

Framework	Academic review
Responsible Person	Elena Forasacco
Year	2017 - 2018
Rationale	<p>Drivers behind this framework, relevant QAA, UKGOC, Research Councils, industry.</p> <p>The components of this framework are review and critique, to enable students to enhance their critical thinking and self-assessment skills.</p> <p>The main drivers are:</p> <ul style="list-style-type: none"> - Imperial College Regulations: “The thesis shall: [...] give a critical assessment of the relevant literature [...]” (p. 5, point d) [1] - Industry: critical thinking and problem solving are employability criteria, and Higher Education institutions need to support students in their development (Chapter B4, indicator 6; Chapter B11, indicator 14, QAA) [2] - Statement of Expectations for Postgraduate Training: “Students should receive training [...] and understand how to comply with relevant ethical, legal and professional frameworks” (p. 2, Research Councils UK) [3] - Researcher Development Statement: Critical thinking and Evaluating are cognitive abilities needed to perform an excellent research [4]
Courses	<p>Courses which have this as a component.</p> <p>Doctoral courses:</p> <ul style="list-style-type: none"> - Webinar - Writing for success 2: Writing tips - Writing for success 3: Literature review - Writing for success 4: Publication - Writing for success 5: Thesis - Writing for success 7: Understanding the reviewer - Webinar – Perfecting presentations 1: Poster top tips - Perfecting presentations 2: Present you poster! - Perfecting presentations 3: Conference and seminars - Perfecting presentations 4: Advanced presentations - Entrepreneurship 2: Enterprising women: Identifying skills and opportunities - Entrepreneurship 7b: Strategically marketing your research - Webinar – Success in academia 1: Building your research profile - Webinar – Success in academia 2: Understanding the UK HE landscape - Webinar – Success in academia 3: Making an impact - FUMO - Global Postgraduate Retreats: Thesis writing.

	<p>Masterclasses:</p> <ul style="list-style-type: none"> - Writing for masters 2: Literature review - Writing for masters 3: Dissertation and thesis - Writing for masters 4: PhD proposal (MRes) - Writing for success 5: Narrative writing in academia - Research effectiveness 3: Creative thinking - Research effectiveness 4: Research ethics - Research effectiveness 5: Critical thinking (MRes) - Moving forward 4 – Stepping up: Master’s to PhD
<p>Comment</p>	<p>Internal collaborators: Centre for Academic English, Library, Registry Office</p>
<p>References</p>	<p>Relevant References which provide evidence for approach</p> <p>[1] Imperial College Regulations: http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/regulations/2016-17/academic/MPhil-and-PhD-after-Jan-11_Jun-16.pdf</p> <p>[2] Assuring Standards and Quality, QAA (2017): http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b</p> <p>[3] Statement of Expectations for Postgraduate Training, Research Councils UK (2016): http://www.rcuk.ac.uk/documents/skills/statementofexpectation-pdf/</p> <p>[4] Researcher Development Statement, Vitae: https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-statement-rds-vitae.pdf/view</p>