

Imperial College
London

Graduate School

Annual Report
2016–2017



Highlights

2016–17 was another exciting year for the Graduate School with the introduction of three Global Postgraduate Retreats, a new Global Fellows Programme collaboration with the Technical University of Munich and the inaugural PhD Summer Showcase.



A poster presenter competes at the PhD Summer Showcase - July 2017



Imperial College and Technical University of Munich students team up at the Global Fellows Programme - July 2017



Students and staff at the Research Influence & Impact Global Postgraduate Retreat - January 2018

1 International Global Fellows Programmes

Two Global Fellows Programmes were delivered in partnership with the International Relations Office and colleagues at Technical University of Munich and Tsinghua University.

2 Course Statistics

300 doctoral professional skills courses were delivered with 4596 student attendances. 130 Masterclasses were delivered with 4340 student attendances.

3 Global Retreats

Seven Global Postgraduate Retreats were delivered during 2016-17. These two day long residential retreats focused on the following themes: Teams & Communication; Influence & Impact and Thesis Writing.

4 Supporting Students

Development of an online course for supervisors: "Supporting the Mental Health and Wellbeing of Imperial College Doctoral Students" as well as the launch of an award winning online Supervisors' Guidebook.

5 Awards

In 2017, the Graduate School was recognised nationally with a Guardian University Award for Supporting the Student Experience. The School was also shortlisted for a Times Higher Education Leadership and Management Award for Best Student Services Team.

6 Events

Five College wide events for postgraduate students were organised providing opportunity for students to network with peers and to encourage interdisciplinary interactions.

Contents

Section One: Introduction	6
Introduction to the Graduate School	6
Structure of the Graduate School	6
Welcome to new members of the Graduate School	6
President’s Awards	7
External Awards	7
Section Two: Graduate School provision 2016–17	9
Professional skills development for research students	9
GTA Training Programme	15
Global Fellows Programme	16
President’s PhD Scholars	17
Professional Skills Training for Master’s Students – The MasterClass Programme	18
Section Three: Supporting the student experience	20
Cohort Building	20
Coaching	21
Section Four: Graduate School committees and working parties	22
Course Quality and Strategic Development Committee (CQSD)	22
Postgraduate Professional Development Committee (PPDC)	22
External Advisory Board	22
Centre for Doctoral Training / Doctoral Training Programme (CDT/DTP) Governance Committee	22
Peer Review of Tutors	23
World Class Research Supervision Task & Finish Groups	23
Working Party to Strengthen Postgraduate Staff/Student Committees	24
Working with Postgraduate Research Staff	24
DPS Lunches	24
Section Five: External Committees and Alliances	25
Professional Body Alignment	25
UK Council for Graduate Education (UKCGE)	25
Global Tech Alliance	25

Section Six: Graduate School events	26
Welcome Events	26
IG Nobel Awards Tour Show	26
Three Minute Thesis	27
Annual Chemistry Show	28
PhD Summer Showcase	28
Master's 3-60 Event	30
Section Seven: Listening to students	31
Student Evaluation and Focus Groups	31
The Imperial College Union and the Graduate Students' Union	31
Section Eight: Francis Crick Partnership	32
The Crick PhD Programme	32
Section Nine: Research and impact	33
Doctoral Student Wellbeing	33
Alumni	33
Presentations at National and International Conferences	34
Visiting Delegates	34
Section Ten: Statistics	35
Number of Professional Skills Courses Delivered in 2016–17	35
Attendance Statistics	36
Section Eleven: Priorities and forthcoming developments	38
Digital Development	38
Global Leadership	38
Industrial XChange Programmes	38
Graduate Teaching Assistant Programme	38
Master's Student Experience Review	38
Conclusions	38

SECTION ONE

Introduction

Introduction to the Graduate School

The primary purpose of the Graduate School is to develop and deliver a world-class, innovative and engaging provision ensuring all postgraduate students are provided with excellent professional development training complementing their academic studies and providing opportunity to develop skills for a range of careers. Informed by an External Advisory Board comprising industry representatives, and the newly established Annual Postgraduate Roundtable Debate which brings together colleagues from other UK HEIs, industry, Vitae, HEFCE, the HEA and professional accrediting bodies, the Graduate School's professional skills programme offers students the chance to develop skills which are of most value to many employers. Additionally, the Graduate School's College wide events provides opportunities for students from across all disciplines to network and engage in interdisciplinary discussions.

The Graduate School also has a role in supporting wellbeing and enhancing the postgraduate student experience and has a cohort building programme and doctoral coaching programme to facilitate this.

Structure of the Graduate School

The Graduate School is led by the Director, Professor Sue Gibson, and Deputy Directors, Professor Peter Allison and Professor Tony Magee, who work in partnership with the Head of Strategy and Operations, Mrs Laura Lane, and the Head of Postgraduate Professional Development, Dr Janet De Wilde. The wider team comprises a teaching team and an administrative team.

Welcome to new members of the Graduate School



Valentina Cattane,
Learning Designer

In October 2016, the Graduate School welcomed Valentina Cattane to the Postgraduate Development Unit (PDU). Valentina's remit is to lead the development of the Graduate School's digital technology, enhancing teaching by developing a suite of online learning provision. Her work is imperative in ensuring the Graduate School is aligned with the College's new Learning and Teaching strategy which aims to strengthen the way in which the College uses digital technology to support its teaching.

President's Awards

The Graduate School wishes to congratulate Dr Janet De Wilde for being awarded a President's Medal for Excellence in Supporting the Student Experience. This award recognises those who have made exceptional contribution towards the learning environment. Janet was invited to attend a special ceremony, held in July 2017, to celebrate this achievement.



Dr Janet De Wilde
Awarded President's
Award for Excellence
in Supporting the
Student Experience

External Awards

In March 2017, the Graduate School was awarded a Guardian University Award for Supporting the Student Experience. The award is made to universities which have developed an innovative project or initiative that has positively enhanced the student experience – in their academic lives or personal wellbeing. The Graduate School's Researching Well Together Project was developed as a partnership between staff and students and for the first time aligned tailored support for doctoral students with continuing professional development for supervisors. More information can be found at the link: <http://www.imperial.ac.uk/study/pg/graduate-school/strategy-and-governance/development-projects/researching-well-together/>

In 2017, the Graduate School was also shortlisted for a Times Higher Education Leadership and Management Award for Best Student Services Team. This time the project, Leading Excellence by Reaching Out, highlights how the Graduate School continues to work with students to develop provision, including the development of an interactive webinar programme, Thesis Writing Retreat and sharing findings with the sector by presenting at conferences. More information can be found here: <http://www.imperial.ac.uk/study/pg/graduate-school/strategy-and-governance/development-projects/leading-excellence/>



Graduate School 2016–17

Front Row (left–right)

Valentina Cattane, Elena Forasacco, Bethan Ritchie, Kelly Hayes, Sue Gibson,

Middle Row (left-right)

Nick Moulton, Sarah Faux, Helal Ahmed, Caroline Hargreaves, Janet De Wilde

Back row (left–right)

Laura Lane, Peter Allison, Tony Magee, Paul Seldon

SECTION TWO

Graduate School provision 2016–17

Professional skills development for research students

The Graduate School's programme of professional skills courses for doctoral students is divided into stimulating "innovation" areas:

- Writing for Success
- Perfecting Presentations
- Ensuring Integrity
- Information Landscape
- Maximising Management Skills
- Understanding Yourself and Others
- Successful Interactions
- Entrepreneurship
- Teaching
- Computing
- Statistics

Each innovation area includes advanced level courses as well as basic level skills training to accommodate more experienced research students and to help others develop new skills and understanding.

As well as face-to-face workshops, the Graduate School also delivers a successful suite of webinars and online courses. The webinars cover a variety of subjects and enable students to access Graduate School courses anywhere in the world. During 2016-17, students completed webinars from locations in Africa, Australia, Europe and America.

In collaboration with the Centre for Academic English (CfAE), the Graduate School delivers a Thesis Writing Retreat. Over two days, students have time for writing, as well as for discussion, review and reflection. There is also the opportunity to attend a maximum of six optional plenary talks, which address specific writing issues. A strong element of support is also embedded; tutors from the Graduate School and from the CfAE are available for 1:1 support throughout.

The Graduate School delivers popular retreats on Team Building and Communication. Academic staff coach on this course alongside Graduate School staff. To date, it has 100% recommendation from all students that have attended.

The Graduate School delivers an insightful retreat on Research Impact in collaboration with the Societal Engagement Office and the Communications Office. Dr Mike Templeton, a Chartered Engineer and Reader in Public Health Engineering, also delivers the Global Challenge segment of the programme.

The professional skills programme continues to feature a Times Higher Education (THE) Award winning course – FUMO (Finish up, Move on). FUMO is an interactive two day non-residential course which is recommended to students who are in the later stages of their doctorate. It covers what students need to know to successfully complete their research degree and move on to the next phase of their career. The programme includes discussion, reflection and practical exercises. There is also a small reception and networking event to provide an opportunity for students to talk to peers, alumni and the course tutors.

The Graduate School has also produced two videos which are available for students to view online at any time, these are:

- Passing your Viva
- Presentation Skills

Also available online are “help sheets” for writing, presentation and career planning (<http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/doctoral/online-learning-resources/>).

Students now have over 80 different short courses to choose from, delivered in a variety of ways, from face-to-face workshops, residential retreats to webinars and online courses. A full list of doctoral courses delivered in 2016-17 is shown in Table 1.

Table 1: Doctoral professional skills courses delivered in 2016-17

Innovation Area	Course Title
Writing for Success	Writing for Success 2: Writing Tips (Webinar)
	Writing for Success 3: Literature Review
	Writing for Success 4: Publication
	Writing for Success 5: Thesis
	Writing for Success 6: Grants
	Writing for Success 7: Understanding the Reviewer
	The Writing Room Event
	Two Day Writing Retreat
Perfecting Presentations	Perfecting Presentations 1: Poster Top Tips (Webinar)
	Perfecting Presentations 2: Present your Poster!
	Perfecting Presentations 3: Conferences and Seminars
	Perfecting Presentations 4: Advanced Presentations
Communicating Science to a Wider Audience	Communicating 1: Public Engagement
	Communicating 2: Communicating Research in Schools
Ensuring Integrity	Ensuring Integrity 2: Intellectual Property
	Ensuring Integrity 4: Introduction to Making your Thesis Open Access
	Ensuring Integrity 5: Science, Research & Integrity
Management Skills	Maximising Management Skills 1: Becoming an Effective Researcher
	Maximising Management Skills 2: Time Management for your PhD and beyond
	Maximising Management Skills 4: Project Management in Action
	Maximising Management Skills 5: Planning and Preparing for your Thesis and Viva

Understanding Yourself and Others	Understanding yourself and Others 1: Introduction to MBTI
	Understanding yourself & Others 2: Introduction to the Clifton Strengths Finder
	Understanding yourself & Others 3: Recognise Stress and Coping Strategies
	Understanding yourself & Others 4: Building Motivation and Independence
	Understanding yourself & Others 5: Building your Resilience

Careers	Careers: An Introduction to Career Planning for 1st year PhDs: Business, Engineering & Physical Sciences
	Careers: An Introduction to Career Planning for 1st year PhDs: Life Sciences & Medicine
	Careers: Career Focus for the Future
	Careers: Effective CVs and Applications
	Careers: Job Search with a Difference
	Careers: Planning your Career – Engineers
	Careers: Planning your Career – Life Science & Medicine PhDs
	Careers: Planning your Career – Medically qualified PhDs
	Careers: Planning your Career – Physical Scientists
	Careers: Preparing for Interviews

Computing	Computing: Introduction to C-programming
	Computing: Introduction to Linux/Unix
	Computing: Introduction to LaTeX

Enterprise and Entrepreneurship	Entrepreneurship 1: Enterprising Skills and Entrepreneurial Attributes
	Entrepreneurship 2: Enterprising Women – Identifying Skills and Opportunities
	Entrepreneurship 3: Idea Generation – Why Didn't I think of That?
	Entrepreneurship 4: Social Enterprise – What are the benefits?
	Entrepreneurship 5: Generating a Business Model and Plan
	Entrepreneurship 6: Building and Enterprising Team
	Entrepreneurship 7a: In the Den – Pitching for Business
	Entrepreneurship 7b: Strategically Marketing Your Research
Entrepreneurship 8: Sourcing Funding (Online Course)	
Information Management	Information Landscape: Blogs, Twitter, Wikis & Other Web-Based Tools
	Information Landscape: EndNote
	Information Landscape: Keeping Your Research Up to Date
	Information Landscape: Data Management
	Information Landscape: Information Retrieval
	Information Landscape: Introducing the Web of Science Database
Looking Beyond	Looking Beyond: Stepping up to Postdoc or Fellowship
Mini MBA	Mini MBA: Introduction to Business - Strategy
	Mini MBA: Introduction to Business – Organisational Behaviour
	Mini MBA: Introduction to Business – Accounting
	Mini MBA: Introduction to Business – Contemporary Marketing
	Mini MBA: Introduction to Business – Entrepreneurship
Research Skills – Social Sciences & Medicine	Research Skills: Research Design for Social Sciences and Medicine
Statistics	Statistics 1: Statistical Thinking
	Statistics 2: Regression Modelling
	Statistics 3: Statistics using SPSS

Successful Interactions	Successful Interactions 1: Understanding and Developing Assertiveness
	Successful Interactions 2: Negotiation for Progressing your PhD
	Successful Interactions 3: Networking for Progressing your PhD
	Successful Interactions 4: Enhance your leadership Skills
Teaching	Teaching 1: An Introduction to Teaching Methods in Higher Education
	Teaching 2: Assessment and Feedback In Practice
	Teaching 3: Developing Teaching through Reflective Writing (Webinar)
	Teaching 4: Practical Application Guidance for Associate Fellowship of the HEA
	Teaching 5: Laboratory Teaching – Practical Design for Learning
Finish Up and Move On	FUMO
Online Courses	Mandatory Plagiarism Awareness Course
	Ensuring Integrity 3: Copyright
	Entrepreneurship 8: Sourcing Funding
	Maths and Stats Online Catch Up
Webinars	Ask the Doctor: Your Chance to Chat With a Doctoral Graduate at Work
	Information Landscape: Research Data Management Plans
	Success in Academia 1: Building your Research Profile and Vision
	Success in Academia 2: Understanding UK Higher Education Landscape and Policy
	Success in Academia 3: Making an Impact
	Writing for Success 2: Writing Tips
	Perfecting Presentations 1: Poster Top Tips
	Teaching 3: Developing Teaching through Reflective Writing

GTA Training – STAR Framework



The Graduate School delivers a range of courses to doctoral students who teach. The courses are:

Table 2: Graduate School Teaching Courses

Teaching 1: An Introduction to Teaching Methods in Higher Education
Teaching 2: Assessment and Feedback in Practice
Teaching 3: Developing Teaching through Reflective Writing (Webinar)
Teaching 4: Practical Application Guidance for Associate Fellowship of the HEA
Teaching 5: Laboratory Teaching – Practical Design for Learning

The Graduate School looks forward to welcoming a new GTA Programme Leader, whose remit will be working with academic departments to enhance the programme, extending it where appropriate.

The Graduate School is also responsible for the Framework for Graduate Teaching Assistants (GTAs). The Framework includes information about recruiting GTAs, remuneration, holiday entitlement and guidance on visa implications for international students. The Framework also describes the training, development and support for GTAs and provides a role and responsibilities document. The Framework, roles and responsibilities document and the College's central register of trained GTAs can be found on the Graduate School's GTA website here: <http://www.imperial.ac.uk/study/pg/graduate-school/gtas/>

Global Fellows Programme

The Graduate School, in partnership with the International Relations Office, offers doctoral students the unique and exciting opportunity to visit leading research universities around the world as part of its international Global Fellows Programme. In an environment where international collaboration is of mounting importance this is an exceptional chance for students to meet fellow students from across the world as well as collaborate with experts in their field through research placements which follow the summer school. The summer schools that took place in 2016-2017 were:

- Imperial-TUM Global Fellows Programme: Cities of the Future from 17 – 21 July 2017 (1 week course, optional 3 week research placement)
- Imperial-Tsinghua Global Fellows: Climate Change and Energy 03 –07 July 2017, Easthampstead Park, UK



Imperial-TUM Global Fellows Programme - Tutors and Participants



Imperial-Tsinghua Global Fellows Programme - Tutors and Participants

President's PhD Scholars

In October 2016, the Graduate School welcomed the fourth cohort of President's PhD Scholars. The Scholars are a group of high academic achievers who have been awarded a scholarship by the College. The Graduate School has developed a series of special events and courses for these individuals to enhance their experience at the College. In November 2016, a "meet and greet session" was organised for the new cohort hosted by the College President, Professor Alice P. Gast. Mr Chris Williams (Member of Council) was invited to talk to the Scholars about leadership and the event ended with a networking reception. The Graduate School also organised a lunchtime innovation lecture delivered by Professor David Gann, Vice-President (Development and Innovation), a Strengths-finder Workshop and a Careers Workshop entitled "Professional Development to Enhance your PhD Experience" for the new cohort. In addition to this the Scholars organised their own Symposium, which consisted of talks from eminent Imperial academics as well as sessions run by students from across the programme. The timetable of events was closed with a summer celebration and networking barbeque in July.



2016-17 Year 1 President's PhD Scholars

Professional Skills Training for Master's Students – The MasterClass Programme

Imperial College London is one of only a few institutions in the UK to provide a professional skills training programme for Master's students although sector interest is now building in this area. The MasterClass programme has been designed to complement academic study and courses have been scheduled to run at appropriate times throughout the academic session to fit in with programme timetables. As with the professional skills programme for research students, the MasterClass programme has undergone a review and all courses have been grouped into innovation areas and re-named accordingly. Since its inception in 2011-12, the programme of MasterClasses has been expanded and now includes a specific set of courses for MRes students.

Table 3: Programme of Masterclasses delivered in 2016–17

Innovation Area	Course Title
Writing for Master's	Writing for Master's 1: Note Taking and Examination Skills
	Writing for Master's 2: Literature Review
	Writing for Master's 3: Dissertation and Thesis
	Writing for Master's 4: PhD Proposal
Mastering Presentations	Mastering Presentations 1: Presentation Skills
	Mastering Presentations 2: Informational Posters – Layout & Design
	Mastering Presentations 3: Public Speaking
Research Effectiveness	Research Effectiveness 1: Time Management
	Research Effectiveness 2: Research Skills & Reference Management
	Research Effectiveness 3: Creative Thinking
	Research Effectiveness 4: Research Ethics
	Research Effectiveness 5: Experimental Design (MRes students only)
	Research Effectiveness 6: Critical Thinking in Critiquing Research Articles (MRes students only)

Understanding Yourself and Others	Understanding Yourself and Others 1: Interpersonal Skills
	Understanding Yourself and Others 2: Myers Briggs
	Understanding Yourself and Others 3: Stress Management
	Understanding Yourself and Others 4: Negotiation Skills
	Understanding Yourself and Others 5: Leadership Skills
Career Development	Moving Forward 1: Job Search with a Difference
	Moving Forward 2: Developing your Career Through Networking
	Moving Forward 3: Interview Skills
	Moving Forward 4: Stepping Up – Master’s to PhD
Online Courses	Mandatory Online Plagiarism Awareness Course
Webinar	Presentation Skills: An Audience Centred Approach

Unlike the doctoral professional skills programme there are no college minimum attendance requirements and students are free to take as many MasterClasses as they wish. Individual departments have made some elements of the MasterClass programme compulsory for their students demonstrating the value of professional skills development for Master’s students. The MasterClass programme has now been in place for a number of years so the Graduate School will be reviewing provision during 2017-18.

SECTION THREE

Supporting the student experience

Cohort Building

Cohort building helps to enhance research culture and research environments. Cohort building can also assist departments to comply with the QAA's UK Quality Code for Higher Education (Chapter B11, indicators 4 and 14), and the College's Research Degree Precepts (Precept 9). The Graduate School offers two types of support, firstly dedicated professional development courses to cohorts of students and secondly funding for cohort building activities. This fund is called the Research Community Fund. The Graduate School's Cohort Building Coordinator, Dr Caroline Hargreaves (caroline.hargreaves@imperial.ac.uk) is available to provide advice to students and staff on developing cohort provision.

In 2016-17, the Graduate School approved funding for 32 cohort building activities, a 22% increase from 2015-16. Examples of funded cohort activities are available to view on the cohort building website: <http://www.imperial.ac.uk/study/pg/graduate-school/cohort-building/>.

Activities included networking and information sharing events for students, away days, careers events, social lunches, football matches, Zorbing and guest lectures. The Graduate School also facilitated and taught numerous dedicated professional development courses for cohorts of students within Departments.



Students from the Department of Medicine zorbing!



Students and staff from the Department of Civil and Environmental Engineering at their PhD Alumni Event



Students from the School of Public Health at their Early Career Research Symposium

Coaching

The Graduate School's doctoral student coaching programme was established to provide students with an opportunity to talk, independently from their academic department, about challenges they may be experiencing as they study for their doctorate. Although the Graduate School's coaching programme primarily focuses on building effective working relationships, it is recognised that there may be other self-development issues that students may wish to explore with a coach.

More information is available at: www.imperial.ac.uk/study/pg/graduate-school/doctoral-student-coaching-programme/

SECTION FOUR

Graduate School committees and working parties

Committees

Course Quality and Strategic Development Committee (CQSD)

The Graduate School's Course Quality and Strategic Development Committee (CQSD), provides strategic oversight, vision and direction for the development of all Graduate School activities. The Group, comprising members of the Graduate School management team as well as a representative from the College's central Quality Assurance team, is also responsible for the quality assurance of individual new and existing Graduate School courses. The committee is responsible for the overall purpose, role and function of the Graduate School.

Postgraduate Professional Development Committee (PPDC)

The PPDC is chaired by the Deputy Director of the Graduate School (Professional Skills) and its remit is to have strategic oversight and to ensure the scope and content of the future development of the programme of Master's and doctoral professional skills development from a Faculty and internal perspective. The Committee ensures the development and provision of a balanced training programme in professional skills for all postgraduate students and monitors the overall quality of programme delivery.

External Advisory Board

The external advisory board advises on the future development of the programme of master's and doctoral professional skills courses from an external perspective. It has representatives from industry who come together annually to review the programme of professional skills courses and to make recommendations for enhancement which are considered by the PPDC.

Centre for Doctoral Training / Doctoral Training Programme (CDT/DTP) Governance Committee

The Graduate School's CDT/DTP Governance Committee is chaired by the Deputy Director of the Graduate School. The Committee acts as a forum in which to share good practice across research centres and to provide oversight of and help to coordinate the additional training provided to students by these centres. The value of establishing peer groups and cohorts has been identified by this committee and is now one of the College's research degree precepts which Departments are assessed against.

The Graduate School is also able to gather information from this committee to inform its own training programme and to ensure that students who do not belong to a CDT or DTP are given a comparable learning experience and support. Likewise, the Graduate School shares good practice and provides training support and advice for tutors on the design and delivery of CDT/DTP run professional skills courses.

Peer Review of Tutors

The Graduate School's system of peer observation has been designed to enhance the quality of the training offered to students, to positively support all tutors in their own professional development, to complement existing internal quality assurance mechanisms and to be compatible with College policy on peer observation. It is intended to provide an opportunity for enhancement of each tutor's teaching in terms of both content and method of delivery.

Working Parties

World Class Research Supervision Task and Finish Groups

The Graduate School established seven task and finish groups to take forward the recommendations of the Working Party for World Class Research Supervision. The task and finish groups for PhD Milestones, Prospective Student Information and Interruption of Studies have completed their work, with remaining task and finish groups extending their work into 2016-17. The final reports of the three task and finish groups which have completed their work are available to view here:

- PhD Milestones: <http://www.imperial.ac.uk/media/imperial-college/study/graduate-school/PhD-Milestones.pdf>
- Prospective Student Information: <http://www.imperial.ac.uk/media/imperial-college/study/graduate-school/Final-Report-of-the-Task-and-Finish-Group-for-Prospective-Student-Information.pdf>
- Interruption of Studies: <http://www.imperial.ac.uk/media/imperial-college/study/graduate-school/Report-of-the-Task-and-Finish-Group.pdf>

The Task and Finish Group for Doctoral Student Wellbeing has developed a brand new online course for supervisors, called, "Supporting the mental health and wellbeing of Imperial College doctoral students." It will also be making a recommendation to College that further work is needed to explore the challenges facing doctoral students which effect wellbeing and work-life balance.

The Task and finish group for Research Culture and Community has been instrumental in reviewing and strengthening the Graduate School's cohort building programme, work with alumni and for the development of a PhD summer showcase, designed to improve visibility of research students within College and celebrate research students' work. The Task and Finish Group has also developed a business case for dedicated postgraduate space which will be taken forward by the Graduate School during 2017-18.

The Task and Finish Group for the Student Supervisor Partnership has so far developed an award winning online Supervisors' Guidebook, a new continuing professional development framework for supervisors and a new process for the College to formally recognise the contribution that postdocs make to the student supervisor partnership. Further, the group

has re-designed the College's codes of practice relating to the student supervisor partnership, amended the College's Research Degree Policy and developed departmental roles which support the pastoral care of doctoral students within departments.

Working Party to Strengthen Postgraduate Staff/Student Committees

The Working Party to Strengthen Postgraduate Staff Student Committees was established following a recommendation made by the Quality Assurance and Enhancement Committee and chairs of Staff-Student Committees. It was agreed that the Graduate School and Imperial College Union should work together to improve the representation of postgraduate issues at Staff-Student Committees. The Graduate School therefore established this Working Party to take this forward. As a result of the Group's work, Faculties which did not previously have Faculty-level postgraduate Staff Student Committee meetings, now have them and Graduate School staff have been invited to attend.

Working with Postgraduate Research Staff

The Graduate School organises an annual event to share information with postgraduate Departmental administrators and to discuss views on areas of concern. It is also an opportunity for the Graduate School to thank PG administrators for their continuing support of the Graduate School. This year the group discussed the changes made to the professional skills programme and the outcome of the World Class Research Supervision project. The Graduate School has also established a new PGR Administrators Network which will meet for the first time in autumn 2017.

DPS Lunches

DPS lunches continue to provide opportunity for DPSs to meet other DPSs, network, share best practice and discuss current issues relating to PGR education. This year, the Graduate School has gathered advice from current DPSs with respect to the delivery of a DPS induction programme which will be piloted during 2016-17.

SECTION FIVE

External Committees and Alliances

Professional Body Alignment

The Graduate School continues to work with professional bodies to align provision with professional body continuing professional development programmes. For the Royal Society of Chemistry (RSC), Graduate School courses have been accredited and contribute towards Membership and Chartered Status of the RSC. Furthermore Master's students and early stage doctoral researchers may apply for Registered Scientist status.

UK Council for Graduate Education (UKCGE)

Laura Lane chairs the Graduate School Manager's Network and Janet De Wilde has been elected to the Executive Committee.

Global Tech Alliance

Janet De Wilde is a member of the Global Tech Alliance education committee. During 2016-17 this involvement has enabled Global Tech Alliance partners to send doctoral researchers on the Global Fellows Programme.

SECTION SIX

Graduate School events

Welcome Events

The Graduate School delivers Welcome Talks to all Master's and Research students as part of the College's induction for new students. As well as the College welcome, members of the Postgraduate Development Unit also visit each Department to provide a bespoke talk to students and to provide tailored information on professional skills training. The talks were filmed and are available online.

IG Nobel Awards Tour Show

The Graduate School was delighted to host the IG Nobel Awards Tour Show for the twelfth consecutive year on 17 March 2017. The show was presented by Marc Abrahams, organiser of the IG Nobel Prizes, editor of the Annals of Improbable Research and Guardian columnist, and featured a host of IG Nobel Prize winners and other 'improbable' researchers.



IG Nobel Awards Tour Show

Three Minute Thesis

Three Minute Thesis (3MT®) is a research communication competition developed by The University of Queensland. The exercise challenges PhD students to present a compelling oration on their thesis topic and its significance in just three minutes. 3MT develops academic, presentation, and research communication skills and supports the development of research students' capacity to effectively explain their research in language appropriate to a non-specialist audience. It is a professional and highly engaging international competition. 23 students from across the College took part in the Graduate School's Three Minute Thesis competition on 05 April 2017.

After careful consideration, the judges awarded the following prizes:

- 1st Place – Simon Schöller (Mathematics)
- 2nd Place – Upasana Tayal (National Heart & Lung Institute)
- 3rd Place & People's Choice Award – Nicolas Moser (Electrical & Electronic Engineering)



Students who took part in the College's Three Minute Thesis competition 2017

Annual Chemistry Show

On 09 June 2017, the Graduate School hosted its annual Chemistry Show, featuring a demonstration of live experiments. The show was performed by Professor Hal Sosabowski, Professor of Public Understanding of Science and Principal Lecturer in Chemistry at the University of Brighton. Professor Sosabowski has performed for several years at this event and does live experiment shows across the country. He has appeared on television in the Ministry of Mayhem programmes and on the BBC2 show, Rocket Science.



Professor Hal Sosabowski – Chemistry Show

PhD Summer Showcase

On Friday 14 July 2017, the Graduate School hosted the PhD Summer Showcase. This inaugural event celebrated the research being carried out by the College's PhD students and provided an opportunity for staff and students to find out what research projects are being undertaken across the university. The Showcase comprised of two separate competitions. The first was a poster competition where students presented their research to both academic and lay judges and the second was the 'Research as Art' competition where students created a piece of artwork to describe their research.

The following prizes were awarded:

Poster Competition

- 1st Prize - Claire Edmondson (NHLI)
- 2nd Prize - Elze Porte (Mechanical Engineering)
- 3rd Prize - Madeleine Morris (Physics)
- People's Choice - Madeleine Morris (Physics)

Research as Art

- 1st Prize - Amy Macdougall (NHLI)
- 2nd Prize - Alastair Shipman (Civil and Environmental Engineering)
- 3rd Prize - Ylenia Perone (Surgery & Cancer)

Highlights
from the
PhD Summer
Showcase 2017



Master's 3-60 Event



The Graduate School was delighted to launch a brand new event, which ran for the first time on Tuesday 06 June 2017. Master's 3-60 is a competition where Master's students present their research within three minutes to an audience of their peers and a panel of judges. Students were judged on their ability to convey their research to a mixed audience of disciplines, highlighting their research project, what they are trying to find out and how they will tackle the research problem. Lastly, competitors needed to describe the potential impact and benefits of their project.

The standard of the presenters was extremely high, giving the panel the task of deciding the winners. The prizes were awarded as follows:

- 1st Prize - Benjamin Lewis (Department of Chemistry)
- 2nd Prize - Isabella Goldsbrough (Department of Medicine)
- 3rd Prize - Yunisa Pamela (Department of Medicine)
- People's Choice Award - Isabella Goldsbrough (Department of Medicine)



Prize Winners and Judges at the Master's 3-60 Event

SECTION SEVEN

Listening to students

Student Evaluation and Focus Groups

All students are asked to evaluate the Graduate School's professional skills training courses via online internal student evaluation forms. The feedback received is reviewed by the Graduate School to ensure continual enhancement of the programme. Issues raised by students are also brought to the attention of the PPDC. Students are also invited to participate in external student surveys such as the Postgraduate Research Experience Survey (PRES), the Postgraduate Taught Experience Survey (PTES) and the Student Experience Survey, the results of which are carefully considered by the Graduate School and where appropriate, the PPDC.

The Imperial College Union and the Graduate Students' Union

The Graduate School also works and supports the Imperial College Union and the Graduate Students' Union to improve mechanisms of feedback and representation at College and has established a Working Party to review and strengthen PG staff-student Committees (see Section 4).

SECTION EIGHT



Francis Crick partnership

The Crick PhD Programme

The Francis Crick Institute is a partnership between Imperial College London (Imperial), King's College London (KCL), University College London (UCL), Cancer Research UK and the Medical Research Council. The partners have been working together to develop a CRICK PhD programme, the first cohort of which arrived in September 2014. CRICK students can make use of the facilities, in particular those of the Graduate School, at any of the HEIs involved in the partnership. The Graduate School has taken the lead administrative role in the management of the CRICK student experience and will continue to develop the operational processes involved in ensuring this new and exciting venture evolves smoothly. The Graduate School has also developed an online training course for Crick supervisors which is available via Blackboard.

SECTION NINE

Research and impact

Doctoral Student Wellbeing

Imperial College London has a good record of support for its doctoral students; wanting to do more, the Graduate School carried out the first specifically designed well-being study of doctoral researchers in 2009. This was repeated again in 2014 to evaluate any changes in how the doctoral experience impacts researcher well-being. Please click on the following link in order to view the paper: <http://www.imperial.ac.uk/media/imperial-college/study/graduate-school/public/well-being/Wellbeing-for-GS.pdf>

As a result of this research, the Graduate School has found that whilst overall well-being scores remain satisfactory, levels of stress and frustration related to research, as well as career uncertainty, have all increased compared to the earlier study. Well-being was also found to be lower for women and for later stage doctoral researchers. In its study, the Graduate School makes recommendations to enhance doctoral well-being.

Dr Caroline Hargreaves, who led the study on behalf of the Graduate School has been invited to present the findings of the research at the Staff Wellbeing Working Group and the Imperial College Union.

Alumni

This project builds on findings from a Master's in Education (2013) and helps to bridge the gap in knowledge of the outcomes and impact of the doctoral experience. The Graduate School has carried out evaluation and research on provision from the outset. Research to date has focused on doctoral student views of the professional skills programme, creativity, wellbeing and entrepreneurship (<http://www3.imperial.ac.uk/graduateschool/studentexperience>).

This research considers quantitative and some qualitative data from doctoral alumni as to what they value in terms of supporting and developing their professional trajectories, and how their changing views can inform the professional skills agenda. The Graduate School will share its findings of the survey during 2017-18.

Presentations at National and International Conferences

During 2016-17, staff from the Graduate School presented at a number of national and international conferences as follows:

- December 16 - Caroline Hargreaves presented "Doctoral Researchers' Well-being: Integrating Support" at the SRHE Annual Conference, Newport, Wales.
- April 17 - Laura Lane and Janet De Wilde presented "Developments in Supervisor Support and Continuing Professional Development" at 3rd International Conference on Developments in Doctoral Education & Training at Stratford upon Avon.
- April 17 - Janet De Wilde and Laura Lane presented at "Ready, Steady, Change! Are we ready for quality improvement in our doctoral training?" at the 3rd International Conference on Developments in Doctoral Education & Training at Stratford upon Avon.
- June 17 - Paul Seldon presented a joint poster on "Enhancing graduate students' teaching skills through the use of teaching scenarios" at GTA Conference in Stirling, Scotland.
- July 17 - Janet De Wilde and Laura Lane presented "Enabling International, Interdisciplinary and Inter-sectoral Training in Doctoral Programmes" in Porto, Portugal.

Visiting Delegations

The Graduate School was also pleased to host delegations of representatives from:

- Nagoya University, Japan, September 2016
- University of Nottingham, UK, October 2016
- Hong Kong University of Science and Technology, Hong Kong, October 2016
- University of Bath, UK, October 2016
- Nanyang Technological University, Singapore, November 2016
- University of Tsinghua, Beijing, China. October 2016
- University of Birmingham, UK, January 2017
- Tokyo Tech, Japan, March 2017
- University of New South Wales, Australia, March 2017
- University of Kent, UK, March 2017
- CQ University, Adelaide, Australia, May 2017
- Tokyo Tech, Japan, July 2017
- MIT, USA, July 2017 (Webinar discussion)

At these meetings, the Graduate School was able to share best practice and talk about the provision available to postgraduate students at Imperial College. Additionally, the Professional Development Team visited the University of Reading to learn about their Graduate School.

The Graduate School publishes information about its research and impact at the following link: <http://www.imperial.ac.uk/study/pg/graduate-school/about-us/student-experience/>

SECTION TEN

Statistics

Number of Professional Skills courses delivered in 2016–17

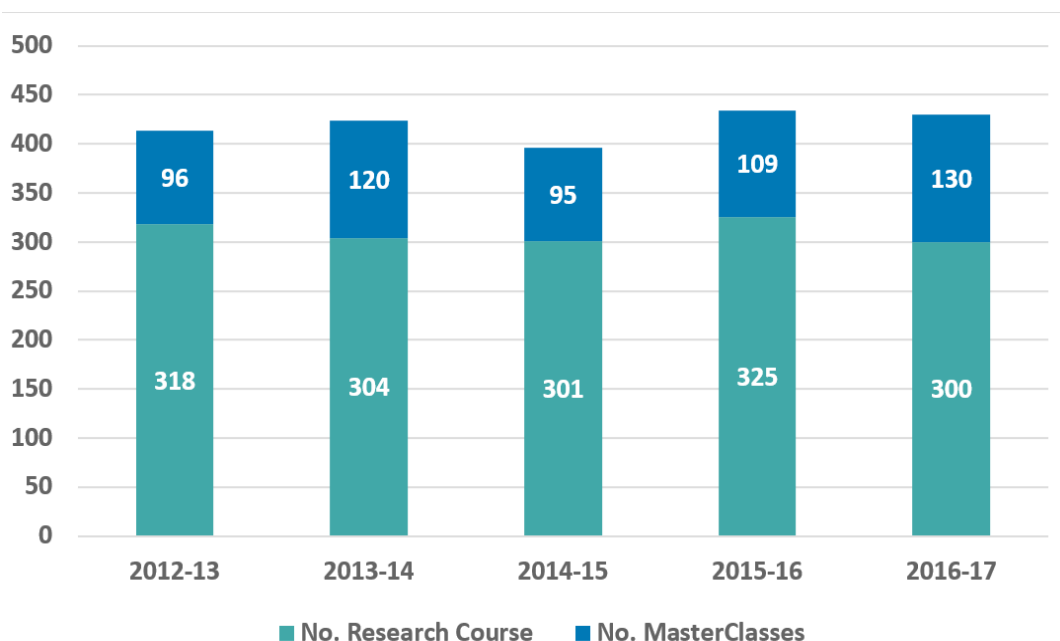
In 2016-17, the Graduate School delivered 89 different doctoral courses. Some courses were delivered more than once; in total, the Graduate School delivered 300 doctoral courses. Of these, 7 were Global Postgraduate Retreats, 2 were Global Fellows Programmes, and 34 were webinars.

30 different MasterClasses were delivered in 2016-17. Some of these were delivered more than once so in total, the Graduate School delivered 109 MasterClasses. Of these, 6 were webinars.

Chart 1 compares the number of courses delivered by the Graduate School in 2016-17 with the previous four academic sessions. The total number of courses delivered by the Graduate School in 2016-17 was 430. In 2015-16 the total number was 434. In 2016-17, the Graduate School delivered 25 fewer doctoral courses in comparison to the previous year. This was a result of the change in the student attendance requirement causing a temporary fall in attendance; previously, doctoral students had to gain four credits before their Early Stage Assessment, instead of two before and a further two before the Late Stage Review.

The MasterClass provision continues to expand to meet the needs of students and academic staff and reflects the growing number of bespoke courses being delivered to cohorts of students.

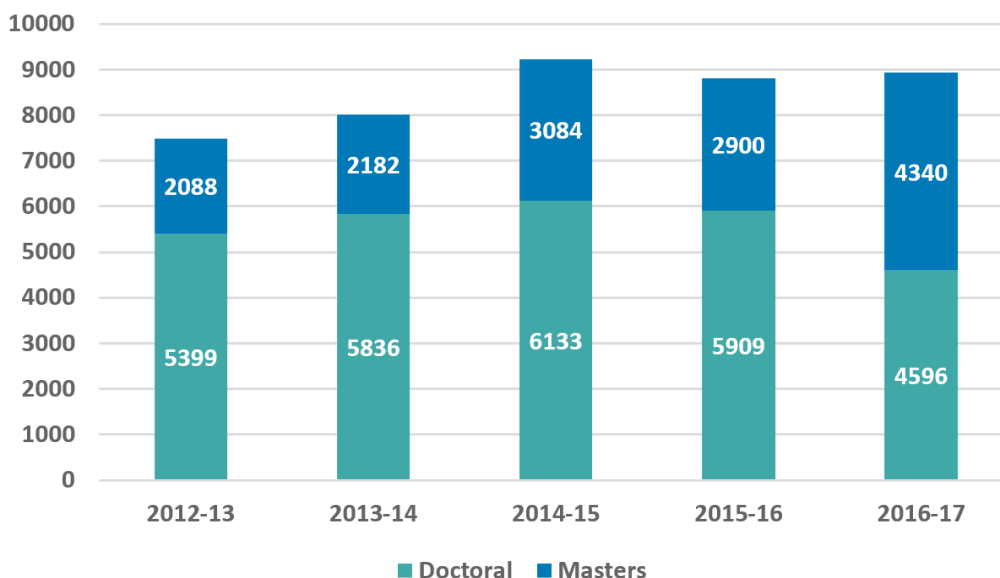
Chart 1: The total number of Graduate School doctoral courses and Masterclasses delivered during the previous five academic sessions



Attendance Statistics

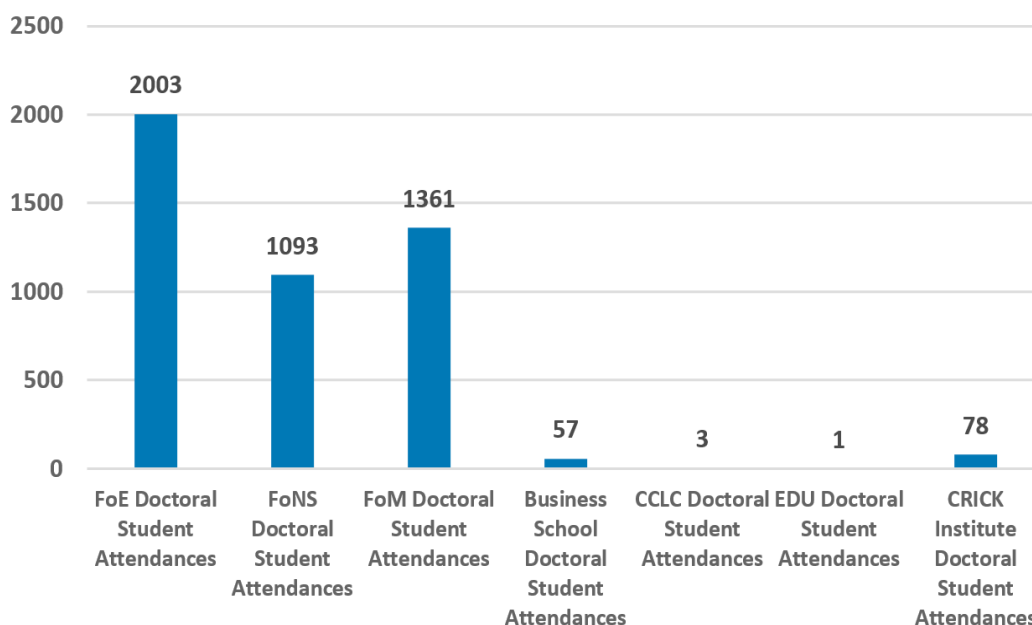
There were 8,936 student attendances at Graduate School courses during 2016-17. 4,596 of these were student attendances at doctoral professional skills courses and 4,340 were student attendances at MasterClasses (see Chart 2).

Chart 2: The number of doctoral and MasterClass student attendances since 2012-13 delivered during the previous five academic sessions



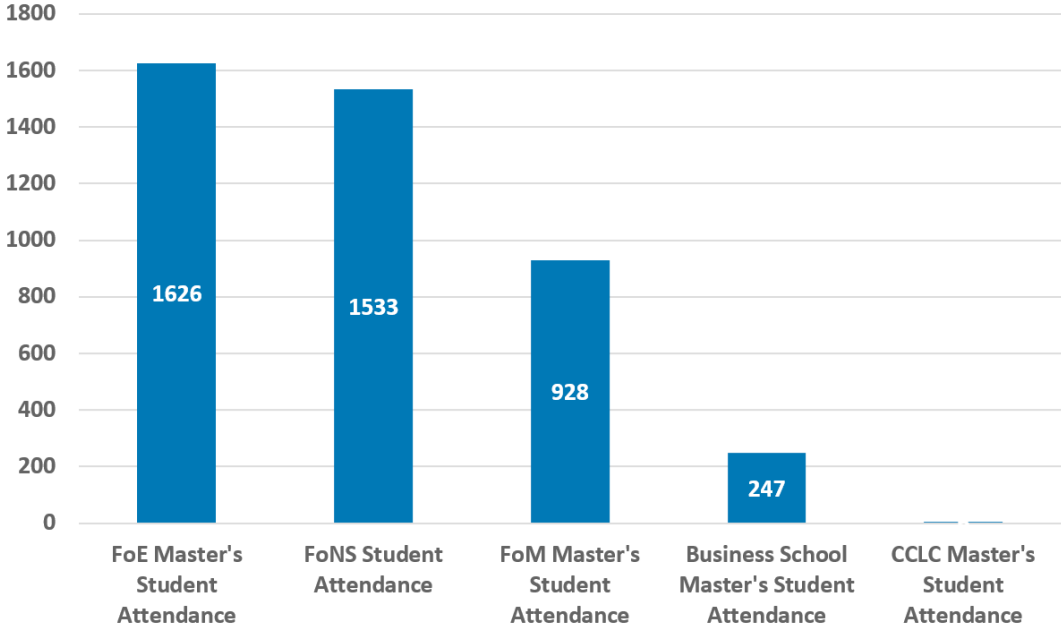
The Faculty of Engineering (FoE) had 2,003 Doctoral student attendances, the Faculty of Natural Sciences (FoNS) had 1,093, the Faculty of Medicine (FoM) had 1,361, the Business School had 57, the Centre for Communication, Languages and Culture had 6, the Educational Development Unit had 1, and the Crick Institute had 78 students attend Doctoral courses during 2016-17 (see Chart 3).

Chart 3: The number of student attendances at Doctoral courses during 2016-17 by Faculty



The Faculty of Engineering (FoE) had 1,626 MasterClass student attendances, the Faculty of Natural Sciences (FoNS) had 1,533, the Faculty of Medicine (FoM) had 928, the Business School had 247 and the Centre for Communication, Languages and Culture had 6 students attend MasterClasses during 2016-17 (see Chart 4).

Chart 4: The number of student attendances at MasterClasses during 2016-17 by Faculty



SECTION ELEVEN

Priorities and Forthcoming Developments

Digital Development

During the next academic year, the Graduate School will build on its digital offering by launching a digital skills suite of courses for doctoral researchers. The School will also aim to enhance its e-hack programme for staff by inviting other service departments to join.

Global Leadership

During the next academic year, Janet De Wilde will host webinars exploring the concept of Global leadership in partnership with the Global Tech Alliance and with input from the Graduate Students' Union and Imperial College Union.

Industrial XChange Programmes

During 2017-18 a suite of Industrial XChange retreats will be developed by a new member of staff at the Graduate School. This will foster connections between doctoral researchers and industry.

Graduate Teaching Assistant Programme

During 2017-18 there will be a review of the Graduate Teaching Assistant programme, with the ambition to expand the offering and align with the new Learning and Teaching Strategy. This will be led by the newly appointed GTA Programme Leader.


Masters Student Experience Review

During 2017-18 there will be a review of the student experience on Master's programmes at Imperial, this will be led by Laura Lane and will have a particular focus on Professional Skills and Master's research project supervision

Conclusions


The Graduate School extends its thanks to members of academic staff, the Careers Service, the Centre for Academic English, Societal Engagement Office and the International Relations Office who have supported the delivery of Graduate School courses. Thanks are also extended to the EDU and the Library for their ongoing support and assistance in the delivery of the professional skills programme.

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 [graduate.school
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