

**Imperial College
London**

Graduate School

**Annual Report
2017–2018**



Highlights

2017–18 was another exciting year for the Graduate School with the introduction of the Industrial xChange Programme and a new Global Fellows Programme collaboration with Tokyo Institute of Technology.



A poster presenter competes at the PhD Summer Showcase in the Queens Tower Rooms - July 2018



Imperial College and Technical University of Munich students at the Global Fellows Programme hosted at the Velodrome, Olympic Park, London - June 2018



Students and staff at the Teams & Communication Global Postgraduate Retreat at Cumberland Lodge, Great Windsor Park - February 2018

1 International Global Fellows Programmes

Three Global Fellows Programmes were delivered in partnership with the International Relations Office and colleagues at Technical University of Munich, Tsinghua University and the Tokyo Institute of Technology.

2 Course Statistics

317 doctoral professional skills courses were delivered in 2017-18 with 4,797 student attendances. 134 Masterclasses were delivered with 3,125 student attendances.

3 Global Retreats

Eight Global Postgraduate Retreats were delivered during 2017-18. These two day long residential retreats focused on the following themes: 'Teams & Communication'; 'Influence & Impact' and 'Thesis Writing'.

4 Industrial xChange Programme

Three Industrial xChange Programmes were delivered during 2017-18 focusing on the following themes: 'Materials and Technology for the Future'; 'Health & Bioscience' and 'Transformative Innovation'.

5 Awards

In 2018, the Graduate School was recognised nationally by being shortlisted for a Guardian University Award in the Digital Innovation category.

6 Events

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

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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, as well as the 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 development programme offers students the chance to develop skills which are of most value to many employers. Additionally, the Graduate School's College wide events provide 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.

The Graduate School's Mission Statement & Strategy

The Graduate School is proud to deliver award winning and sector leading professional development opportunities to postgraduate students at Imperial College London. Professional development is a key part of the educational experience at Imperial and our programme offers opportunity for postgraduates to develop attributes which are of most value to a broad range of employers.

The programme supports students with specific development needs as well as providing specialist training which aims to challenge and inspire students who are excelling. The Graduate School has invested in the development of an inclusive and accessible offering via online courses and webinars. This ensures students can engage with provision from their home, at work, in hospitals or wherever they are in the world.

There are a range of opportunities for students, staff and the sector to engage with the programme and shape its design and delivery.

Our strategy is divided into four distinct but related areas. Each strategic area has a set of aims and a framework setting out how we will achieve what we say we will.

- **Community, Belonging and Support**

The Graduate School champions the visibility and voice of postgraduate students across College. Our provision enables connectedness via interdisciplinary discussions and the opportunity for postgraduates to share and celebrate their research success as part of an inclusive, vibrant and supportive research community.

- **Engagement and Impact**

The Graduate School's provision enables postgraduates to understand the importance of engaging with the public to share in the wonder of discovery and research and the value of working with local communities to shape research design.

- **Understanding and Influencing Policy and Industry**

The Graduate School enables postgraduates to understand how their research can inform key decision makers in governments and industries and contribute towards and influence policy change.

- **Developing Students who Teach**

The Graduate School has developed a programme of training and support for Graduate Teaching Assistants (GTAs) who are engaged in teaching, demonstrating, marking, assessing and providing feedback to students. The programme is accredited by the Higher Education Academy so programme participants are eligible to apply for Associate Fellowship of the HEA.

Structure of the Graduate School



Dr Richard Bale,
Senior Teaching Fellow,
GTA Programme Leader

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



Dr Jane-Lisa Coughlan
Industry xChange &
Innovation Placements
Programme Leader

In December 2017, the Graduate School welcomed Dr Richard Bale to the Postgraduate Development Unit (PDU). Richard's remit is to lead the College's HEA-accredited Graduate Teaching Assistant Programme.

In February 2018, The Graduate School welcomed Dr Jane-Lisa Coughlan to the Postgraduate Development Unit (PDU). Jane is the programme lead for the Industry and Innovation PhD Placements xChange programmes.



Valentina Cattane,
Learning Designer

President's Awards

The Graduate School wishes to congratulate Valentina Cattane on her President's Award for Excellence in Teaching. Awards for Excellence in Teaching are presented annually to members of academic or learning and teaching staff judged to have been most outstanding in the quality, organisation and presentation of their teaching.

External Awards

In March 2018, the Graduate School was shortlisted for a Guardian University Award in the Digital Innovation category. The award is given to a university that is implementing innovative digital technology solutions to improve pedagogy, the student experience and online course delivery.



Graduate School 2017-18

Front Row (left-right)

Janet De Wilde, Sue Gibson, Kelly Hayes, Sarah Faux, Elena Forasacco

Back row (left-right)

Laura Lane, Tony Magee, Nick Moulton, Peter Allison, Paul Seldon, Bethan Ritchie,
Jane-Lisa Coughlan, Richard Bale, Caroline Hargreaves, Helal Ahmed, Valentina Cattane

SECTION TWO

Graduate School provision 2017–18

Professional Skills Development for Research Students

In 2017-18, the Graduate School's programme of professional development courses for doctoral students was divided into the following stimulating "innovation" areas:

- **Writing for Success**
- **Perfecting Presentations**
- **Communicating with a Wider Audience**
- **Ensuring Integrity**
- **Information Management**
- **Management Skills**
- **Understanding Yourself and Others**
- **Successful Interactions**
- **Entrepreneurship**
- **Teaching**
- **Careers**
- **Computing**
- **Statistics**

Each innovation area includes advanced level courses to accommodate more experienced research students as well as basic level skills training 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 covered a variety of subjects and enabled students to access Graduate School courses anywhere in the world. During 2017-18, 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 two day **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. It has 100% recommendation from all students that have attended to date.

Finally, the Graduate School delivers an insightful retreat on **Research Impact** in collaboration with the Societal Engagement Office and the Communications Office. Dr Mike Templeton, an academic members of staff from the Department of Civil and Environmental Engineering also delivers the Global Challenge segment of this particular

The professional development programme also features 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 an online Presentation Skills video which is available for students to view online at any time.

Also available online are “help sheets” for writing, presentation and career planning:

www.imperial.ac.uk/study/pg/graduate-school/students/doctoral/professional-development/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 2017-18 is shown in Table 1 overleaf.

Table 1: Doctoral professional skills courses delivered in 2017-18

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 Manuscript Review Process
	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
	Communicating 3: Evaluating Engagement
	Communicating 4: Patient and Public Involvement in Research
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 Doctorate
	Maximising Management Skills 3: Project Management in Action
	Maximising Management Skills 4: 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: Maintaining Motivation and Building 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: Effective CVs and Applications
	Careers: Job Search with a Difference
	Careers: Preparing for Interviews
Computing	Computing: Bash Shell Scripting
	Computing: Introduction to HPC at Imperial
	Computing: Writing Theses in LaTeX
	Computing: Introduction to Linux/Unix
	Computing: Introduction to LaTeX
	Computing: The Linux Command Line for Scientific Computing

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 – Business with a Social Conscience
	Entrepreneurship 5: Generating a Business Model and Plan
	Entrepreneurship 6: Building an Enterprising Team
	Entrepreneurship 7a: In the Den – Pitching for Business Investment
	Entrepreneurship 7b: Strategically Marketing Your Research
	Information Landscape: EndNote
	Information Landscape: Keeping Your Research Up to Date
Looking Beyond	Information Landscape: Data Management
	Information Landscape: Information Retrieval
	Information Landscape: Introducing the Web of Science Database
	Looking Beyond 1: Want to do a Postdoc? What? Why? Where? How?
Mini MBA	Mini MBA: Introduction to Business: Strategy
	Mini MBA: Introduction to Business: Organisational Behaviour
	Mini MBA: Introduction to Business: Management Accounting
	Mini MBA: Introduction to Business: Contemporary Marketing
	Mini MBA: Introduction to Business: The Entrepreneurial Path
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: Introduction to Statistics using SPSS
Successful Interactions	Successful Interactions 1: Understanding and Developing Assertiveness
	Successful Interactions 2: Negotiation for your Doctorate and Beyond
	Successful Interactions 3: Networking for Progressing your PhD
	Successful Interactions 4: Enhance your leadership Skills
Teaching	Teaching 1: Introduction to Learning and Teaching
	Teaching 2: Introduction to Assessment and Feedback for Learning
	Teaching 3: Microteaching
	Teaching 4: Supporting Active Learning in Labs
Finish Up and Move On	Finish Up Move On +
Online Courses	Ensuring Integrity 1: Mandatory Plagiarism Awareness Course
	Ensuring Integrity 2: Intellectual Property
	Ensuring Integrity 3: Copyright for Researchers
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 has developed the GTA Programme (GTAP), which consists of a range of courses to support doctoral students who teach. The current courses are:

Teaching: Introduction to Learning and Teaching
Teaching: Introduction to Assessment and Feedback for Learning
Teaching: Microteaching
Teaching: Supporting Active Learning in Labs

Teaching 1 and 2 are core courses, which must be attended before GTAs can teach at College (unless they attend local provision). Where possible, the core courses will be team-taught with experienced peer GTAs, who will be able to provide discipline-specific insights.

GTAP has been accredited by the HEA as a taught pathway in the College's STAR Framework, so programme participants are eligible to apply for professional recognition of their teaching in the form of Associate Fellowship of the HEA (AFHEA). The Programme also consists of a suite of optional courses and one-day GTA retreats. These will be piloted and phased in during academic year 2018-19. The optional courses are:

Teaching : Applying for Associate Fellowship (AFHEA) - webinar
Teaching: Introduction to Technologies for Learning and Teaching
Teaching: Facilitating Learning in Small Groups
Teaching: Inclusive Learning and Teaching
Teaching: Performative Aspects of Teaching
Teaching: Conducting and Publishing Pedagogic Research
Teaching: One-day GTA Retreat

The Graduate School is also responsible for the College's 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:

www.imperial.ac.uk/study/pg/graduate-school/students/doctoral/gta/

International 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 2017-2018 were:

- **Imperial Tokyo Tech Global Fellows Programme: Innovation to Eradicate Poverty**
from 05-09 March 2018 (1 week course, optional 3 week research placement)
- **Imperial-TUM Global Fellows Programme: Cities of the Future**
from 11 – 15 June 2018, hosted at the Velodrome, Olympic Park, London
- **Imperial-Tsinghua Global Fellows: Climate Change and Energy**
from 09 - 13 July 2018 (1 week course, optional 3 week research placement)



Imperial-TUM Global Fellows Programme Tutors and Participants



Imperial-Tsinghua Global Health Fellows Programme Tutors and Participants

President's PhD Scholars

In October 2017, the Graduate School welcomed the fifth 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 2017, a "meet and greet session" was organised for the new cohort hosted by the College President, Professor Alice P. Gast. 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 pre-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, organised by the students themselves.



2017-18 Year 1 President's PhD Scholars

Industry xChange Programme

As part of supporting delivery of the government's industrial strategy and with the benefit of Higher Education Innovation Funding and a grant from the Engineering and Physical Sciences Research Council (EPSRC), the Graduate School launched the Industry xChange Programme to connect Imperial College doctoral student talent to industry. The programme runs three times a year to provide researchers with an opportunity to gain an understanding of the viewpoints of industrialists by engaging in various industry relevant activities and helps them enhance how to interact with people outside of academia and transform research into real business innovation. Fifty students attended the retreats from 18 different departments connecting with 25 industry representatives drawn from 14 different companies. The retreats were themed along industrial challenges and took place in 2017-18 as follows:

- **Materials and Technology for the Future** (Manchester, 11-13 April 2018)
- **Health and Bioscience** (London and Cambridge, 8-9 May 2018)
- **Transformative Innovation** (Leamington Spa, 20-22 May)



Winner of the Pitching Prize (far left) with industry judges

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 2017–18

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
	Research Effectiveness 6: Critical Thinking

	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: CV's, Cover Letters and Application Forms
	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 wide 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 has now been in place for a number of years so the Graduate School will be reviewing provision during the next academic session as part of its Master's Student Experience Project.

SECTION THREE

Supporting the student experience

Cohort Building and the Research Community Fund

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 2017-18, the Graduate School received 44 cohort building applications and approved funding for 37 activities, a 37% increase from 2016-17. Examples of funded cohort activities are available to view on the cohort building website. 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.

More information is available at: www.imperial.ac.uk/study/pg/graduate-school/community-support/cohort-building/



Students at the Institute of Clinical Sciences Away Day!

Students from the Department of Electrical and Electronic Engineering at their Interdepartmental Laster Tag/Picnic Event



STRATiGRAD Students at the MetID Conference in Madrid



Students from the Department of Medicine at their Inter-group Bowling night

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/community-support/coaching/

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's management team is 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 Development) 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 development from a Faculty and internal perspective. The Committee ensures the development and provision of a balanced training programme in professional development 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 development courses from an external perspective. It has representatives from industry which come together annually to review the programme of professional development 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 as well as to coordinate the programme of support for new CDT and DTP

bids and renewal applications for existing programmes and consider feedback from mid-term and annual reviews. The committee also provides oversight of and help to coordinate the additional training provided to students by these Centres in order to enhance the experience of postgraduate students on DTPs and CDTs. The value of establishing peer groups and cohorts was 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 for the Student Supervisor Partnership

The Task and Finish Group for the Student Supervisor Partnership completed its work in 2017-18. The group 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 via recognition as Assistant Supervisors. Further, the group re-designed the College's codes of practice relating to the student supervisor partnership into a single Mutual Expectations for the Research Degree Partnership document, 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. This Working Party concluded its work in 2017-18.

Master's Student Experience Working Party

One of the strategic aims of the Graduate School is to enhance the postgraduate student experience. Following the World Class Research Supervision Project, which focussed on the supervisory experiences of the College's doctoral students, the Master's Student Experience Working Party was established in order to look in detail at the following areas of support and provision:

- The supervisory experience for Master's projects
- The Graduate School's professional skills development programme for Master's students
- To explore the wellbeing of Master's students

The working party has surveyed a cross section of the taught course student population and has also reviewed the Institutional results of the 2018 PTES survey. A number of recommendations are currently under development.

**It should be noted that the Master's Student Experience project has not been established to review the academic content or assessment of Master's programmes and will not inform the Master's curriculum review.*

PGR Admin Network

The Graduate School organises a termly meeting for all PGR Administrators to meet and network.

Directors of Postgraduate Studies Lunches and DPS Induction

DPS lunches continue to provide opportunity for DPSs to meet other DPSs, network, share best practice and discuss current issues relating to PGR education.

The Graduate School continues to host the DPS induction programme.

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 Masters Students and early stage doctoral researchers may apply for Registered Scientist status.

UK Council for Graduate Education (UKCGE)

In 2017-18, Laura Lane chaired the Graduate Schools Managers Network but will be stepping down in her role as of 2018-19. Dr Janet De Wilde has been elected to the Executive Committee.

Global Tech Alliance

Dr Janet De Wilde sits on the Global Tech Alliance education committee. During 2017-18 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.

IG Nobel Awards Tour Show

The Graduate School was delighted to host the IG Nobel Awards Tour Show for the thirteenth consecutive year on 9th March 2018. 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. 20 students from across the College took part in the Graduate School's Three Minute Thesis competition on 24th April 2018.

After careful consideration, the judges awarded the following prizes:

- **1st Place** - Paulina Rowinska (Mathematics)
- **2nd Place** - Hannah Maude (Medicine)
- **3rd Place** - Maria Lucey (Medicine)
- **People's Choice Award** - Matt Douthwaite (Electrical & Electronic Engineering)



Students who took part in the College's Three Minute Thesis competition 2018

Master's

3·6

Master's 3-6o Event

Master's 360 is a competition where Master's students present their research within three minutes to an audience of their peers and a panel of judges. This competition helps students to develop presentation, and research communication skills whilst helping them to develop their ability to explain their research in language appropriate to a non-specialist audience. 16 students from across the College took part in the Graduate School's competition, which took place on 4th July 2018.

After careful consideration, the judges awarded the following prizes:

- **1st Prize** - Jill Ziesmer (Bioengineering)
- **2nd Prize** - Rosie Dutt (Chemistry)
- **3rd Prize** - Ritobrata Ghose (Surgery & Cancer)
- **People's Choice Award** - Uzbaig Barlas (Chemical Engineering)

PhD Summer Showcase

On Friday 13 July 2018, the Graduate School hosted the PhD Summer Showcase. This annual event celebrates 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** - Wing Wan (Civil & Environmental Engineering)
- **2nd Prize** - Giovanni Matrone (Materials)
- **3rd Prize** - Arianna Ferrini (NHLL)
- **People's Choice** - Mayue Shi (Electrical and Electronic Engineering)

Research as Art

- **1st Prize** - Iman Ibrahim (Centre for Environmental Policy)
- **2nd Prize** - Sophie Spitters (Medicine)
- **3rd Prize** - Laura Braun (Civil & Environmental Engineering)
- **People's Choice** - Laura Braun (Civil & Environmental Engineering)



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 CQSD and 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 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.



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

The Impact of coaching doctoral students at a London-based University

The Head of Strategy and Operations led this study which explores the impact of coaching doctoral students at a university in London. A mixed methods approach was taken to identify themes which emerged from coaching conversations and the impact of coaching on these. All participants reported positively on their experience, highlighting that coaching enabled action, developed confidence and improved personal effectiveness. Some participants reported that coaching improved their wellbeing. This study suggests ways in which coaching helps postgraduate research students to address challenges they are facing and makes recommendations for the university where the study took place.

Lane, L. and De Wilde, J. (2018). The impact of coaching doctoral students at a university in London, International Journal of Evidence Based Coaching and Mentoring, Vol. 16 (2), pp 55-68, DOI: 10.24384/000561

PhD-alumni: the value of professional development with hindsight

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.

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 development agenda. This paper has now been submitted for publication and the Graduate School is awaiting response from the reviewers.

List of other on-going projects

Two Master's in Education research projects were undertaken during the year, these were:

- Dr Helal Ahmed: *A critical analysis of the transfer of knowledge and skills in Master's alumni students who attended the Graduate School's MasterClass Programme*
- Dr Elena Forasacco: *Active learning in doctoral students' professional skills development: a case study of students' experiences of Graduate School provision.*

There are currently four further research projects underway, led by Dr Janet De Wilde

- *Gendered participation and interaction in postgraduate professional development*
- *What are the benefits of writing retreats for STEM students?* This is in collaboration with the Centre for Academic English
- *International Doctoral researchers' perceptions of Global Leadership.* This is in collaboration with our partner Global Tech universities.
- *Transformative learning through writing retreats: A Phenomenology inquiry into final-year STEM doctoral students*

Presentations at National and International Conferences

During 2017-18, staff from the Graduate School presented at a number of national and international conferences as follows:

Poster

- Lane, L., Ritchie, B. and De Wilde, J. (2018). *The impact of coaching doctoral students at a university in London*, UKCGE Annual Conference, Bristol, UK.

Presentations

- De Wilde, J., Lane, L., Forasacco, E., Bale, E., and Thomas, L. (2018) *Gendered participation and interaction in postgraduate professional development in a STEM institution*, Presentation - UKCGE Annual Conference, Bristol, UK.
- De Wilde, J. and Lane, L. (2018) *Leadership Learning within Global STEM Postgraduate communities*, HEA Annual Conference 2018 (STEM Stream), Aston University, Birmingham, UK
- Cattane V. & De Wilde J., (2018) *Doctoral students' perceptions of online communities of practice. Residents or visitors?*, Presentation - Exploring Online Communities Of Practice: The Impact on Phd Researchers, Sensor City, Liverpool
- De Wilde J., (2018) *Postgraduate engagement with professional development*, keynote at Professional Accreditation of Doctoral Training: How & Why, London
- De Wilde J., & Cattane V. (2017) *Embedding Digital Technology within Professional Skills Development* – Presentation, UKCGE Graduate School Managers Meeting, London

Visiting Delegations

The Graduate School was also pleased to host the following delegations:

- Dr Seda Akçakoca, Career Development Center, Koc University, Turkey
- Mr Dominic Mooney, Executive Officer, UNSW Sydney, Australia
- Ms Xia Zhu, Lecturer in Marketing, Keele University, UK
- Prof David Coates, Professor of Life Sciences, Dundee University, UK
- Prof William Kerr, Deputy Associate Principal (Research and KE), Strathclyde, UK
- Mr Craig Young, Doctoral College Manager, Strathclyde, UK
- Mr, Magnus, Gees, Education Consultant, Leipzig University, Germany
- Dr Karen Clegg, Head of Research Excellence Training, University of York, UK
- Professor Mikhail Gradovski, Associate Professor, University of Stavanger, Norway
- Professor Kari Sondena, Associate Professor, University of Stavanger, Norway
- Oksana Kasyutich, Bristol Doctoral College Manager, Bristol, UK
- Paul Spencer, Bristol, UK
- Mr Aled Holt, Medicine Doctoral College Manager, university of Cardiff, UK
- Dr Nigel Eady, Director of Research Talent, KCL, UK
- Mrs Eva Broer, Doctoral Centre Manager, KCL, UK
- Dr Steve Joy, Head of Researcher Development, University of Cambridge, UK

At these meetings, the Graduate School was able to share best practice and talk about the provision available to postgraduate students at Imperial College.

The Graduate School publishes information about its research and impact at the following link:
www.imperial.ac.uk/study/pg/graduate-school/impact-influence/

SECTION TEN

Statistics

Number of Professional Skills courses delivered in 2017-18

In 2017-18, the Graduate School delivered 96 different doctoral courses. As some courses were delivered more than once, the Graduate School delivered a total of 317 doctoral courses. Of these, 9 were Global Postgraduate Retreats, 3 were Industrial xChange retreats, 3 were Global Fellows Programmes, and 21 were webinars.

39 different MasterClasses were delivered in 2017-18. As some of these were delivered more than once, the Graduate School delivered a total of 134 MasterClasses. Of these, 5 were webinars.

Figure 16 compares the number of courses delivered by the Graduate School in 2017-18 with the previous five academic sessions. The total number of courses delivered by the Graduate School in 2017-18 was 451. In 2016-17 the total number was 430. In 2017-18, the Graduate School therefore delivered 21 more courses than in the previous year.

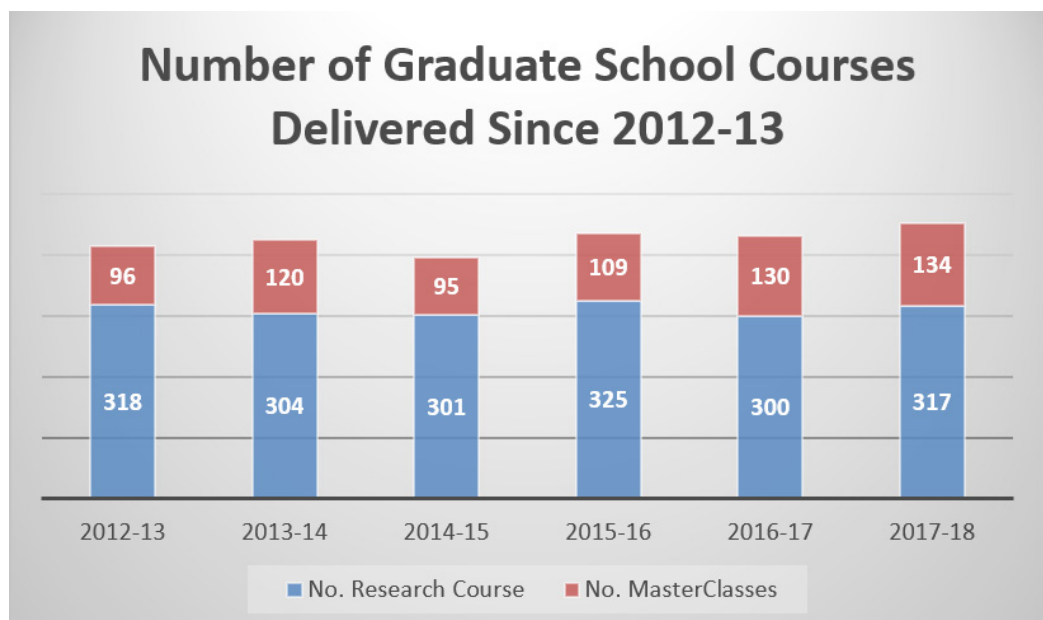


Figure 16: The total number of Graduate School doctoral courses and Masterclasses delivered during the previous six academic sessions

Attendance Statistics

There were 7,922 student attendances at Graduate School courses during 2017-18. 4,797 of these were student attendances at doctoral professional skills courses and 3,125 were student attendances at MasterClasses.

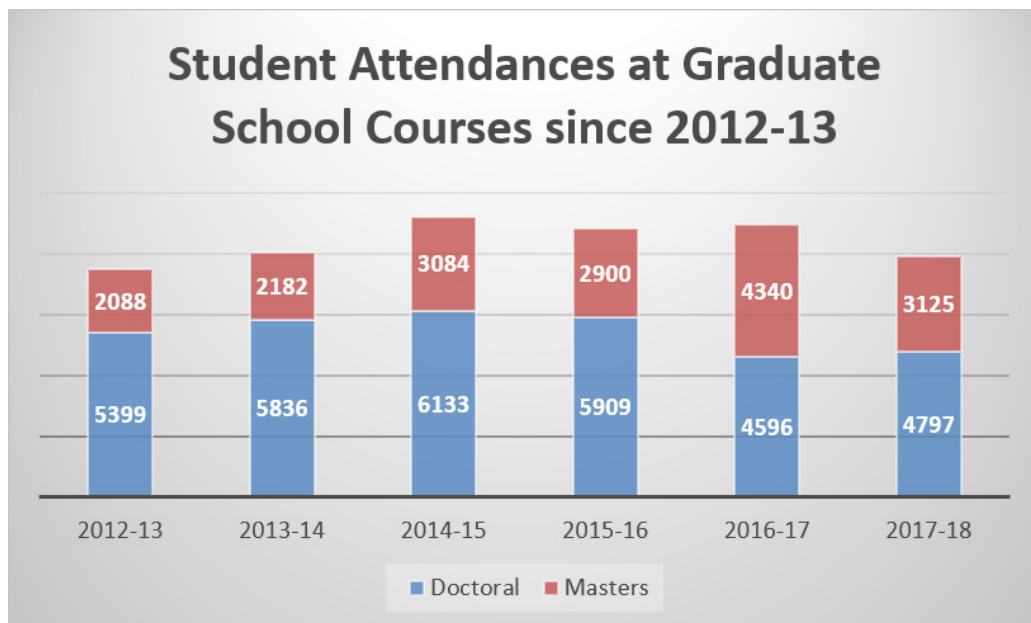
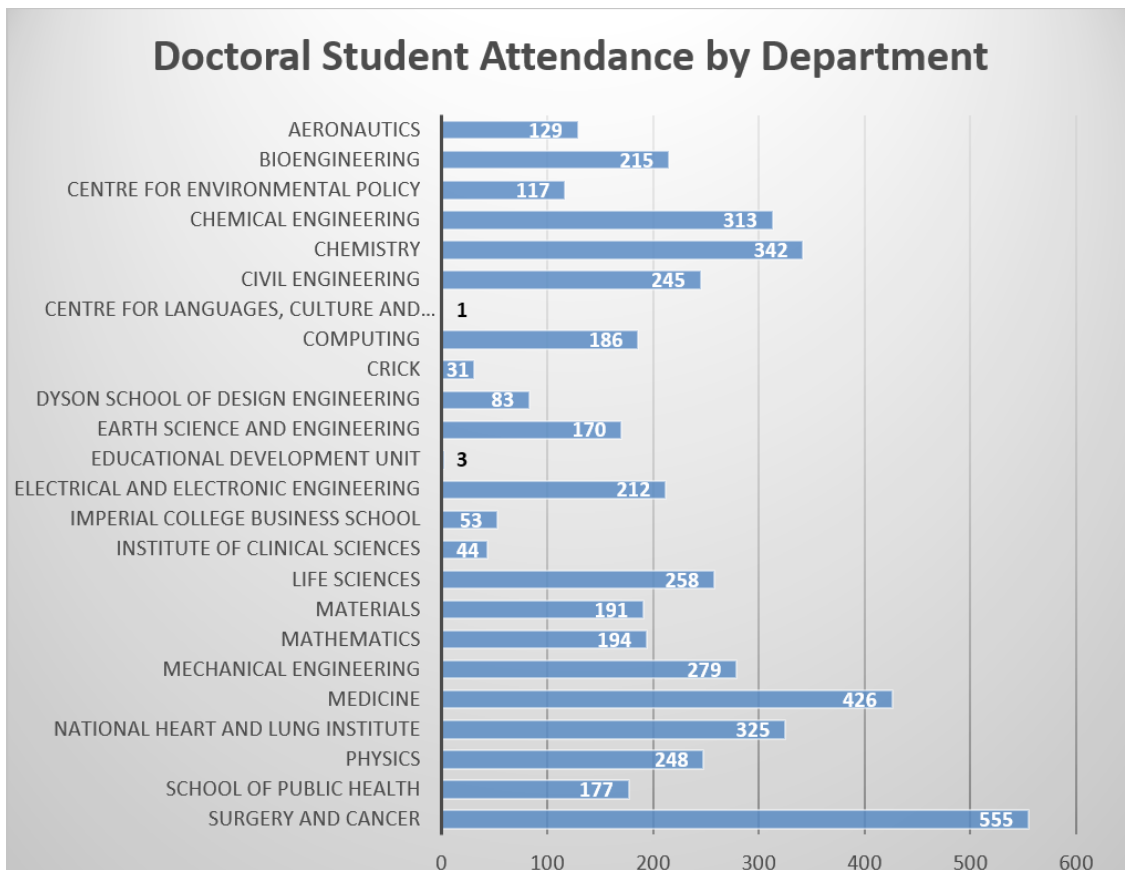
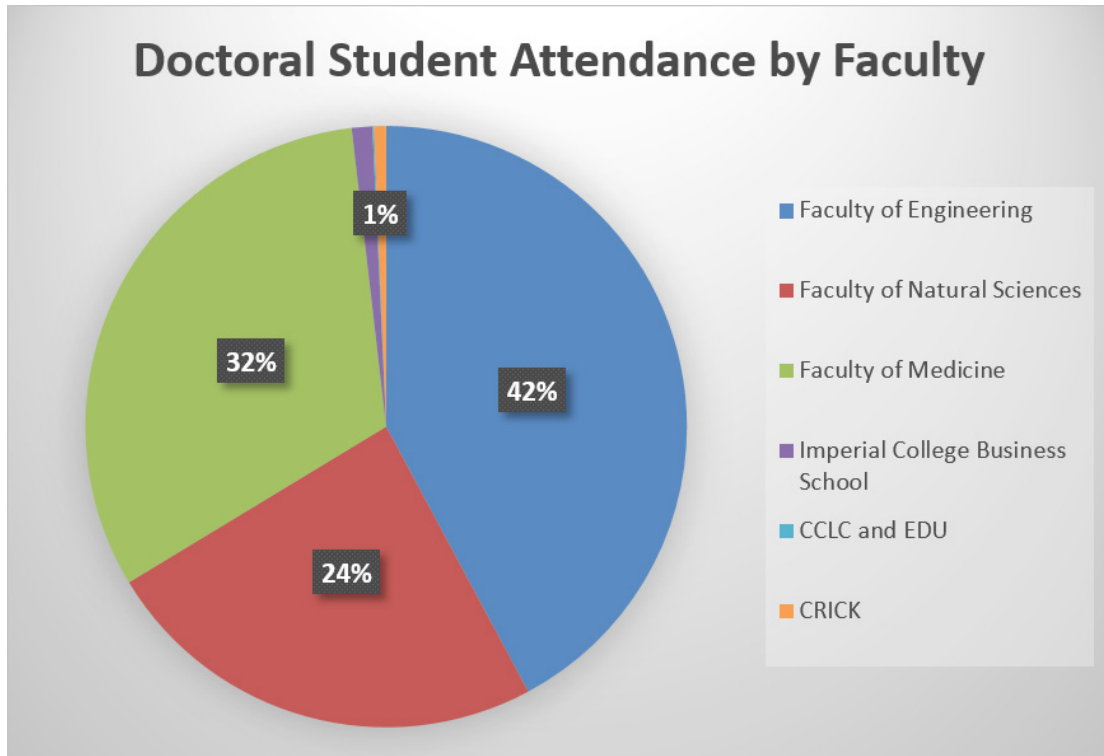


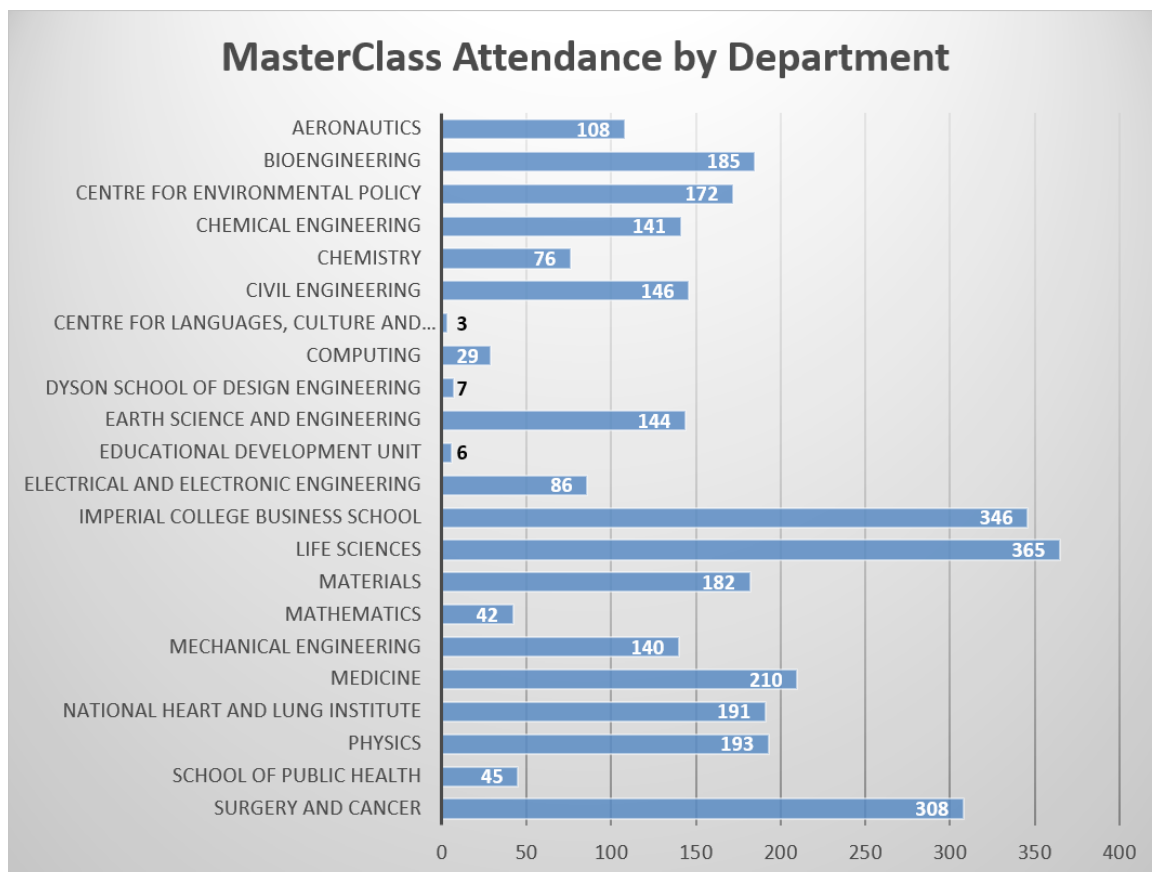
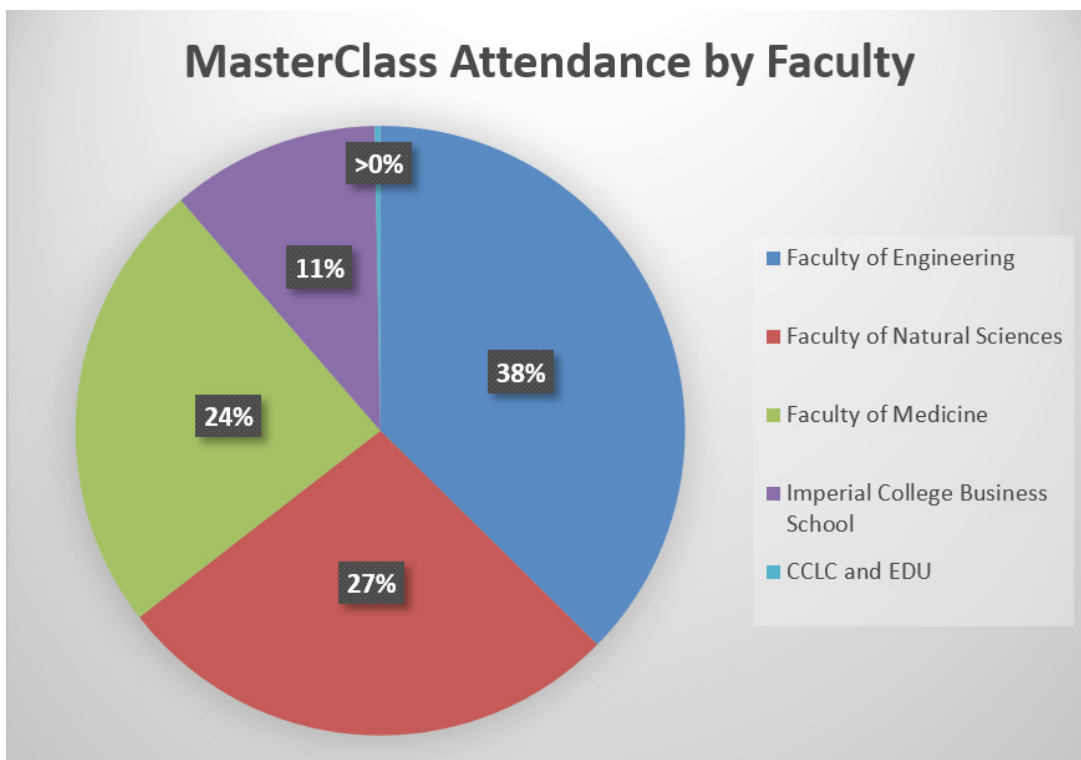
Figure 17: The number of doctoral and MasterClass student attendances since 2012-13

The Faculty of Engineering (FoE) had 2,023 Doctoral student attendances; the Faculty of Natural Sciences (FoNS) had 1,159; the Faculty of Medicine (FoM) had 1,527; the Imperial College Business School had 53; the Centre for Communication, Languages and Culture and the Educational Development Unit had 4; and the Crick Institute had 31 students attend Doctoral courses during 2017-18.



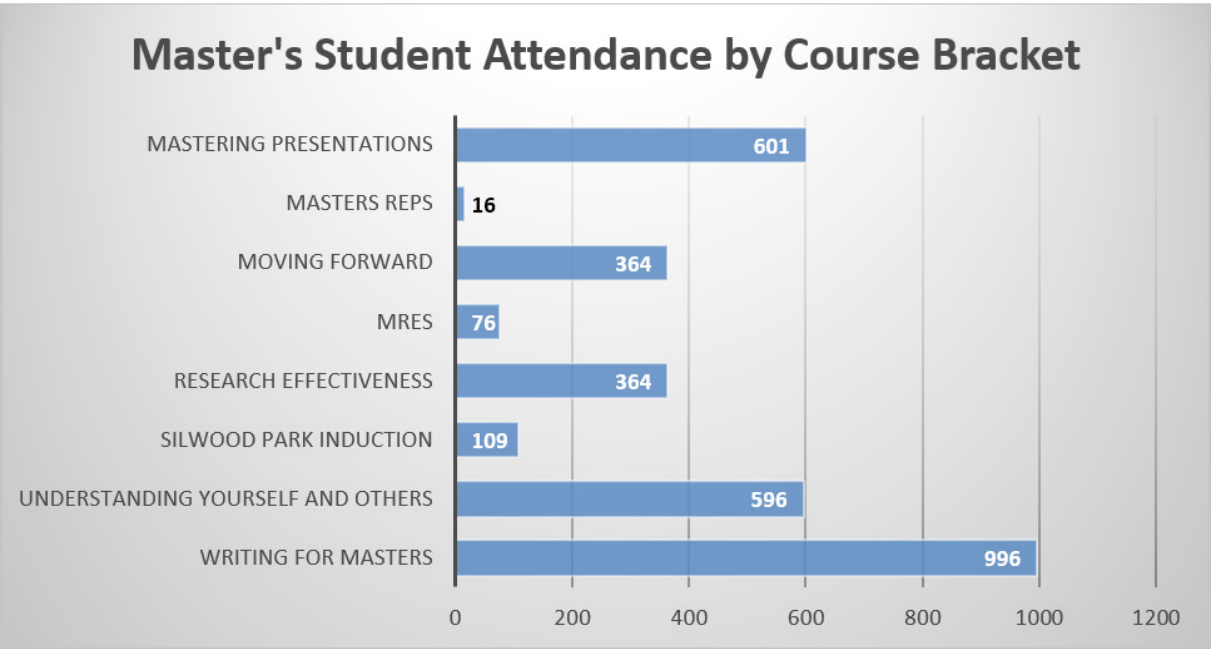
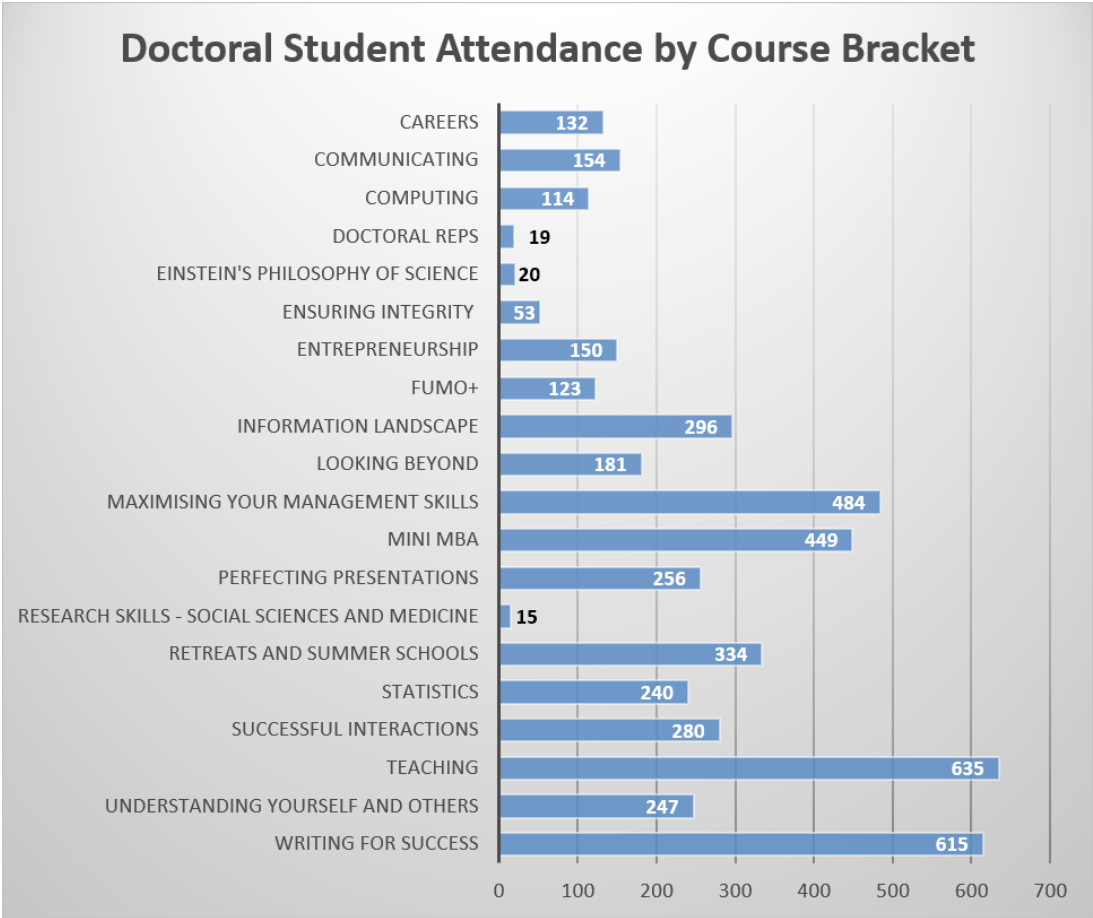
Figures 18 and 19: The number of student attendances at Doctoral courses during 2017-18 by Faculty and by Department.

The Faculty of Engineering (FoE) had 1,168 MasterClass student attendances; the Faculty of Natural Sciences (FoNS) had 848, the Faculty of Medicine (FoM) had 754, the Imperial College Business School had 346 and the Centre for Communication, Languages and Culture and the Educational Development Unit had 9 students attend MasterClasses during 2017-18.



Figures 20 and 21: The number of student attendances at MasterClasses during 2017-18 by Faculty and by Department

Figures 22 and 23 detail the courses students attended in their respective course brackets. The *'Teaching'* and *'Writing for Success'* courses were the most attended by Doctoral students, and the *'Writing for Masters'* courses were the most attended by Master's students.



SECTION ELEVEN

Forthcoming priorities and conclusions

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; these are currently being developed by Valentina Cattane. It also aims to enhance its e-hack programme for staff by inviting other service departments to join. The MasterClass programme will also be enhanced further in terms of digital offering available to students.

Global Leadership


During the next academic year, Dr 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 Student Union and Imperial College Union.


HEFEC Wellbeing project: Exploring the wellbeing and mental health and associated support services for Postgraduate Research Students

During 2017-18, Imperial College London agreed to participate in the HEFCE project: Exploring the mental health and wellbeing and associated support services for postgraduate research students. The project comprised an institutional visit where researchers met with staff and students of the College, a student focus group and an institution-wide doctoral student survey. The outcome was published by HEFCE in June 2018 and the Graduate School will be leading discussions on addressing the findings during 2018-19.

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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