

**Imperial College  
London**

## The Graduate School



**Supporting the postgraduate student experience**

[www.imperial.ac.uk/graduateschool](http://www.imperial.ac.uk/graduateschool)

# Graduate School Annual Report

2012-13

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## **This is the first annual report by the Graduate School**

### **SECTION ONE: BACKGROUND, REMIT, MISSION AND FORTHCOMING PRIORITIES FOR THE GRADUATE SCHOOL**

#### **Background**

In October 2000, Imperial College London established its first [Graduate School](#) and welcomed its first cohort of postgraduate students who became members of the Graduate School of Life Sciences and Medicine (GSLSM). Shortly afterwards, the Graduate School of Engineering and Physical Sciences (GSEPS) was formed.

In October 2011, the two Graduate Schools merged to form a single Graduate School and subsequently a review of the Graduate School's professional development skills programme took place to ensure that provision continued to meet the requirements of both GSEPS and GSLSM students, staff, employers and to ensure that there was a continued opportunity for students to mix with peers from different research areas encouraging multidisciplinary interaction.

Since then, the Graduate School has developed two distinct professional development skills programmes, one for research students and one for Master's students, including MRes students. Both programmes continue to enhance the employability of the College's postgraduates and improve the overall PG student experience.

#### **Remit and Purpose**

The Graduate School is concerned with PG educational strategy and policy and provides professional development skills training to support students in their programmes of study and research. Professional skills training equips students for their future careers whether in or out of academia.

The Graduate School's Postgraduate Development Unit (PDU) was created to ensure continuous educational scrutiny and enhancement of the professional skills training programmes and to deliver these courses. The unit works closely with the [Graduate Students' Union \(GSU\)](#) and staff from across the College to develop new initiatives in response to changing student and employer needs. All activity is underpinned by an educational research programme, specifically focused on the postgraduate student experience. Additionally, the Graduate School works closely with the College Registry for the quality assurance of postgraduate education.

The Graduate School also provides a forum for students and staff from across the College to meet at lectures and at academic and social events and is concerned with enhancing student communities, cohort building and the provision of clear, succinct information to all stakeholders. Additionally, the Graduate School works closely with the [Educational Development Unit](#) to provide a comprehensive training package for staff of the College, including Supervisor Training and Graduate Teaching Assistant Training and has links with the [Post Doc Development Centre](#) and the College's Centres for Doctoral Training, Doctoral Training Centres and Industrial Doctoral Centres.

#### **Mission**

The Graduate School's Mission Statement is as follows:

*The Graduate School enhances the postgraduate student experience by supporting the learning and research community of Imperial College London, in order to realise the educational, research, career and personal potential of all graduate students, by*

- *Providing a voice for postgraduate education and research*
- *Ensuring the highest standard of excellence in programmes in partnership with departments*
- *Delivering outstanding professional development courses*

- *Sustaining a vibrant scholarly community and supporting interdisciplinarity*

The Pro Rector (Education) is currently developing a new College Education and Student Strategy and the Graduate School will look to review its Mission Statement once the new Strategy is in place.

## **The Programmes**

### Professional Skills Training for Research Students

The hall mark of Graduate School training provision has been ‘compulsion with flexibility’ with students being required to attend courses, but having a wide selection to choose from. The courses vary in length and format, from one-hour lectures to four-day interactive residential workshops to e-learning courses.

The programme is divided into three sections which are aligned to the three key phases of doctoral studies:

- **Underpinning:** the early stage (0-9 months)
- **Consolidation:** the mid stage (9-20 months)
- **Completion:** the late stage (20+ months)

Within each of the key phases, workshops have been grouped into a number of different themes, or “domains”, each addressing the personal and professional qualities, knowledge and skills most relevant as postgraduate researchers’ progress through their doctoral research. In addition, there is an **Enrichment** section which offers further workshops available at any stage which support academic studies and beyond. The provision is underpinned by a scholarly approach with research informing its content and evaluation ensuring its efficacy.

Students registered for the 2012-13 session, are required to meet the minimum attendance requirements which is to have attended four courses, each from a different domain in the underpinning stage or a Research Skills and Development Course (RSD) plus one other course from any domain in the underpinning stage.

### Professional Skills Training for Master’s Students – The MasterClass Programme

Master’s students are encouraged to develop professional skills as an important part of their postgraduate education at Imperial, and most students receive many of these key skills as an integral part of their academic programme. The MasterClass programme is run by the Graduate School as part of a wider programme of professional skills development for postgraduate students, and has been designed specifically to meet the needs of Master’s level students. The programme was greatly expanded in 2012-13. Although the courses are not compulsory, some Departments require their students to attend specific lectures.

MasterClasses normally last two hours, are free and there is no limit to the number that students can attend.

Following feedback from students and staff, the Graduate School is currently reviewing its MasterClass provision with a view to providing additional bespoke MRes skills training courses which will be available from October 2013.

## **International Summer Schools**

[Summer Schools](#) are organised in partnership with the [International Office](#) and are delivered by the PDU and other participating summer school institutions. The summer schools that are taking place in 2013 are:

- Tsinghua: 3 - 7 June 2013, Easthampstead Park, UK
- MIT: 24 - 28 June 2013, MIT, Massachusetts, USA
- Singapore: 7 July - 2 August 2013 (1 week course plus 3 week research placement).
- Hong Kong: 14 July - 9 August 2013 (1 week course plus 3 week research placement).

Summer schools encourage participants (PhD students) to explore and identify key elements of team working, networking, effective communication and project management. They are a balanced and structured programme of exercises and review sessions that provide a variety of learning situations allowing participants to identify and take away relevant lessons and skills to use within their chosen careers or in academia.

In addition, the International Summer Schools have developed researchers' global skills and been successful in strengthening collaborative research links with key partner institutions, including, most recently, MIT.

## **SECTION TWO: STAFF, STRUCTURE AND ROLES WITHIN THE GRADUATE SCHOOL**

### **Staff and Structure of the Graduate School**

The Graduate School comprises:

<a href="#">Professor Andrew George</a>	Director of the Graduate School
<a href="#">Dr David McPhail</a>	Deputy Director of the Graduate School
<a href="#">Dr Bernadette Byrne</a>	Deputy Director of the Graduate School (Professional Development) and Chair of the Postgraduate Professional Development Committee (PPDC)
Ms Laura McConnell	Manager of the Graduate School
<a href="#">Ms Elaine Walsh</a>	Head of Postgraduate Development
<a href="#">Dr Caroline Hargreaves</a>	Senior Teaching Fellow
<a href="#">Dr Paul Seldon</a>	Senior Teaching Fellow
Ms Bethan Ritchie	Deputy Manager and Communications Officer
Dr Helal Ahmed	Teaching Fellow
Ms Kelly Hayes	Postgraduate Development Coordinator
Ms Sarah Faux	Postgraduate Development Assistant Administrator
Ms Rebecca McKone	Postgraduate Development Assistant Administrator
Mr Sergio Santos Santos	Learning Technologist

### **Roles**

The Graduate School is led by the Director and Deputy Directors. The Manager of the Graduate School is concerned with the development of postgraduate educational strategy and policy, responding to consultations, student support, and is responsible for managing the overall administration and organisation of the professional development skills programmes and for ensuring operational efficiency. The Deputy Manager and Communications Officer assists the Manager of the Graduate School in carrying out these tasks. The Postgraduate Development Coordinator and Postgraduate Development Assistant Administrators are primarily responsible for the administration of the professional development skills programmes and for administering Graduate School events. The administrators also ensure courses run smoothly, that course attendance is monitored and that courses are evaluated and reviewed by course tutors.

The Graduate School disseminates information to various stakeholders via weekly newsletters for [research students](#), [Master's students](#) and termly staff newsletters ([course organisers and supervisors](#)).

The Graduate School also hosts a website which allows academic Departments to list their [research seminars](#). This allows students to access seminar listings from other Departments in the College to encourage and facilitate interaction and learning across disciplines.

The PDU, led by the Head of Professional Development, is responsible for the design and delivery of the professional skills programmes for Master's and research students. Informed by research, the team develop and make continuous improvements to the programme for students and also provide training for tutors (Train the Trainer programmes). In 2012-13 the PDU visited the University Nova de Lisbon to roll out a Portuguese version of the RSD course and one member of the team also acted as an external examiner for the skills development programme at Hong Kong University.

Additionally, the Graduate School is concerned with the quality assurance of postgraduate provision. Although the quality assurance of postgraduate provision is managed and administered centrally by the Registry's Quality Assurance team, the Director and Deputy Directors have a key role in reviewing proposals for new PG courses, the outcome of internal course reviews and external Departmental periodic reviews. The Graduate School also reviews each external examiner report to ensure actions are addressed and good practice is highlighted. The Deputy Director of the Graduate School has also chaired a College Working Party to consider group assessment and grade monitoring across Departments.

### **SECTION THREE: GRADUATE SCHOOL COMMITTEES**

Figures one and two illustrate how the Graduate School's Committees feed into College quality assurance and educational strategy Committees.

#### **The Postgraduate Quality Committees**

These Committees advise the Senate, and where appropriate, the Strategic Education Committee (SEC) on all matters relating to the development of postgraduate education, changes to higher degree regulations and developments in UK and international policy on postgraduate education, including any impact on MRes degrees and joint and collaborative research degrees.

The Quality Committees determine the standards and framework by which Departments operate their postgraduate provision and oversee processes of quality assurance, including new programme proposals, internal and external review, minor amendments to programmes and the appointment of external examiners. These Committees also review external examiner reports to ensure action is taken by Departments to address points of concern and to share good practice where this is highlighted.

The Quality Committees are also tasked with appointing panels to consider special cases and are concerned with matters relating to the recruitment and registration of postgraduate students. They also oversee the professional skills development programme and seek ways to improve the postgraduate student experience, in particular by reviewing the results of postgraduate student surveys, although this is managed by the Postgraduate Professional Development Committee on a day to day basis. The Quality Committees have oversight of the College's responses to postgraduate funding calls or other opportunities and maintain an overview of the statistics on admissions, completion rates, withdrawals, destination statistics for students, examination irregularities (including cases of plagiarism), student appeals and disciplinarys.

From 2012-13, the Postgraduate Quality Committees are serviced by the Registry's quality assurance team.

#### **Postgraduate Professional Development Committee (PPDC)**

The PPDC ensures the development and provision of balanced training programmes in professional skills for all postgraduate students and considers the training and support of supervisors. The PPDC monitors the quality of programme delivery, both at the individual workshop/module level and for the programmes as a whole and assures the quality of the programme by reviewing the outcome of peer review of the courses. The PPDC also takes an overview of the coordination of training activities within individual departments so that coherent training programmes are provided.

The PPDC seeks to continually develop new aspects of the programmes to meet changing needs including the development of training for staff for the delivery of new courses. Additionally, the PPDC considers and determines suitable induction programmes for new staff taking on workshop/course leadership roles. The PPDC is also concerned with the development of e-Learning provision to facilitate off-campus learning and develops links with other agencies (national and international) to maintain an awareness of the needs of employers, research councils and other stakeholders to enhance training.

### Graduate School DTC Governance Committee

The Graduate School's Doctoral Training Governance 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. For example, the value of establishing peer groups and cohorts has been identified by this committee. 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 DTC (etc.) are given a comparable learning experience and support. Likewise, the Graduate School shares good practice from across College with DTCs and provides training support and advice for tutors on the design and delivery of DTC run transferable skills courses.

The Committee monitors admissions, completion rates and destination statistics for doctoral training programmes and oversees new applications for doctoral training programmes. The DTC Governance Committee also receives relevant papers and minutes from the Graduate School's PPDC and Postgraduate Quality Committees, as appropriate.

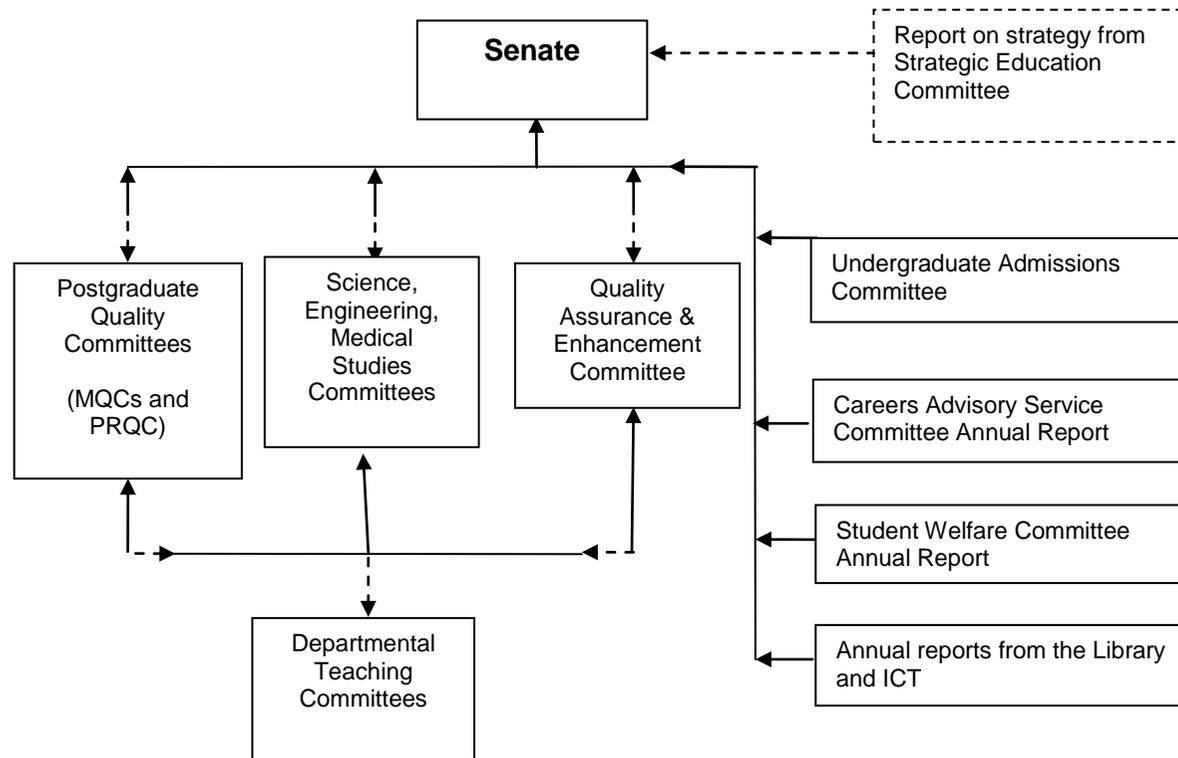
### **PGR Issues and Master's Course Organisers Meetings**

The Graduate School organises these meetings as a forum for postgraduate Departmental administrators and academic staff concerned with postgraduate education to share their views on areas of concern, as an opportunity for the Graduate School to share forthcoming developments and canvass opinion on such matters and as a networking opportunity for all concerned.

### **Graduate School Operations Group**

The Graduate School's Operations Group has a focus on postgraduate educational strategy. The Group, comprising members of the Graduate School management team and Registry also takes an interest in the QA of Graduate School courses, particularly in light of the requirements and expectations set out in the RCUK Concordat, and acts as a forum for the Graduate School and Registry to share information.

The Graduate School's **Management and Strategy Committee** and the **Joint Degree Programme Committee** have now been disbanded.



**Figure One: College Committee Structure for Quality Assurance**

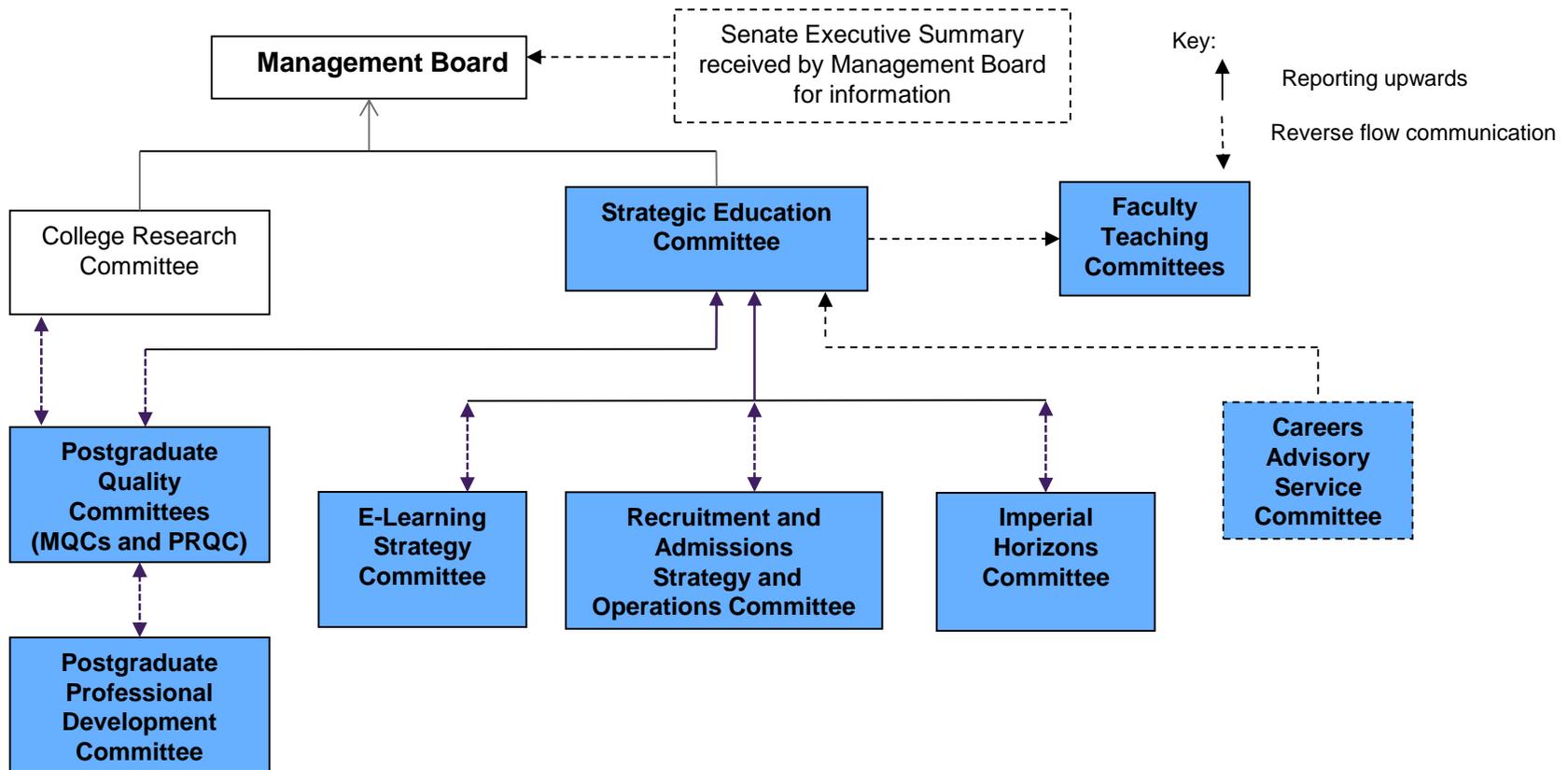


Figure Two: College Committee Structure for Educational Strategy

## SECTION FOUR: GRADUATE SCHOOL EVENTS

### Postgraduate Study Opportunities Open Days

The Postgraduate Study Opportunities Open Day took place on Wednesday 5<sup>th</sup> December 2012 in the Great Hall, South Kensington Campus. Forthcoming open days are scheduled for Wednesday 4<sup>th</sup> December 2013, Wednesday 10<sup>th</sup> December 2014 and Wednesday 9<sup>th</sup> December 2015. The PG open day is now run by the Student Recruitment and Outreach Division with support from the Graduate School.

### Postgraduate Recruitment Fairs

The Graduate School carries out cross-College promotion for Imperial by attending postgraduate recruitment fairs in the UK and Ireland on behalf of its constituent members. Last year the Graduate School attended the Postgraduate Study Fair in Manchester on the 23<sup>rd</sup> November 2012 and World Class Study Fairs in Edinburgh (13<sup>th</sup> November 2012) and Leeds (15<sup>th</sup> November 2012). From 2013, the PG Recruitment Fair will be managed by the Student Recruitment and Outreach Division with support from the Graduate School.

### Welcome Events

The Graduate School organises welcome talks for new postgraduate students (Master's and research students) during the first week of term. The Graduate School holds induction talks, following the Provost's Talk to Master's and research students, at each campus. Additionally, members of the PDU visit Departments to provide a more bespoke induction for Master's and research students and will also be holding end of first year orientation talks for PhD students progressing to their 2<sup>nd</sup> year.

### IG Nobel Awards Tour Show

The Graduate School was delighted to host the IG Nobel Awards Tour Show for the eighth consecutive year on the 15<sup>th</sup> March 2013. 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.

### Annual Chemistry Show

On the 10<sup>th</sup> May 2013, the Graduate School hosted its annual Chemistry Show, featuring a chemistry demonstration show 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.

### Annual Research Symposium

The Graduate School's annual research symposium took place on Friday 12<sup>th</sup> July 2013. Students were nominated by their department to take part in the poster competition and each department was allocated a maximum number of places. There were over 100 posters entered into the competition this year with all Departments represented. The event provided a platform for networking with students from different disciplines, staff members and visitors. This year the symposium featured a guest lecture from Professor Lord Robert Winston.

### Director's award

The Graduate School's Director's Award for Professional Skills Training is an initiative to recognise the outstanding contribution to and support for the Graduate School's Professional Skills Development Programmes amongst Imperial academics and post-doctoral tutors.

This award is intended to reward academic staff and post-doctoral tutors who have shown dedication to supporting the Graduate School's training programmes.

The award is open to all members of College academic and post-doctoral staff who participate in the programmes, with the exception of salaried Graduate School staff. Previous winners include, Dr Colin Belton and Professor Paul Langford. This year the award was presented to Dr Ebrahim Mohamed.

### [Jorge Cham Lecture](#)

The Graduate School was pleased to host this lecture from 'PhD Comics' creator Jorge Cham on the 15<sup>th</sup> April 2013. Whilst studying for his PhD in Mechanical Engineering at Stanford University (specializing in Robotics), Jorge Cham started drawing the comic strip '[Piled Higher and Deeper](#)' or 'PHD'. Piled Higher and Deeper is a unique comic strip about life (or the lack thereof) in Academia. Often called the Dilbert of academia, PHD has appeared in the Stanford, MIT, Caltech and Carnegie Mellon newspapers among others, and it is published online where it receives over 7 million page views a month from over 1000 universities and colleges worldwide.

### [Life Of.....Lecture Series](#)

The Life of.....is a series of talks on the lives and works of prominent Imperial alumni by Anne Barrett, the College Archivist & Corporate Records Manager. Talks have included:

- Sir Alexander Fleming: The Legacy of Penicillin - a biographical & social history
- Professor Sir Alec Wesley Skempton FRS 1914-2001 - Father of Soil Science
- The Last Baron' P M S Blackett and the Fiefdom of Physics
- 'Faded but still Fascinating' the Life of T. H. Huxley, Biologist
- Flying High' The Life of Sir Roderic Hill
- Mining the Gap – Three RSM Benefactors: Alfred Beit, Otto Beit and Julius Wernher

## **SECTION FIVE: QUALITY ASSURANCE**

### **Precepts**

In February 2012, the Senate endorsed the Graduate School's revised [Professional Skills Statement of Policy](#) which was updated to reflect changes to the Graduate School post-merger.

The Graduate School has developed a set of precepts for Master's Level courses which is intended to draw together in one place College regulations and QAA guidelines governing higher education. Where relevant and practical, the [QAA's UK Code of Practice for research degree procedures](#) has been adhered to for the research elements of the College's Master's level courses. The new precepts have now taken effect but it has been agreed that it would be appropriate to allow Departments an additional period in which to change their existing practices so that they are line with the new precepts. Additionally, the Graduate School has developed a [Code of Practice for MRes degrees](#) which outlines the duties and responsibilities of the Course organiser and tutor, research supervisor and the MRes student.

The College's approval and review procedures for postgraduate education are available from the Registry's [Course Approval and Review](#) website.

### **Evaluation and Focus Groups**

All students are asked to evaluate the Graduate School's professional skills training courses via internal student evaluation forms. Evaluation forms are reviewed by the Graduate School to ensure continuous enhancement

to the programme. Issues raised by students are also brought to the attention of the PPDC. Students are invited to participate in external student surveys such as PRES and the Student Barometer, the results of which are carefully considered by the Graduate School and where appropriate, the PPDC. Additionally, the Graduate School holds focus groups in which to acquire further feedback on provision from students and staff.

There are also student representatives on most Graduate School Committees.

### Peer Review

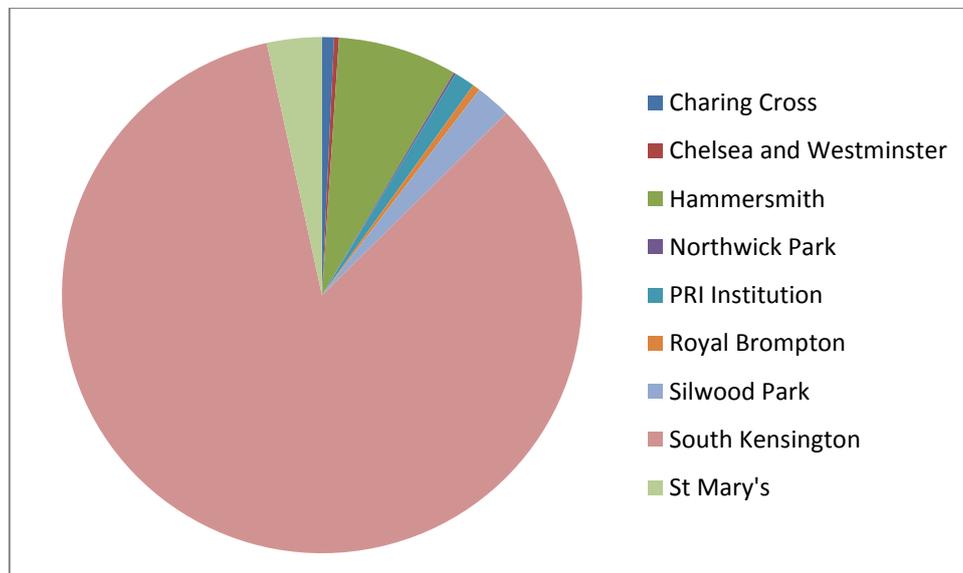
The Graduate School system of peer observation has been designed to enhance the quality of the training offered, to positively support all tutors in their own professional development, to complement existing internal quality assurance mechanisms and to be compatible with College policy on peer observation. It is intended to provide an opportunity for enhancement of each tutor's teaching in terms of both content and method of delivery. It is the responsibility of each tutor to initiate and follow through the arrangements for being observed at intervals no greater than every three years. The PPDC reviews the outcome of peer review.

## SECTION SIX: STATISTICS

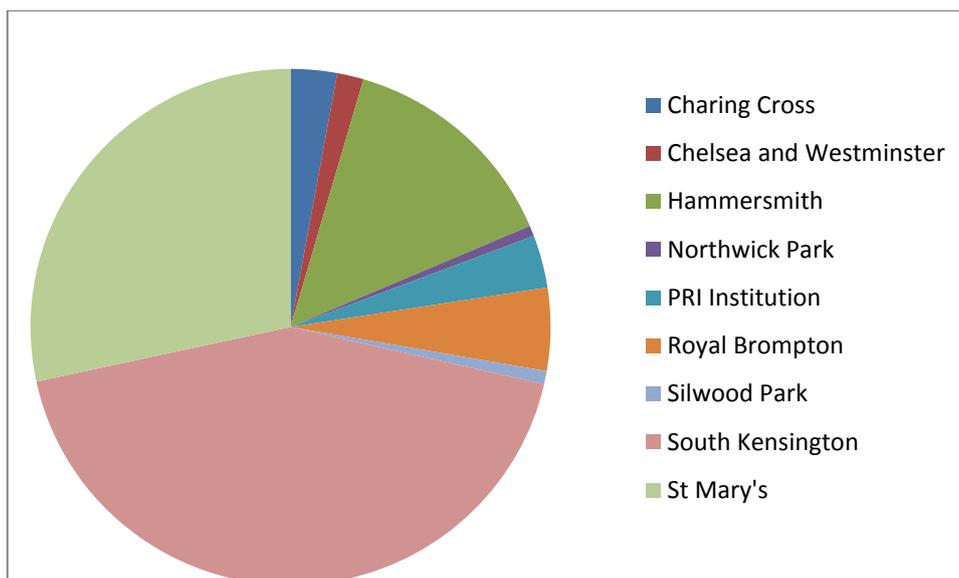
### Student Populations 2012-13

There are **7158** postgraduate students in total registered at the College in 2012-13. **5943** are full time and **1215** are part time. Charts one and two show the numbers of postgraduate students registered to study at each of the College's 8 campuses and those registered at a Partner Research Institution during 2012-13.

**Chart One – Full time students by Campus**

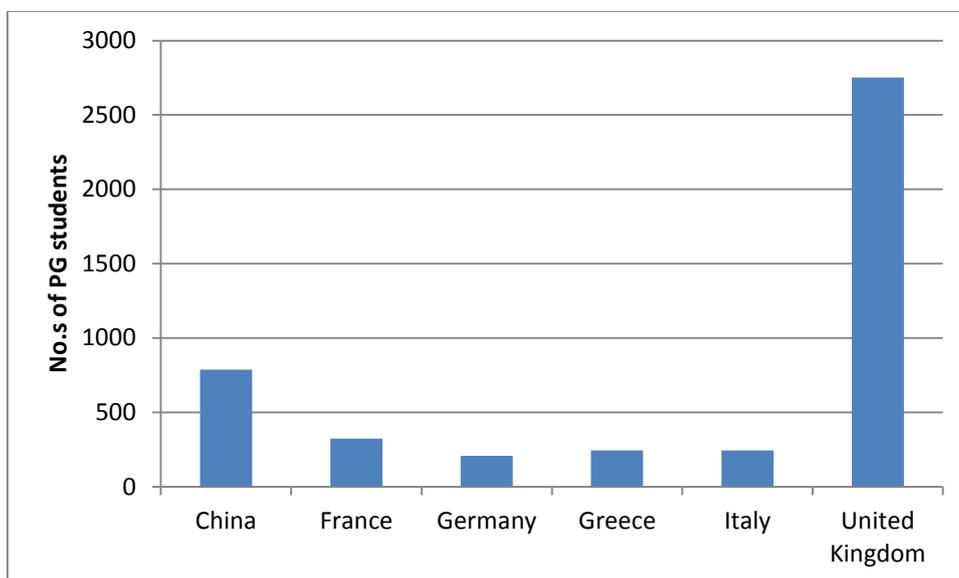


**Chart Two** – Part time students at each campus



In 2012-13 students from **114** different countries enrolled onto a postgraduate programme of study at the College. Chart three shows the top six countries that the College recruited PG students from.

**Chart Three** – Top six countries of origin for international PG students registered at the College in 2012-13

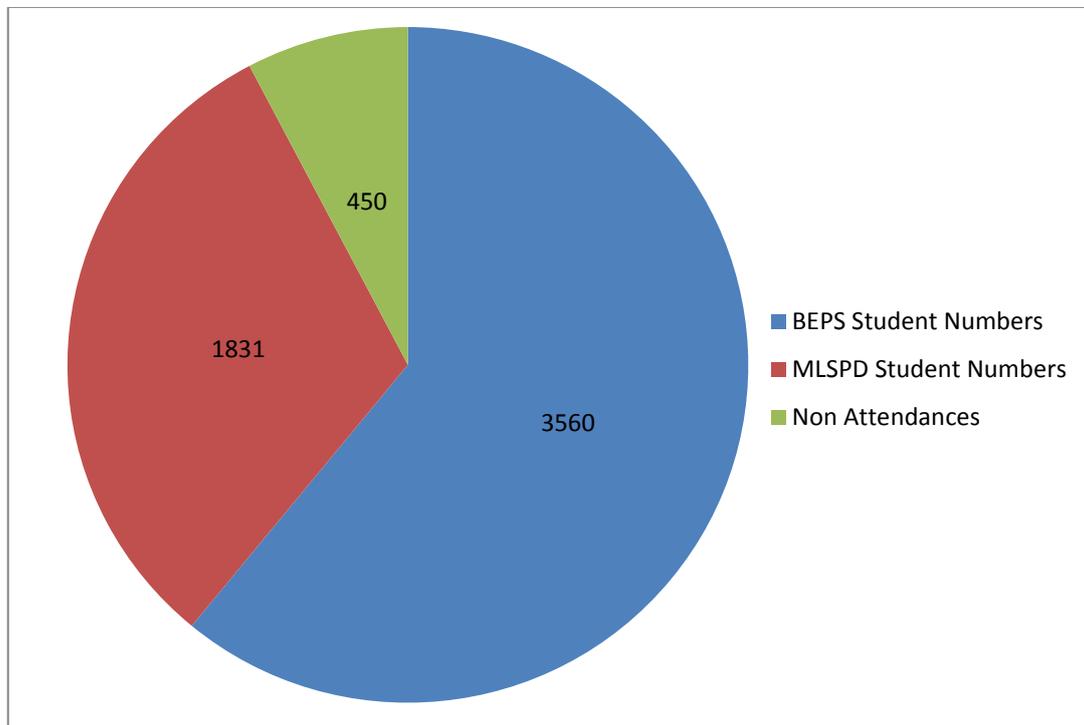


Graduate School Course Statistics 2012-13

*Professional Development Skills Programme – Research Students*

In 2012-13, the Graduate School ran **76** different professional skills courses for PGR students. Some courses were offered more than once and so in total the Graduate School ran **314** courses across the session. This compares with 304 courses in 2011-12.

Chart 4 below shows the number of PGR student attendances at Graduate School professional skills courses during 2012-13. As of the end of June 2013, there have been **5399** PGR student attendances in total for the programme this session.



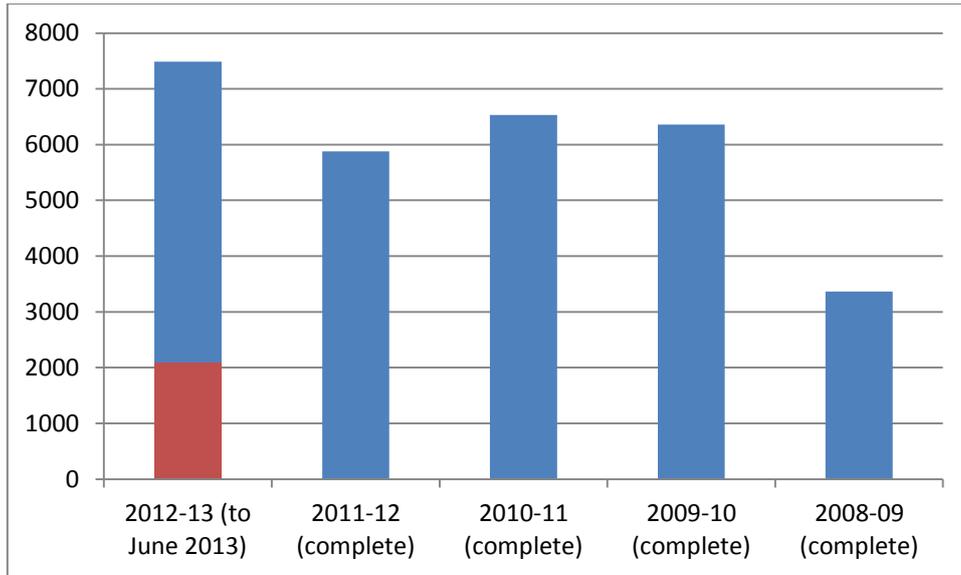
*Professional Development Skills Programme – Master’s Students (MasterClasses)*

In 2012-13, the Graduate School ran **21** different MasterClasses. So far this session, 891 individual Master’s students have taken one or more MasterClasses. This is **24.65%** of the total number of Master’s students (including MRes students) enrolled at the College during 2012-13. In total there have been 2088 student attendances with those students taking, on average, 1.84 Masterclasses each.

As this is the first session in which the MasterClass programme has run, it is not possible to compare data with previous sessions.

*Total student attendance numbers*

Chart 5 compares the total number of student attendances (both PGR and Master’s) so far during 2012-13 with numbers of students who attended courses in previous academic sessions. 2012-13 is the first year that the Graduate School has offered a distinct programme for Master’s students so the numbers of Masters and PGR student attendances have been separated with Master’s student attendances at Masterclasses shown in red and PGR student attendances on professional skills courses shown in blue. In total there have been 7487 Masters and PGR student attendances at Graduate School courses during 2012-13. This represents an increase of 27.3% on last year’s attendance numbers.



There are 15 courses still to be included in this year's data with potential for 276 additional student attendances.

*Other Useful Statistics*

Student Barometer

The Student Barometer is the largest annual study of students in the world with almost 250,000 respondents from 193 institutions in 14 countries across 5 continents. All students are invited to participate in the survey and the College had a 33.9% response rate overall for the survey which took place in autumn 2012. In this most recent Survey, the graduate School was ranked as follows amongst Institutions who took part in the Survey.

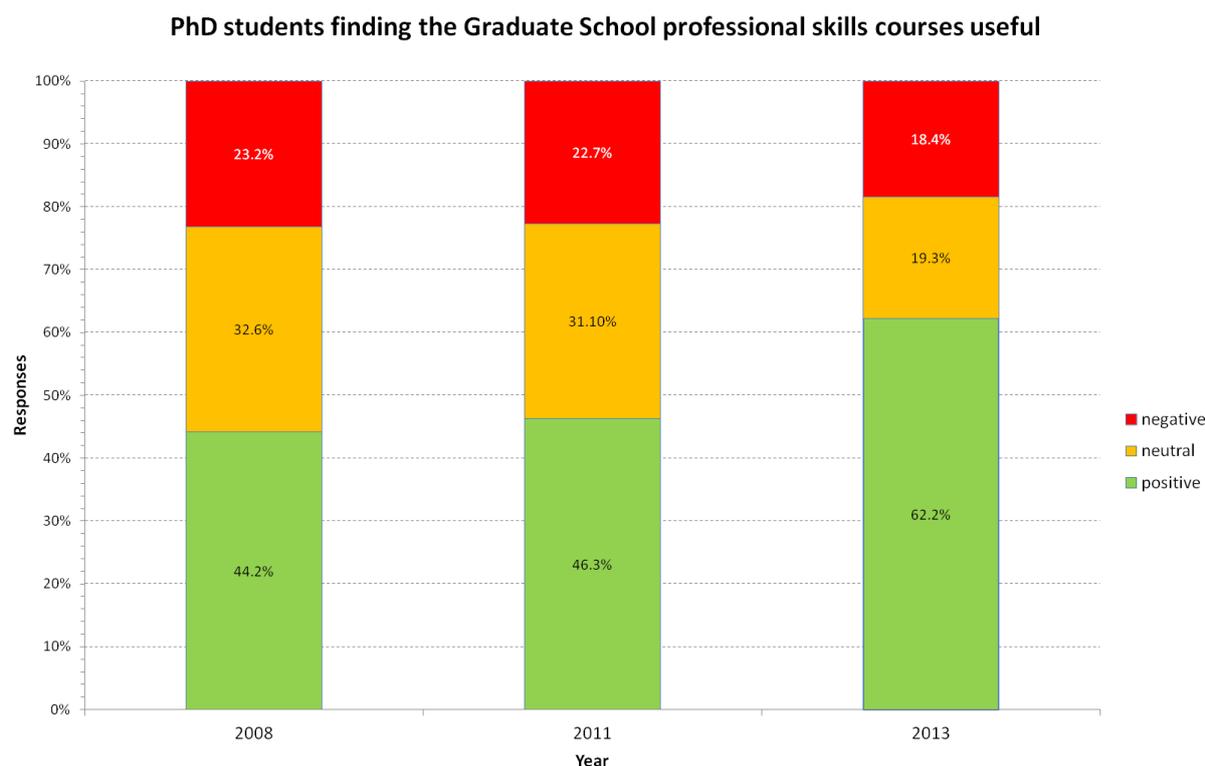
Group	Total No. Institutions	Imperial Ranking
Global	193	9
UK	60	7
Russell Group	16	3
London	12	2

PRES 2013

The Postgraduate Research Experience Survey, or PRES, is a national survey of postgraduate research students inviting them to comment on their course and experience. The survey is open to all PhD, EngD and MD[Res] students. In 2013, over 100 universities and Colleges took part. The survey ran between March and May 2013 and the College achieved a participation rate of 43.7%.

PRES asks students to comment on supervision, research community, progress and assessment, opportunities and research skills. Students are also asked about the Graduate School professional skills programme and how useful they found it. Chart 6 below shows that since 2008, of the students who responded to PRES, there has been a substantial increase in the proportion of students finding the Graduate School courses useful.

Chart 6



## SECTION SEVEN: OTHER GRADUATE SCHOOL ACTIVITIES

The Graduate School has expanded its student induction programme to ensure that students are made fully aware of all the opportunities provided to them by the Graduate School to enrich and enhance their learning experience. In 2012-13, 53 separate induction talks were carried out by the PDU which involved visiting the majority of academic Departments, during induction week, to talk separately to new Master's and PGR students. New for 2013-14, the Graduate School is also planning to hold 2<sup>nd</sup> year orientation talks with PGR students beginning their second year of studies.

In 2012-13 the RSD programme was significantly re-designed to include more on science communication and presentation skills. Good communication is one of the [Imperial Graduate Attributes](#) and the Graduate School is keen to ensure that opportunity to enhance this skill is provided to students as often as possible.

Other activities carried out by the PDU this session include the development of a new workshop in creativity, an investigation of entrepreneurship and research into alumni views on professional skills development.

## SECTION EIGHT: PRIORITIES AND FORTHCOMING DEVELOPMENTS

### Cohort Building

On the 22<sup>nd</sup> June 2012, Senate endorsed the Graduate School's proposal that all postgraduate research students should be organised into CDT-style cohorts which would be led by a dedicated cohort leader. This would enhance the student experience for those students who do not already belong to a CDT, provide parity

of experience, help students with their professional and personal development and would ensure that all students are pastorally supported.

To enable the scheme to work, the Graduate School has put together a good practice [cohort building website](#) with a view to providing advice and guidance for training cohort leaders on all aspects of the role and as a means to support departments in developing cohorts. The Graduate School is also initiating cohort-based events to facilitate this further.

### **Enhancing Professional Skills Development**

Throughout 2012-13, the Graduate School has continued to work closely with staff, students and employers to ensure that improvements to programme provision are made and bespoke courses developed where requested, particularly at outlying campuses. Online courses and online material has been enhanced. In particular, the Graduate School has developed an online Plagiarism Awareness course which will become mandatory for all research students from October 2013 and which forms part of the work of the Graduate School's Research Integrity Working Party.

### **Research Integrity**

The Research Integrity Working Party was established to review current guidance across College and to ensure that information is brought together in one place. The Working Party will also be looking to develop guidance on the management of data and other related issues including training programmes for staff and students.

### **Supporting Students**

The Graduate School is currently developing a specification for a bespoke piece of software which incorporates the following:

- A student profile page incorporating welfare advice and clear process and procedural information relating to programmes of study
- A programme timeline so students can visually map their progress through their programme. The timeline will also include reminders and prompts for assessment milestones
- A personal development tool which will be based on the Vitae RDF Planner. The tool will be designed to allow students to identify their own developmental needs and will provide recommendations as to where they might gain further training. The tool will allow students to upload documents in support of their achievements
- A communication tool for supervisors and students.

The Graduate School is working closely with the Registry, Library and ICT to develop clear guidelines for students for the submission of electronic theses which will be implemented for October 2013. The Registry is currently developing an electronic examination process to facilitate this which the Graduate School will have input.

Laura McConnell  
Manager of the Graduate School  
July 2013