge and helping to ensure it has impact as widely as possible. All our researchers, from PhD students to Professors, are encouraged to embody leadership through a variety of activities, thinking creatively and ambitiously about expanding the impact of their research, delivering greater public benefit and engaging in dialogue with communities outside academia about the direction and focus of future research.

To help you begin to take on this leadership role and to engage with researchers and other communities inside and outside UCL, there are a wide range of services and resources to help you.

**Ms Andrea Peinhopf**, School of Slavonic and East European Studies (below)

UCL has one of the most established and largest Public Engagement teams in the country. The UCL Public Engagement Unit exists to champion UCL's founding principle of opening up education and knowledge and at its core is the idea of two way dialogue connecting higher education research and teaching with the world outside.

The team, situated within UCL Culture, provides advice, training, funding, resources and activities to help UCL researchers listen to and engage with communities and to embed public engagement within all stages of the research cycle: [www.ucl.ac.uk/culture/public-engagement](http://www.ucl.ac.uk/culture/public-engagement)

UCL Innovation and Enterprise is a group of specialist teams working with staff and students to encourage a spirit of enterprise, create links with the outside world and accelerate UCL's innovation and impact. [www.ucl.ac.uk/enterprise/](http://www.ucl.ac.uk/enterprise/)

UCL Public Policy is an initiative of the Vice-Provost (Research) that aims to strengthen links between UCL researchers and policy professionals, and to provide specific opportunities for UCL research to engage with policy: [www.ucl.ac.uk/public-policy](http://www.ucl.ac.uk/public-policy)

The Volunteering Services Unit is based in the Students' Union UCL and funded directly by UCL. It is one of the biggest volunteering departments in the UK and aims to help you get involved in exciting community volunteering opportunities across London: [studentsunionucl.org/content/volunteering](http://studentsunionucl.org/content/volunteering)

Being able to articulate clearly, succinctly and persuasively the potential impact of your work is a vital skill for any researcher and all doctoral theses at UCL now include a statement by the author on impact. This will allow you to gain some experience in writing about the potential impact of your work and convincing others of its importance – vital in many areas of future work, not just academic careers.



# Open Science

Open Science, Open Scholarship or Open Research – what name is used is less relevant than the grouping of principles and practices which this term encompasses, these include:

## Principles

Open Science is about increased transparency, re-use, participation, co-operation, accountability and reproducibility for research. It aims to improve the quality and reliability of research through principles like inclusion, fairness, equity, and sharing, which extend across all disciplines.

## Practices

Open Science introduces different approaches to the way research is done - including opening access to research publications, data-sharing, open notebooks, transparency in research evaluation, ensuring the reproducibility of research (where possible), transparency in research methods, open source code, software and infrastructure, citizen science and open educational resources.

A commitment to openness is a fundamental attribute of UCL's culture and much is done within the institution to support open approaches to all academic endeavours; within the research environment significant progress has already been made to embed open principles and practices in our research culture, open access to research publications being a prime example. Other areas such as open data, open software, citizen science and open education are actively supported by the institution and are embedded in the research practices of numerous disciplines. Recognising the will to drive forward the Open Science agenda, UCL's Open Science Policy Platform (a senior grouping of UCL academics, researchers and support service owners) have oversight of and drive forward the innovations and developments necessary to foster a culture of open science.

Key to making open science the norm within the research environment is engagement with early career research, as a result an active (and growing) programme of training and development

opportunities is delivered via the Doctoral School Development Programme and UCL Organisational Development. Alongside this are a number of support services that are provided collaboratively by Library Services, Research IT, and the Office of the Vice-Provost Research (OVPR); these offer support and advice and training to researchers at all levels on aspects of open science including open access publishing, research data management, metrics and research evaluation, research IT.

## Services supporting researchers provided by UCL Library Services include:

### Open Access Services

Who advise and assist authors on all aspects of making their research publications openly available, including use of UCL publication systems (RPS) and UCL Discovery (our institutional repository, funder requirements and APC (article processing charges) payments. For more information, visit their website: [www.ucl.ac.uk/library/open-access](http://www.ucl.ac.uk/library/open-access)

### Research Data Support

Who provide advice and training on best practice in research data management and storage: including the creation of data management plans and advising on funder requirements. For more information, visit their website: [www.ucl.ac.uk/library/research-support/research-data](http://www.ucl.ac.uk/library/research-support/research-data)

### Bibliometric Support

Who provide guidance and support to UCL authors and colleagues on how to use and interpret bibliometric measures. [www.ucl.ac.uk/library/research-support/bibliometrics](http://www.ucl.ac.uk/library/research-support/bibliometrics)

## UCL Press

Another facet of open access services at UCL is UCL Press, the first fully open access university press in the UK. It publishes high-quality scholarly monographs, textbooks and journals, and makes them freely available online through UCL Discovery and other open access platforms.

## Open Access Student Journals

UCL Press also supports open access student journal publishing by providing an online platform for students to set up, run, and publish their own journals. Find the platform here: <http://ojs.lib.ucl.ac.uk>

Any students wishing to run a journal on the platform, or who wish to find out more about what is involved in running a journal, should contact Ian Caswell, Journals Manager, UCL Press: email: [i.caswell@ucl.ac.uk](mailto:i.caswell@ucl.ac.uk)

**Ms Bernadette Devilat**, Bartlett School of Architecture (opposite)



SECTION 2:  
**SUPPORT AND  
ADVICE**

# Support and Advice

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 Support and Wellbeing

A team of expert wellbeing, disability and mental health advisers provide a safe, confidential and non-judgmental space, in which you can discuss any issues that may be affecting your ability to study. There is a range of services, including:

### – UCL Student Disability Services

Providing information and advice for all disabled UCL students. Organising support services such as note-taking, communication support, mentoring and study skills tuition. They can also assist students in applications for Disabled Students Allowance and other funds, and can provide assessments of dyslexia and other learning difficulties.

### – Student Psychological Services

Based at 3 & 4 Taviton Street on central campus, they provide an accessible and effective professional resource for students who are facing emotional and psychological problems.

### – Specialist information and support

Information and advice for a range of communities, for example LGBT+ students, students transitioning gender, mature students, student parents and care leavers, and religion and faith information/support.

## 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.

## Students' Union UCL Advice Service

Based in the UCL Students' Union building on central campus, the Students' Union Advice Service provides 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.

## 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 see 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.

## General Wellbeing

If you would like some support, a range of courses and development opportunities is 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 is 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.

If you feel you would benefit from talking to someone about your mental health then you have access to specialist support through UCL's Student Psychological Services; as a research student, you also have access to free telephone, online and face-to-face counselling through Care First.

Search online for “Care First UCL” for more information on how to access this service.

## 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. Further information can be found at: [www.ucl.ac.uk/students/student-support-and-wellbeing](http://www.ucl.ac.uk/students/student-support-and-wellbeing)



## UCL Cultural Consultation Service for Students and Staff

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](mailto:culture.consult@ucl.ac.uk)

**Miss Naomi Rubbra**, Bartlett School of Architecture (above)

# Scholarships

The UCL Graduate Scholarships Programme has been developed to support graduate students who can demonstrate the potential of their research.

## 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 offered across all UCL departments 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 tuition fees equivalent to the standard postgraduate UK/EU rate plus a maintenance stipend of £16,777 per annum (2018/19 rate) for full-time study (benefits are calculated 'pro rata' for part-time students). The scholarship also includes additional research costs of up to £1,200 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. The maintenance stipend will normally be subject to an annual inflationary increase.

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 2019/20.

### 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 tuition fee funding to cover the difference between overseas and UK/EU tuition fees.

## UCL – Overseas Research Scholarships (ORS)

### Who is eligible to apply?

The graduate Overseas Research Scholarships are open to incoming and current research students with an overseas tuition fee status. The scholarships are offered across all UCL departments 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 tuition fees equivalent to the standard postgraduate overseas rate. Awards are also considered where a student has already secured partial funding from a sponsor.

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 40 awards available in 2019/20.

### Other details/criteria:

Scholarships are awarded on the basis of academic excellence and research potential.

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

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

### Who is eligible to apply?

These scholarships are open to current UCL MPhil/PhD and EngD students. They are awarded to students who want 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 will 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 £16,777 per annum (2018/19 rate) 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 £1,200.

### How many awards are available?

In 2018/19, there will be up to 4 one-year scholarships available.

### Further information:

Full details of all our schemes are available at: [www.ucl.ac.uk/scholarships](http://www.ucl.ac.uk/scholarships)

# Financial Support and the Doctoral School Fellowship

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/research.

## Who is eligible to apply?

The scheme is open to current UCL 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 programme 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 the applicant's academic department 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.

## 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: [www.ucl.ac.uk/students/funding/financial-support/doctoral-school-fellowship](http://www.ucl.ac.uk/students/funding/financial-support/doctoral-school-fellowship)

## Other sources of support:

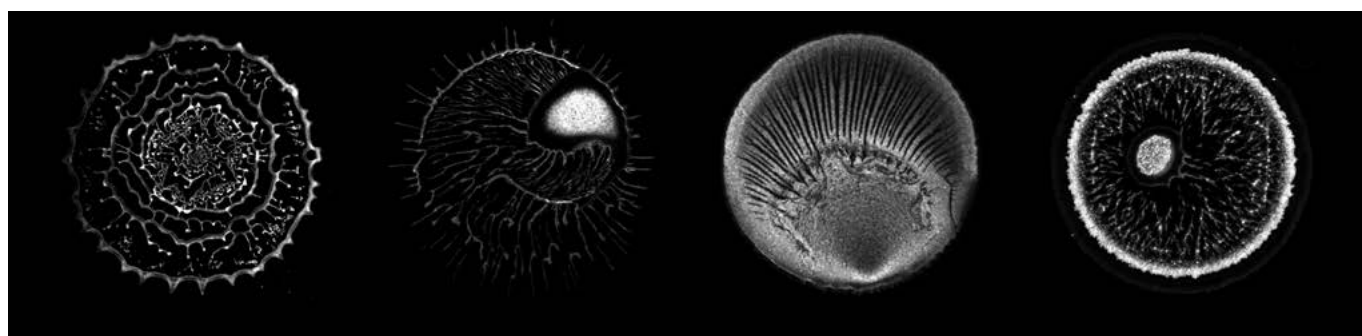
UCL also offers help with living costs through its Financial Assistance Fund: [www.ucl.ac.uk/students/funding/financial-support/financial-assistance-fund](http://www.ucl.ac.uk/students/funding/financial-support/financial-assistance-fund)

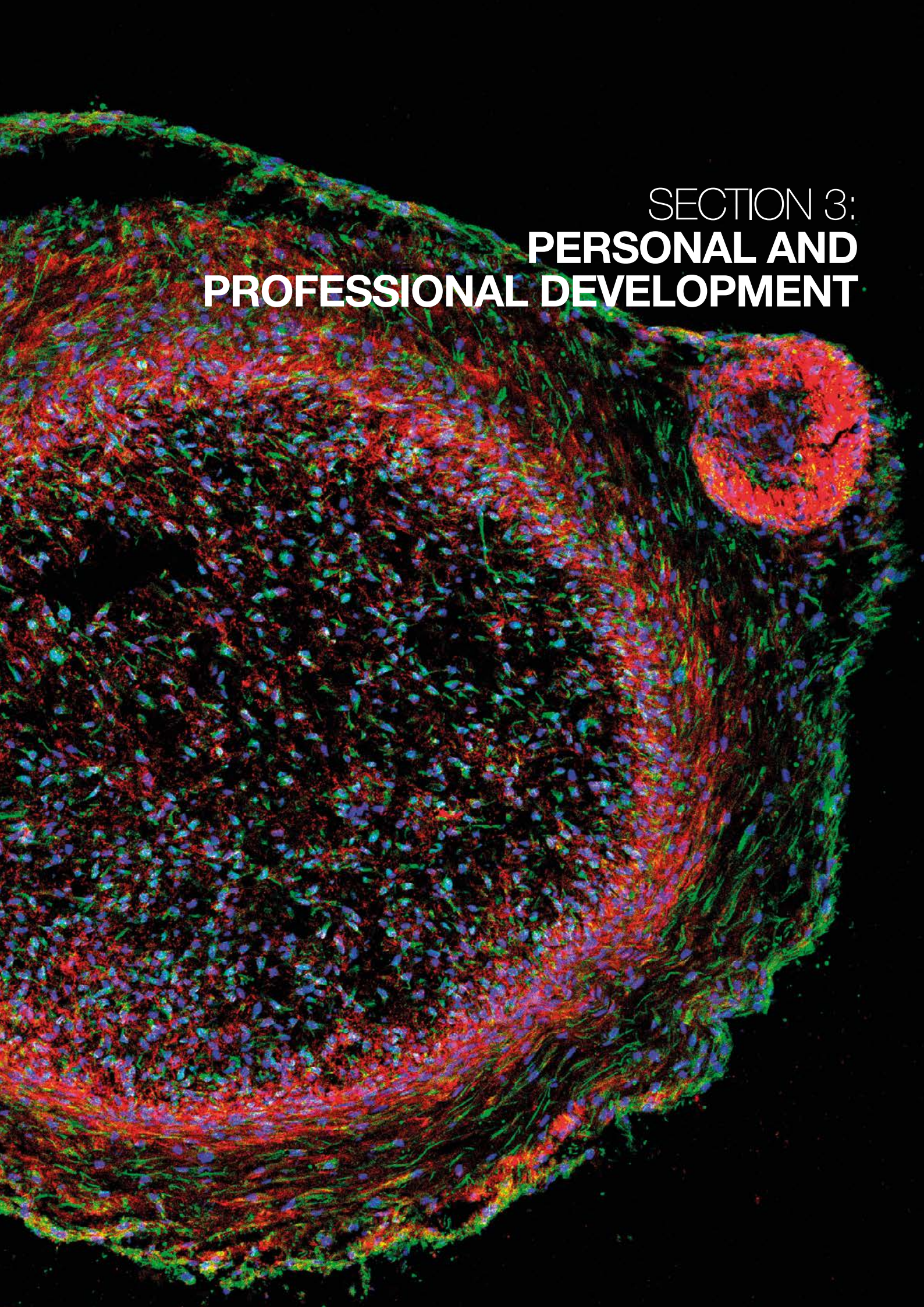
Student funding advice and guidance is also available via: [www.ucl.ac.uk/students/funding/financial-support/welfare-adviser](http://www.ucl.ac.uk/students/funding/financial-support/welfare-adviser)

Further funding opportunities for research students, including information on 'doctoral loans', can be found here: [www.ucl.ac.uk/prospective-students/scholarships](http://www.ucl.ac.uk/prospective-students/scholarships)

**Mr Robert Malinowski**, Chemistry (below)

**Miss Eleonora Zucchelli**, Great Ormond Street Institute of Child Health (opposite)





SECTION 3:  
**PERSONAL AND  
PROFESSIONAL DEVELOPMENT**

# Research Student Log

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:

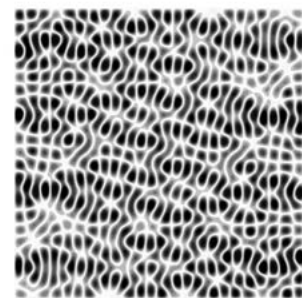
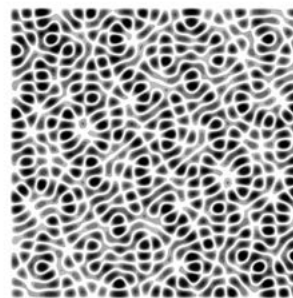
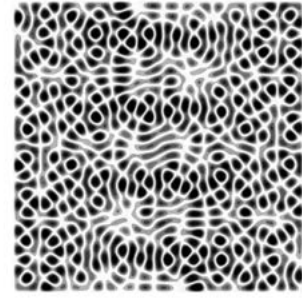
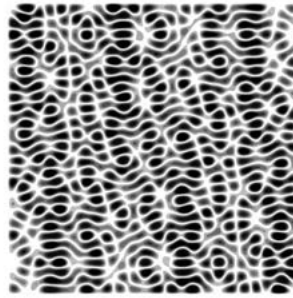
## 1. Progress since your last review

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.

Mr James Cann, Mathematics (above)



## 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 them 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 will provide this evidence and forms an important part of your portfolio as a professional researcher, in addition to the significant contribution to knowledge in the shape of your thesis and the evidence that it provides of your skills.

Use of the Log is mandatory for all MPhil/ PhD, Professional Doctorates, EngD 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.

# Doctoral Skills Development Programme

UCL Doctoral Skills (UCL Doc Skills) is a comprehensive researcher development programme for all postgraduate research students at UCL. The purpose of the programme is to give research students the opportunity to expand their research and personal transferable skills in order to support research, professional development and future careers.

We offer a wide range of opportunities including face-to-face training, e-learning, competitions and internships. Courses are designed and taught using the expertise and specialist knowledge of the UCL community, complemented by input from employers and external consultants.

UCL research students also have the opportunity to take skills development courses at other institutions in the Bloomsbury area as part of the Bloomsbury Postgraduate Research Network (BPSN) of which more is detailed in the BPSN section below.

UCL Doc Skills is mapped to Vitae's Researcher Development Framework (RDF), the national professional development framework that describes the knowledge, behaviours and attributes of successful researchers.

The RDF was developed by and for researchers, in consultation with academic and non-academic employers and contains four different domains:

- Domain A: Knowledge and intellectual abilities
- Domain B: Personal effectiveness
- Domain C: Research organisation and governance
- Domain D: Communication, influence and impact

UCL Doc Skills offers comprehensive coverage of the RDF and each offering is mapped to the individual domains of the framework.

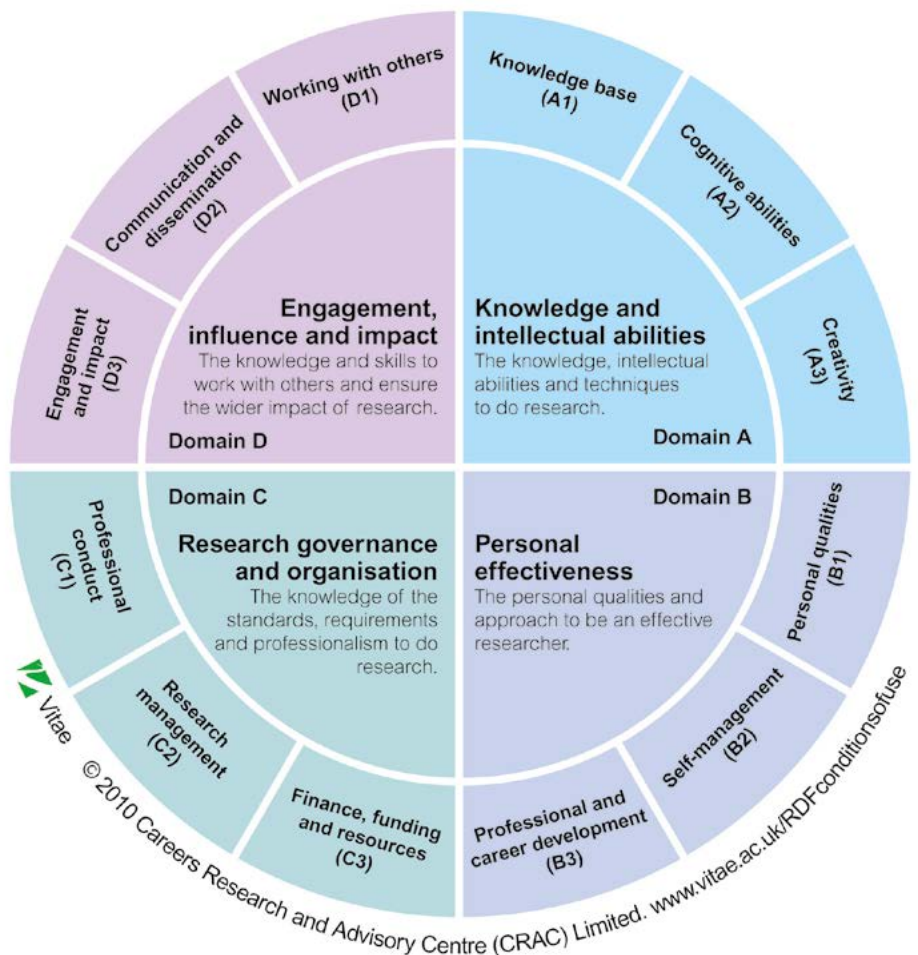
## Training Requirements

All research students at UCL are expected to take full advantage of the training on offer and should be aiming to complete a minimum of 10 days per year for full time students (this is pro-rated for part-time students).

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 (ie 3 years for 3-year MPhil/PhDs and 4 years for 4-year PhDs, EngDs etc).

Each training activity is assigned a number of points: a point is worth approximately ½ day of training. Ten days of training is therefore equivalent to 20 points per year.

Research students are expected to identify their training needs in discussion with their supervisors.



**Figure:** Vitae's Researcher Development Framework (RDF)

# Doctoral Skills Development Programme (cont'd)

The following provides an overview of the developmental areas covered by UCL Doc Skills and an example of one of the opportunities in each area. This is only a sample. UCL's programme is one of the most extensive nationally; for the full list of training opportunities available, please visit our website at: <https://doctoral-skills.ucl.ac.uk>

## Academic Writing and Thesis Preparation

We offer an extensive range of academic writing and thesis preparation courses to help research students develop essential research skills, including:

- Academic Writing
- Building Confidence in Academic Writing
- Your PhD Part 1 – Reading for the PhD
- Your PhD Part 2 – Management Skills for Researchers
- Your PhD Part 3 – Managing and Producing your Thesis and Reports.
- Think Write: Planning and Writing your Thesis
- Writing the Humanities
- Resilience – Managing the Writing Process
- How to Write your Methodology Chapter

### Academic Writing

This is a comprehensive course in how to excel in writing at postgraduate research standard. It will help you unravel the mysteries of what examiners and journal editors are looking for and includes valuable assistance on how to construct quality paragraphs and critically analyse sources. In previous years this has been one of the most popular postgraduate development courses and thus booking early is recommended.

### Researcher Development Framework Categories:

- A1) Knowledge base
- D2) Communication and dissemination

**Mr Huai Zhi Goh**, Division of Psychology and Language Sciences (right)

## Publishing and Presenting Research

Our courses are designed to help our research students by providing essential training to build your confidence in presenting your research to the public and developing skills for publication. Courses include:

- Stand and Deliver: Making Effective Presentations
- Public Engagement Skills: Find Your Voice
- Academic Presentations
- Book Publishing 1 and 2
- Creativity, Spontaneity and Confidence in Presentations.
- Presenting at Conferences with RADA
- Using Posters to Communicate your Research
- How to Write your First Research Paper

## Stand and Deliver: Making Effective Presentations

This stimulating and involving course, run by VOX Coaching, will help you gain confidence and speak compellingly in front of any audience.

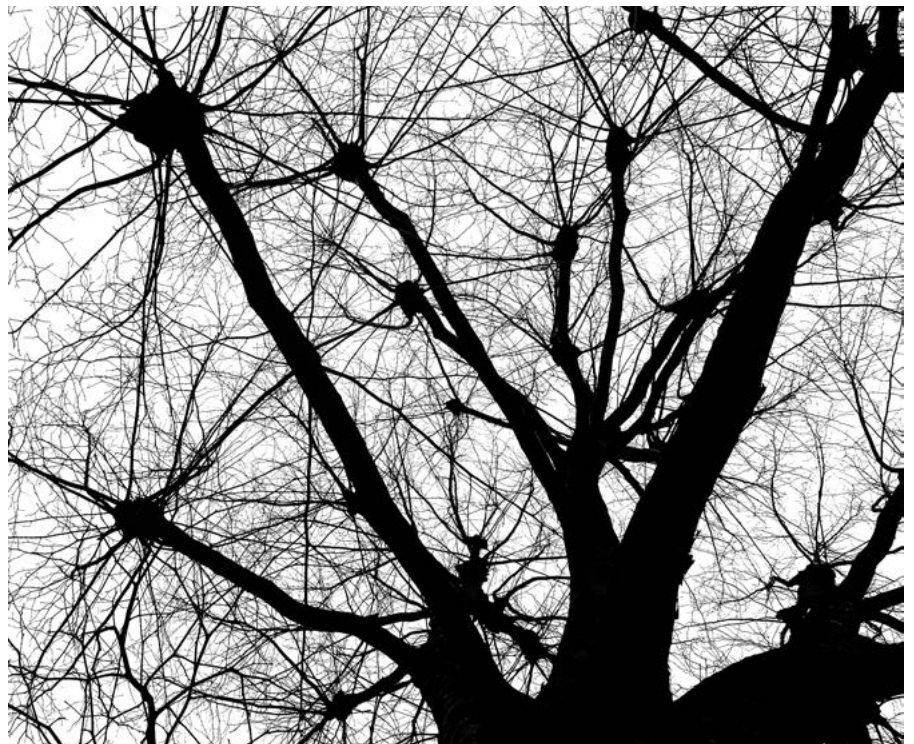
It will equip you with practical techniques for engaging, informing and influencing.

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

### Researcher Development Framework Categories:

- D2) Communication and dissemination
- D3) Engagement and impact





## Research Essentials

These courses provide research students with essential tools to get started on their research journey, they include:

- Introduction to Research Support and Integrity
- Critical Thinking and the Researcher
- Creativity and Problem-solving Skills
- Copyright and Intellectual Property
- EndNote
- Handling Rare Books, Archives, Manuscripts and Records Mixed Method Approach in Social Sciences
- Introduction to Qualitative Thematic Analysis
- PhD Pit Stop
- Postgraduate Funding: Considering the Alternatives
- Preparing for your Viva
- Statistics for Researchers
- Research Methods for Quantitative Data

### Introduction to Research Support and Integrity

UCL is committed to ensuring the highest standards of integrity in all aspects of its research activities. Research integrity is essential not only to help ensure the highest quality research, but through this, the continued trust and confidence in research, individual researchers, UCL as an institution and the research community as a whole. UCL regards it as fundamental that research should be conducted according to ethical guidelines.

### Researcher Development Framework Categories:

- C1) Professional conduct
- C2) Research management

Mr Mehmet Davrandi, Eastman Dental Institute (right)

## Teaching Skills

UCL research students may be offered the opportunity to teach during their research degree. Postgraduates who teach should complete UCL Arena Gateway, and take advantage of the opportunity to develop their practice as teachers through the full UCL Arena One Teaching Associate Programme. Courses include:

- The Art of Teaching: Theatre Techniques for the Classroom
- UCL Arena One Gateway Workshop (mandatory training to teach at UCL)
- UCL Arena One Teaching Associate Programme (leading to AFHEA)
- Arena One: Postgraduates who Supervise

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

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

The workshop includes a combination of mini lecture, active participation, discussion, group and individual activities, with constructive instructor and peer feedback, in a supportive environment.

### Researcher Development Framework Categories:

D3) Engagement and impact



# Doctoral Skills Development Programme (cont'd)

## Personal and Professional Development

Our courses and workshops are created to help build research students' transferrable skills, essential for research and future careers, including:

- Empowered Interactions: How to Enhance your Professional Relationships
- Confidence Building
- Getting the Most Out of Your Supervisory Relationship
- Influencing, Negotiating & Networking
- Emotional Intelligence
- Assertive Communication with RADA

### Empowered Interactions: How to Enhance your Professional Relationships

In an academic setting, professional relationships are key, yet sometimes these relationships can prove challenging. At times, we may encounter a difficult student, an unsupportive supervisor or a belligerent colleague.

As challenging as these situations may at first appear, there are tools available to help you shift from a position of disempowerment to empowerment in your professional relationships.

During this workshop, we will delve into the fundamentals of professional relationship dynamics. We will explore some of the common challenges that arise in professional relationships and the underlying causes of these challenges.

### Researcher Development Framework Categories:

- B1) Personal Qualities
- B2) Self-management

## Career Development

These courses, developed and provided by UCL Careers and other contributors, support career planning, and include:

- Beyond Academia
- A Future in Government and Policy: Employer Forum for PhDs and Researchers
- UK and Global Health Sector: Employer Forum for PhDs and Researchers
- Finishing your PhD. What next? Developing Skills for your New Step
- Applications Checking and Careers Advice for Research Students
- Professional Careers Beyond Academia: Life Science Careers Event for Researchers

### Beyond Academia

'Beyond Academia' is a new programme designed to give researchers a focused insight into specific career areas within industry. It will consist of a series of events, each with a different sector theme:

Each event will have 2 employers who will give a short presentation about the work they do in their company. The employers who are presenting will also have a PhD allowing them to give a view point from a researcher's perspective.

Beyond Academia has been designed in line with feedback we received from researchers that they would like to attend an employer event that is short and informal with more time for networking.

### Researcher Development Framework Categories:

- B3) Professional and career development

## Wellbeing

UCL Doc Skills supports researchers in promoting wellbeing and to develop good habits for self-care. Courses include:

- Good Habits for Life
- Your PhDilemmas: One-to-One Sessions for Research Students
- Keep Calm and Study On: How stress Impacts the Mind and Body
- Sweet dreams: Cultivating Strategies for a Restful Sleep
- Persisting with the PhD: How to Sustain Motivation while Juggling other Commitments

### Good Habits for Life

This workshop is aimed at any doctoral student who is so busy with no time to slow down and evaluate their work practice and life balance. The aim is to provide researchers with practical tips on how to become more productive and focused in their research through lifestyle and behaviours that can help create a supportive environment for themselves.

This workshop will be aimed at raising awareness around different aspects of self-care, why they are important and most importantly how to implement small practices into real life. There will be a mix of education and practical exercises.

### Researcher Development Framework Categories

- B1) Personal Qualities
- B2) Self-management



## Digital Skills

Our range of courses are designed to help all research students develop transferrable digital skills and improve their knowledge of digital skills for research, including:

- Digital Skills Development Programme
- Introduction to Programming for Busy Students (MATLAB & Python)
- Software Carpentry
- Two day Web Development Bootcamp
- Bitesize Programming (including MATLAB & Python)
- Introduction to JavaScript

### Digital Skills Development Programme

Developing the digital skills of both staff and students to meet their academic, professional and personal needs, ISD offers face-to-face training in areas such as data analysis, programming, desktop applications, UCL business systems and more.

They also offer individual support through drop-ins and online learning opportunities, including Lynda online learning platform.

### Researcher Development Framework Categories:

- A1) Knowledge base
- C2) Research management

**Miss Mathilde De Kerangal**, Ear Institute (above)

## Leadership

Our range of leadership courses help UCL research students discover their voice and increase their confidence when engaging with others, including:

- Managing your Strengths and Weaknesses for Successful Teams and Leadership
- Leadership in Action
- GRADschool
- Essentials of Academic Leadership
- PhD Leadership Skills

### Managing your Strengths and Weaknesses for Successful Teams and Leadership

Team working and leadership are very high on the wish list of all postgraduate employers, and they are essential skills of the modern researcher as more projects are multidiscipline collaborations. However, the nature of academic training focuses on your own work as an individual, so many postgraduates starting their career find that they have little experience or knowledge of how to work as a team member or contribute to leadership.

This workshop will use Belbin Team Roles to understand the way that people behave in teams.

### Researcher Development Framework Categories:

- B2) Self-management
- D1) Working with others

## Language Skills Support

A range of language support courses is available on the programme, both for non-native speakers of English seeking to improve English language skills and for those seeking tuition in foreign modern languages. Courses include:

- Language Skills Training
- Pronunciation and Academic Speaking for Learners of English
- Preparing your Viva for Non-native Speakers

### Language Skills Training

The UCL Centre for Languages and International Education (CLIE) and SSEES offer a range of evening language courses from beginners to advanced levels. The Evening Course Programme is designed to teach participants how to communicate effectively in a foreign language. All four skills are taught – reading, writing, listening and speaking – with a particular emphasis on oral communication.

Courses cover the language as it is spoken today in everyday situations, from basic survival skills at elementary level through to fluent communication at advanced levels. Small class sizes allow maximum involvement of all participants.

### Researcher Development Framework Categories:

- A1) Knowledge base
- D2) Communication and dissemination

## Doctoral Skills Development Programme (cont'd)

### Bloomsbury Postgraduate Skills Network

The Bloomsbury Postgraduate Skills Network (BPSN) is a network of leading Higher Education Institutions that share skills training for postgraduate research students in the Bloomsbury area in London. The purpose of the network is to allow research students additional opportunities to enhance their research skills and personal transferable skills by attending training courses and workshops at other member institutions.

The network is highly prized and a great opportunity for researchers to expand their networks beyond UCL.

The following Higher Education Institutions are currently part of this network:

- Birkbeck
- King's College London
- LSE
- London School of Hygiene and Tropical Medicine
- Royal Veterinary College
- School of Advanced Study
- SOAS

UCL research students can access all training offered by BPSN through the UCL Doc Skills website: <https://doctoral-skills.ucl.ac.uk>

### Researcher-led Initiative Awards (RLIs)

UCL Doc Skills offers postgraduate research students currently studying at UCL the opportunity to develop and deliver professional development activities for their peers. RLIs promote personal, professional and career planning skills by and for postgraduate research students across UCL.

The awards support short-term, well-defined initiatives that develop and deliver transferable skills training experiences and/or resources to the applicants' peers across departments.

Below two of the RLI award winners in 2017-18 who have delivered development activities for students describe their experiences:

Luofeng Huang 2018 RLI award Holder

*"The RLI is a great innovation. It offers research students an opportunity to experience a complete process of proposing and delivering a project. It is a platform for junior researchers to learn from each other, which is essential to a university.*

*My RLI project is about a simulation tool, OpenFOAM. It is powerful tool which helps researchers generate & present results but I noticed that it was not included as one of the courses at UCL. Together with several other PhD students who had experiences in*

*OpenFOAM, I organised workshops to teach others how to use it. My intention was to encourage other researches and collaborate as we gather together the people with the same interest.*

*It is an incredible experience for me as I learned how to design a project, how to cooperate with others and how to transfer my skills. Thanks to the UCL Doc Skills team, their staff are super supportive, providing us with patient guidance and logistical assistance."*

Yolanda Ohene 2018 RLI award holder

*"The Researcher-led Initiative is a great opportunity for researchers to create events that have not been offered by the programme. It gives us the chance to develop project management skills, which can sometimes be difficult to acquire during a PhD. The Researcher-led Initiative that I organised is a careers and communication event for postgraduates researching science subjects from minority' backgrounds.*

*My motivation came while looking around at a conference and being discouraged by lack of scientists from diverse backgrounds. The aim of my event was to strengthen the support networks for early careers researchers from minority backgrounds whilst empowering and inspiring to produce our best scientific work.*

*My event focused on academia, with talks from female professors, and complimented by two communication seminars led by a science journalist/broadcaster and a programmer for Cheltenham Science Festival, with all speakers being from diverse backgrounds."*



**Dr Anna Marshall**, Division of Surgery and Interventional Sciences (left)

## UCL GRADschool

UCL GRADschool is a fully immersive, participatory experience that gives students a rare chance to focus on their personal learning and development in the context of their PhD, their choices and future as a researcher.

This is an intensive 3-day programme run at national level and introduced by UCL exclusively for UCL postgraduate research students. Participants will have the opportunity to focus on their skills, motivations and priorities such as self-awareness, leadership, working with others, professional impact, employability and career management.

Here are a few comments from some students who have attended GRADschool in previous years:

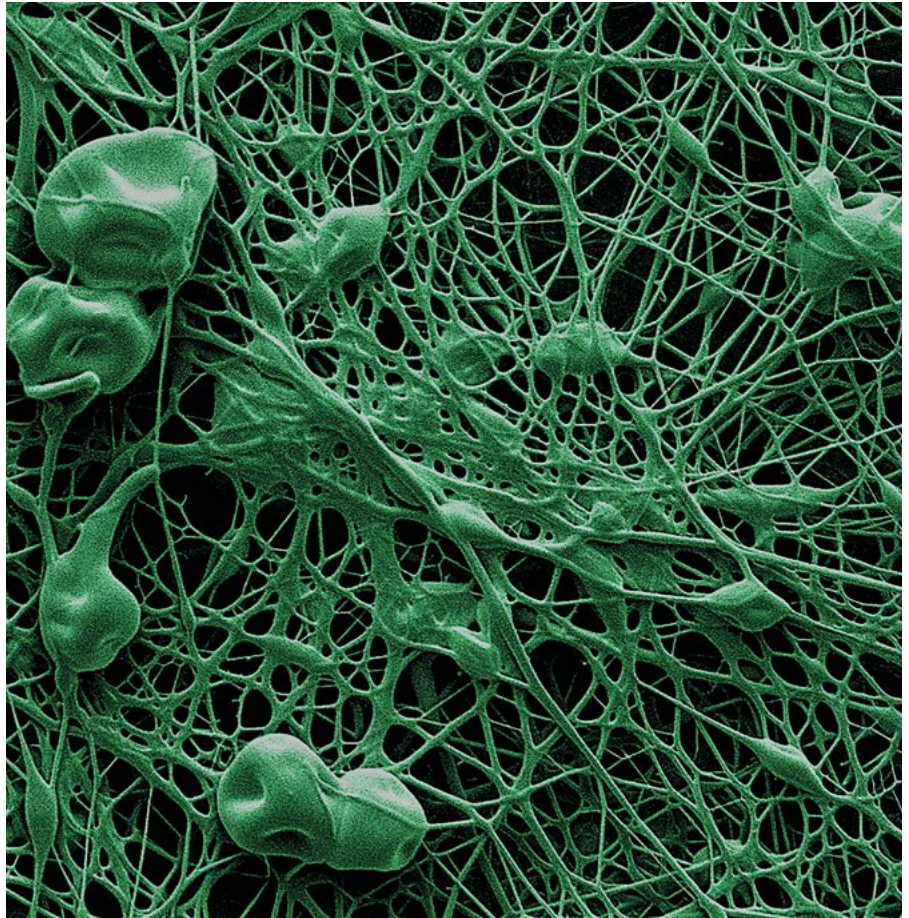
*"Firstly, thank you very much for organising GRADschool. It was one of the best three days of my professional life so far. The organisation and leadership was to an extremely high standard and this meant I got the most out of the course that I possibly could have."*

*"Thank-you! GRADschool gave me the opportunity to learn about myself (what makes me tick), and the best working environment for me to thrive, it has allowed for growth and redevelopment, as well as how best I can improve whilst work and communicating effectively."*

## Leadership in Action

This three-day experiential leadership programme is designed to prepare researchers for leadership in their chosen field. Postgraduate research students will work alongside research staff in a challenging and fast-paced environment. The programme involves the implementation of a practical and experiential learning style as opposed to a standard lecture setting, and also gives participants the opportunity to lead a group project and receive support and constructive feedback on their leadership styles.

**Ms Hend Abdelhakim**, UCL School of Pharmacy (above right)



The Leadership in Action programme will;

- Explore the concept of leadership
- Build confidence in your leadership style
- Give you 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.

Previous participants on the programme have said:

*"Unique, inspiring, intense, essential and thoroughly enjoyable."*

*"The total immersion over 3 days was really conducive to commitment to learning and reflection."*

*"The course really challenged my thinking and understanding about what leadership means to both myself and helped me to understand what it means to my peers also. I came away more enlightened and confident."*

## The Brilliant Club

The Brilliant Club is an award-winning education charity with a proven track-record in supporting pupils from under-represented groups to progress to highly selective universities. To do this, they train doctoral and post-doctoral researchers to deliver tutorials based on their research to pupils in non-selective state schools. UCL Doc Skills supports a number of placements for UCL researchers in schools each year.

Previous participants have said:

*"It was great to write my own syllabus for the first time and bring together the materials for it." – UCL PhD Researcher & Brilliant Club tutor.*

*"Coming from a state school, I can understand where the students are coming from and some challenges able students in a mixed environment face. Also as someone with a disability I want to break down barriers for disabled students thinking about higher education." – UCL PhD Researcher & Brilliant Club tutor.*

## Doctoral Skills Development Programme (cont'd)

### BioNews

UCL Doc Skills, working with the Progress Educational Trust (PET) are pleased to provide an opportunity for UCL postgraduate research students to develop their skills in science communication and the legal and ethical issues arising from scientific developments to enrich their academic experience and professional development.

Participants will gain practical news writing experience under expert supervision and will work with three BioNews editors and will gain experience in writing for lay audiences, develop transferable skills in communication with non-expert audiences, and their own profile page on the BioNews website.

What previous participants have said:

*"I found the course extremely well organised. I found the induction day particularly useful to meet the team and get a better understanding of the course itself. That really helped me in writing my stories."*

*'I really liked the opportunity to write not just about scientific research, but also about the social/legal implications.'*



**Dr Sergio Bertazzo**, Medical Physics & Biomedical Engineering (right, upper)

**Miss Mai Ta**, Bartlett School of Architecture (right)

# Opportunities for International Study

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.

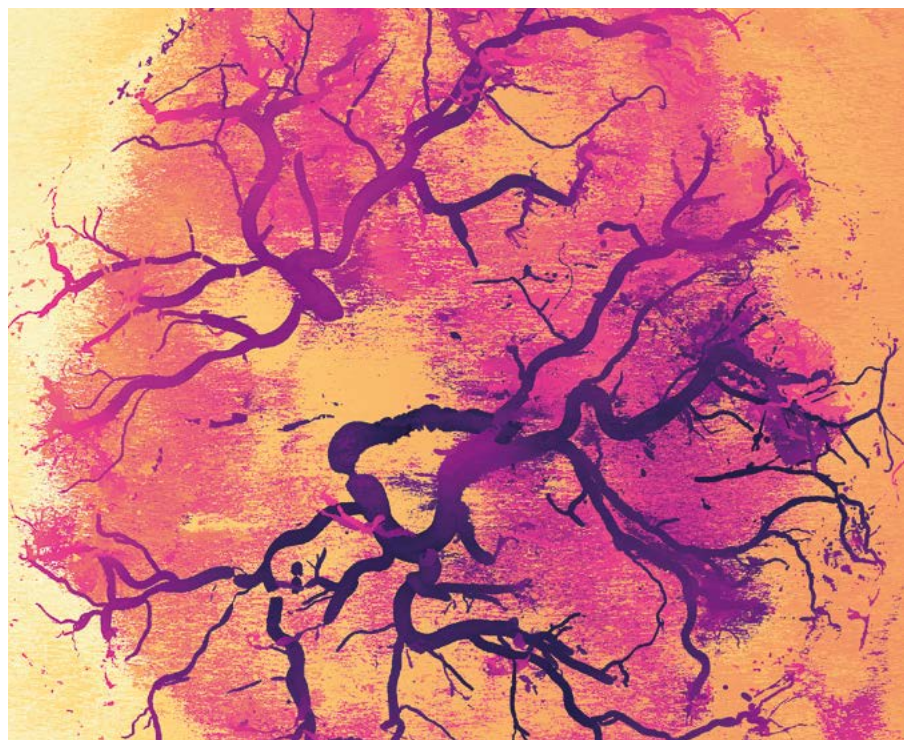
Your Supervisor and department will have contacts on which you can build when planning how perhaps you might make use of a period abroad. Information on international study for research students, including the Yale UCL Student Exchange Programme can be found on the Doctoral School's website: [www.ucl.ac.uk/docschool](http://www.ucl.ac.uk/docschool)

## 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."*

**Dr Rosalind Aughwane**, Medical Physics & Biomedical Engineering (above)

# Entrepreneurship

UCL has a proud tradition of entrepreneurship within its student and researcher community. Entrepreneurship in the higher education context<sup>1</sup> 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 experiment with 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 behaviours engendered by enterprise activities and training contribute towards the overall development and employability of researchers.<sup>2</sup>

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 benefitted from the support received from UCL Innovation and Enterprise:

During her PhD studies in Medicine at UCL, **Jiawei Li** recognised a problem with existing medical translation services. Alongside the seven years of study, Jiawei worked as a freelance translator and interpreter specialising in scientific and medical translations. The experience of inefficient workflows and poor quality assurance led Jiawei to found Smartlingual. Based in the UCL Hatchery since May 2018, this disruptive new platform addresses efficiency issues, quality control and the inadequacy of machine translation. Smartlingual integrates human translators and artificial intelligence to deliver a high-quality service to customers who require technical translation. Thanks to her Chinese language skills, expertise in life science, attention to detail and quality translation quality Jiawei and the Smartlingual team has already built up a sizeable and loyal customer base. So far, Smartlingual has won £45,000 in pre-seed funding.

**Dr Paula Parpart** gained her MSc, MRes and PhD in Computational Cognitive Science at UCL. Along with, **Kasia Borowska**, another UCL student (MSc Cognitive and Decision Science), the pair founded Brainpool AI. Brainpool AI is a network of over 200 data science and AI experts from the top universities worldwide that businesses can utilise to effectively implement AI. Brainpool applied to the Hatchery (UCL's entrepreneurship hub at BaseKX in King's Cross) and has been using

the resources and advice from the Business Acceleration team since they arrived in August 2017.

The team has raised £185,000 in investment to date and now employs three people. Brainpool AI has secured an agreement with KX Systems, a global technology company, to help improve their machine learning knowledge. This UCL born startup now generates an annual average run rate (predicted revenue extrapolated from six-month data) of £100,000.

**Rebecca McKelvey** was studying for a PhD in Neuroscience at UCL when she entered her charity, In2Science, into the UCL Bright Ideas competition. In2Science provides young people from low-income backgrounds an opportunity to gain practical insights into the STEM sector, as well as the knowledge and confidence to progress to university. She won the competition with the £10,000 prize and with the help and support of UCL, Rebecca has developed In2Science a non-profit that employs 4 people. It has worked with 800 school children, helping 80% progress to university and of those, 55% progressing to a top university. They have worked with 147 schools and 252 volunteer researchers. In2Science recently won a £250,000 grant to continue their work.

1. [www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981\\_8](http://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981_8)

2. [www.vitae.ac.uk/vitae-publications/rdf-related/leadership-lens-on-the-vitae-researcher-development-framework-rdf-april-2012.pdf](http://www.vitae.ac.uk/vitae-publications/rdf-related/leadership-lens-on-the-vitae-researcher-development-framework-rdf-april-2012.pdf)



# Postgraduate Teaching Assistant Scheme and UCL Arena

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 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](mailto: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](http://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:

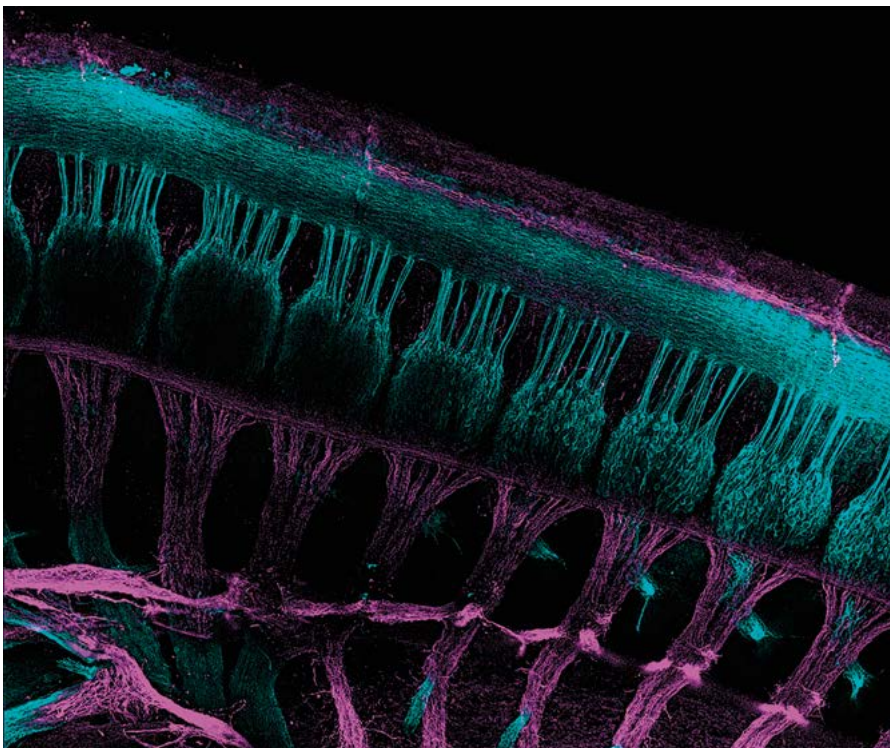
*"It has been nice to see I am not the only one with certain worries when teaching, like not knowing the answer to some questions or giving proper feedback to the student."*

*"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."*

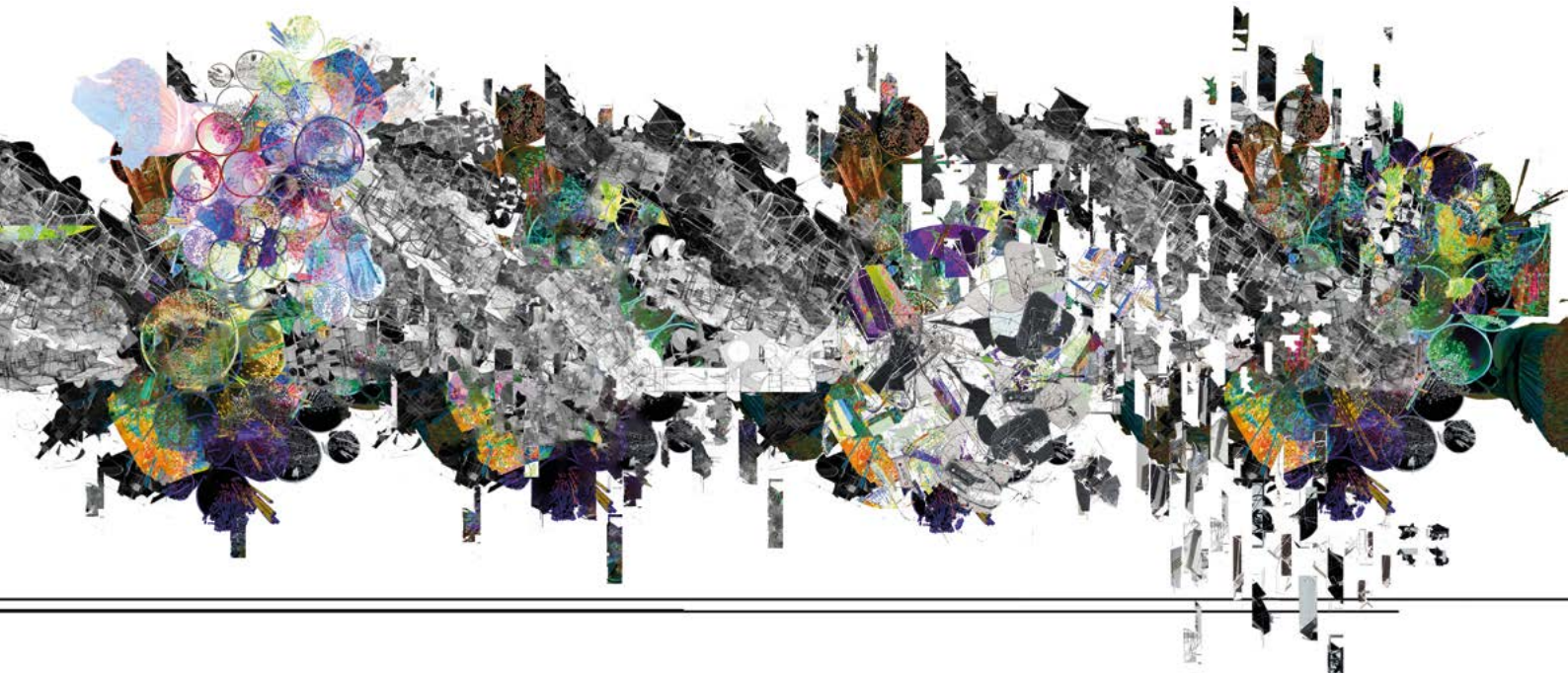
*"It is a good opportunity to improve teaching and to meet other colleagues or PhD students; this course prepares you for the application to Associate Fellowship of the Higher Education Academy, which is great, considering my desire to continue in an academic career."*

**Dr Camille Charoy**, Institute of Ophthalmology (left)



# UCL Careers – Find your Future

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](http://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.

**Miss F. Ecem Ergin**, Bartlett School of Architecture (above)

## Engagement with External Organisations

We have a long running and extensive programme of employer engagement designed for, and open only to, research students and research staff which stands UCL apart from most other universities in the UK. This is in addition to 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, typically panel discussions and one to one networking, 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 career case studies of UCL doctoral graduates and doctoral graduates of other institutions. 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.

**Mr Thomas Heenan**, Chemical Engineering (opposite)



SECTION 4:  
**COMMUNITY  
AND CAMPUS**

# Researcher Communities, Networks and Collaboration

As a researcher, you will be a member of a number of communities beyond your supervisory team or immediate working environment: a research group, a department, a seminar group or journal club, a professional society perhaps (many of which are headquartered or hold meetings in London), and international communities. Researcher Communities and Networks are in essence groups of people that interact with each other. They can involve a rich menu of support, advice, events, projects, collaboration, outputs and publications – and are constituted and operate in many different ways both face-to-face and/or online.

It is important to make the most of these contacts as you develop as a researcher and seek out new opportunities to share ideas and interact with others. 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. Networks can also provide you with a greater sense of belonging, catalyse friendships and be key to supporting your wellbeing at work and outside. You need to approach these opportunities with an informed and critical eye – and as researchers used to assessing evidence you are well placed to do so – to ensure that the groups and networks you choose to engage with are credible and likely to provide you with what you need.

Conferences, meetings, fairs, journals and books are still central to the dissemination of research results and for engaging with others, but the development of information technology and social media is changing the way research is conducted and communicated, and the way we interact with others. Established scholarly networks and societies have created virtual communities for their members, and new academic virtual communities are now important vehicles for researchers to interact. Engagement with research and with researchers is increasingly through educational and research email discussion lists (for example JISCMail), and academic oriented social networks (like Mendeley, Research Gate, Academia.edu) but also blogs, vlogs, tweets etc. You will need to explore what tools are appropriate for your aims and in what way you might use even familiar tools such as Facebook, WhatsApp, LinkedIn or Twitter in a research context.

We've gathered together on these pages only a small selection of what is available to you at UCL as a starting point: your colleagues and peers are the best way to find out more, particularly of what is available in your department and in your field. Get in contact with the existing areas that interest you, explore your own discipline and other cognate ones. If there is no group or network in an area that interests you, then think about setting it up yourself.

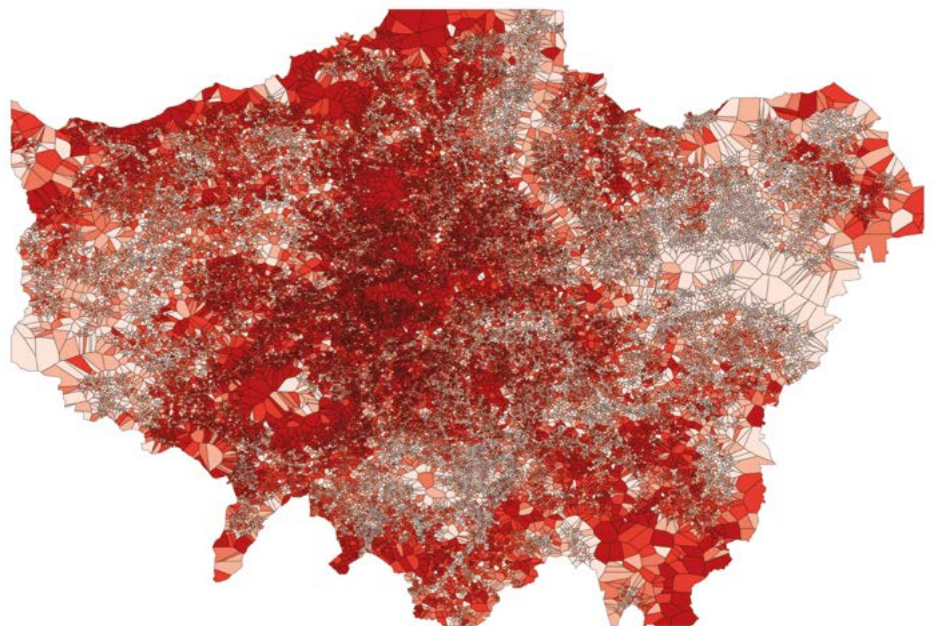
This is part of you forging the future of your discipline and your career, and of finding the right support for you and your work. There may even be some funding available from the Doctoral School, OVPR, your Department/s, or the Students' Union to help you do so.

**Mr Jack Metcalfe**, Civil, Environmental & Geomatic Engineering (below)

## UCL Research Domains and their Early Career Networks

UCL's Research Domains are large, cross-disciplinary research communities (staff and students) that span UCL and our partner organisations, fostering interaction and collaboration. Each Research Domain includes a number of more specific research Themes which are of strategic importance to the Domain and UCL.

In general, the Domains and Themes aim to bring together researchers from across UCL to share experience and perspectives, increase the impact of their research and explore the exciting range of opportunities available within and beyond UCL. They provide much vital information on events and seminars, and key mailing lists and newsletters to get plugged into the latest developments.



Each Domain has a Career Network, with some focusing particularly on researchers in the early stages of their careers (PhDs, Postdocs etc). These Networks vary in their activity, but in general they aim to provide practical support and development opportunities for researchers, careers advice and the dissemination of information about training, funding and job opportunities.

The current UCL Research Domains are listed below, and additional Domains will be coming in the future:

- Cancer
- Neuroscience
- Personalised Medicine
- Populations & Lifelong Health
- Environment
- eResearch
- Collaborative Social Science
- Food, Metabolism and Society

For more information, please see: [www.ucl.ac.uk/research/domains](http://www.ucl.ac.uk/research/domains)

## UCL Academic Research Networks, Societies and Groups

There is a wide range of academic and research networks, from the small to the large at UCL, reflecting the breadth of our research. A small number are listed below, the majority student-led, to give you a flavour of some of the exciting groups out there. Your department, Supervisor and fellow students will have detailed information on what is organised within your department/faculty and particularly useful in your field.

- Cultural Historical Activity Theory (CHAT) Society: [www.grad.ucl.ac.uk/societies/chat.html](http://www.grad.ucl.ac.uk/societies/chat.html)
- Higher Education Research Society: [www.grad.ucl.ac.uk/societies/higher-education-research-society.html](http://www.grad.ucl.ac.uk/societies/higher-education-research-society.html)
- Interdisciplinary Medieval and Renaissance Seminar: [www.ucl.ac.uk/mars/seminars-lectures/imars](http://www.ucl.ac.uk/mars/seminars-lectures/imars)
- London Evolutionary Research Network: <https://londonevolution.org/>
- Society for Comparative Cultural Inquiry: [www.grad.ucl.ac.uk/societies/society-for-comparative-cultural-inquiry.html](http://www.grad.ucl.ac.uk/societies/society-for-comparative-cultural-inquiry.html)

- UCL Spices and Medicine: [www.ucl.ac.uk/spicesandmedicine](http://www.ucl.ac.uk/spicesandmedicine)
- Americas Research Network: [www.ucl.ac.uk/americas/research/networks/uclia-resnet](http://www.ucl.ac.uk/americas/research/networks/uclia-resnet)
- qUCL – Research on Sexual and Gender Diversity at UCL: [www.ucl.ac.uk/lgbtq-research](http://www.ucl.ac.uk/lgbtq-research)
- UCL Water Research Group: [www.ucl.ac.uk/greenucl/get-involved/UCL-water-group](http://www.ucl.ac.uk/greenucl/get-involved/UCL-water-group)
- UCL Archaeology's Research Networks: [www.ucl.ac.uk/archaeology/research/directory](http://www.ucl.ac.uk/archaeology/research/directory)
- Refuge in a Moving World PhD Group: [www.geog.ucl.ac.uk/research/research-centres/migration-research-unit/research/refuge-in-a-moving-world/refuge-in-a-moving-world](http://www.geog.ucl.ac.uk/research/research-centres/migration-research-unit/research/refuge-in-a-moving-world/refuge-in-a-moving-world)
- UoL Africa Research Students Network (AfNet): <https://afnetweb.wordpress.com/>

### Funding opportunity

The Doctoral School provides funding to support and encourage Research Students (and Postdoctoral Researchers) to create networks and academic societies that aim to organise and promote research related activities. See the Researcher Networks and Academic Societies Fund for further details: [www.grad.ucl.ac.uk/funds/graduate-academic-societies-fund](http://www.grad.ucl.ac.uk/funds/graduate-academic-societies-fund)

## UCL Grand Challenges

UCL Grand Challenges are cross-disciplinary research-related initiatives at UCL that bring together expertise from across the entire University along with external partners, to address some of the most pressing problems facing our planet.

These aims to respond directly to a key existential question for the world, posed by the Campaign for UCL: “*How do we get society safely to the end of the 21st Century?*”

There are currently six broad Grand Challenges:

- Global Health
- Sustainable Cities
- Cultural Understanding
- Human Wellbeing
- Justice and Equality
- Transformative Technology

You can find out more about each Grand Challenge's real world impact, its news and events and how to get involved via the website. You can also sign up to the new Grand Challenges Magazine which showcases the latest news, research projects and analysis from the programme, along with many opportunities for you to get involved: [www.ucl.ac.uk/grand-challenges](http://www.ucl.ac.uk/grand-challenges)

### Funding opportunity

The Grand Challenges Doctoral Students' small grant scheme is a new partnership between the UCL Doctoral School and the Grand Challenges programme providing an opportunity for pairings of UCL doctoral students from different Faculties, to bring complementary domains of disciplinary expertise to bear on the issues of relevance to UCL's six Grand Challenges.

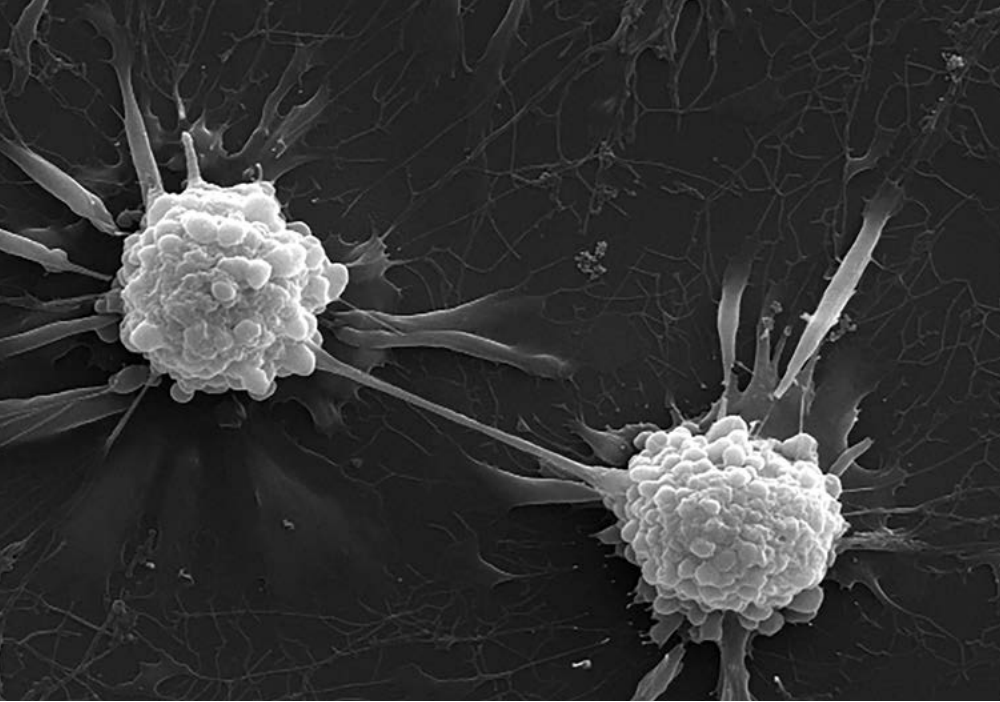
Types of activity suitable for support could include workshops, conferences, surveys, intervention research at community level, or public engagement or interaction events addressing research challenges, e.g. through the medium of film or the performing arts. For further information and an opportunity to apply, see: [www.ucl.ac.uk/grand-challenges/funding-opportunities/grand-challenges-doctoral-students-small-grants](http://www.ucl.ac.uk/grand-challenges/funding-opportunities/grand-challenges-doctoral-students-small-grants)

## UCL Public Engagement Networks

A combination of regular meetings and an occasional email newsletter, the UCL Public Engagement Network brings together UCL staff and students interested in public engagement whether they are an old hand of a complete novice: [www.ucl.ac.uk/culture/projects/public-engagement-network](http://www.ucl.ac.uk/culture/projects/public-engagement-network)

Organised by the UCL Public Engagement Unit, Volunteering Services and one or more partner organisations, Creating Connections is a regular networking event that brings UCL staff and postgrads together with social enterprises, residents' groups, charities and other community organisations. The aim is very simple – to explore ways of working together with mutual benefit: [www.ucl.ac.uk/culture/projects/creating-connection](http://www.ucl.ac.uk/culture/projects/creating-connection)

# Researcher Communities, Networks and Collaboration (cont'd)



## UCL IRIS

IRIS (UCL's Institutional Research Information System) is the research portal for UCL which allows you to identify the research activities of staff researchers, research groups, research centres and interdisciplinary networks across the whole of UCL. You can search and browse for researchers, publications, activities, groups, themes and departments putting you in touch with staff and groups all over UCL: [www.ucl.ac.uk/iris](http://www.ucl.ac.uk/iris)

You can also find links to the UCL Research Equipment Catalogue, and to UCL Research News: [www.ucl.ac.uk/news/research-viewer/](http://www.ucl.ac.uk/news/research-viewer/)

## Learned and Professional Societies

As a researcher you will want to investigate and get involved with the Learned and Professional Societies in the disciplines that interest you, and many of these societies have their headquarters in London. Each has its own way of working, but many offer events, networking opportunities, online resources and communities, funding opportunities, prizes and awards, careers resources, publications, and the chance to sign up to mailing lists/join twitter feeds etc.

Often they have student-specific information and resources. An extensive, albeit partial list of learned societies and their contact details, grouped by country (including the UK's Royal Societies) can be found on Wikipedia along with links to other resource such as the Scholarly Societies Project from the University of Waterloo Libraries – a database of hundreds of scholarly societies in various disciplines: [https://en.wikipedia.org/wiki/List\\_of\\_learned\\_societies](https://en.wikipedia.org/wiki/List_of_learned_societies)

Dr Pilar Acedo, Institute for Liver and Digestive Health (ILDH) (above)

## Social/Support Networks

There is a wide variety of more social networks at UCL, bringing communities of people together for a variety of events and activities and peer support. Some run under the auspices of UCL, some of the Students' Union.

Joining one of the Students' Union wide range of clubs or societies can be a great way of pursuing your non-academic interests and making friends. Driven by drama, sport, art or politics for example? Search the Students' Union website information on what is out there, how to join and how to set up your own society: <http://studentsunionucl.org/content/clubs-societies>

The Postgraduate Association represents, supports and serves postgraduate students at UCL. It allows postgraduate students to propose, discuss and vote on campaigns and services run by the association at regular open forums. The Association not only allows you to raise your concerns and needs, it also aims to create a sense of community through social events and academic workshops with the overall objective of improving the quality of university life for postgraduate students at UCL.

The Students' Union also offers the opportunity to get involved with a range of other support groups such as the Mature & Part-time Students Forum, and the Parents and Carers Network.

UCL Student Support and Wellbeing provide a wealth of information for specific students groups, (for example LGBT+ students, mature students, and student parents) including information on networks and events: [www.ucl.ac.uk/students/support-and-wellbeing/information-specific-groups](http://www.ucl.ac.uk/students/support-and-wellbeing/information-specific-groups)

# Equality, Diversity and Inclusion

UCL is proud to celebrate the cultural diversity of its community. Key to UCL's success are the talents and experiences of our diverse population.

6% of UCL postgraduate students identify as Disabled People and those studying at the University are drawn from 150 Countries, representing a rich and widespread international heritage. The University takes positive action to redress historic patterns of discrimination and tackle the barriers experienced by women, members of the LGBTQ+, Disabled, Black and Minority Ethnic (BME) communities. We recognise that there is a need to ensure that UCL provides a welcoming environment for all who study, work and socialise here, free from discrimination, harassment and bullying. To this end, we have established a number of initiatives focused upon improving the confidence of staff and students in tackling obstacles to their equal treatment and developing curricula which better reflects the backgrounds and identities represented in our community.

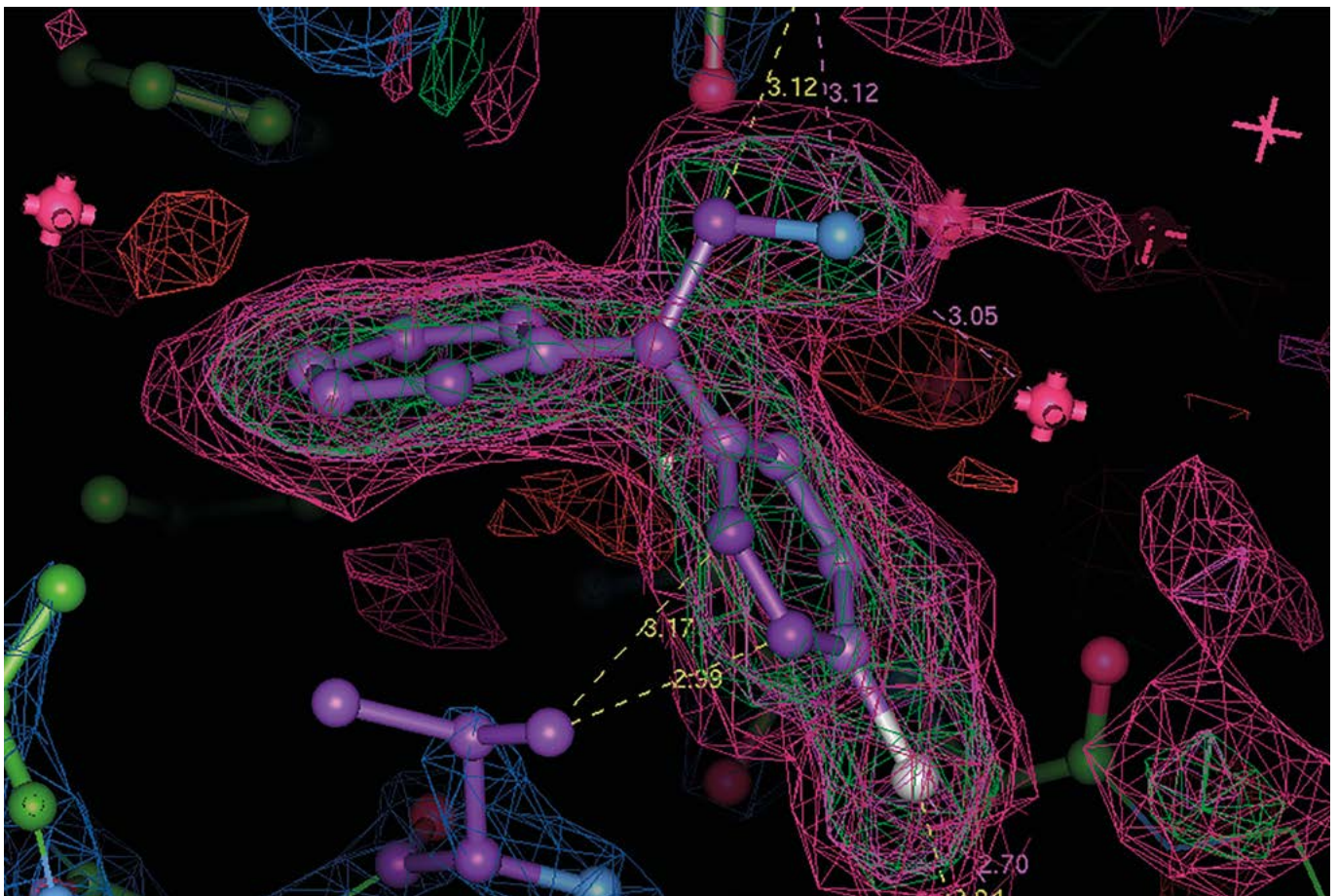
Whilst UCL has one of the highest concentrations of PhD students of any higher education institution in the UK, we recognise that BME, Disabled and other underrepresented groups do not have equal access to PGR and PGT opportunities. We are taking action to tackle these stubborn patterns of inequality.

Over recent years, UCL has taken significant strides to increase the number of female PGR and PGT students. We are proud of our record in having numbers of female postgraduate students significantly above the national average, especially in BEAMS and SLMS. Our strong record in promoting gender equality in STEMM subjects is matched with a commitment to ensuring that we continue to advance women's careers at the university.

UCL is proud to be the first higher education institution to be in the Stonewall top 100 and to have received the Institutional Athena Swan Silver award and the Bronze Race Equality Charter Mark. UCL is working towards applying for the Disability Standard Charter Mark in 2018.

UCL has a number of staff and student networks, both face to face and virtual, offering opportunities for those with shared identities to socialise and work collaboratively. For more information about these please visit [www.ucl.ac.uk/human-resources/equality-diversity-inclusion/equality-diversity-inclusion-committees-and-social-networks](http://www.ucl.ac.uk/human-resources/equality-diversity-inclusion/equality-diversity-inclusion-committees-and-social-networks)

**Mr Tanachote Ruengsatra**, Division of Medicine (below)



# Students' Union Postgraduate Association

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 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 arm 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 elected Postgraduate Students' Officer, Saddiq, 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, such as the 3 Minute Thesis competition and annual Research Students' Conference.

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](https://facebook.com/studentsunionucl)  
[facebook.com/UCL.Postgrads/](https://facebook.com/UCL.Postgrads/)  
[Instagram.com/studentsunionucl](https://Instagram.com/studentsunionucl)  
[Twitter.com/theunionucl](https://Twitter.com/theunionucl)



**Ms Tabitha Millett**, IOE Culture, Communication and Media (left)



# Representation and Feedback

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. Research students have different needs to other communities of students, in some ways much closer to early career research staff. It's important that your voices help shape and influence the work of departments, faculties, and UCL as a whole.

There are many more or less informal ways of letting us know your views, for example by speaking to your supervisory team and members of your departmental, faculty and Professional Services staff (your Departmental Graduate Tutors or departmental administrative staff for example). There are also structured and formal ways of feeding in your views to the way UCL works and supports research students.

## Research Student Academic Representatives

Student academic representation at UCL is conducted in partnership with our Students' Union. Each department appoints Research Student Representatives to represent each distinct community of their research students. These communities might be based on department, specialism, physical location, or other attributes. Within each community, there should be at least one representative for early years students (years 1-2) and one for later years students (years 3-4).

Staff-Student Consultative Committees (SSCCs) are meetings for academic representatives to share feedback with staff, to develop solutions to students' concerns, and to prioritise areas for improvement. Some departments have a single SSCC, while others split this into different groups of programmes or levels of study. Most commonly, departments operate both an undergraduate and postgraduate SSCC.

You can find further information on Academic Student Representatives, including contact information for the Research Student Representatives in your area, more on what the reps do, and how to get involved yourself, on the Students' Union website: [studentsunionucl.org/academic-reps](http://studentsunionucl.org/academic-reps)



## Postgraduate Research Experience Survey (PRES)

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 tell us about their experience; it asks questions about key areas such as: supervision; resources; research skills and professional development.

The results are published on the Doctoral School's website and 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. The Doctoral School uses the information gained to consider how to make improvements at UCL, 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).

Please see our survey pages for the results and action plans for the 2015 and 2017 UCL PRES surveys: [www.grad.ucl.ac.uk/survey/](http://www.grad.ucl.ac.uk/survey/)

**Miss Michal Raz**, Slade School of Fine Art (above)

# Competitions

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 2017/18 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.

The exhibition attracts interest among UCL staff, students and visitors. The competing students have in the past found it a valuable way of focusing on their own research, and learning about the research of others.



## 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)



**Ms Caitlin Brock**, Bartlett School of Architecture (above)

# 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: [www.ucl.ac.uk/library/sites/seats](http://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 comprises 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).

A



B



C





Main UCL Buildings	UCL Library Sites	Cafés	Underground Station	Street number
Student Accommodation	UCL Shop	Cycle Parking	Railway Station	Main Accessible Entrance
Students' Union UCL Buildings	Information Point	Museums & Collections	Cycle Hire Station	Accessible Route
Pedestrian Area	Security and Access	Theatre	Bus stop	Pedestrian Access
	Hospital	Accessible Parking	One-Way Streets	Pedestrian Crossing