

## Action plans arising from PRES 2015

### Arts and Humanities

#### CMCI

Workspace	2 additional desks added to the PGR room Nov/Dec
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#### Comparative literature

Workspace	We can hypothesize that the absence of computers in the workspaces and the current hotdesking arrangement seem to be the biggest drivers of dissatisfaction. A casual survey of the students in VWB6.30 during week 1 revealed security as an additional concern. An electronic lock on the door would be an easy remedy
Library resources	Concerted effort among A&H staff aimed at generating more book orders
IT resources	The student complains about the paucity of computers and peripherals in relation to the increasing size The remedy is clear: increased investment in computers and printers for the workspaces in the VWB.

#### Digital Humanities

Workspace	Until now there has been nowhere in the department for PGR students to work.. The Department has recently been reorganised. As a result, we will have room and desk space for around 10 PhD students.
Research culture	A regular programme of events, of various degrees of formality, and a student---organised symposium.

#### English

Workspace	Will be doing some reviewing, spot checking and surveying re: the use of the space. It may be that we need to be more aggressive about making sure people's belongings that are left are removed.
Computing	It is my understanding that Faculty are now responsible for purchasing

	all IT equipment. Perhaps there might be a way to encourage it to look at the idea of PGR provision
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#### European studies

Research culture	Discuss: Better interaction between the departmental research seminar and the PGR seminar; More conferences both at the departmental level and at the PGR level. The students seem keen to take initiatives to organize such events; talks on career prospects
IT	Explore the possibilities of buying more computers
Library	Work with library rep to improve the library provision.

#### Film Studies

Workspace	The problem with workspace has worsened, as one of the two PhD rooms has been turned into office space for a faculty member in Digital Humanities. Additional workspace to come on stream in Norfolk building
Computing	Only 6 PCs for 34 students

#### French

Workspace	Have discussed with students a plan of compromise to avoid the impression that desks have been claimed by students who don't then use them very much. We will be moving extra bookcases into the space so that students who are not in the department every day can leave books and non---valuable items while leaving the desks clear
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#### German

IT provision	For a long time, the student lockers were also not accessible, which meant that students bringing in their own computers had no space in which to store and secure them throughout the day. It also took an exceptionally long time for students to be given photocopying and printing access in the VWB Both issues now resolved.
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## History

Workspace	We are seeking to prevent PGR students from 'nesting', i.e. piling up their books to block a particular workspace and we are also planning to provide more lockers –
Library resources	We are seeking to make the students more aware of these facilities particularly by introducing all first years to representatives of Senate House and the IHR.
Research culture	We have improved our departmental seminar in recent years, and made the delivery of papers to it compulsory for PGR students. We have also created a training seminar for first year PGR students and a variety of one---day workshops. Our LAHP partners will obviously involve students in relations with historians from other London University departments.
Professional development	It is hoped that an increasingly explicit departmental training programme will address these issues
Careers advice	Advice on career options will be provided, to some extent, as part of an improved PRG training programme. The agreement of personal training and development plans will, to some extent, be addressed by more rigorous upgrade procedures –which will identify training needs and, hopefully, encourage supervisors to identify such needs before students reachupgrade.
Communicating research to diverse audiences	We have encouraged students to do this via social media and also conventional media contacts. This is an area that might also be developed further via the history/policy group.

## Music

Workspace	New workspace which activated mid---year.
Specialist facilities	We've used a number of SSLC and PARC meetings to discuss facilities, including recording and performance space. We've made recording equipment more widely available to the PGR community.

## Philosophy

## SPLAS

Workspace	<p>New workroom available in 2014, however: The workspace had a water fountain with boiling water but this is now defunct. A replacement would improve the working conditions and make the room a better work environment.</p> <p>The room suffers from rodent infestation. Installing traps would help and make the room a nicer, more hygienic workspace.</p> <p>The room has insufficient storage. This is important for students who want to leave books in the room. We recommend setting up shelves to solve the problem.</p>
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Workspace	Some anecdotal complaints about workspace suggest that some orientation is needed to encourage a less territorial and more cooperative attitude to sharing space.
IT resources	Lack of computing resources in any of the study spaces is a potentially expensive resourcing matter to be addressed within the ML PARC and Departments and across the Faculty.
Induction	We should consider how to follow up on the start of session inductions with more attention to personal development/training and ongoing refresher information, especially regarding final assessment.

## Theology and Religious Studies

Research culture	We have recently created the office of Graduate Tutor to take over some social functions which might draw research students together within the department
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## Dental Institute

<b>Opportunities to become involved in the wider research community outside my department</b>	<p>Across the DI we have created networking groups to create bridges between different divisions and have been encouraging PGR students to come to the network events (talks, discussion sessions run by network leads).</p> <p>more events in conjunction with other Faculties, such as FOLSM, and across divisions within the Dental Institute.</p>
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	<p>started topic days where students from across the DI studying similar areas, or using similar techniques, come together to present their work in an informal atmosphere</p>
<b>Adequate provision of computing resources and facilities</b>	<p>To improve the availability of computer resources from October 2015 all new PGR students have been given the opportunity to obtain a new lap top for their research needs.</p> <p>The computers are Dell and arranged through KCL and paid for by the Dental Institute.</p> <p>So far we have an uptake of around 80%.</p>
<b>Advice on career options</b>	<p>students on questioning appeared not to know about some of the central Grad school run career advice available. We will therefore try and advertise the various schemes more frequently.</p> <p>On a local level our four divisions were asked to provide some career events for the PGR students. This was very successfully carried out by one of our divisions (Craniofacial Development &amp; Stem Cell Biology) who invited old lab members back to talk about their different career paths</p>
<b>Taking part in a placement or internship</b>	<p>The Dental Institute has not previously had any mechanism to encourage the taking of internships or placements for most of its students. There does however, appear to be a wish for such an option from some of our students. We have therefore agreed to allow such placements for students, taking the new Crick system as our model.</p>
<b>Attending an academic research conference</b>	<p>the Dental Institute has a conference fund that is very generous. We have therefore sent out emails to students reminding them of the availability of funding through the DI with the conference travel award form attached.</p>
<b>Submitted a paper for publication</b>	<p>We aim to survey our third students to find out about publications as we would like to make sure all students are submitting papers by this stage in their research career. We would also like to have a record of where students are publishing, the impact of their papers, and how students from different supervisory teams fare in this regard.</p>
<b>Communicated research to a non-scientific audience</b>	<p>In 2015 the DI PGR students competed in the 3-minute thesis competition and manned stands at the Cheltenham Science Festival and</p>

	Royal Institution Lates. They also were involved in outreach as part of the Brilliant club. In 2016 we have a team of PGR students manning a stall at the Brighton Science festival in February as an example of just one of the upcoming events.
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## IoPPN

Dept level

Psychosis Studies

Supervision	encourage supervisors to highlight specific students' training needs at the outset of the study and identify collaborators who would be able to provide appropriate training, this is something students appreciate
Specialist resources	Feedback from students suggests these are the resources that are they lacking: training in computer programs (e.g. matlab, unix, R) Departmental business manager (JZ) to liaise with biostatistics department
Workspace	quiet areas to work in (PhD students are located in open plan areas)
Research culture	To be given the opportunity to become Teaching Assistants To have more social events – encourage PGR student representative to take initiative maybe including other Departments as well. We need to clearly advertising Monday pm sessions when last year PhD students' presentations are taking place; also make this clear at induction – advertise and make sure all supervisors tell their students about these Departmental events.
Responsibilities	To send an email to all students reminding them of who is available to help/support them with any problems/issues.
Research skills	Supervisors to undertake training needs analyses. Supervisors will be reminded about the importance of explicitly highlighting transferrable skills acquired by students during the course of their postgraduate training. Supervisors will be encouraged to recommend appropriate ways of

	enhancing students' professional development.
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#### Psychological Medicine

Research culture	Each research group will be asked to circulate to all Psych Med PhD students details of their seminars. To remind students (via email) of the opportunities available for research, for example, attending School wide lectures/seminars
Responsibilities	To send an email to all students reminding them of who is available to help/support them with any problems/issues.

#### Old Age Psychiatry

Supervision	Admissions tutor will pay close attention to the fit between the supervisor and the project. Supervisors will also be reminded during the admissions process to ensure they have a suitable supervisory team in place (e.g. second and third supervisors). Ensure that all supervisors have attended the compulsory supervisory training courses at KCL.
Research culture	Students will be reminded (via email) of the opportunities available for research and sharing expertise, e.g. through attending School wide events.
Progress and assessment	Individual meetings with all final year students and the Chair of the sub-committee will take place to discuss progress and clarify any concerns regarding the thesis and viva.
Responsibilities	To send an email to all students reminding them of who is available to help/support them with any problems/issues.

# ABCD

Supervision	<p>all academic staff to be reminded of their responsibilities as supervisors and of 'best practice' for PhD supervision, via comms from the ABCD sub-committee chair and/ or the Heads of Department. Reminders of training opportunities and materials about PhD supervision.</p> <p>In the first supervisory meetings, the student handbook should be discussed, to make sure students have read it and understood the requirements, progress monitoring, required standard for the thesis etc. (also for concerns about Induction)</p> <p>Throughout the PhD, the supervisor should discuss with the student the training and developmental needs relevant to the PhD</p>
Library facilities	<p>Sub-committee leads, in conjunction with other staff from those departments in which students have expressed dissatisfaction with library and other specialist resources will attempt to identify relevant resources which are currently unavailable, and attempt to either introduce these in-house or identify other potential sources.</p>
Research culture	<p>efforts will be made to encourage PhD student participation in existing departmental seminar series, but also to explore the possibility of creating separate venues for students to present and discuss their work.</p> <p>suggested monthly meeting/seminar group for all students in the IoPPN, or separate meetings for each division would be very helpful. We also plan to ask the students whether they were interested in a regular get-together in some</p>
Induction	<p>The new induction course, which will consist of a shorter induction at the beginning and later courses on the upgrade, training &amp; development, and preparing for submission hopefully will already address and improve these issues.</p>



Feedback	It was suggested to organise a meeting with the PhD students and the tutor and/or ABCD Co-Chair to discuss the feedback and how the students feel we could improve the issues that were raised as suboptimal.
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#### Health Service and Population Research Department

Workspace	All students and supervisors will be advised to contact the Business Manager for help with working space difficulties. This has been included in a Supervisor Checklist for New Students, drafted in response to a number of the issues raised in the PRES, which will be copied to all students, and will be fed back to students at the next all student meeting.
Progress and assessment	Guidance on roles and responsibilities for induction has now been included in the Supervisor Checklist for New Students, noted above, to ensure greater consistency in induction procedures for all students, including staff members.
Opportunities	<p>Continue to advertise HSPRD PhD budget to support conference attendance, which has existed for some years.</p> <ul style="list-style-type: none"> <li>- Remind supervisors in the next Supervisor Update (produced once per term) of the need to encourage and support students to attend conferences and to encourage them to submit abstracts.</li> <li>- Remind supervisors in the next Supervisor Update to make time to discuss career options with students in their final year.</li> <li>- Remind students of the availability of the Careers &amp; Employability section of Students Services through all student meetings and dissemination via the department PhD student email list.</li> </ul>
Research culture	This issue has already been discussed with the Head of Department and Heads of Centres and will be raised at the next Management Executive meeting. The views of students will be gathered at the next all student meeting to support a more

	<p>detailed plan.</p> <p>- We are considering a number of new initiatives, which will be finalized after discussion with students, to better integrate PhD students into the department and provide greater opportunities for students to identify people with overlapping interests and expertise. These may include, for example, a PhD student journal club, workshops for students to present their work to the department, more regular department meetings held at the same time as department seminars etc.</p>
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#### MRC CDN

Supervision	<p>Stress role of second supervisor as first port of call in instances of poor primary supervision, and ensure regular (at least once every progress period) meetings. Co-ordinators not to sign off on Progress Reports in absence of 2<sup>nd</sup> supervisor meetings in previous period.</p> <p>Faculty to be made aware of this issue, and of the steps being taken to address it, at departmental PI meeting. Faculty to be made aware of PRES survey in general, and the way in which students are asked to voice their concerns, and how these are considered and responded to at a Departmental and IoPPN level.</p> <p>From 2016 intake, launch thesis committee progress evaluation for all new students, to ensure regular scientific feedback not only from 1<sup>st</sup> and 2<sup>nd</sup> supervisors, but also local experts.</p>
Progress and assessment	<p>Departmental Induction session planned for new 1<sup>st</sup>-year intake to outline all Progress &amp; Assessment and Responsibilities procedures (amongst other important information). New departmental handbook to go out to all PhD students detailing this information and providing links to further resources</p> <p>We will run a session for 3<sup>rd</sup> year students making them aware of thesis standards, giving advice on what is being judged in a thesis and a viva, giving example theses and encouraging them to discuss these issues with their PhD supervisor. Final-year students will also be offered short viva practice sessions, in which they have to</p>

	answer questions and explain their thesis in 5 minutes without visual aids.
Responsibilities	<p>6-monthly meetings between PhD students and the Head of Department have been recently established. Graduate co-ordinators to participate in these meetings. First meeting to address points of concern arising from the PRES results. Newly established Neuroscience Education Committee has a PGR rep from the Centre and we will ask for updates about any concerns in this forum.</p> <p>Separate 6-monthly meetings to be arranged between Graduate co-ordinators and PhD student representatives.</p> <p>Responsibilities to be outlined in new programme handbook, and articulated to students at induction.</p> <p>New departmental seminar series launched in the past year, and involves an opportunity for PhD students to meet visiting speakers over dedicated lunch networking sessions. Students also involved in inviting external speakers through Neureka seminar series. Students to be encouraged to participate in both initiatives at induction, in handbook, and in person</p>
Workspace	New students will have a clearer idea of space distribution, and of shared space opportunities (meeting rooms, hot desks, library etc). Consult students about what this means – lab or office? Gauge strength of feeling and report back
Opportunities	<p>Students to be aware of importance of transferable skills training, and opportunities KCL-wide listed in PhD student handbook</p> <p>Skills assessment form (SkillSet) to be completed by all new 1<sup>st</sup> year students, and used to target courses</p>

## Neuroscience

Supervision	<p>Chair to approach student reps (and selected other student if appropriate) to ask them to try to clarify this.</p> <p>In addition to the above :</p>
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	<p>a) New students: The Sub-committee Chair signs all PAFs for upcoming students and– as currently - will if necessary query supervisors’ skills and subject knowledge, and if appropriate request that additional support measures (for example collaborations with other academics, or appointment of an official third supervisor)</p> <p>Existing students: Sub-committee members will be reminded that when reviewing monitoring reports they should be vigilant for any indications (implicit or explicit) that students have unmet training needs; if such needs are uncovered, feedback on how these could be addressed will normally be given as part of monitoring feedback to the student, but where necessary the Chair will liaise with the Head of Graduate Studies (Research) (HGS-R) regarding appropriate direct actions.</p> <p>Supervisors to be reminded that regular contact is an explicit part of the role that they agreed to when signing the “Guidance for Supervision” document.</p> <p>Chair to ask Head of Graduate studies whether “Guidance for Supervision” document could be updated to be more explicit about degree of contact expected</p> <p>Supervisors to be reminded that a formal assessment of student’s training needs should be performed every year.</p> <p>New Induction Document (developed in response to IoPPN Internal Student survey 2014) to be circulated to Supervisors and Students. Document summarises what students can expect from supervisors (and others) and conversely what is expected from students; document highlights where specific help can be found</p>
Workspace	<p>will hopefully be mitigated by the recent move to the Maurice Wohl Clinical Neuroscience Institute;</p> <p>Chair to work with HoD of BCN to develop a survey to be sent to BCN students to</p>

	determine whether the move to the Maurice Wohl Clinical Neuroscience Institute has indeed mitigated most of their concerns.
Computing	<b>Chair and HoD are discussing how to approach supervisors and PIs regarding computing resources, and in particular how to uncover and address any specific issues</b>
Research culture	<p>Students to be reminded of the recently circulated “skills training” document detailing seminar series and other available resource across the division. Additional information is available in the new Induction Document (developed in response to IoPPN Internal Student survey 2014) which will be circulated to Supervisors and Students.</p> <p>Students to be asked to provide specific suggestions (e.g. a smaller number of higher quality speakers, or a wider range of topics) to Departmental Education leads, who will then liaise with those running the seminars, as appropriate.</p> <p>Students to be reminded of the (student led and run) “student forum”, at which they can discuss their research in a non-threatening environment, with student across the Division</p>
Progress and assessment	<p>Departmental Education leads now run fortnightly “drop in” sessions at which they can provide advice and discuss issues such as this.</p> <p>Chair to ensure that the individual meetings with all final year students take place to discuss progress and clarify any concerns regarding the thesis and viva.</p>
Responsibilities	Students to be reminded that they all have a personal tutor, and to be asked to contact the personal tutor coordinator if they do not know who this is.
Research skills	<p>Students to be reminded of the recently circulated “skills training” document detailing internal and external resources available.</p> <p>Students to be reminded of the online “Research methods” module available on KJEATS, which covers some of these issues, and also of the ethics lectures available to them as part of the Dept Neuroimaging “Neuroimaging primers” lectures and MSc Neuroimaging.</p>

Professional development	Students to be encouraged to make use of existing opportunities (e.g. IoPPN Student Showcase and discipline specific conferences) for networking. Students and supervisors to be reminded to consider professional development needs during annual review of transferable skills and other training needs.
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## Psychology

Supervision	Remind supervisors that supporting and reviewing a PhD and career plan – in terms of development and training needs – is a core part of the ongoing progress review monitoring
Research culture	We have taken steps to encourage attendance at departmental and PhD student seminars. We will hold some of the latter at 2pm rather than 5pm to ensure those with caring responsibilities can attend. A further reminder re. expectations that PhD students attend PhD (fortnightly during term time) and Departmental  Collate and circulate information on funds for academic conference attendance. Discuss with HoD whether some internal funds might support these efforts.  .
Progress and assessment	We held a joint meeting with 1 <sup>st</sup> year students (and 2 <sup>nd</sup> years who had been through the process) on  New induction meeting with 3rd years on thesis requirements and submission

## Wolfson CARD

Computing resources	Ask PhD student representatives to discuss resource provision with their colleagues and identify any students who have unmet needs.
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Training	Discuss personal development with PhD students to identify the types of guidance they are currently receiving from their project supervisors
Responsibilities	Circulate student-supervisor agreement to all PhD students

## SSPP

Faculty level:

- Ensure we only admit the very best students
- Look at financial support for students
- Implement experienced second supervisors mentoring less experienced first supervisors where necessary to avoid issues of first supervisors having to see a student through to completion
- Improved Progress monitoring completion
- A more robust upgrade process
- Improving communication between PGR students in the faculty and supporting the challenges facing PhD students
- Consider resource issues
- SSPP PGR faculty intranet
- Improving the relationship with PGR student reps
- Consider the optimum number of PGRs for the faculty given the available supervisors and resources

Dept level:

DEPS

Research culture	Augment work with student reps, produce an electronic newsletter, hold a one day conference, event for students who attended BERA to present papers to other students
Supervision, final submission and viva	Document to be produced and information gathering in department and Exams Office

## DPE

Research culture	Students to participate in dept seminars, masterclasses and other dept events, induction and steering committee
Research skills	Staff to attend PhD seminars to give feedback, DTC handbooks to be available in dept + possible PhD research conference
Supervisor training	Refresher course included in dept Awayday and to make supervisors aware of DTC courses and encourage students to attend them

## Geography

PhD Room/Facilities	Work on heating issues in room to continue
Student engagement in SSLC	Reps to be reminded of the importance of their role, new reps to be appointed through a voting system. Students to be cc'ed into SSLC meeting details so they can raise issues with reps and invited to attend if they wish

## War Studies

Supervision	First supervisors have been urged not to take on more than 6 PGR students
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## Management

Resources/work space	New PhD room allocated is more spacious but has less workstations, but more space being sought. Some computers upgraded and printers need replacing – students asked to identify requirements on upgrades. Library induction and handbook will indicate how materials can be accessed
Research culture	Students invited to participate in the intellectual life of research



	groups by attending formal research seminars and noting this in their IPRs and informal seminars bringing in speakers of their choice. Dept considering an events newsletter to communicate such events to students. Also a publications board showing articles etc and seminar on the research and publication process and funding conference attendance
Training & development	Number of training courses planned in addition to DTC courses including career development issues, and in supporting students to attend/present papers at conferences
Supervision	Department to implement award for supervisor of the year and to include supervision in staff performance evaluation. Also to encourage supervisory teams to comprise professor and junior colleague and provide a seminar series on effective supervision as well as an increase in meetings with students up to the upgrade report

## DSD

Supervision	Maintain dept induction for new supervisors and continued development for existing supervisors and imposing a ceiling of 4 first supervised students for each member of staff
Research culture	Ensuring students are aware of seminars, visiting speakers, conferences etc and creating of additional research groups to which students can contribute. Also the expansion of the annual PGR conference
Information	Appointment of DSD Research Officer as single point of contact, electronic newsletter, Facebook group and new section on DSD internet site as well as two stage induction process

## Law

Supervision	We are moving towards a model of monitoring supervision meetings, and suggesting a recommended minimum number of meetings
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	We are exploring the interaction between staff sabbatical and supervision, with an eye towards recommending ways of minimizing impact.
Research culture	<p>We are exploring the possibility of staff seminars involving a number of people talking briefly about the same concept/ issue from the perspective of their research, ideally involving one PhD student each time where possible</p> <p>For first year PGR students: We plan to introduce an expectation that students will attend KJuris and Transnational Law Institute workshops throughout the year (in KJuris, students will be invited to share response papers with speakers). This will encourage networking / engagement. The TLI also has an established methodology workshop series, a reading group, and a remarkable Summer Institute.</p> <p>For second years: students will be invited to present a summary of their work to the School</p> <p>For third years: a poster presentation series is being explored.</p>
Workspace	The concerns involving policing of access to the writing up room have been noted and will be addressed.
Feedback	<p>the HOGS and wider PGR team will aim to offer tea, biscuits and an open door, once a month</p> <p>Focus groups, targeting PRES (and KPIs) will be established (perhaps offering gift certificates to attend)</p> <p>the possibility of establishing student ambassadors will be explored, as a way of enhancing communication</p>
Careers support	PGR Careers liaison officer co-funded with Grad School

## N&MS

Issue	Action to be taken
<b>1. Supervision</b>	A supervisor's webpage is currently being devised which aims to provide information for supervisors, i.e. progression processes, development opportunities etc. Information regarding what is expected and what is available regarding training will also be included
<b>2. Progress &amp; assessment</b>	The Faculty's PGR Handbook has been updated to include more information about both upgrades and progression. There is also a plan to improve the information available for supervisors (see above) and allow for the information to be available in one place.
<b>3. Careers &amp; Professional Development</b>	<b>Various initiatives have been planned by the Faculty to try to address this issue. More</b>

	<p>information will be available on the Faculty webpages regarding careers, and the services and advice available to PGR students.</p> <p>A careers event for PGR students will be held in semester 2</p> <p>An Employability group is to be formed to address the issue of careers information across the Faculty.</p>
<b>4. Training &amp; Transferrable skills</b>	<ul style="list-style-type: none"> <li>The process of Training Needs Analysis will be explained more thoroughly in the Faculty PGR handbook, including information regarding the 10 days rule. This will also be included in the Supervisors webpages which are to be developed.</li> <li>An email is to be sent to all PGR students highlighting the Training &amp; Transferrable skills pages.</li> </ul> <p>The Faculty will work to highlight the training courses available to PGR students, not just at Faculty level, but opportunities run by the College, and externally</p>
<b>5. Working Environment</b>	<ul style="list-style-type: none"> <li>The Department of Informatics have utilized an undergraduate computer lab PC labs to provide space for incoming PhD students for 2015/16.</li> </ul> <p>With the Faculty's move to Bush House, consultations are taking place to ensure the best working environment is provided within the limitations of the building</p>

## FoLSM

### Faculty level

We have made major changes to our Induction programme. Students received presentations providing a guide to the Faculty's monitoring and support structures and a who's who guide to the academic support team. We also provided the students with an overview of the major science and technology platforms available to enhance their research, as well as data management and graduate teaching opportunities and a networking social event. Responses from a survey of the Oct 2015 entry cohort indicate a very high level of satisfaction to our revised Faculty programme. We will continue to further enhance the student experience and inter Divisional networking with regular cohort building social events.

### Divisional

### Analytical sciences

Research culture	There are still concerns from the students about the quality of the
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	Division's Seminar series. This largely relates to the diversity of topics covered by the speakers. The Division invited membership and established a committee to invite relevant speakers to better reflect the diversity of the research areas within the Division. The function and delivery of this re-launched Seminar series will be reviewed throughout the year
Opportunities	We will highlight to TC members the importance of research presentations and publications to their students. The Division's PGR Coordinators will ensure that these opportunities are discussed and followed-up at TC meetings. Students awarded prizes at the Division Postgraduate Symposium will be encouraged to present their work at a suitable conference. We will provide support for student applications to the Travel Bursary fund for associated conference fees. External opportunities for conference support and attendance will be made more clear to students via engagement with professional bodies such as the Royal Society of Chemistry etc.

#### Asthma Allergy and Lung Biology

Supervision	We will arrange a "Supervisor teach in" where we will highlight the existing handbook containing the relevant information, as well as the importance of the student-supervisor contract, obligations with respect to a training and development plans for students, contact requirements and induction, formal deadlines for monitoring, assessment procedures for degree, and pastoral care
Research culture	We note some students stated we did not have a great seminar programme, which is associated with working across three campuses. Several programmes are in place and need to advertised in more prominently and further in advance. We will discuss this further regarding how best to address at our Divisional Board meeting. We also aim to introduce several (1-3) annual divisional science meetings with attendance from the 3 campuses. These aim to develop student confidence with increased opportunities for presentations and friendly constructive feedback across a broad range of expertise and disciplines
Progress and assessment	<i>Appropriate induction</i> - Students cited this as a concern, therefore in our teach-in to supervisors we will ensure they are alerted to induction

	<p>procedures.</p> <p><i>Awareness of formal deadlines for monitoring of my progress</i> - The concern here is greatest for clinical trainees. The introduction of the student progress committee will hopefully help deal with this.</p>
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#### Cancer studies

Resources	<p>There is no budget for supplying computers to PhD students and in many grants this is not an allowable cost. The Division will consider whether money can be made available. For the Rayne Institute we have no WiFi access in the building, which is a poor state of affairs and not a good situation for roaming students. We have included in our business round this year a request that this situation is resolved by modest faculty investment.</p>
Opportunities	<p>We propose to make students more fully aware of travel grants that are available through KCL and this will be first introduced at the Divisional PhD Induction meeting. We will also encourage PIs to consider sending their PhD student to meetings whenever possible.</p>

#### Cicely Saunders Institute for Palliative Care, Policy & Rehabilitation

Induction	<p>We have now put a plan in place to ensure all PhD students attend the formal College Induction, even though they may start their PhD out of sequence with the usual times.</p>
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#### Diabetes and Nutritional sciences

Research Culture	<p>produce a “How things work in the DNS (PhD edition)” document and website component specifically for PhD students within the division. It addresses the challenge of having a body of students across numerous campuses</p>
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Research culture	a new monthly newsletter which provides a good platform for divisional and postgraduate news
Research culture	The newly established DNS PhD student focus group is run by the students themselves and is designed to provide a forum through which we will continue to receive input from the postgraduates regarding the issues they are facing.
Research culture	a peer-to-peer mentoring scheme that will “buddy” less-experienced PhD students with more-experienced PhD students.
Research culture	has recently set up a new seminar series in which speakers with a nutrition/diabetes background are invited to present their work. Postgraduate students are strongly encouraged to attend these seminars which occur once a month
Research culture	Students will be invited to form a committee and take responsibility for arranging our annual postgraduate symposium in 2016 to give them experience of organising meetings and showcasing their work (in the past this has been done for them).
Resources	we will ensure that all DNS Postgraduate students are provided with a desktop computer/monitor and have access to a printer. The students will be informed that upon request a replacement computer can be obtained if their current computer is old/needs updating.
Opportunities	In September we held a division-wide promotions workshop which postgraduate students were encouraged to attend. This covered the academic career pathway and what is important to consider when applying for fellowships and beyond

#### Genetics and Molecular Medicine

Research Culture	one of our PhD students has set up a PhD network for the Division that recently held its kick-off event. The student network has organised a schedule of events throughout the year that will include organising a symposium next summer and the Division has donated £6,000 to support this. This activities planned by this network will also expose the students to talks from scientists who have embarked on a variety of careers and therefore ensure that advice on career options is available to students who
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	seek it.
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#### Centre for Global Health

Research culture	The Division are working to make links with PhD programmes in the Department of Public Health and have arranged for our students to be invited to the public health research seminar programme,
Research Culture	The Division have also arranged for students to present their work to colleagues working on similar topics at the London School of Tropical Medicine and Hygiene later this month which is a good potential link for them

#### Health and social care Research

Research Culture	In October 2015 the Division moved into new accommodation in Addison House, with newly designed PhD student space for students from both Departments in the Division, meeting and seminar rooms, and social spaces.
Research Culture	<ul style="list-style-type: none"> <li>• We are re-organising the structure of the Division into research clusters and ensuring that PhD students are invited to participate in this reorganisation.</li> </ul>
Research Culture	We have developed a PhD student induction process that includes reference to participation in research focused activities of the Division

#### Centre for Human & Aerospace Physiological Sciences (CHAPS)

Research culture	We were already aware of needing to improve our performance in these respects and have implemented a number of measures to do this and further measures are in the planning stage.
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#### Division of Imaging Sciences & Biomedical Engineering

Resources	Currently students are allocated a space where possible. However, space is limited as a consequence of the Division's considerable successful
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	expansion over recent years. This will be an action for improvement going forward.
Induction	an induction event organised by the Faculty does take place, unfortunately not all students attend. There are plans to introduce a PhD Handbook, and a draft version is already underway
Opportunities for training	PGR students have access to Skills Forge which is regularly promoted whereby students can develop research and transferrable skills. However the Division will now promote specific courses of interest on Skills Forge to students via email.
Confidence of completion	Since October 2014 a new mechanism has been introduced called the thesis progression committee (TPC) which will be a major catalyst for ensuring students make timely progress on their programme.

#### DIID

Supervision	: A buddy system for new students is being renewed
Conference attendance	Supervisors have been reminded that their students should expect to attend and present at least once at an international conference during their studies.
Training Needs	Supervisors have been reminded to formally review their students' training needs once every 6 months and encourage them to avail themselves of the opportunities offered by the Graduate School and linked in the DIID Postgraduate Student Handbook.

#### Randall Institute for Cell & Molecular Biophysics

Opportunities to communicate research	although information concerning such opportunities are circulated to all PhD students, it seems the most effective mechanism is from discussion with colleagues who have participated in various schemes, such as STEM Ambassadors. We shall ask the student society to promote these activities
Careers	at the Randall Division retreat 2015, we set aside one whole day for careers advice for PhD students and post-docs. This was arranged by early stage



	researchers and they invited speakers representing science journalism, charities, academia etc to discuss career opportunities. This event was very positively received by the participants and will be a feature of the retreat each year
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#### Transplantation Immunology & Mucosal Biology

Resources	The lack of computer access persists in a few areas. This is being addressed in those departments.
Research culture	We have instigated a regular informal monthly meeting; organised by the students.
Skills	The importance of using the Skills Forge has been reinforced with all students, and will be emphasised in all Thesis Committee meetings.

#### Women's Health

Research culture	We recognise that students seminars are lacking - we have attempted in early 2014 to commence a programme but this was not well attended. The aim was that this would be lead by students with external speakers on both research topics and methodology. It was led by the students with necessary senior support. We now have a new student representative and we have also initiated a formal survey monkey which is very informative and will inform the design of a student seminar programme which will cover many of the short comings listed above
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#### Dental Institute

Opportunities to become involved in the wider research community	we aim to have more events in conjunction with other Faculties, such as
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outside my department	FOLSM, and across divisions within the Dental Institute. Across the DI we have created networking groups to create bridges between different divisions and have been encouraging PGR students to come to the network events (talks, discussion sessions run by network leads). We have also started topic days where students from across the DI studying similar areas, or using similar techniques, come together to present their work in an informal atmosphere.
Computing resources	To improve the availability of computer resources from October 2015 all new PGR students have been given the opportunity to obtain a new lap top for their research needs.
Career information	Will advertise Graduate School events more frequently
Career information	our four divisions were asked to provide some career events for the PGR students. This was very successfully carried out by one of our divisions
Opportunities (Placements)	We have therefore agreed to allow such placements for students, taking the new Crick system as our model. In the Crick students can take a placement for up to 4 weeks at one point in their PhD.
Opportunities (attending an academic conference)	We have sent out emails to students reminding them of the availability of funding through the DI with the conference travel award form attached.
Opportunities to communicate research to diverse audiences	In 2015 the DI PGR students competed in the 3-minute thesis competition and manned stands at the Cheltenham Science Festival and Royal Institution Lates. They also were involved in outreach as part of the Brilliant club. In 2016 we have a team of PGR students manning a stall at the Brighton Science festival in February as an example of just one of the upcoming events. In addition the DI has a PhD student representative from the Cultural Institute, Soairse O'Toole, who has been trying to get other students involved in the new Mouthy project at the Science Gallery and the Utopia exhibit at the Cultural Institute.

Domain	Action
<b>Supervision</b>	<ol style="list-style-type: none"> <li>1. Continue to monitor student satisfaction with supervision informally and formally.</li> <li>2. Continue with mentoring of new supervisors by pairing with experienced colleague(s) and monitor.</li> <li>3. Continue to support supervisors in their role, elicit and respond to their feedback.</li> <li>4. Ensure that supervisors engage with training and CPD via the Graduate School Researcher Development Unit and monitor.</li> </ol>
<b>Resources</b>	<ol style="list-style-type: none"> <li>1. Continue to monitor the use of the PGR office.</li> <li>2. Continue to monitor computing resources in the PGR office and other resources in this facility.</li> <li>3. Seek the views of PGR students about any improvements to the PGR office.</li> <li>4. Communicate feedback to library liaison manager from PRES 2015 and continue to monitor student satisfaction with this provision.</li> </ol>
<b>Research Culture</b>	<ol style="list-style-type: none"> <li>1. Continue to promote student engagement with and uptake of opportunities in the Faculty and across the College (e.g. KHP conference, the 3 minute thesis competition) via supervisors, announcements from programme leads and HoGS using the PGR KEATS facility, and the PGR office notice board.</li> <li>2. Continue to promote student engagement with and participation in the Faculty Research Seminar Programme and monitor.</li> <li>3. Continue to make available Faculty research seminar podcasts, with the permission of speakers.</li> <li>4. Students who are awarded funding from the Faculty Postgraduate Research Student Conference Fund are invited to present at the</li> </ol>

<b>Research Culture - Cont</b>	<p>5. Continue to promote student engagement with the Faculty Research In Action Group for doctoral and post doctoral researchers and monitor.</p> <p>6. Continue to provide bespoke seminars for students undertaking the Research based thesis of the DHC; led by the programme lead and monitor. Pilot offering remote access to students for these seminars.</p> <p>7. Promote student engagement with international research seminars and evaluate. This new venture, initiated by JF and AJ, will use video conferencing to connect Faculty PGR students with PGR students at Turku University, Finland and Johns Hopkins University, USA. The key goals are to contribute to students' learning experience, help build connections and opportunities with other doctoral students and foster research collaborations.</p> <p>The inaugural seminar takes place in Nov. 2015. The steering group for this initiative includes student volunteers from each HEI and the aspiration is that this will be a student led initiative.</p>
<b>Progress &amp; Assessment</b>	<p>1. Continue to provide Faculty induction programme and evaluate.</p> <p>2. Include in the Jan 2016 Induction a session on roles and responsibilities.</p> <p>3. Continue to encourage students and supervisors to engage with key documents and resources via the PGR KEATS site. The content on the latter is framed using the PRES domains and includes key Faculty documents as well as links to College sites and resources.</p> <p>4. Schedule a bite-size refresher session on final assessment processes with the Research Degrees Examinations Manager as an invited speaker. Make this available on the PGR KEATS site as a podcast.</p>

Domain	Action
<b>Professional Development &amp; Opportunities</b>	<ol style="list-style-type: none"> <li>1. Raise supervisor and student awareness and engagement with individual training and development plans at key meetings, via the PGR KEATS site and programme leader communications with students and supervisors.</li> <li>2. Engage further with students to understand fully their learning needs for transferable skills and take action in response to this feedback.</li> <li>3. Continue to encourage and support students to engage with opportunities for the development of transferable skills and monitor e.g.: <ul style="list-style-type: none"> <li>-presenting their research at seminars, conferences and other events;</li> <li>-engaging further with the Researcher Development Programme of the Graduate School,</li> <li>-engaging fully with initiatives such as the Bloomsbury Postgraduate Skills Network and Global research grant via the Graduate School and King's Worldwide</li> </ul> </li> <li>4. Continue to offer opportunities for PGR students to get involved in teaching and learning activities, monitor and evaluate.</li> <li>5. Continue to provide bespoke development opportunities and monitor.</li> <li>6. Engage the Graduate School Careers Consultant, and the Faculty Research Development Officer to offer bespoke career planning.</li> </ol>

## Professional services responses

### Library Service

- Ensuring we change the message regarding collaborative, reciprocal arrangements and promote it as a beneficial addition to the research experience. These collaborations with other world class libraries are an investment by the university and a positive benefit to our PGR students and to their research methods and we should champion their use and provide support and information in order for people to do so
- The Partnership & Liaison team will be working closely with the research community in each faculty in order to understand their resource needs and keep abreast of new areas of research. As online reading list uptake by departments for teaching purposes increases, we will be able to focus more attention on identifying gaps and building research collections
- We will be furthering our efforts to encourage researchers to make their work open access and to deposit their work in our repository in order to enable the sharing of data and material within our research communities. We will encourage all departments to be proactive in this and provide them with the information they need to know where they can access help and support
- Via the Partnership & Liaison team, we will work to ensure that all PGR students are aware of the library facilities, collections and staff support that exists as it was evident from the comments that this awareness is lacking in certain areas
- In addition, we may not be as aware of the services and materials PGR students need and use, as we are when considering UG and PGT students, so we will ensure we target PGR communities over the next two academic years in order to get a better understanding of this. We have started a large Library Ethnography project that will run over the next 3 years, so we will address this imbalance as part of this project in order to help us engage more deeply with PGR students
- Outside of induction activities, more effort needs to go into targeted information for PGR cohorts and the Partnership & Liaison team will be discussing the best way to do this
- We will conduct a PGR space needs survey in order to identify immediate improvements and as part of our overall space strategy

## IT Student Survey Results Action Plan

	Student experience	Delivered	In progress	On roadmap
<b>EDUCATION</b>  <b>Education Delivery and Quality Assurance</b> <b>Education Content</b>	KEATS	KEATS Enhancements Roadshows held KEATS enhancements made	Moodle and KEATS upgrade projects	Moodle Upgrade and enhancements Upgrade and improve KEATS and Learning Hub Moodle instances
	Virtual Campus			Review whether we need both KEATS and Virtual Campus
	Library Search			Primed to be upgraded
	Turnitin	Online submission launched		
	Others		Module evaluation (standardising feedback)	Digitising all course notes Learning analytics Learning content management system Distance learning
<b>RESEARCH AND INNOVATION</b>  <b>Research Support</b> <b>Research Delivery</b>	HPC	HPC installed at Infinity Data Centre		
	Storage	17b storage available to all students on Office 365	Cost models for extra storage provision	Improvements to and strengthening of storage resiliency
	Access			Provide extended access to IT and email systems after Research Students have graduated
<b>ADMINISTRATION AND SUPPORT</b>  <b>Commercial Operations</b> <b>Decision Support</b> <b>Exposed B. Facilities</b> <b>Finance and Financial Planning</b> <b>HR</b> <b>IT</b> <b>Planning, Change and Compliance</b> <b>Relationship and Events</b> <b>Student Support &amp; Administration</b>	Timetabling	Significant testing and development, after start of term. Issues in 2014	Monitoring of systems	Improvements to timetabling
	Lack of IT Support		Techbar pilot launched at Guy's, Waterloo and Maughan Library (on campus front of house support)	Make permanent (if successful) and extend service to Denmark Hill and Strand
	Other	Enrolment improvements	SITS upgrade Improve SITS eVision Student recruitment/prospectus Placement Management Improvements to Kings Food Till's RMS Improvements	SITS business process improvements

	Student experience	Delivered	In progress	On roadmap
<b>COLLABORATION &amp; INFRASTRUCTURE</b>  <b>Communication &amp; Infrastructure - IT</b>  <b>Information Sharing &amp; Collaboration</b>  <b>Personal Productivity Tools</b>	Lack of PCs available	Loan laptop service PC Free service launched An extra student computer room opened at Guy's, SLE SCR room upgrades	PC Free promotion	PC Free improvements including incorporation of timetabling An extra student computing room planned for Denmark Hill Laptop loan upgrades Further SCR room upgrades
	Ineffective IT/inefficient/ outdated systems	Change management process strengthened with adoption of new change workflow Student Computer Rooms hardware replaced and Windows 8.1 rolled out Microsoft Office available to students free of charge	Windows 8.1 being rolled out to staff Investigations into Windows 10 have begun  Changebox stations being installed to allow personal devices to be charged	Student complaints are falling about generic online services and their reliability but we must continue to manage our services. Better identity / access management
	Blurry photocopiers and lack of colour printing	Contract with Annodata ended Standard MFD rolled out Departmental audit of printers undertaken	Analysis of departmental audit	Implementing outcomes of audit
	Wi-Fi	2012/13 ES network refresh including installation of WAPs across the busiest locations on all campuses 2014 Kings wireless withdrawn 2015 Eduroam broadcast by Trust partners in agreed areas	Next generation Wi-Fi project launched to ensure 100% coverage at all campuses Halls of residence being remediated	Next generation Wi-Fi project delivers Capacity management reporting to be introduced
	Internet	Denmark Hill campus brought into the university's core network Further upgrades undertaken	Next generation networking (wired) project launched	Next generation networking (wired) project delivers
	Lecture Capture	Migration of backend infrastructure to AWS Training made available	Further AV training courses	Strengthening of infrastructure and deployment to more teaching spaces
	AV	AV upgraded in over 200 rooms		More AV upgrades planned
	Website	2012/13 OneSpace decommissioned	Chief Digital Officer appointed	Improve website and introduce newsfeeds into improved Mobile app



Estates

## **Arts & Sciences PGR Space**

### Background

The recent PRES and also communications from some cohorts of students have identified a strong feeling that there is not enough quantity and quality of study provision for PGR students. Student satisfaction is a key King's priority and a project is needed to look into the feedback which has been received on behalf of the Graduate School and A&S faculties.

### Next steps

#### 1. A&S PGR Space Project

A project is proposed to look into the extent to which PGR students in A&S have access to adequate study space during their degree; to benchmark this against sector norms; to look at improving awareness and the understanding research students have of the space available to them and that they know they can use it; and to work on the right kinds of review mechanisms for governance and management of this space on an ongoing basis to increase student satisfaction and use of the space available to them. A&S are now looking for a project resource to do this work.

#### 2. Campus Planning

The recent acquisition of Bush House buildings resulted in Strand Phase 1 being put on hold. The Bush House buildings development is a complex project due to its scale and consultation around new ways of working, optimising and using space.

This paper splits the short and medium term planning horizons of the occupation of Bush House. The outputs of the above mentioned PGR space requirements project will be fed into the campus space planning brief.

#### **Short-term** (Pre-Bush House occupation)

- Norfolk rooms 101 and 102 will be repurposed to provide an additional 22 PGR workspaces which will be shared by the SSPP and A&H occupants within the Norfolk building.

- VWB space utilisation will be reviewed by A&H to identify possible spaces where efficiencies can be improved through providing extra desk space. This exercise will also look at repurposing suitable space for PGRs.

**Medium-term** (Post Bush House occupation)

- High quality PGR workspace is likely to be provided in Bush House for the occupying departments. This project is still in the planning stage and the building occupation and floorplans are yet to be confirmed.
- The occupation of Bush House will unlock various pockets of space within the King's and Strand buildings, and potentially FWB. A space reorganisation strategy is currently being developed which will aim to repurpose space in line with academic and estates strategies.

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