The Imperial Study Guide for Master’s Students
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How to use this guide

As a Master's student at Imperial, you are already a successful learner, but you may find, once you commence Master's level study, that there are variations in the way you are taught and what is expected of you in comparison to what you have previously encountered. You may have come from another institution or country, from work or from undergraduate education, so it is even more important that from the outset you are clear about what is expected of you, what you can expect from your lecturers and the programme you are taking and how you can make the best of the opportunities on offer.

This guide describes some of the main features of Master's study at Imperial and suggests ways in which you can successfully understand and approach them. If you would like further, more general advice on studying please see *The Imperial Study Guide*. Both guides are also available online at:

www.imperial.ac.uk/studyguide
What’s different about Master’s level study?

1.1 Master’s programmes are intense courses

Most Master’s degrees offered by the College are available on a full-time basis, but there are some two and three year part-time programmes. Full-time programmes normally last 12 months, with little break. Whether you are attending as a full-time or part-time student, expectations of a long summer holiday or not needing to work too much in the first term are not appropriate. To complete the programme successfully, a commitment to a sustained period of intensive work is needed right from the start. Be prepared for a ‘short, sharp shock’.

‘[There is] less time during term for lectures since we have become involved with the MSc project’

1.2 Dealing with time pressure

At some point, during Master’s level study, most students feel under time pressure. This is normal and is a reflection of the concentrated study period, the amount of work to undertake and the level at which you are expected to work. Some suggestions for coping are given below:

» Read your course handbook so that you are sure you know what you need to do, when you need to do it, and who to contact if there are problems.
» Listen to advice from staff about what is expected of you.
» Prioritise what you need to do and be disciplined about how you use your time.
» Take time to learn how to do certain things efficiently. For example, if you need to use software that is new to you, invest time at the start.
» Learn how to use discipline-specific bibliographic databases.
» Seek feedback from staff and peers about your work. Feedback is designed to help you understand your strengths and weaknesses so that you can improve.
» Become ‘engaged’ with what you are studying so that your enthusiasm, interest and sense of purpose help to carry you through.
» Make use of any available training courses that may help you, for example, those run by the Graduate School or the Library.

» If you encounter problems, be pro-active in seeking help before things get too much (see pages 12–13 of this guide for some useful contacts).
» Make sure that you find time for hobbies outside of study. If you don’t you may ‘burn out’ or lose motivation. Imperial College Union and the Graduate Students’ Association (GSA) organise hundreds of different events, competitions and get-togethers throughout the year. There’s bound to be something that interests you!

1.3 The expectation is that students will be independent

At Master’s level your own learning and development is carried out in partnership with your lecturers. Lecturers will:

» organise and teach on the programme;
» give you reading lists and practice opportunities;
» make support material available to you in a variety of ways, for example hard copy or online;
» set practicals for you;
» set formal and less formal assessments;
» offer research projects (although for some courses you may be expected to have ideas about these yourself);
» give you feedback on your progress in various ways.

But this is only part of the picture, you need to take these opportunities and shape them to your own needs and interests. You are expected to spend much of your time working independently or with other groups of students.

1.4 Achieving the right level

Master’s level study is a progression from undergraduate work. It is more intellectually demanding and you will find your study more challenging in a number of different ways. Master’s level work generally involves learning new technical skills, and requires you to think about concepts and methods more critically and more deeply. You will also be expected to link together a number of different ideas to form a bigger picture of the topic and you will be expected to arrive at solutions for yourself.

Master’s programmes do not replicate a subject studied at undergraduate level. They may be more specialised, interdisciplinary, or orientated to a specialised profession.
This means that students embark upon them with differing study backgrounds. Do not feel embarrassed if you lack any area of background knowledge or know-how. Ask your lecturers what you should do to make up for this. They may have even made special arrangements where they have anticipated that a number of students will encounter the same challenges. Make sure you take advantage of any extra study opportunities they set up for you. This may take the form of extra reading, teaching or online study, and may include some form of diagnostic test to help you gauge where you are and how you are progressing.

1.5 The Research Project

Your Master’s degree will normally include the submission of a significant piece of individual work in the form of an essay, report or dissertation. For MSc students, this will normally be an in-depth piece of research that you will conduct under supervision and write up in the form of a dissertation. This project will require you to pose questions and seek answers, to use and apply techniques and research skills, to analyse data, review literature and write up your results in an academic format appropriate to your discipline. The quality of your own understanding, thinking and initiative are very important in the project. You will need to have a large amount of self-direction and motivation and to plan your time effectively (on most programmes there is a period of several months with little scheduled teaching when the bulk of the research project is carried out).

The MRes degree may comprise one or more major research projects, so if you are an MRes student it is particularly important that you adjust to working in a research environment, to pursuing your own project and mastering the appropriate format for writing up research in your discipline.

Your project will normally be supervised by an academic member of staff. However, they may well delegate much of the day-to-day supervision to a member of their team (sometimes a postdoctoral scientist/engineer or a PhD student). These secondary supervisors are very important, as they may be able to give you more practical advice than your supervisor can. It is important that you use your supervisory team appropriately and be aware of pressures on them – for example, PhD students have their own projects to complete and write up as well! If you want your supervisory team to read a draft of your thesis, give it to them in good time (or agree a date with them in advance as to when you will provide it). Try to ensure that any drafts that you provide are written in good English: it is very frustrating for a supervisor to spend their time correcting grammar, and if they do that they are likely to provide less scientific feedback.

1.6 Returning to and resuming study

Returning to study can often present an exciting but slightly unnerving challenge. For those coming straight from undergraduate study the biggest challenges are often the pace of work and maturity expected.

For those coming back to study after a break, motivation is usually very high and, if coming from a work environment, so is your ability to manage time and cope with a heavy workload. Either way, you may have become less used to sitting in lectures, may not have produced academic work for a few years and may not be used to formal examinations.

For those studying part-time, the challenge might be planning how to make time to attend classes and to fit in all the private study required. Speak to your tutor or course director if you need advice on adapting to part-time study. Make sure you know how your programme is organised and take advantage of any flexibility to fit your study around your other commitments.

“One of the hardest things about returning to study was learning to read again.”

This guide has already referred to some of the changes in expectations and study methods you will encounter. If you are coming from another culture, things are likely to be further complicated by greater uncertainty about the expectations and norms of your new environment. You may wonder how you will ‘fit in’, how others will relate to you and whether your language skills are at the right level.

Whatever your background, you will be expected to carry out advanced study and research in your discipline as well as display high level skills in oral and written communication, demonstrate the ability to work independently or as part of a group, and to investigative, analytical, critical and creative within your discipline.

1.7 International students

Imperial Master’s students are expected to use a large amount of guided self-direction and take initiatives in their studies. If you have come from a university outside the UK you may need to understand the norms of student/lecturer behaviour in the UK. For example, lecturers want you to think critically and to ask questions.

Some parts of this guide describe study-related aspects that may be particularly unexpected or challenging for students coming to the UK from abroad. Do look at each part carefully for comments and advice about the types of teaching, expectations your lecturers have of Master’s students and the new challenges studying at this level presents for all students.

Later in this guide you will find suggestions about how to get the most out of studying at Master’s level. There will also be information to help you to prepare for and understand some of the things you will be asked to do and why you may be asked to do them in a particular way. Something you may wish to consider is that even some ‘home’ students will approach Master’s study with feelings of anxiety, as well as sharing with you their excitement and expectation about pursuing their studies.

Aids such as this guide, suggested websites and student clubs and societies in College can also help you to understand more about how things work and the norms of everyday life in this country, but talking with fellow students and asking questions (of students and others) about things you do not know or understand are probably even more important.

“I remember the first case study we did. It was so frustrating. This was a real learning shock. A big one. Everybody asking questions. Talking at the same time.”
This section outlines some of the primary teaching and learning methods or techniques you will encounter. Some of these methods may be new, or may differ considerably from those at undergraduate level – although this will vary widely between individuals and disciplines. Even where it appears that the same method is being used, expectations of how you participate, respond to and make opportunities for yourself to learn may be different.

2.1 Lectures

Just as at undergraduate level, lectures are probably the most common type of teaching in Master’s courses. However, it is likely that more will be expected of you than when you were an undergraduate, for example:

» The pace of lecturing is likely to be significantly faster.
» You may not be supplied with as much in the way of printed notes as you were used to as an undergraduate.
» You will be expected to identify for yourself any topics you are unsure about and catch up on any missing material.
» You may be expected to participate in discussion during lectures, especially if the group is small.
» You will be expected to undertake more directed background reading during the course.

Overall, you should expect lectures to be an interactive activity where you take a proactive role in organising your own learning, rather than being “spoon-fed” with material by your lecturer.

2.2 Laboratory work

For those of you studying subjects which include a considerable practical element, laboratory work is important because of the contribution it makes to your final degree result. You will be called upon during your subsequent industrial or academic careers to use technical skills that you have learnt during your Master’s programme. Learning and acquiring good laboratory skills during your degree will be one of the most important things you will gain from your studies.

Although you may be familiar with laboratory work from your undergraduate degree, laboratory work during a Master’s programme builds upon the technical and professional skills you have developed and teaches valuable new skills. In particular, you will be expected to learn to take the initiative – if you do not fully understand a technique you are using, it is your responsibility to master it (using information resources such as demonstrators, technicians, PhD students or whoever/whatever else is appropriate). Part of gaining this initiative comes from preparation. If possible, you should spend some time before the experiment learning all you can about the equipment and the principles underlying its operation. You will then be able to use your time in the laboratory more productively.

Lab safety

You have a critical responsibility to work safely in the lab. When you study for a Master’s course you will use equipment that requires a high level of skill and responsibility of the user, so you must be concerned with the safety of yourself and others. It is imperative that you familiarise yourself thoroughly with the lab’s safety information before you start an experiment. There will be specific dangers depending upon your field of work and you may be required to carry out a risk assessment for any lab work you intend to carry out. You must also make sure that your lab work complies with the College’s codes of practice for health and safety. Find out more at: www.imperial.ac.uk/safety/facilitiesmanagement/healthandsafety

Lab notebooks and records

You should already be familiar with keeping a laboratory notebook. It is even more important during a Master’s programme as your experiments may be longer, more detailed...
and require more analysis and reporting. An accurate record of what you did not only saves time later, but is also essential in understanding and explaining your results to a wider audience, and is a key part of acting ethically in the lab.

2.3 Working in groups

You may or may not be used to working in a group. At different times you may be asked to work in different ways. For example, your group may be given a task that you can break into parts and assign to individual members, or it may be necessary to generate ideas or to reach decisions as a group, share information, pool results etc. You may be asked to present your outcomes individually or as a group, orally or in writing. You may find that each member of the group gets an individual mark, or that the group as a whole gets a single mark. The latter approach reflects what happens in many team working contexts; for example, in industry the consumer either buys what you jointly made or rejects it. So the onus is on working together to do the best you can, whatever each individual contributes. You may need to learn how to make best use of the different talents expressed by individual members, how to stop dominant personalities taking over and how to ‘manage’ the non-contributor. Working in groups can be challenging and difficult to adapt to, but it can also be exciting and interesting and take you further than you could get on your own. It requires you to communicate and share ideas with your fellow students; you may need to negotiate and compromise so that everyone can work together.

For information on group or peer assessment see section 4.4 of this guide.

Syndicate groups

Syndicate groups follow a recognised format. Students work together on a substantial project on which they are usually assessed. Syndicate groups can be enormously valuable and are a powerful tool for learning. They are particularly useful because they:

» Enable students to undertake complex tasks they could not do on their own.
» Enable students to learn from each other.
» Give the opportunity to experience team-working.
» Provide experiences similar to those found in many working life situations.

Students are usually allocated to syndicate groups but there are occasions when they may be invited to form their own.

Group communication

The start of a syndicate group is particularly important. Regardless of whether members know each other or have worked together before, it is important to acknowledge that this is a new group with a new task. It is therefore very helpful if, at the first meeting, each member can spend a few minutes saying something about themselves and their background by way of introduction. This phase should not be left out because getting to know each other is essential if the syndicate group is to work effectively.

Once introductions are over, the group needs to clarify how it wishes to operate and how it intends to address the tasks at hand. Some groups find it helpful to schedule meetings formally, deciding who will chair them, how the tasks will be sequenced and allocated, and who will oversee the process. Other groups prefer to have a less formal arrangement. In either case, some structure, planning and allocation of roles is essential if the work is to be done effectively. Methods of communication need to be agreed upon and contact information exchanged.

Coming to a decision as a group

During the project, as long as views are constructively expressed, individual members should feel free to express their own opinions, regardless of whether these views are at odds with those of other members of the group. Disagreements within the group may occur but are sometimes very helpful; it is essential that each view is heard, discussed, and thought through. However, the group needs ultimately to find some way to come to an agreement on how to proceed. It is good practice if group members make an effort to focus on how best to move forward, setting aside any questions of individual personalities and egos. There is no easy answer to this, but, in the end, resolution is essential.

Over the duration of the group work/project, individual members have an important responsibility to their colleagues. The question of who needs to know what, and when they need to know it, is crucial. Remember that the final product needs to fit together and make a coherent whole; syndicate group projects can sometimes look like several independent pieces of work pasted together, and this needs to be avoided. Always make sure there is time at the end to review, edit and put the finishing touches to what you have done.

Finishing a group project and moving on

Syndicate groups sometimes simply disband after the project is over, though this can often lead to some of the learning and the social benefit of the work being lost. An opportunity to talk through and review what was achieved in the project is often helpful. Further to this, a social event (a coffee or a meal together) is a good way to mark the end of the project.
3.1 Written reports

It is not only those for whom English is not their first language who have problems with writing. Advice on writing reports is given in The Imperial Study Guide (www.imperial.ac.uk/studyguide) but you might like to consider the following in particular:

» Pay attention to page or word limits for written work.
» Always take care to address the set task/question.
» If in doubt, keep your sentences short and simple.
» Use enough paragraphs to divide up your work.
» Use an electronic spell checker, but take care that it does not insert the wrong words.
» Take care that you have not used anyone else's work unacknowledged and that you give full and correctly formatted references.
» Always read through and correct your work before submission.

The College does make specialist help available; see 'useful contacts and information' on pages 12–13.

3.2 Oral presentations

Presentations might be used to showcase the results of group or individual work. In any case it is important that you follow guidance you may have been given. Here are some suggestions you may find helpful:

» Pay attention to time limits for oral presentations.
» It is suggested that you start with an introduction that sets out the purpose and background of your work. The main body should follow – this may describe something you did, results you obtained, analysis you conducted, etc. You should finish by drawing-together your conclusions and providing a summary.
» Take care not to put too much material on each slide, and use a font that is large enough to be read easily (including on diagrams).
» Take time to practice oral presentations.

3.3 Using information sources

You will use information sources in various ways. At undergraduate level you may have been more used to reading textbooks than research papers or more dense academic books. During your Master's study it will be important that you access research and theory-based literature. This means that you need to be aware of the key journals in your field, and you need to search for and read material that may not be on your reading lists.

The Library will provide online access to databases that enable you to search for high quality academic and research publications more efficiently. A wealth of academic publications and other sources of information can now be read online, though in many cases there is no guarantee of quality. You must learn to evaluate your sources to ensure the information is both valid and relevant to your work. For help choosing which database to search, or for advice on the validity of material you find online, please consult your librarian.

www.imperial.ac.uk/library/getintouch/yourlibrarian

3.4 Information literacy

The Library offers a course, Olivia, in information literacy designed to help you to conduct effective research. It is available via Blackboard (http://learn.imperial.ac.uk). Find out more from your lecturers and your librarian.

3.5 Managing references

One of the most effective uses of your time will be to learn how to use suitable software for the management of references. This software enables you to record details of material you read in your own personal database and will allow you to import all the correct referencing information you need into your work in whatever format is required. This will save you valuable time when you have to insert citations and write reference lists and bibliographies. Various products exist; the Library recommends RefWorks for Master's students, as this is web-based and can be accessed both online and offline via the library website (www.imperial.ac.uk/library).
3.6 Avoiding plagiarism

It is important that you reference all materials you use accurately, whether you quote directly, paraphrase, or simply make mention of them (and you should not rely upon or ‘borrow’ the work of fellow students). Failure to reference accurately may be interpreted as plagiarism (that is, passing off the work of others as your own). Plagiarism is a serious academic offence in the UK and if it is detected it will involve some form of sanction, depending upon the severity of the case. You need to be aware that the College uses Turnitin, an online service which can detect plagiarism. Your department will provide you with further information about avoiding plagiarism but you may also find this link useful:

www.imperial.ac.uk/library/subjectsandsupport/plagiarism

Olivia also includes material on plagiarism; see also The Imperial Study Guide (www.imperial.ac.uk/studyguide).
4.1 Written examinations

Examinations usually loom large in the mind of any university student; this is probably still true for you, despite the fact that you may be very experienced at taking exams. At Master's level you need to organise complex material for examinations, and be aware that this will be derived not only from lectures but also from your own reading and study. The greater emphasis on extra reading and on analysis and synthesis (often across all units of the degree) mean that revision techniques that worked for you in the past may no longer be effective for these more challenging examinations. See chapter four of The Imperial Study Guide for some revision tips: www.imperial.ac.uk/studyguide.

The Health Centre's web page offers helpful advice on coping with examination stress: www.imperialcollegehealthcentre.co.uk.

4.2 Research projects

A significant proportion of your time will be spent on one or more research projects for which you will have a supervisor who will meet with you periodically. Each degree course has its own regulations and each discipline its own conventions about research projects, so it is difficult to give specific advice. Here are some general suggestions you may find helpful:

» Read the rubric – some disciplines have very clear expectations about sections and order of your dissertation. You need to check these out.

» Plan your data collection – if you are collecting data, work out how you will analyse it before collecting it. This may affect the amount and form you need the data in – for example, does a particular statistical test require a minimum sample size?

» Check whether your research needs ethical permission.

» Take the initiative

» Prepare a time-line or timetable to help you plan your work and see that you can finish in time. Always allow more time than you think you will need, and remember to review and update it.

» Be orderly, precise and detailed (e.g. in lab notebooks).

» Be prepared for frustrations. In research we all experience things that do not work, or happen slower than expected.

» Don't waste your time – do not spend significant amounts of time on material that you know will make no contribution to your dissertation.

» Look at examples of past dissertations, especially any that have been recommended to you.

» Read your work and make corrections and improvements before you seek further feedback.

» Do seek feedback but do not expect your supervisor to do your work for you.

» Always keep a back-up of electronic data and be systematic about naming different saved versions of files.

Lab-based research

You will probably select a research project from a list provided to you by your lecturers. You will also typically find yourself working in an area that relates to a research group in your department, which means that others around you, including lab technicians, PhD students and postdocs, will be undertaking related work nearby. By asking questions you will be able to draw on their expertise when learning new techniques. You can also learn from other Master's students, who may be working on a related topic, though you will still be expected to write up your own results independently.

Non lab-based research

In some subject areas you are likely to work more in isolation and have less of a sense of being part of a team. Often, you will have had the idea for your research project yourself, even though a supervisor will have helped you shape that into a manageable piece of work for a Master's dissertation. You may have less need to be on campus to carry out your work. Master's students in these disciplines need to guard against feeling isolated and demotivated. You can combat this by keeping in regular contact with supervisors and other students, by planning your time to make best use of it (as it may be lessstructured by the 'normal/core' hours others are working), and by taking part in departmental activities as well as those organised by the Imperial College Union, the Graduate Students' Association and the Graduate School.
4.3 *Vivas* (oral examinations)

These can take different formats and be used for different purposes, so if they are used in your programme you need to check the local guidelines. Make sure in advance that you understand the *viva*’s purpose, and have been told how the process will work so that you are not caught unprepared.

A *viva* may make up part of the assessment for a report or dissertation that all students will have to undertake. In most cases you have to attend an oral examination, normally conducted by two examiners. They will want to see if you can describe what you have done and justify your main conclusions. They will probably test your understanding by asking questions about your work.

A *viva* may also be used to determine your grade if you are on the borderline between two grades, or may be used to determine which students should be awarded a prize.

4.4 Peer assessment

Feedback from peers can be a very useful and important way to learn and improve your understanding of something. You may or may not be used to peers judging your work. This can happen in a number of different ways:

**Peer assessment in a group**

You could be working as part of a group and you need to comment or critique what one another is doing, with the aim of improving the group output. You should do this in a sensitive and neutral manner. Make suggestions about how something could be done differently, and listen to alternative points of view. Often it will be important that the whole group contributes, and needs to work as a group, not as competing individuals – so stopping others from participating, or intimidating them through your behaviour or judgments, may harm the whole group.

**Formal peer assessment**

You may be asked to judge the performance of your peers more formally. This also needs to be done as objectively and responsibly as possible. Usually you will be given, or will have helped to construct, some form of mark sheet to guide you as to what qualities you are looking for and how you might judge these.
Since a Master's programme is short, it's important that you think about what you want to do next early on in your course. You should also discuss the options with your lecturers, especially if you want to stay in your technical field.

### 5.1 Further study

If you are interested in further study, try to find out as much as you can about what possibilities are available to you in your chosen field. You can find information from the internet, from other Master’s and PhD students in your department, or from your lecturers.

If you think this is for you, you will need to consider where you will continue your research. You will be well advised to apply to more than one institution as PhD places are generally difficult to secure, especially if you require funding. At Imperial, PhD study is normally undertaken on a full-time basis, but there are a few exceptions. Even if you already know the area in which you wish to conduct research, it may be useful to discuss the possibilities with your lecturers and other people working in your research group. PhD students in your department may be willing to talk with you about what it is like to spend three to four years researching.

In addition, the College organises an annual Postgraduate Open Day in December. This is an excellent opportunity to meet staff from every department and find out what is available at Imperial. The event includes talks on funding your studies.

There are a number of different types of PhD study, and different institutions have different requirements and deadlines. Therefore, make sure that you obtain information early in the year so that you can make your applications in good time. Early application is always advisable if you are also applying for funding.

### 5.2 Careers Advisory Service

The Careers Advisory Service works closely with academic departments to provide tailored support for students from different courses. Careers advisers offer individual help as well as information sessions, seminars and workshops. In addition there are careers advisers (usually senior academics) within each department.

The central careers library at South Kensington contains information on a wide range of careers, employers, courses of further study and job vacancies. Some departments also display careers information of direct relevance to their particular specialisms. In addition, the Careers Advisory Service holds regular skills workshops, and a wide range of careers seminars are held on a daily basis in the autumn and spring terms.
CHAPTER SIX

Making the most of your studies

6.1 PG SOLE

Imperial has a reputation for teaching excellence, but can only maintain that reputation by constantly listening to the views of students and delivering the best possible courses. You will have many thoughts and ideas about the teaching you have received and the quality of resources provided to you by the College. We need to hear about your experiences and your views.

The quickest way to provide feedback is via your departmental student representatives. Your representatives work closely with staff in your department and are in the best position to pass feedback to where it will make a difference.

It is very important that you complete PG SOLE, the online student feedback questionnaire for Master's students which is run during the autumn and spring terms. PG SOLE brings about changes in the organisation and delivery of courses and it is just as important to say what is good as well as what is bad about your experience at the College. If your department knows something works well, they won't change it. The best lecturers and tutors are rewarded and their success contributes to their promotion.

If you don’t express your views, there is no way we can know what your experience has been, what you valued or what you would have liked to see changed. Just as your predecessors gave their feedback to improve your experience, your feedback will benefit future students.

6.2 The Graduate School

All Master’s students belong to the Graduate School. The School provides a focus for Master’s students to meet one another and exchange ideas across disciplines by way of professional skill training, guest lectures and other social events. See www.imperial.ac.uk/graduateschool

6.3 The Graduate Students’ Association (GSA)

Whatever postgraduate award you are studying for, you are automatically a member of the Graduate Students’ Association (GSA). The GSA is a branch of Imperial College Union (ICU). Both the ICU and the GSA are student run and aim to improve the education and welfare of Imperial’s students.

The GSA is here to help you get the most out of your time at Imperial. The GSA aims to make your experience enjoyable by co-ordinating social events and if things go wrong, will support you, by giving you guidance, advice and a stronger voice related to any academic or welfare issues.

www.imperialcollegeunion.org/gsa

6.4 Professional Skills Development

Master’s students are encouraged to develop professional skills as an important part of their postgraduate education, and most students will receive this training as an integral part of their academic training. The Graduate School works together with Course Directors to provide generic skills training to help you develop skills which will not only improve your ability to undertake your studies, but will also benefit you when you apply for a job. To underpin this, the Graduate School runs a MasterClass programme in a number of topics designed specifically to meet the needs of Master’s level students. See www.imperial.ac.uk/graduateschool
Useful contacts and information

Personal support services

Student Adviser
The Student Union employs a full-time adviser to help students with problems.
Mr Nigel Cooke
020 7594 8067
www.imperialcollegeunion.org/information-and-advice

Student Counsellors
You can make an appointment to discuss problems that you may have with someone outside your department.
020 7594 9637
counselling@imperial.ac.uk
www.imperial.ac.uk/counselling

London Nightline
A confidential listening, support and information helpline for students in London.
020 7631 0101
listening@nightline.org.uk
www.nightline.org.uk

Faith
The Chaplaincy Centre is a place of hospitality, dialogue, support and reflection. Many faith groups are represented at the College and you can find out more about this service by visiting the Chaplaincy website:
020 7594 9600
chaplaincy@imperial.ac.uk
www.imperial.ac.uk/chaplaincy

Health services

Health Centre
At the Health Centre, Medical Professionals will provide general medical care. Help is available for examination stress, study difficulties, pregnancy counselling and health promotion.
020 7584 6301
healthcentre@imperial.ac.uk
www.imperialcollegehealthcentre.co.uk

Academic support services

Postgraduate Tutors
Each department has a postgraduate tutor which is not too closely associated with any one Master’s programme and whom you can approach for help and advice in confidence. Academic support will also come from your lecturers and your supervisor.

College Tutors
The College tutors oversee all senior tutors and are also available for individual advice.
Mrs Margaret Cunningham
020 7594 8277
m.cunningham@imperial.ac.uk
Dr Mick Jones (Hammersmith Campus)
020 8383 1643
mick.jones@imperial.ac.uk
Dr Simon Archer
020 7594 5368
s.archer@imperial.ac.uk

The Graduate Students’ Association
The Graduate Students Association (GSA) is the representative body within the Imperial College Union for the postgraduate community.
www.imperialcollegeunion.org/gsa
Learning difficulties

If you have dyslexia or any other disability such as dyspraxia or Asperger’s Syndrome for example, the Disabilities Advisory Service will be able to assist you. The Service is available to you for advice weekdays 09.30–17.30
020 7594 8935
disabilities@imperial.ac.uk
www.imperial.ac.uk/disabilityadvisoryservice

The International Office

Overseas students may find it helpful to make contact with the International Office if they have not already done so. Please visit their website for further information:
020 7594 8040
international@imperial.ac.uk
www.imperial.ac.uk/international

Imperial College Union provides advice specifically for overseas students:
www.imperialcollegeunion.org/information-and-advice/international-students

English classes for overseas students

Help with English language is available is available to students who are non native speakers of English. The English Language Support Programme is run by the Department of Humanities and provides a free service to all overseas students.
020 7594 8758
www.imperial.ac.uk/humanities/englishlanguagesupport

The Library

For general information about the Library visit:
www.imperial.ac.uk/library

For subject enquiries visit:
www.imperial.ac.uk/library/getintouch/yourlibrarian

The Library also provides a number of other services:

Plagiarism awareness
www.imperial.ac.uk/library/subjectsandsupport/plagiarism
or contact your librarian

Help with reference management
www.imperial.ac.uk/library/subjectsandsupport/referencemanagement

Skills Development
A wide variety of research-themed tutorials and how to guides are available at the Library.
www.imperial.ac.uk/library/subjectsandsupport

Careers and personal development planning

Careers Advisory Service
020 7594 8024
careers@imperial.ac.uk
www.imperial.ac.uk/careers

In order to find out who your departmental careers advisor is please consult the College Index: www.imperial.ac.uk/careers/about/contacts/departmentalcareersadvisors

JobsLive
This service will allow you to browse for jobs, book careers events and book appointments with the Careers Advisory Service. For more information please visit the website:
www.imperial.ac.uk/careers/resources/jobslive

IntoUniversity
IntoUniversity provides local learning centres where young people are inspired to achieve. Volunteers help in delivering tutored help, mentoring and motivation amongst primary and secondary school pupils. The volunteer Centre supports students who may wish to volunteer to be part of this scheme.
020 7594 8133
volunteering@imperial.ac.uk
www.imperial.ac.uk/volunteering

The Registry

The Registry website provides much more information than can be included in this Guide. Students and supervisors are encouraged to explore this resource fully for the most up to date information.
www.imperial.ac.uk/registry

Exams
Useful information for examination candidates can be found on the Registry Website:
www.imperial.ac.uk/registry/exams

The Registry also has an enquiry desk:
www.imperial.ac.uk/registry/enquiries

We also have a student hub which provides you with key information about accommodation, finance, exams, student records and admissions:
www.imperial.ac.uk/studenthub
Information for new students

Information for new students can be found at the following website:
www.imperial.ac.uk/students/newstudents

Research resources

College Guidelines for Proper Scientific Conduct in Research
www.imperial.ac.uk/secretariat/collegegovernance/provisions/policies/scientificconduct

National Research Ethics Service
www.nres.nhs.uk

Imperial College Research Ethics Committee
www.imperial.ac.uk/researchethicscommittee

Intellectual Property Rights
www.imperial.ac.uk/researchsupport/contractsandip/intellectualpropertyip

Other useful contacts

ICT Helpdesk
020 7594 9000

Service.desk@imperial.ac.uk
www.imperial.ac.uk/ict/servicedesk

Software Shop
020 7594 6953
lct-shop@imperial.ac.uk

Blackboard
www.imperial.ac.uk/ict/services/teachingandresearchservices/elearning

Student Placements (UROP Scheme)
www.imperial.ac.uk/urop

Health and Safety Information
www.imperial.ac.uk/safety