



NUFFIELD DEPARTMENT OF
PRIMARY CARE
HEALTH SCIENCES

Postgraduate Handbook

2019/20

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INTRODUCTION

Welcome to the Nuffield Department of Primary Care Health Sciences (www.phc.ox.ac.uk), part of the Medical Sciences Division in the University of Oxford. Our mission is to deliver world-class research, engagement and training that advances primary care, influences health policy and develops professional skills for the delivery of better health care in the community.

The Nuffield Department of Primary Care Health Sciences is based over two sites in the Radcliffe Observatory Quarter: the Radcliffe Primary Care Building (RPC) and the Gibson Building; as well as Eagle House which is a short walk away. RPC is our primary site and the postal address is:

Radcliffe Observatory Quarter 554,
Woodstock Road,
Oxford,
OX2 6GG.

There is a single reception telephone number for the department: 01865 289300.

The department website includes an intranet section with a lot of practical information about the department (<https://www.phc.ox.ac.uk/intranet>) as well as a section that details all of the research groups with contact details for group members: <http://www.phc.ox.ac.uk/research>.



MEDICAL SCIENCES DIVISION

Head of the Division: [Professor Gavin Screaton](#).

The Medical Sciences Division (<http://www.medsci.ox.ac.uk/>) is an internationally recognised centre of excellence for biomedical and clinical research and teaching, and the largest academic division in the University of Oxford. The division comprises over 5,500 academics and staff, 1,400 graduate students (Medical Sciences Graduate School) and 1,600 undergraduates; about 350 NHS Clinicians and GPs contribute to our teaching activities.

KEY CONTACTS

Head of Department: [Professor Richard Hobbs](#).

[Professor Anthony Harnden](#) is the Director of Graduate Studies. Anthony provides additional advice and support if necessary as advisor in the supervisory team, particularly resolving problems not satisfactorily addressed by the supervisor. Anthony will meet regularly with all students to provide advice and support about training opportunities and requirements.

anthony.harnden@phc.ox.ac.uk / 01865 289314

[Daniel Long](#) is the Postgraduate Training Officer in the department; he supports Professor Harnden in his role as Director of Graduate Studies. Daniel will be in contact with you throughout your time in the department to keep you up to date with department graduate events; to support you with graduate study related issues and to arrange meetings with Professor Harnden. Daniel is your first contact if you have any queries about the administration of your studies.

daniel.long@phc.ox.ac.uk / 01865 289362

[Tanya Baldwin](#) is the department's Head of Administration and Finance responsible for the smooth running of the department. She and her team look after the departmental finance, including any expense claim forms you might have; all personnel issues; all building related matters and other departmental administration. Tanya's team also deal with all grant application costing and administration of grant finances.

tanya.baldwin@phc.ox.ac.uk / 01865 289360

The department website includes a section that lists all departmental members of staff and full time students/trainees including: contact details, a profile picture and a brief description of their role/research: <http://www.phc.ox.ac.uk/team>.

GENERAL INFORMATION

Induction

The department has an online induction module available on the website:

<https://www.phc.ox.ac.uk/about/work-with-us/online-induction/>; Although principally aimed at new staff members, this module has a wealth of information about the department that you will find useful so we recommend that you look at it before you join us.

For students starting in October, the main induction to the department will be provided at the start of your first term. You will be notified about arrangements by email. Divisional and College Inductions will also take place during the first few weeks of term. Other



arrangements will be made for students starting at other times of the year. Your supervisor(s) will arrange more specialised induction subsequently.

You need to register online using the Student Self Service system (<http://www.ox.ac.uk/students/registration/>) at the beginning of each academic year. Please ensure that the contact details you provide, including your primary email address, are up to date. If your contact details change during your programme of study, please update them.

Overriding Responsibility of the Student

The university expects the student to accept his or her obligation to act as a responsible member of the university's academic community. The student is also expected to take ultimate responsibility for his or her research programme and to develop an appropriate working relationship with his or her supervisor(s). (This is taken from the university's "Policy on Research Degrees" the full text of which can be found here:

<http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees/>).

University of Oxford Terms

Michaelmas Term	Early October to Early December
Hilary Term	Mid-January to Mid-March
Trinity Term	Mid-April to Mid-June

Exact dates for terms can be found here: <http://www.ox.ac.uk/about/facts-and-figures/dates-of-term>. For research students, every day of the year is part of a university term; this means that one term only officially ends the day before the next one begins.

Supervision

You will have named supervisors (at least two but you may have more), normally as indicated in your offer letter but others may be added as your project develops, who will have overall responsibility for the direction of your work on behalf of the department. Your supervisors and the Director of Graduate Studies constitute your supervisory team. You will meet with your supervisor at least three times per term for formal meetings. You should expect one meeting a term that you have with your supervisor to be an opportunity in which your research and progress will be reviewed and the contents of the termly submitted supervision report is discussed and agreed. These reports are submitted to the Graduate Supervision Reporting System (GSR: accessed through Student Self Service <https://www.ox.ac.uk/students/selfservice?wssl=1>). It is not compulsory for students to submit reports however it is very strongly encouraged by the university, the division and the department. Deadlines for submitting reports are circulated termly. Students should meet with their supervisors within the first month of starting to discuss their work programme. During the first and second term it may become apparent that the supervisory team needs to be changed. Students are advised to contact the Postgraduate Training Officer or Director of Graduate Studies as soon as possible to make alternative arrangements.

Coffee Mornings

There are weekly departmental coffee gatherings on Tuesdays and Fridays at 10:30 – these are a good way to meet people from the department in an informal setting. These take place in both buildings – in the atrium at RPC and in the common room in the Gibson Building and you are welcome to take part wherever you wish.

IT Support and Library Facilities

You can access IT support via ithelp@medsci.ox.ac.uk or on 01865 (2)71371. The department's IT support is jointly provided by Medical Sciences Division IT Services



(<https://www.medsci.ox.ac.uk/divisional-services/support-services-1/information-technology>) as well as a small team within the department.

You will have access to the University Library services such as the Radcliffe Science Library on Parks Road (<http://www.bodleian.ox.ac.uk/science>), the Cairns Library at the John Radcliffe Hospital and the Knowledge Centre at Old Road Campus (shared website for the latter two: <http://www.bodleian.ox.ac.uk/medicine>).

Our outreach librarian is Nia Roberts, an information specialist, based in the Knowledge Centre (nia.roberts@bodleian.ox.ac.uk). Other facilities specific to your research will be discussed with your supervisor as you plan your project.

Department events

The department hosts seminars/workshops etc throughout the year, run by members of the department as well as external speakers. The full details of upcoming events can be found on the department intranet <https://www.phc.ox.ac.uk/events>.

Department Open Meetings

Department open meetings provide an opportunity to share and talk about research, highlights the work of our Better Workplace Groups and facilitates termly Q&As with senior members of the department.

Held twice-per-term, there are two different types of meeting:

- Research and Better Workplace Group: includes talks from three research teams and one Better Workplace Group
- Panel Q&A with leadership talk: Questions will be collected in advance of these meetings. Leadership talks will cover a range of topics from 'creating a research group' to 'working with policy makers.'

Bicycles

There is a secure bike shed behind the Radcliffe Primary Care building adjacent to Somerville College accessible using your university card; and various areas of cycle racks around the Radcliffe Observatory Quarter. The department has 10 bicycles (in varying frame sizes) that can be used by any member of the department. Please speak to RPC reception if you are interested in borrowing a bicycle; safety equipment is also available from reception and it is strongly advised that you wear a helmet at all times when riding a bicycle.

Building Access

You can enter and exit the department's buildings at any time using your university card.

Email Lists

The department has a circulation list for emailing information or queries to all members of the department; if you need to use this please send your message to Daniel Long in the first instance. There is also a weekly email newsletter that contains useful information about department matters.

Office Services

Day-to-day office services such as post, telephones, booking meeting rooms, reception etc are managed by the reception team in RPC. Building maintenance and security matters should also be referred to reception.



Graduate Studies Committee

The Graduate Studies Committee (GSC) has oversight of the graduate students in the department. A student representative sits on the GSC to provide feedback to the Director of Graduate Studies and other senior members of the department on how to continue improving the support the department provides. The terms of reference for the committee can be found in the appendices of this handbook.

Student Representative

The student representative, who will sit on the department's GSC and Research Committee as well as the divisional Graduate Joint Consultative Committee (GJCC), will be elected by their fellow graduate students. You will receive further information about this during your first term.

Oxford University Student Union

Information about the Oxford University Student Union (OUSU) can be found here: <http://ousu.org/>.

Disability Advisory Service

Guidance and advice from the Disability Advisory Service can be found here: <http://www.ox.ac.uk/students/welfare/disability>

Student Parental Leave and Sickness Policies

Information regarding the departmental student parental leave and sickness policies can be found on the intranet: <https://www.phc.ox.ac.uk/files/intranet/student-sick-maternity-leave.pdf>

Pastoral and Welfare Support

Within the department, your supervisor and the Director of Graduate Studies are available to offer support. Students' views and concerns can be communicated to the departmental graduate committee or to the Medical Sciences Divisional Graduate Joint Consultative Committee via the department's student representative.

There is an extensive framework for support of graduates within each college. Your college will allocate you to a college advisor from among its senior members, who will arrange to see you from time to time and whom you may contact for additional advice on academic or other matters. In college you may also obtain advice from the Tutor for Graduates. The Tutor for Graduates is a fellow of the college with particular responsibility for the interests and welfare of graduate students.

The university has a professionally staffed confidential Student Counselling Service which offers assistance with personal, emotional, social and academic problems. Their website can be found here: <http://www.ox.ac.uk/students/welfare/counselling/>

Harassment Advice

If you have experienced, or are experiencing, harassment, you may want to discuss the matter with your college dean, or another college officer with pastoral responsibilities. At a common room level, the Welfare or Equal Opportunities Officer may be a good person to talk to. [OUSU's Student Advice Service](#) also provides a confidential and impartial listening and advice service. Alternatively the University has a professionally staffed confidential [Student Counselling Service](#) for assistance with personal, emotional, social and academic problems. You may, however, prefer to make use of the University's confidential harassment advisor network. There are approximately 370 harassment advisors within the University, with two (one of either sex) appointed within each department and faculty. The advisors in our



department are: [Clare Wickings](#) and [James Sheppard](#). There are also confidential advisors appointed within the colleges.

The University recommends that you discuss the situation with a harassment advisor before taking any other steps in response to the alleged harassment. Talking through the events and your feelings with the advisor will help you decide on the best way to deal with the behaviour and will clarify the options available to you.

The university's harassment procedure flowchart for students can be found [here](#).

Further information and advice on harassment can be found here: <https://www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork/>

Student Complaints and Appeals

Information is available here: <http://www.ox.ac.uk/students/academic/regulations>

ACTIONS FOR THE FIRST FEW WEEKS IN THE DEPARTMENT

- Meet with your supervisor, and get a regular meeting commitment in both of your diaries.
- Make a meeting time with Anthony Harnden, Director of Graduate Studies to talk about your supervisory arrangements and training needs during your time in the department. You will be expected to meet with the DGS every term to review your needs and progress.
- Read the university's information security pages (<https://www.infosec.ox.ac.uk/stay-safe-online-oxford>) and complete the online information security awareness training module.
- Familiarise yourself with the researchers within each group of the department.
- Read all the relevant handbooks for graduate students (especially the Graduate School WebLearn page – see below) and familiarise yourself with the Medical Sciences website: www.medsci.ox.ac.uk.

The Medical Sciences Graduate School maintains an excellent WebLearn site that offers all of the general information that you should need to progress through your programme of study, this is essential reading:

https://weblearn.ox.ac.uk/portal/hierarchy/medsci/department/grad_school

TRAINING

During your first and second terms the department provides a bespoke suite of training sessions on areas that are likely to be of use to you during the studies – these sessions are compulsory for all 1st year students to attend. You will receive a timetable of these sessions at your induction (<https://www.phc.ox.ac.uk/intranet/students-supervisors-and-tutors/dphil-training-programme>).

An early step towards planning your research training timetable should be to discuss with your supervisor and with the DGS the skills you need for your research, and what additional skills it is valuable to develop for a career in academic research. You are strongly advised to attend a variety of skills training sessions offered by the Medical Sciences Division and the University, as appropriate to the different stages of your graduate career.



The University of Oxford has extensive training programmes, mostly available at no cost to all graduate students and research staff across the university.

Skills Training

- The **Medical Sciences Division** delivers both research methods and additional skills training (e.g. writing papers, preparing presentations, teaching skills). There is information for graduate students and advice on what courses would be most appropriate at what stage of DPhil training: <http://www.medsci.ox.ac.uk/skillstraining>.
- The University of Oxford also delivers an extensive programme of training: **WebLearn** is an online portal for research students and research staff at Oxford, bringing together information about transferable skills development in a searchable database. The portal provides details of skills training courses, seminars and workshops offered throughout the University, and links to articles on topics such as project management, teaching and career planning. It includes a message board for asking questions and discussing issues with other researchers <https://weblearn.ox.ac.uk/portal/hierarchy/>.
- The **Oxford Learning Institute** exists to support excellence in learning, teaching and research at the University of Oxford by promoting professional, vocational and management development and contributing to policy development: <http://www.learning.ox.ac.uk/>.

Training for Teaching and Lecturing

- The **Centre for Excellence in Preparing for Academic Practice** is one of the Centres for Excellence in Teaching and Learning (CETLs) funded by HEFCE. It is hosted by the Oxford Learning Institute. The Centre's work has focused on supporting postgraduate research students and postdoctoral researchers who wish to develop academic careers: <https://www.learning.ox.ac.uk/resources/cetl/>. There are a small number of opportunities for teaching either through the department or through the college.
- **The Medical Sciences Division** also offer teaching skills courses. See their website here: <http://www.medsci.ox.ac.uk/skillstraining>.

IT related Training

- The **Oxford University IT Services** deliver an extensive programme of training which covers both research directed training (use of STATA, SPSS etc) and general organisation tools (e.g., databases, digital technology, WebLearn etc). See their website here: <http://www.it.ox.ac.uk/do/training-and-facilities>.

The Medical Sciences Division Researchers' Toolkit contains a wealth of useful resources, including links to training opportunities: <https://www.medsci.ox.ac.uk/research/researchers-toolkit>

The external site <http://www.lynda.com/> is also a very useful resource for training and learning new skills.

Look out for mailings from the department and the division, and check the notice boards for posters advertising learning and networking opportunities such as courses, conferences and seminars.



Language skills

The Oxford University Language Centre can be found at 12 Woodstock Road (very close to the Radcliffe Observatory Quarter). The centre offers a number of courses in English for Academic Studies that non-native English speakers may find useful. More information can be found on their website: <http://www.lang.ox.ac.uk/>.

Research Staff Support

General information on support available for all research staff can be accessed via: <http://www.ox.ac.uk/research/support-researchers>.

All postgraduate students are eligible to take modules from the MSc in Evidence-Based Health Care run jointly by the Departments of Continuing Education and Primary Care Health Sciences. Funding for these modules is often provided within studentships or a discounted rate is available, see the policy here: <https://www.phc.ox.ac.uk/intranet/postgrad/you-may-also-be-interested-in/policy-for-full-time-students-booking-ebhc-msc-modules.pdf>. For details of the modules available please see: <https://www.conted.ox.ac.uk/about/msc-in-evidence-based-health-care>.

Funding training/conference attendance etc

The conference and research funds budget exists to assist PGR students who

- are unfunded; or
- whose funder/supervisor does not provide any financial support for conference attendance or other relevant research activity; or
- whose funder/supervisor provides some limited financial support for these activities, but where the external funding available is less than the maximum departmental funding available. In this case, students may apply to the fund for a 'top up', where the total funding from whatever sources must not exceed the departmental maximum. For example, if your funder provides up to £500 for conference attendance, you may apply to the department for a maximum additional amount of £250.

Full criteria and information on how to apply for funds can be found on the intranet here: <https://www.phc.ox.ac.uk/intranet/students-supervisors-and-tutors/conference-and-research-funds-for-postgraduate-students>

RESEARCH INTEGRITY AND ETHICS

Oxford University expects the highest levels of academic integrity from its students. The University's code of conduct concerning academic integrity is set out on the university website at <http://www.admin.ox.ac.uk/researchsupport/integrity/>. All research students are advised to make themselves aware of the document's contents.

Plagiarism

It is important to know the University policies on plagiarism. Details can be found at: <http://www.ox.ac.uk/students/academic/goodpractice/>

We strongly recommend taking the online course on plagiarism. Access to this course is available via the **WebLearn Skills** website: <https://weblearn.ox.ac.uk/portal/hierarchy/skills/generic>.

Human Participants in Research

The University of Oxford is committed to ensuring that its research activities involving human participants are conducted in a way which respects the dignity, rights, and welfare of



participants, and which minimises risk to participants, researchers, third parties, and to the University itself.

The University requires that all such research be subject to ethical review. Ethical review for DPhil students in the Department is conducted by the Central University Research Ethics Committee. The Department does not operate its own research ethics committee. Full information is provided on the Research Support web-pages at <http://www.admin.ox.ac.uk/researchsupport/integrity/human/>. The ethical dimensions of the proposed research should be discussed with the D.Phil. supervisor(s) from the outset. Students must not submit material for ethical review without the approval of their supervisor(s).

PROGRESSION OF YOUR STUDIES

Field Work and Conference Travel

The department encourages the development of students, and supports activities that are likely to benefit you during your study. This may include attending training sessions and workshops to improve your research technique or it may mean attending conferences to discuss and present work. In the case of DPhil students, conducting research projects overseas may also become necessary. If this is the case, you must obtain appropriate insurance. Students should note that risk assessments are required for all field research.

Research Student Working Arrangements

The normal expectation is that students should be working full-time. Students should not feel obliged to work beyond the legal maximum which applies to employees of the University, i.e. a maximum average working week of 48 hours, including overtime (calculated over a 17 week reference period). You should discuss with your Supervisor the pattern of working hours. Students should normally be permitted to take up to 38 days of holiday leave per annum (inclusive of public holidays). Annual leave must be agreed with your Supervisor and communicated to the Postgraduate Training Officer, Daniel Long.

Progression on your programme of study

Students must pass certain milestones in order to progress on their programme of study. The first of these is the ***Transfer of Status***; this must be completed by the end of their fourth term at Oxford.

DPhil students must also pass ***Confirmation of Status*** (MSc (res) students do not need to do this) this must be completed before the end of the student's ninth term at Oxford but it is recommended that you apply for confirmation during your eighth term.

For invaluable information relating to milestones, examinations, extensions etc. please read through the Medical Sciences Graduate School WebLearn site:

https://weblearn.ox.ac.uk/portal/hierarchy/medsci/department/grad_school. If you have any further queries or require clarification on any points, please speak to the Postgraduate Training Officer, Daniel Long.

You can also contact the **Graduate School Assistants** in the divisional office directly with any queries; they can be reached at: graduate.studies@medsci.ox.ac.uk or on 01865 851094 or 01865 220311.



OUTLINE OF SUPERVISORY RESPONSIBILITIES

Student:

- Meet with your supervisor regularly, keep a written record of your discussions, and give due weight to any guidance or corrective action proposed
- Draw up a research plan and timetable of work in consultation with your supervisor, and keep relevant records of all aspects of your work
- Co-operate with your supervisor to make a detailed joint report on your progress at the end of each term
- Take ultimate responsibility for your research programme and the writing up of your thesis, together with the development of subject-specific, research, and personal and professional skills
- Be aware of the University's guidance on plagiarism and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from your research
- Pursue opportunities to engage with the wider academic community at University, national and international level

Supervisor:

- Provide guidance and encouragement and bear overall responsibility for the direction of the students' work on behalf of the student's department or faculty
- Establish a timetable of regular meetings for detailed discussion of the student's progress. This should include a one to one formal meeting at least once a term where research and progress are reviewed and the contents of the termly submitted supervision report discussed and agreed. Supervisors should ensure that they personally meet with their students at least twice a term.
- Agree a research plan and programme of work, and establish clear academic expectations and milestones
- Agree with the student a timetable for the submission of written work and return work to the student within a reasonable time
- Assess formally the student's subject-specific and personal and professional skills training needs on a regular basis and ensure that these needs are met
- Co-operate with the student to produce a detailed joint report on their progress at the end of each term
- Ensure that the student is aware of the formal requirements in relation to transfer and confirmation of status and final submission, and help the student to incorporate these into their plan of work

Director of Graduate Studies (DGS):

- To act as the first point of contact where differences of opinion arise between supervisor and student



- To ensure that students are aware of all University requirements and that relevant administrative matters (transfer and confirmation of status, appointment of examiners etc) are completed in good time
- Further guidance is available in the Educational Policy and Standards Committee's Notes of Guidance for Research Degrees circulated annually

Additional information about supervision can be found here:

<http://www.learning.ox.ac.uk/supervision/>.

College Advisor

Every graduate student at Oxford has a College Adviser, who is an academic member of his or her College, usually a Fellow. The role of the College Adviser is additional and complementary to that provided in the student's department or faculty. The College Adviser is not expected to perform the role of the Department or Faculty Supervisor(s), or to be responsible for directing students' academic work. Rather, the intention is to provide a focal point for an individual student's relationship with the College, and general academic or pastoral advice and assistance throughout the student's course of study.

Your College Adviser can:

- Provide pastoral support, for example on health, personal or coping issues, and/or direct you to appropriate persons for assistance
- Monitor your progress, by discussing your University supervision reports and by being available for consultation, either in person or by email
- Discuss with you any problems or difficulties you may be experiencing in your Department or Faculty, and/or with your supervisor
- Consult the Tutor for Graduates/Senior Tutor if there are concerns about your academic progress and if you appear to be experiencing difficulties with your academic work
- Offer guidance on sources of support available within the College and University.

GRADUATE SUPERVISION REPORTING

Graduate Supervision Reporting (GSR) is used by you and your supervisor(s) each term to review, monitor and comment on your academic progress and performance and to assess your skills and training needs. Your supervisor(s) can submit their report from week 10 of each term or from immediately after you have submitted your report.

You are given the opportunity to contribute to your termly supervision reports by reviewing and commenting on your academic progress. You will receive a report of your termly supervision from your supervisor. You can submit your progress reports during weeks 7, 8 and 9 of each term.

Graduate Supervision Reporting (GSR) can be accessed via Student Self Service

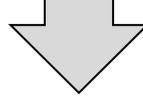
<https://www.ox.ac.uk/students/selfservice?wssl=1>

The supervision reporting process is controlled by a structured timetable with automatic reminders sent at the beginning of the reporting period and again throughout the term if a report is outstanding. Once reports are entered into the system they are immediately available to the student, supervisor and DGS for review.

Appendices

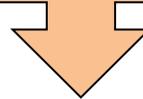
PGR Students' Journey

Probationer Research Student Status (PRS)

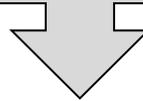


Transfer of Status
(GSO.2 MSD form + written report then viva)

Complete before end of 4th term

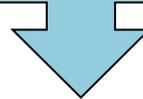


When Transfer of Status has been passed,
transfer to DPhil/MSc by research status is
granted

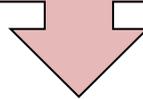


Confirmation of Status [DPhil only]
(GSO.14 MSD form + sample chapter then viva)

Complete before end of 9th term



Complete GSO3 form to appoint examiners



Submission of thesis

DPhil: Before end of 12th term
MSc by Research: Before end of 9th term

Terms of reference of the Graduate Studies and Training Committee, Nuffield Department of Primary Care Health Sciences

Purpose

- To provide strategic direction for and advise the Department Senior Management Committee on developments in the training function of the department, covering masters and doctoral students, early and mid-career researchers including clinicians in training.
- To oversee and deal with operational matters relating to the running of our postgraduate programmes.

Responsibilities

The committee shall:

1. Develop, implement, review, and amend policies practices relating to training of students and early and mid-career researchers.
2. Conduct graduate studies business including decisions on all routine business in relation to the admission, progression and examination of masters and research students.
3. Provide advice on the organisation, development and delivery of curricula for the MSc courses and on the facilities and the framework of support for graduate taught students.
4. Provide advice on the organisation, development and delivery of the NDPC&HS DPhil and on the facilities and the framework of support for graduate research students.

Membership

- Departmental training lead (chair)
- Director of Graduate Studies
- Training administrator
- Director of taught programmes EBHC and course leads from masters courses
- DPhil student representative
- Non-clinical scientist training lead
- Clinical training lead
- Departmental administrative lead
- Lead of research committee or delegate

Radcliffe Primary Care Health and Safety Induction

Statement of Safety Organisation

The arrangements for health and safety within the Department are laid out in the NDPCHS SoSO. Copies are located on the Health & Safety notice board, and in the Departmental Administrators office.

Fire

Fire alarms are tested regularly every **Friday between 9.00 and 10.00am**

IF YOU DISCOVER A FIRE

- Operate the nearest Fire Alarm Call Point.
- Evacuate by the nearest exit, closing all internal doors behind you.
- Report to the Assembly Point located at the external bike racks outside the south end of the maths building ie walk towards the Blavatnic building/Walton Street and away from the Woodstock Road – see diagram below.

ON HEARING THE FIRE ALARM

- Evacuate by the nearest exit, closing all internal doors behind you.
- Report to the Assembly Point as above and below
- Assemble in your Groups and ascertain whether anyone is believed to be missing.
- Report any problems to either the Fire Marshals or to University Security Services
- DO NOT re-enter the building until told to do so by either a Fire Marshal, Departmental Administrator or University Security Services

★ Emergency fire escape routes from building

■ FIRE ASSEMBLY POINT LOCATION



CONTACTING THE EMERGENCY SERVICES

The University Security Service (USS) is alerted directly as soon as a Fire Alarm Call point is operated. However, if you know of a fire occurring in the building ensure the Fire Brigade are contacted either by informing a Fire Marshall, or USS, or directly yourself. Remember your own safety is paramount at all times.

First Aid

If you have an accident and are hurt in any way – Contact a First Aider

Contact details of all First Aiders are located by the first aid kits. There is a First Aid kit located in all kitchen areas.

ALL accidents and incidents must be reported. You must record it in the accident book located at **Reception**.

Specific Hazards in the Radcliffe Primary Care

Display Screen Equipment (DSE):

A variety of 'work related upper limb disorders' may be associated with DSE use. Therefore, all users are required to have a DSE assessment to ensure that good

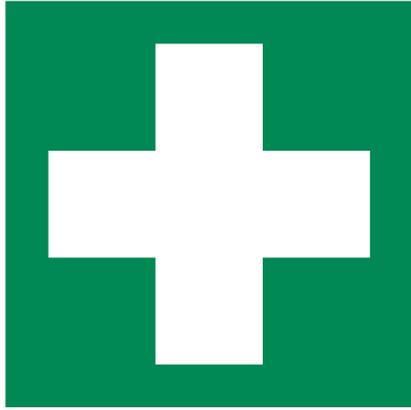
ergonomic principles are followed and correct posture is adopted. A list of trained DSE assessors is contained in the SoSO.

Visiting Patients/Volunteers:

If as part of your work you plan to visit patients or volunteers, particularly in their own home, you must meet with Clare Wickings (HR Manager) or Graham Ross /Julie Hamilton (Divisional Safety Officers) and comply with the departmental policy on visiting volunteers in their homes.

Useful Contact Numbers

Reception:	(6)17855
Departmental Safety Officer:	(6)17855
Divisional Safety Officers:	(2)89203
Security (24hrs): (2)72944; Emergency: (2)89999	



First Aid Arrangements

RPC Building

First aid may be obtained during core office hours subject to availability from fully qualified first aiders (EFAWs & FAWs)

Shanim Gurung	Ext (2) 89290	Ground floor, east
Marloes Franssen	Ext (6) 17845	Ground floor, east
Jenny Riga	Ext (6) 17959	Ground floor, west
Susannah Fleming	Ext (2) 89220	1 st floor east
Jessy Morton	Ext (2) 89306	2 nd floor

Or Facilities Helpdesk (2) 70087 who can contact FM staff to attend.

Out of Hours contact OUSS (2) 89999

HEALTH AND SAFETY MANAGEMENT SUBCOMMITTEE

UNIVERSITY OF OXFORD STATEMENT OF HEALTH AND SAFETY POLICY

1. The general provisions of the Health and Safety at Work etc Act 1974 impose a duty on all employers to ensure, as far as is reasonably practicable, the safety of their employees at work by maintaining safe plant, safe systems of work, and safe premises, and also by ensuring adequate instruction, training and supervision. The University is also bound by the Act to ensure the safety of all other persons, who (though not employees) may be affected by the University's work activities.
2. The University has established the Health and Safety Management Sub-Committee, which reports to the General Purposes Committee, with the responsibility to determine the health and safety management strategy and policies necessary for the University to discharge its legal obligations regarding health and safety. There is also a Consultative Committee for Health and Safety, which includes representatives of the recognised trades unions together with others representing a wide spectrum of interest in the University. The Consultative Committee will advise the Health and Safety Management Sub-Committee on all new health and safety policies and is expected to determine the appropriate health and safety culture for the University.

The Chairman of the Health and Safety Management Sub-Committee, who also chairs the Consultative Committee, is appointed by the Vice-Chancellor.

The Health and Safety Management Sub-Committee has appointed four specialist advisory groups to advise on ionising and non-ionising radiation safety, biological safety and occupational health.

3. The Act requires every employer to prepare a written statement of general policy with respect to the health and safety at work of his employees and the organisation and arrangements in force for carrying out that policy, and to bring the statement to the notice of all his employees. Council therefore circulates the following Statement of Safety Policy:

It is the policy of the University, and the responsibility of Council, to adopt all reasonably practicable measures:

- (a) to secure the health, safety and welfare of all employees at places of work under the University's control and elsewhere when performing their duties;
 - (b) to protect students and other persons who are lawfully on University premises against risk to their health or safety which might arise out of activities in those places;
 - (c) to maintain safe plant, machinery and equipment and a safe and healthy place of work;
 - (d) to commit to continuous improvement in the management of health and safety.
4. It is also the policy of the University to ensure that all members of the University and its staff are aware of their individual responsibility to exercise care in relation to themselves and those who work with them. To this end individuals are enjoined to:
 - (a) familiarise themselves with University Safety Policy and any departmental or unit safety requirements;
 - (b) take reasonable care that all procedures used are safely carried out, and seek expert advice in any case of doubt;
 - (c) warn of any special or newly identified hazards in existing procedures or risks in new procedures about to be introduced;
 - (d) report accidents or incidents promptly;
 - (e) familiarise themselves with fire and emergency drills (including the location of emergency telephones)

and escape routes; and

- (f) where required by University policy register with the Occupational Health Service for health surveillance purposes.

Where self-employed persons or contractors and their employees carry out work on University premises, they must comply with standards of safe working contained in any regulations or codes of practice applicable to their operations, and in the University's safety rules.

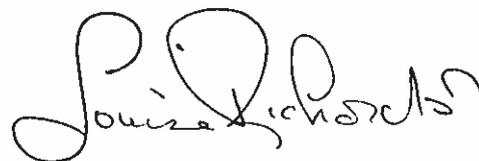
5. Divisional heads are responsible for the oversight of departmental arrangements for health and safety within their division in order to ensure that they are functioning in accordance with the University's policies.
6. Heads of departments and institutions, and faculty board chairs in the Humanities Division, are responsible for the health, safety, and welfare of all persons who are lawfully in the buildings under their charge and are required to bring to the notice of all employees a written statement describing the organisation and arrangements for safety within their departments, institutions or units.
7. Responsibility for implementing University Safety Policy rests with heads of departments and institutions or with faculty board chairs. In order to provide expert advice on matters of health and safety, the Council has appointed the following University Officer:

Director of Occupational Health and Safety

The policies of the University on specific legislative requirements and other matters are issued as University Policy Statements (previously known as University Guidance Notes). Advice on specific hazards and technical items is issued as memoranda by the University Safety Office and by the University Occupational Health Service.

Heads of departments must appoint suitable members of their staff as departmental safety officers to advise them and to liaise with University officers. Area/Divisional safety officers are appointed in high-risk departments and divisions, in order to enhance the departmental safety officer system. Any department using ionising radiation must have a system of radiation protection management based on departmental radiation protection supervisors, whose task is to ensure compliance with statutory regulations and local rules. Departments carrying out genetic modification work must appoint a departmental biological safety officer.

8. This Policy supersedes all previous versions of University Safety Policy. It will be reviewed annually by the Health and Safety Management Sub-Committee.
9. The names of the chairmen of the committees and advisory groups and of the University officers are given in the Appendix.



Professor Louise Richardson
Vice-Chancellor
Hilary Term 2018

APPENDIX TO UNIVERSITY STATEMENT OF HEALTH & SAFETY POLICY

Health and Safety Management Sub-Committee

Chairman – Professor P G Bruce

Consultative Committee for Health and Safety

Chairman – Professor P G Bruce

Biological Safety Advisory Group

Chairman - Professor L Seymour, Clinical Pharmacology

Health Protection Advisory Group

Chairman – Professor C Conlon, Nuffield Department of Clinical Medicine

Ionising Radiation Protection Advisory Group

Chairman - Professor C I Newbold, Weatherall Institute of Molecular Medicine

Non-ionising Radiation Protection Advisory Group

(i) Chairman - Professor P H Jezzard, Oxford Centre for Functional MRI of the Brain

Director of Occupational Health and Safety

Mr G Tideswell

University Safety Office

University Fire Officer - Mr S Emery

University Safety Officer - Ms J Black

University Safety Officer - Mr B Jenkins

University Biological Safety Officer - Mr A M H Thompson

Assistant University Biological Safety Officer - Miss T L Mustoe

University Radiation Protection Officer - Mr M Bradley

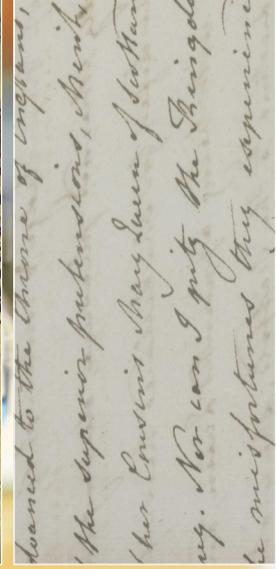
University Occupational Health Service

Occupational Physician - Dr J Tremlett

Interim Operations Manager - Mrs C Harris

Revised Hilary Term 2018

The University provides information and resources about different aspects of the responsible conduct of research. Some of these are specific to certain research disciplines, others are generic to all research. >>>



>>> Specific topics:

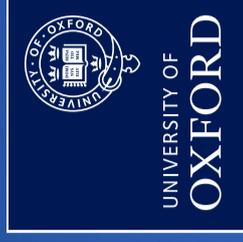
- Clinical Trials and Research Governance
<https://researchsupport.admin.ox.ac.uk/ctrig>
- Collaborative Research
<https://researchsupport.admin.ox.ac.uk/governance/integrity/collaboration>
- Conflict of interest
<https://researchsupport.admin.ox.ac.uk/integrity/conflict>
- Human participants in research
<https://researchsupport.admin.ox.ac.uk/governance/ethics>
- Intellectual property
<https://researchsupport.admin.ox.ac.uk/innovation/ip>
- Plagiarism
<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>
- Publication and authorship
<https://researchsupport.admin.ox.ac.uk/governance/integrity/publication>
- Research data and records management
<http://researchdata.ox.ac.uk/>
- Research involving animals
<http://www.ox.ac.uk/news-and-events/animal-research/animal-welfare>

External resources

- UK Research Integrity Office**
www.ukrio.org/
The UK Research Integrity Office is an independent body which provides expert advice and guidance about the conduct of research. Covering all subject areas, it offers support in research integrity to the research community, including to individual researchers.
- US Office of Research Integrity**
<http://ori.hhs.gov/education/products/>
The US Office of Research Integrity's Educational Resources webpage provides free access to a range of materials and online training.

“The scientific enterprise is built on a foundation of trust. Society trusts that scientific research results are an honest and accurate reflection of a researcher’s work. Researchers equally trust that their colleagues have gathered data carefully, have used appropriate analytic and statistical techniques, have reported their results accurately, and have treated the work of other researchers with respect.”

On Being a Scientist: A Guide to Responsible Conduct in Research (2009), Committee on Science, Engineering, and Public Policy



RESEARCH INTEGRITY

<https://researchsupport.admin.ox.ac.uk/governance/integrity>



A message from the Pro-Vice-Chancellor for Research and Innovation



The University of Oxford has a reputation world-wide for the range and excellence of its research, and for the calibre of its researchers. Underpinning the quality of the research activity is a commitment to the highest standards of research integrity. As set out in its **Code of Practice and Procedure**, the University expects that everyone engaged in research will observe the highest standards of conduct in this undertaking. The University's Code upholds the commitments outlined in Universities UK's **Concordat to Support Research Integrity**; we support frameworks that ensure research outputs are robust and defensible and that research is conducted with the utmost honesty, transparency, impartiality and collegiality.

The University promotes good conduct in research in a variety of ways. This leaflet is designed to provide researchers and students with an introduction to the University's policies and procedures, as well as training available in the responsible conduct of research. It also includes some pointers to resources which provide more detailed information and advice about research integrity in general.

We all share responsibility for understanding and upholding policies relating to the conduct of research. I strongly encourage you to read this brochure and find out more about the guidelines and professional practices which can assist you to achieve the highest standards of academic integrity.

Professor Ian Walmisley
Pro-Vice-Chancellor
(Research and Innovation)

WHAT IS RESEARCH INTEGRITY?

The terms 'research integrity' or the responsible conduct of research are used by institutions to refer to a wide range of areas of research compliance, professional conduct and personal responsibility.

For the University as an institution, research integrity is a commitment to creating an environment that promotes responsible conduct by embracing standards of excellence, trustworthiness and lawfulness.

“Creating a climate that promotes research integrity requires awareness, openness and communication with regard to competing concerns and interests of various members of the research team, the research community and society as a whole. This takes time and effort, but everyone benefits in the long run.”

Science and Engineering Ethics (2006) 12, 411–412

For individual researchers, research integrity entails a commitment to a range of practices including but not limited to:

- intellectual honesty in proposing, performing, and reporting research;
- accuracy in representing contributions to research proposals and reports;
- fairness in peer review;
- collegiality in scientific interactions, including communications and sharing of resources;
- transparency in conflicts of interest or potential conflicts of interest;
- protection of human participants in the conduct of research;
- humane care of animals in the conduct of research; adherence to the mutual responsibilities between investigators and their research teams¹

CONCERNS ABOUT THE CONDUCT OF RESEARCH?

There are no universally correct ways to do research. There are, however, standards of practice which apply generally.

Researchers should

- be aware of the legislation, codes of practice and University policies relevant to their field
- have the necessary skills and training for their field
- be aware of the publication rules for the journals they want to publish in
- ask if they feel something isn't quite right
- not ignore problems
- be accountable to the University and their peers for the conduct of their research

All researchers are expected to be committed to ethical principles and professional standards. Not upholding such standards, either intentionally or through lack of knowledge, damages the scientific process and may harm research participants, colleagues, the University and society as a whole. Misconduct or poor practice in research should therefore be challenged.

Sources of advice and support include:

- ▷ Fellow students and colleagues
- ▷ Supervisors
- ▷ Mentors
- ▷ Senior Tutors
- ▷ Directors of Graduate Studies
- ▷ Heads of Department
- ▷ Research Services
- ▷ UK Research Integrity Office

UNIVERSITY RESOURCES FOR RESEARCHERS

Research integrity website

<https://researchsupport.admin.ox.ac.uk/governance/integrity>
This provides information about University policy and guidance in the core areas of the responsible conduct of research, with links to other useful information and resources.

Research integrity online training

<https://weblearn.ox.ac.uk/portal/hierarchy/skills/r/courses>
This provides an introduction to good practice in research, including advice on how to meet the key responsibilities of being a researcher. The courses are available in five different versions: biomedical sciences; natural and physical sciences; engineering and technology; arts and humanities; social and behavioural sciences.

Further information about skills training for researchers is available from <https://www.ox.ac.uk/research/support-researchers/personal-and-professional-development>

Research supervision

www.learning.ox.ac.uk/supervision
This provides resources to assist supervisors and new and continuing research students. It covers the process of research for an Oxford doctorate from beginning to end – planning work, establishing an effective and productive working relationship between student and supervisor, through the research itself to the write-up and examination.

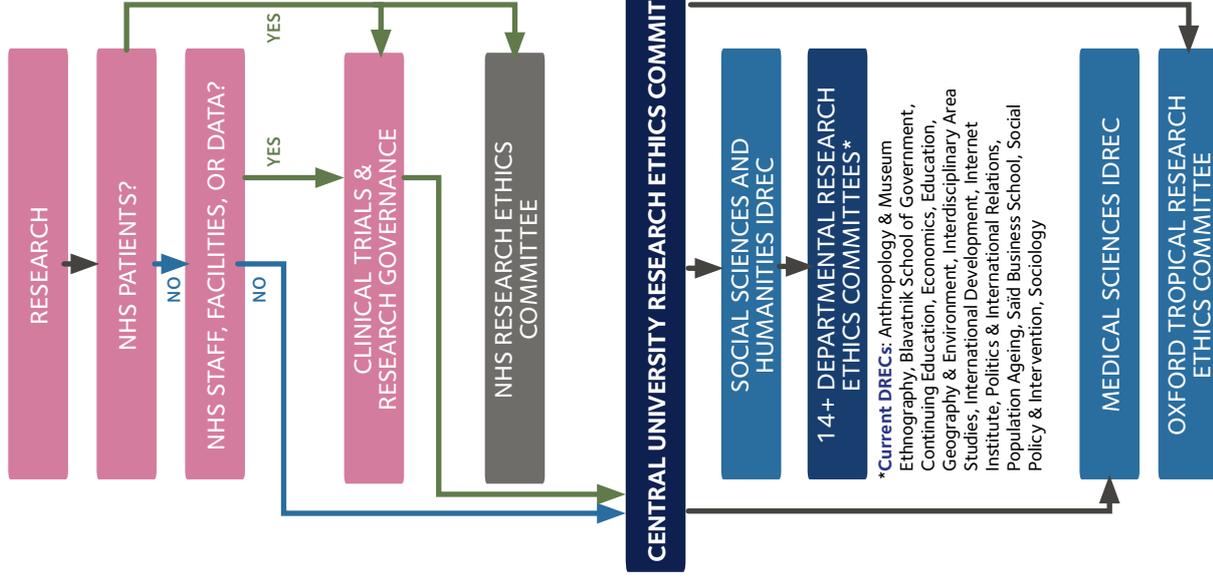
Research Services

<http://researchsupport.web.ox.ac.uk/>
Research Services promotes the responsible conduct of research and compliance with regulatory and sponsor requirements through specialist information and advice on aspects of research integrity, including policy development, guidance on clinical trials and governance and advice on intellectual property.

Email: research.services@admin.ox.ac.uk

¹ Description of research integrity is adapted from the US National Academies report *Integrity in Scientific Research: Creating an Environment That Promotes Responsible Conduct* (2002)

WHICH ETHICS COMMITTEE?



researchsupport.admin.ox.ac.uk/governance/ethics

RESOURCES AND CONTACTS

Central University Research Ethics Committee
researchsupport.admin.ox.ac.uk/governance/ethics
 General information about ethical review and University policy including training links, resources, templates, FAQs and best practice guidance

Social Sciences and Humanities Interdivisional Research Ethics Committee
researchsupport.admin.ox.ac.uk/governance/ethics/apply/sshidrec
 Specific information about how to apply to the Social Sciences and Humanities IDREC for ethical review, including details of Departmental Research Ethics Committees
 Email: ethics@socsci.ox.ac.uk

Medical Sciences Interdivisional Research Ethics Committee
researchsupport.admin.ox.ac.uk/governance/ethics/apply/msidrec
 Specific information about how to apply to the Medical Sciences IDREC for ethical review
 Email: ethics@medsci.ox.ac.uk

Oxford Tropical Research Ethics Committee
researchsupport.admin.ox.ac.uk/governance/ethics/apply/oxtreec
 Specific information about how to apply to OxTREC for ethical review
 Email: oxtreec@admin.ox.ac.uk

Clinical Trials and Research Governance
researchsupport.admin.ox.ac.uk/ctrg
 Advice and support for research requiring NHS review or HRA approval
 Email: ctrg@admin.ox.ac.uk

RESEARCH ETHICS AND HUMAN PARTICIPANTS

An introduction to human research ethics at Oxford



RESEARCH ETHICS AND HUMAN PARTICIPANTS

researchsupport.admin.ox.ac.uk/governance/ethics



“While the primary purpose of medical research is to generate new knowledge, this goal can never take precedence over the rights and interests of individual research subjects.”

World Medical Association Declaration of Helsinki – Ethical Principles for Medical Research Involving Human Subjects, 2013

What is research ethics?

Research involving **human participants** and **personal data** raises important ethical questions, such as:

- Will the participants be safe?
- Is the data stored securely?
- Do the participants understand what is involved for them?
- Will the research be beneficial?

Research ethics examines these kinds of question in detail by applying **moral principles** and **codes of professional conduct** to all stages of the research process—planning the project, collecting and analysing the data, and reporting on the results.

At the core of research ethics lies a commitment to **protection of the individual**. There are certain rights that all human beings share—the right to privacy, confidentiality, and free choice, for example. By adhering to moral rules and professional codes in carrying out research, we are doing our best to ensure that individuals and their rights are protected.

researchsupport.admin.ox.ac.uk/governance/ethics

What makes research ethical?

Research that is ethical will be **well designed**, conducted **equitably** and **safely**, and will deliver some **benefit** to society.

In particular, research that is ethical will:

- maximise benefit—for both individuals and society
- minimise the risk of harm to participants
- obtain informed consent from potential participants and
- protect participants’ anonymity and confidentiality.¹

What does this mean for me?

The University’s policy on the ethical conduct of research involving human participants and personal data states that all such research should be **subject to appropriate ethical review**. This review will be proportionate to the risk of harm and appropriate to specific subject disciplines.

In practice, this means that if you are planning a research project involving human participants or personal data, you will (in most cases²) need to submit an application for ethical review of your project to the appropriate research ethics committee.³

“New situations constantly emerge in the social science arena which require creative approaches to ethics issues. [General guidance] cannot replace the need for self-critical, imaginative and responsible ethical reflection about issues which may arise in the course of research [...]”

Economic and Social Research Council: Core Principles for Research Ethics

WHICH ETHICS COMMITTEE?

The **Central University Research Ethics Committee** (CUREC) delegates responsibility for the ethical review of research projects involving human participants and personal data to three sub-committees:

- The **Social Sciences and Humanities IDREC** (Interdivisional Research Ethics Committee) reviews applications from researchers based in departments and faculties within the **Social Sciences** and **Humanities Divisions**, as well as from **some departments in the Mathematical, Physical and Life Sciences**.

Many departments in the Social Sciences Division have their own **Departmental Research Ethics Committees** (DRECs). Where a DREC exists, applications from that department should be submitted to the DREC rather than the IDREC in the first instance.

To check whether your department has its own DREC, please go to researchsupport.admin.ox.ac.uk/governance/ethics/committees/dreecs. On this page, you can find a list of DREC contacts as well as further information on how to apply.

- The **Medical Sciences IDREC** (Interdivisional Research Ethics Committee) reviews applications from researchers based in departments within the **Medical Sciences Division**.

If your research involves **NHS patients** you will need to apply to an **NHS Research Ethics Committee** for review.

If your research involves **NHS staff, facilities or data**, you will need to obtain **HRA approval** or **NHS management permission** prior to review by the IDREC.

In these cases, you should initially contact the University’s **CTRG** (Clinical Trials and Research Governance) team for advice.

- **OXTRAC** (the Oxford Tropical Research Ethics Committee) reviews (a) **medical and health-related research** taking place **outside the EU**, and (b) research funded by **US federal funding agencies**.

¹ These points are derived from the Belmont Report, 1979, which sets out in detail ethical principles and guidelines for research involving human participants.

² Research using previously collected, fully anonymised data that are not traceable to individuals is not subject to ethical review.

³ Please note that retrospective reviews and approvals, once a study has been completed, are not permissible.



Medical Sciences Graduate School Training Needs Analysis (TNA) for Graduate Students

Student's Name:

Status: PRS / DPhil / Confirmed

Year of Study: 1 / 2 / 3 / 4

Funded by:

Date:

Supervisor:

Please confirm that you have discussed your TNA with your supervisor

A Training Needs Analysis (TNA) is the process that you engage in with your supervisor to identify your **training** and development needs. It is recommended that you attempt to complete the TNA form yourself before discussing it with your supervisor. You are required to complete this TNA during your first term and upload it onto GSS. You are also required to submit a completed TNA with your applications for transfer and confirmation of status. You may also complete the TNA at other times and upload it onto GSS.

You should fill in the first column in all 5 sections. The amount of detail provided in the next two columns of training experienced and planned is likely to vary depending on your stage. Training opportunities can be identified on the [Divisional Skills Training website](#). **Table 1** below matches these training opportunities with the skills that they provide. This TNA is based on the [Vitae Research Developer Framework \(RDF\)](#).

RESEARCH PRACTICE AND SKILLS - Recommended for first year

	Response (yes/no/some)	Examples of relevant training and/or experience	Ideas for further development
I have a good understanding of a variety of different research methods and techniques, especially those relevant to my research project (gained by literature review).			
I have good understanding of the principles of experimental design and the use of appropriate statistical tests.			
I am familiar with identifying and using - <ul style="list-style-type: none"> library resources citing and referencing information technology skills necessary for my research project 			

RESEARCH PLANNING AND TIME MANAGEMENT SKILLS - Recommended for first year

<p>I have experience of -</p> <ul style="list-style-type: none"> presenting a plan and outcomes of research. setting targets and timescales for different stages of a research project. 	Response (yes/no/some)	Examples of relevant training and/or experience	Ideas for further development
<p>I am aware of the research funding environment and the schemes available to me.</p>			

ETHICAL AND LEGAL UNDERSTANDING - Throughout your research

<p>I understand:</p> <ul style="list-style-type: none"> standards of good research practice how to avoid plagiarism and have experience of submitting my work or ethical approval issues relating to privacy and confidentiality 	Response (yes/no/some)	Examples of relevant training and/or experience	Ideas for further development

COMMUNICATION AND NETWORKING SKILLS - Throughout your research

<p>I am able to effectively communicate my research -</p> <ul style="list-style-type: none"> through my writing skills have the necessary English language skills am able to verbally present and defend my research 	Response (yes/no/some)	Examples of relevant training attended and/or experience	Ideas for further development
<p>I have experience of</p> <ul style="list-style-type: none"> presenting research at conferences writing and publishing papers 			

CAREER DEVELOPMENT - To be completed anytime, but likely towards the latter part of research

	Response (yes/no/some)	Examples of relevant training attended and/or experience	Ideas for further development
<p>I manage my own career progression, e.g.: -</p> <ul style="list-style-type: none"> • setting realistic and achievable career goals, • identifying and developing ways to improve my employability • establishing a career network. • by planning to write research grants 			
<p>At interview I am able to -</p> <ul style="list-style-type: none"> • present my own skills and personal attributes • present an effective CV, applications, and at interview 			

Table -1-

RESEARCH PRACTICE & SKILLS	RESEARCH PLANNING & TIME MANAGEMENT	ETHICAL & LEGAL UNDERSTANDING	COMMUNICATION & NETWORKING SKILLS	CAREER DEVELOPMENT
Advanced Light Microscopy	Viva Preparation	Introduction To Research Ethics	Viva Preparation	GRAD Challenge
NMR Course	Research Techniques Day	* Research Integrity	Poster Production	Medical Communications Workshop
Statistical Data Analysis with R for Genomics	Transfer of Status Assessment Workshop	* Avoiding Plagiarism Oxford University certification course	Transfer of Status Assessment Workshop	Teaching and Learning Skills Development Part 1 - Tutorial and Small Group Teaching
Biophysical Biochemistry	Get That Grant – Funding Workshop	Ethical Issues in International Research	Writing Skills – Thesis & Papers	Teaching and Learning Skills Development Part 2 - Lecturing and Large Class Teaching
Comparative Genomics	How to plan your PhD - Podcast	Conducting Ethical Research: Consent and Confidentiality	Writing Skills - Reports	Developing Learning & Teaching
Comparing Biological Data Using Nonlinear Model Fitting	The Balanced Researcher - Podcast		3 Minute Thesis Competition	Public Speaking Workshop
Computational Biochemistry	Managing Your Supervisor		English Language	Presentation Skills
Electron Microscopy	Managing Your Research		DPhil Day	DPhil Day
Introduction to Statistics				Springboard Development Programme for Women
Introductory Bioinformatics				Navigator Development Programme for Men
MATLAB (online)				Organising Your Research For Publication
NMR				The Imposter Syndrome - Podcast
Quick Start Data Presentation				Get That Job
Research Techniques Day				Making A Difference – How To Make Inroads Into Applying Your Research
Introduction to Statistics				
Statistics with SPSS				
Viva Preparation				
X-Ray Crystallography				
<u>7 secrets of highly successful</u> research students - Podcast				
Concepts and main aspects of RNA-Seq				

***These courses are mandatory and should be completed during your first term.**

Research Skills Toolkit

“Research skills that students wish they had learnt?”



A free hands-on workshop for graduate research students.

When :

2-hour sessions throughout Week 1, Hilary Term

Where :

IT Services, 13 Banbury Road, OX2 6NN

Find out more :

www.skillstoolkit.ox.ac.uk



10 things I wish I knew before starting my DPhil

- 1) Doing a DPhil is about becoming an independent researcher. At the start, you should ask your supervisors for as much feedback as possible. By the end, you should be able to know whether your work is good enough, and if not, how to fix it.
- 2) Early on, read the theses of students who have already been awarded the DPhil. Doing this will give you a much better idea what the final product should look like, and what you need to do to get there. Students who have finished their degree are always happy to help out with this!
- 3) Become aware of the deadlines and requirements for transfer of status, confirmation of status, and thesis submission.
- 4) Practice your 'elevator pitch' often: describe your thesis in under 60 seconds to someone who you've never met before. College parties are great for this- you're going to get asked about your DPhil constantly, and it's much easier to talk about it if you have the pitch down already.
- 5) Even better than college parties for practicing your elevator pitch are conferences. Go to as many as your funding allows, and take the time to seek out people to talk about your work and get feedback. Senior academics are often very happy to put aside time to meet during a conference if you contact them in advance.
- 6) The unexpected will happen. Data will not arrive in time, or not at all. Recruitment will take longer than you thought. One of your collaborators will stop returning your emails for months at a time. Everyone else has had this happen in their DPhil, and they got through it as well. Ask your supervisors for advice about how to deal with these situations, and if possible, think up a backup plan in the event data you were counting on doesn't become available.
- 7) Take opportunities to engage in work outside your DPhil. At times this might seem like you're doing work for free- but many people who have been awarded degrees in this department say some of the most valuable stuff they got out of their time here was by working on projects unrelated to their thesis. Ask your supervisors, or email someone in the department who has similar research interests.
- 8) Write early, and write often. It's much easier to have it written as a rough draft- and to have to revise it later- than it is to write from scratch.
- 9) Send a detailed agenda a few days in advance of what you want to talk about during supervision meetings, and take detailed minutes during meetings with supervisors.
- 10) Oxford is the centre of the academic universe, and there are myriad talks in related (and, of course, completely unrelated) disciplines every day. Take the opportunity to hear something you've never heard before- some of the best ideas come from learning outside your immediate area of interest.



Nuffield Department of Primary Care Health Sciences Graduate Studies Committee

Code of Practice for Students

The responsibilities of the student are set out in the University's [Policy on Research Degrees](#) which is overseen by the [Education Committee](#). They are supplemented by divisional materials, in particular the Medical Sciences Board Code of Practice for Supervisors and the department's Provision for Students.

Overriding responsibility

The University expects the student to accept his or her obligation to act as a responsible member of the University's academic community. The student is also expected to take ultimate responsibility for his or her research programme and to develop an appropriate working relationship with his or her supervisor(s).

The research programme

In relation to the research programme, it is important for the student:

- to programme and undertake work according to an agreed timetable, and to keep relevant records of all aspects of the work in such a way that they can be accessed and understood by anyone with a legitimate need to see them;
- to take responsibility for the development of subject-specific research training and personal and professional skills, and to make positive use of the University's teaching and learning facilities, and opportunities for this development;
- to seek out and follow the regulations applying to the research programme, and to seek clarification, where necessary, and to be familiar with other regulations and policies relating to him or her, including health and safety, intellectual property, data handling and research integrity;
- to raise problems or difficulties with the relevant authority so that appropriate guidance may be offered;
- to carry out research with proper regard to good health and safety practices, and to be aware of the need for adequate health insurance and health precautions when travelling abroad;
- to understand the demands of a research degree and to devote sufficient time to study to make satisfactory progress and to complete each stage of the degree by the deadlines set out in the [Examination Regulations](#);
- to work towards a suitable standard of written and spoken English for transfer and confirmation and for the final submission of the thesis.

It is for the student to ensure that competing demands on his or her time are minimised and to ensure that his or her supervisor is aware of, and approves, commitments (e.g. paid work, conferences) or time away that might impinge on the student's work.

Working with the supervisor

In order to make the most effective use of supervision, the student should endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). To facilitate this, the student should discuss with the supervisor the type of guidance and comment which he or she finds most helpful, and agree a schedule of meetings. The student should also be aware of his or her joint responsibility with the supervisor to ensure that regular and frequent contact is maintained, and to be encouraged to take the initiative to maintain contact when necessary

In working with supervisors or other academic staff, students should also:

- recognise the demands made on a supervisor's time and the need to prepare adequately for meetings and to observe deadlines;



- accept the importance of constructive criticism within the supervisory relationship, and seek a full assessment of the strengths and weaknesses of any work;
- give full weight to any suggested guidance and corrective action proposed by the supervisor in the event of problems;
- co-operate with the supervisor to produce detailed parallel reports on progress at the end of each term via the [Graduate Supervision System](#);
- discuss their skills training needs with the supervisor, both informally during regular supervisory contacts and formally at particular times as detailed in subject handbooks;
- make appropriate use of any guidance available relating to the student's career after successful completion of a research degree, for example, the [Careers Service](#);
- inform the supervisor as soon as possible of any circumstance which might lead to interruption of study;
- where the student feels that there are good grounds for contemplating a change of supervision arrangements, discuss this with the existing supervisor, or, if this presents a difficulty, discuss this with the DGS or other appropriate officer or adviser, or with a college adviser.

Submission and completion

The requirements in relation to submission are set out in full in the [Examination Regulations](#), however in particular it is essential for the student:

- to ensure that his or her written English is of the necessary standard for the submission of a thesis;
- to be prepared to defend the subject of the thesis in fluent English at the viva;
- to allow sufficient time for writing up and to pay particular attention to final proof reading;
- to decide when he or she wishes to submit the thesis for examination, having provided the supervisor with sufficient time to comment on the final draft and having taken account of the supervisor's opinion;
- to be aware of the necessary steps in the examination process and the timescales required.

Health and Safety

Supervisors of all students, whether in the arts or sciences, should consider carefully the safety implications of their students' research. Those supervising students (particularly in the sciences) are responsible for all aspects of safety under their control, and in particular for the safe conduct of all experiments carried out in the course of their students' research. In the event of an accident, inadequate supervision may render the supervisor liable to prosecution. Supervisors should also ensure that their students are aware that in the event of injury to other persons as a result of their negligence, the student could be subject to civil claims for damages. Advice on the legal responsibilities for safety may be obtained from the [University Safety Officer](#). For their part, *students* must carry out research with proper regard to good health and safety practices. Supervisors and students should be aware of the need for adequate health insurance and health precautions when travelling abroad. In case of doubt, reference should be made to the University Medical Officer.

I agree to abide by the above terms and conditions

Director of Graduate Studies name:

Student Name:.....

.....

Signature:

Signature:

Date:.....

Date:

MEDICAL SCIENCES BOARD

Code of Practice for Research Student Supervisors

(Revised November 2018)

This Code of Practice for Research Student Supervisors in the Medical Sciences Division incorporates the requirements of **all** supervisors as set out in the [Policy on Research Degrees](#)¹.

Any supervisor accepting a student is thereby accepting the obligations set out in the Policy on Research Degrees and by the Medical Sciences Board, as follows:

Eligibility to Supervise in the Medical Sciences Division

The Supervision Team

The Core Team

All research students in the Medical Sciences Division must have at least two² supervisors, both of whom must be established academics and meet the following criteria:

- Have a record of recent publications (i.e. within the last 5 years)
- Have an appropriate contract of employment to the completion of the student's studies, or have the agreement of the Head of Department to act as a supervisor³.

In addition, at least one member of the core team must previously have supervised a student to completion successfully (either at Oxford or elsewhere).

Furthermore:

- It is expected that supervisors will only accept a student if they:
 - Can ensure there will be sufficient funding from within the department to cover the project costs
 - Have the subject knowledge necessary to guide the student's research
 - Have sufficient time to supervise the student
 - Will be in post long enough to ensure continuity of supervision
 - Recognise and accept the responsibilities both to the student and to the relevant department and the Division implicit in the supervisory relationship (further details under **Responsibilities of the Supervisor** below).
- Divisional policy is that no individual may supervise more than six full-time equivalent students at any one time and that all students must have at least two supervisors. Co-supervision of a student within Oxford is counted as half, regardless of the total number of supervisors.
- DGSs will also take into account submission rates when appointing supervisors
- First-time supervisors should not take on a second student until the first student has successfully passed transfer of status within the timeframe set out by the Examination Regulations and the Divisional Board.

Within this "core team", one supervisor may have overall responsibility for the student and where this is the case, the other supervisor(s) will provide back up, to ensure continuity of support for the student.

¹ This *Policy* has been approved by the University's Education Committee as the framework the University expects to see underpin the provision of its research degrees at Oxford. The *Policy* supplements the requirements for research degrees set out in the [Examination Regulations](#).

² If not identified at the time of recruitment, both supervisors must be identified and listed on the student's record, not later than the end of the student's first term

³ Such agreement may only be permitted for one of the two supervisors

Additional supervision

A post-doc can be added to the supervisory team and this may have advantages for the student, the post-doc and the project. DGSs can decide on a case-by-case basis whether a post-doc is ready to co-supervise, bearing in mind the above criteria. Post-docs should in general be limited to supervising no more than two students at any one time.

Supervisors external to the University of Oxford

External supervisors – e.g. from another HEI or Industrial partner – may be part of the supervisory team, in addition to the “core team”. In some situations it may be appropriate for an external supervisor to be the second member of the core team, in which case the student would count as full-time equivalent against the Oxford-based supervisor’s quota. But normally both core supervisors will be Oxford-based and external supervisors will be additional.

The criteria given here should be understood to be the Divisional minimum; departments have the flexibility to expand upon or extend the criteria to suit their own practices. You may therefore wish to contact your departmental Director of Graduate Studies (DGS).

Supervisor Training

New supervisors⁴ must complete the online [DPhil Supervision at Oxford](#) course. All supervisors are required to complete this course prior to taking on their first student and thereafter at intervals of not less than 3 years. Training can also be obtained via the [Medical Sciences Division Skills Portal](#).

Responsibilities of the Supervisor

Enquiries from Prospective Students

The Medical Sciences Graduate School website has a wealth of useful information for prospective applicants about programmes, funding and how to apply:

<https://www.medsci.ox.ac.uk/study/graduateschool>

Please ensure that prospective applicants who contact you and who wish to be considered for admission:

- Are aware that if they wish to be considered for a funded place (in MSD), they must apply by the early January deadline at the latest
- Know that their qualifications must meet the requisite University and departmental entry requirements in order to be considered
- Are also directed to the Graduate Admissions website for information about how to apply: <http://www.ox.ac.uk/admissions/graduate>

If you are asked:

- Give an honest answer as to whether you have capacity to take on a student
- Give guidance as to whether their proposed project is likely to be compatible with your lab
- Give advice as to who else they might approach (e.g. Director of Graduate Studies)

DO NOT accept or reject the student yourself. The applicant must make the judgement as to whether or not they meet the admissions criteria (with advice on academic standards from NARIC if necessary) and proceed through the proper University admissions process if they choose.

⁴ Applies to any member of the supervisory team, including post-docs

Prior to arrival and first meeting

Where possible, one of the supervisors within the core team should assign the student some directed reading before arrival. This might be of a general background nature so as to put the student in a position to discuss the topic with the supervisor soon after arrival, or it might form the start of a survey of current literature. A supervisor is required to meet their student not later than the second week of Full Term.

The initial term

The supervisors should ensure, in co-operation with the student, that the main framework for the student's studies is established as speedily as possible during the first term.

This may include all or some of the following:

- Ensure that the student attends the college and departmental induction sessions offered to them
- Establish the means by which student and supervisors will communicate
- Establish the arrangements for scheduling meetings, recording their outcomes, reviewing work plans, and monitoring progress. You should ensure that the student knows how much time they should expect from each member of the supervisory team.

Note that in the Medical Sciences Division:

- Formal meetings outside of the lab, at which supervisors should meet personally with their students to discuss progress, review work plans including skills training, and discuss the content of their termly supervision report, should take place at least once a term.
- Students must have regular meetings with the member of their supervisory team who has day-to-day supervisory responsibility, which may be a post-doc. A minimum of once a fortnight on average across a year is considered a good guideline.
- Each department has an approved statement of provision for graduate students which specifies the expected frequency of supervisory meetings. Supervisors must ensure that they are familiar with their departmental statement and that the agreed schedule of meetings with the student meets the requirements of the statement.
- Establish who else will be involved in the supervision of the student (post-doc, external supervisor) and what their role is. The core supervisors should ensure that at the start of the project it is clear to the student who in the supervisory team is their main point of contact for advice and guidance, and ensure that respective responsibilities are clear both to academic colleagues and to the student
- Where a student undertakes research as part of a team or group, the supervisors should make clear the way in which the student's own contribution fits into the work of the remainder of the group
- Work to establish a clear project proposal with a good prospect of completion within the required time scale, and to identify the initial stages and early objectives of the project, taking account of the sponsor's requirements where appropriate
- Where completion of an initial research training course is required, identification of the structure, timetable and requirements of the course
- Preliminary identification by the student and supervisors of the skills, knowledge and aptitudes (including [English for Academic Purposes](#)) which are likely to be required for the successful completion of the research programme, and arrangements for supporting their acquisition or development
- Identify appropriate resources to support the research project and how these are to be accessed (including consumables, staffing and working facilities); where the student's research forms part of a funded research programme, the supervisors should ensure that sufficient financial support will be available for the duration of the student's period of study:

if there is any doubt, he or she should agree with the student an alternative fallback project at an early stage

- Make clear any specific health and safety requirements for your laboratory and ensure that appropriate health and safety training is undertaken by the student
- Advise at an early stage on experimental design and the effective collection and storage of data
- Draw to the student's attention the need to consider any ethical issues which may arise during the course and any requirements for ethical approval (for further information see: <http://www.admin.ox.ac.uk/curec/>)
- Identify (in consultation with the Director of Graduate Studies for the department/ faculty) colleagues, where during his or her first year of research a student wishes, in addition to contact with his or her supervisors, to have limited consultation with one or two other academics, and to arrange for an approach to them by the student. In some departments this advisory group constitutes the student's thesis committee.
- Make clear the expectations regarding the student's working hours and vacation arrangements:
 - The normal expectation is that students should be working full-time. Interpretation of what this means will vary but supervisors should ensure in all cases that students do not feel obliged to work beyond the legal maximum which applies to employees of the University i.e. a maximum average working week of 48 hours, including overtime (calculated over a 17 week reference period). (Supervisors should also ensure that, in the interests of equal opportunities, they are reasonably flexible regarding hours, e.g. to ensure study can be compatible with having dependent children.) At the same time, hours should be by prior agreement, and arrangements should not be so flexible as to allow students to think that they can habitually miss days or turn up late.
 - The supervisors should make clear that the student is expected to take a reasonable amount of time off for holiday. Divisional policy is that students should receive a level of leave commensurate with employees of the University, i.e. 38 days of leave per annum inclusive of bank holidays.
 - Students should have sufficient free time to make the most of the wider University and College resources.
 - **Importantly**, some students may wish for professional reasons to undertake paid work in addition to their study as students – for example locum clinical work or consulting in industry. Such work should not normally exceed 1 day per fortnight, including weekends. Any paid work should still allow students to spend at least 40 hours per week for a minimum 44 weeks of the year on their studies.

Throughout the Programme of Study

Supervisors should:

- Meet with the student regularly in accordance with divisional and departmental guidelines and as agreed with the student
- Avoid unnecessary delays in the progress of the research
- Assist the student to work within a planned framework and timetable, (in particular by conducting regular reviews of the student's progress); and request written work as appropriate and in accordance with the plan and milestones discussed with the student and return submitted work with constructive criticism within a reasonable time
- Consider any requests for part-time or flexible working and do their best to accommodate such requests, including supporting formal application for part-time registration.
- Assist the student with the preparation, timetable and submission of material relating to applications for transfer of status, for re-admission after completion of preliminary research training or other course, and for confirmation of status, and to provide appropriate feedback, especially where the student has failed to meet the required standards.

Research students must complete the process for transfer of status not later than the fourth term; DPhil students must complete the process for confirmation of status not later than the ninth term

- Advise the student on the composition of their thesis and on the timing for thesis submission, and read and comment on the thesis text itself
- Consult with the student in order to make recommendations for the appointment of examiners; DPhil students must submit their thesis not later than the twelfth term; MSc by Research students must submit their thesis not later than the ninth term
- Be accessible to the student at appropriate times when advice is needed and respond to requests for advice within a reasonable timescale
- Discuss the student's training needs with them and monitor their ability to write a coherent account of their work in good English; advise them where they might find training provision - the Division provides a website detailing or linking to all opportunities for student training outside of individual departments <http://www.medsci.ox.ac.uk/study/skillstraining>
- Pursue opportunities for the student to discuss his or her work with others in the wider academic community (including the presentation of research outcomes where relevant) at University, national and international level.

Progress reports

It is the responsibility of the supervisors to provide the student with regular information as to the student's progress (to ensure that the student feels properly directed and able to communicate with the supervisor), and, where problems arise, provide guidance and assistance as to necessary corrective action.

Furthermore, the completion of the quarterly supervision report, to which both student and supervisor now contribute via Graduate Supervision Reporting (GSR, access is via your eVision account), is mandatory for supervisors. The discussion of the contents of the report should be viewed as part of a regular review of progress. You should strongly encourage your student to submit a report on their progress although it is not compulsory. All those submitting reports through GSR should be aware that what they write can be viewed by other people with direct responsibility for the student, including the student, all supervisors, the Director of Graduate Studies, the student's college advisor, and a small number of administrators.

Each report should also state the nature and extent of recent contact with the student, and, if there has been none, state why this is so. At the end of the first term, the supervisors and student should review not only academic progress, but also how well the student has adjusted to his or her new work environment, how well the environment is meeting his or her needs, and plans to remedy any deficiency. The supervisors should alert the Director of Graduate Studies to any problems experienced in supervising the student.

Cover for absence

Supervisors should avoid absence or leave without appropriate temporary supervision having been arranged for the student. (Leave will not normally be approved without such arrangements being in place.) Heads of Department should take this requirement into account when managing requests for sabbatical leave.

Students' Skills Development & Career Progression

Supervisors have a role in ensuring that students develop the research skills, transferable skills and understanding of career options that they will need to progress in their careers; they should encourage the student to obtain knowledge and information about career opportunities and

should alert the student, where necessary, to other services provided within the University and elsewhere.

The completion of Training Needs Analysis (TNA) forms is now required whereby students identify the training needed, this is signed off by the supervisor and the training undergone is monitored. TNA form submission is required for transfer and confirmation of status.

Supervisors should also:

- Incorporate discussion of skills training into your regular meetings at least once a term, including at the induction stage
- Ensure that students acquire the research techniques they need for the successful completion of their project
- Encourage students to take part in the life of the department/institution
- Encourage students to make presentations on their research
- Encourage students to publish
- Encourage students to attend national and international conferences
- Approve reasonable requests from students to participate in public engagement and outreach activities
- Encourage students to take up the teaching opportunities available to them.
 - https://weblearn.ox.ac.uk/portal/site:/medsci:pgr_teaching
- Encourage student to take up the skills training opportunities available to them
 - <https://www.medsci.ox.ac.uk/study/skillstraining>
- Encourage students to practise their English (if their spoken or written English is poor)
 - <http://www.lang.ox.ac.uk/>

Health and safety

Supervisors of all students should consider carefully the safety implications of their students' research. Those supervising students are responsible for all aspects of safety under their control, and in particular for the safe conduct of all experiments carried out in the course of their students' research. In the event of an accident, inadequate supervision may render the supervisor liable to prosecution. Supervisors should also ensure that their students are aware that in the event of injury to other persons as a result of their negligence, the student could be subject to civil claims for damages. Advice on the legal responsibilities for safety may be obtained from the [University Safety Officer](#). For their part, students must carry out research with proper regard to good health and safety practices.

Supervisors and students should be aware of the need for adequate health insurance and health precautions when travelling abroad. In case of doubt, reference should be made to the University Medical Officer.

Other responsibilities

Supervisors are expected to:

- Have reasonable familiarity with institutional, national and international expectations relating to research environments, research supervision and research training (see especially the relevant section of the [UK Quality Code](#)⁵)
- Engage in continuing professional development to equip them to supervise research students, and to meet requirements for continuing professional development.

⁵ NB A revised version of the UK Quality Code will be published in November 2018 – <https://www.gaa.ac.uk/quality-code>