UNIVERSITY OF
GREENWICH

Postgraduate Researcher Development Programme

PGRDP

Programme Handbook

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Section 1: Welcome

Welcome to the University of Greenwich Postgraduate Researcher Development Programme (PGRDP). This is a series of training sessions, workshops and events that support your personal development and skills training whilst you are studying for the award of Master of Philosophy (MPhil), Doctor of Philosophy (PhD), or Doctor of Education (EdD) at the university. The PGRDP runs in parallel with, and complements, the skills you develop as you work through your research project towards your degree.

The programme consists of mandatory and optional elements. Please read this document and understand what is expected of you in terms of developing your skills base. If you need clarification about what is required of you, please contact your supervisors in the first instance, your Faculty Associate Dean for Research and Knowledge Exchange, or the university's Research & Enterprise Training Institute (RETI).

Moodle

You can find more information on the programme via the Moodle site: Postgraduate Researcher Development Programme Moodle. Self-enrol by clicking the above link and then entering the enrolment key PGRO.

Schedule

A full schedule of all available researcher training can be found here: RETI Training for PGRs and Staff | Documents | University of Greenwich.

Section 2: Why is skills development important to you?

As a postgraduate research student, you will have your own reasons for wishing to engage in a programme of research, which, if all goes well, should lead to you being awarded a higher degree such as an MPhil, PhD, or EdD. The traditional view of postgraduate research leading to a doctoral award is achieved through studying a very narrow research topic in considerable depth. Some liken such programmes to being 'an inch wide and a mile deep', or, if you prefer, a 'centimetre wide and a kilometre deep', as shown by the 'I' model in Figure 1 below:
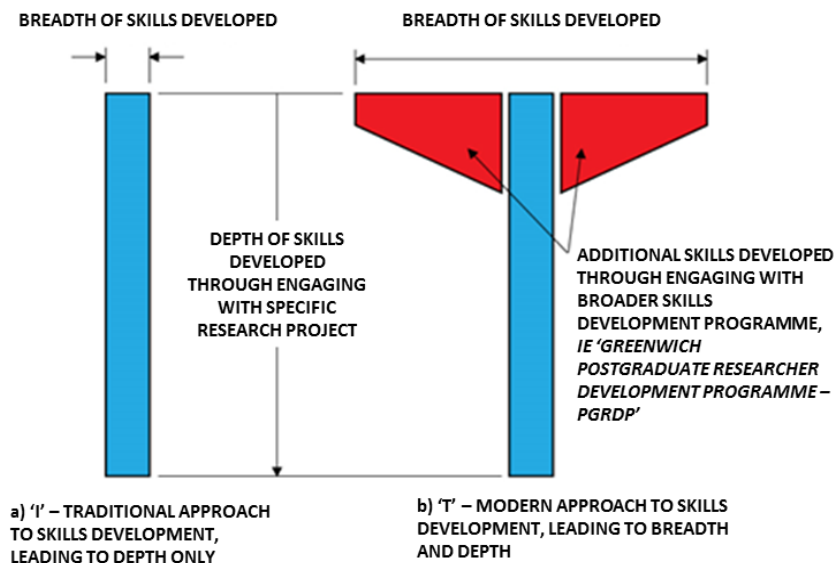
Figure 1: Skills development

FIG 1. 'T' NOT 'I' – GENERALISED REPRESENTATION OF SKILLS DEVELOPMENT THROUGH UNDERTAKING DOCTORAL STUDY

Students need to acquire a very high level of skills that are specific to the narrow area of research being explored. However, given that in the UK some 50% of research degree holders now take up employment in sectors other than academia, and across the EU (2018 EU data) approximately 49% go into the private sector, 12% into the public sector and 39% into the HE sector, it is clear that the very narrow, highly specific level of skills developed during such studies do not necessarily best prepare you to a take up employment in the world of work outside of universities, where the ability to demonstrate a wider range of personal and professional skills is an essential requirement. Therefore, engagement in a meaningful, broad-based skills development and training programme, sitting alongside your research programme, is an essential element of the modern-day MPhil and doctoral studies. This modern approach is more likened to the form of a 'T' as shown in Figure 1.

There is now an expectation that universities will broaden the skills bases of their postgraduate research students. In response to this the University of Greenwich provides both subject-specific and broad-based skills for postgraduate research students to develop and practise.

Section 3: Researcher Development Framework

In addition to the reasons set out in the previous section relating to preparing yourself for future employment, the Quality Assurance Agency for Higher Education (QAA)[1] has set out the explicit expectation that higher education institutions that have research degree awarding powers will

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[1] The Government approved regulatory body overseeing the quality assurance and maintenance of standards of undergraduate and postgraduate provision in higher education institutions in the UK.

provide postgraduate research students with appropriate opportunities for personal and professional development through the advancement of research and other skills.

The QAA is not prescriptive about the way that universities should go about developing such skills in their postgraduate researchers, but expects their various approaches to work in concert with, at an appropriate level, the national framework of personal skills and attributes set out in Researcher Development Framework (RDF) developed by Vitae[2]. The University of Greenwich is a member of Vitae and you can register and access information available from Vitae.

The RDF provides a nationally recognised framework of skills and attributes to develop during the course of your studies, and to demonstrate to an appropriate level on completion of your studies. The University of Greenwich supports the aims and objectives of the Researcher Development Framework which is shown in Figure 2 below.

Figure 2 Vitae Researcher Development Framework (RDF)

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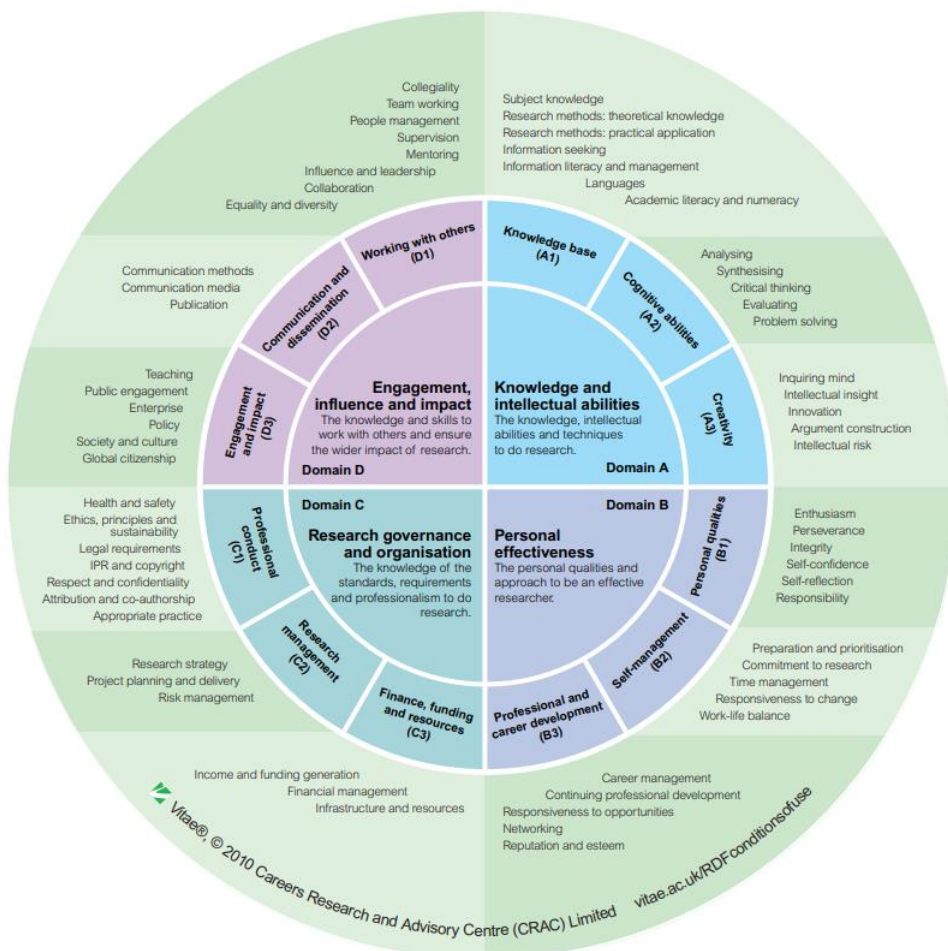
[2] A Government approved body concerned with the personal development of postgraduate researchers and research staff in higher education institutions such as the University of Greenwich.

As may be seen from Figure 2, the broad range of skills and attributes you should work at developing during the course of your studies may be divided into four main areas, called domains:

- Domain A – Knowledge and intellectual abilities

- Domain B – Personal effectiveness

- Domain C – Research governance and organisation

- Domain D – Engagement, influence and impact

The framework gives an indication of the range of skills and attributes associated with each domain, and, thereby, those that you should focus on developing. You should not be daunted by this listing as many of these elements will be developed as an integral part of you working through your programme of research and the PGRDP. It is also important to realise that you are not expected to develop and demonstrate all of these skills and attributes to the same breadth and depth, as this will depend on the nature of your own research programme and how you see your future career developing.

Within the PGR student management system, PULSE, you can conduct a Development Needs Analysis (DNA) to determine your current level of confidence in your skills and knowledge within each domain of the Researcher Development Framework. You can access the DNA tool by going to the Professional Development tab in PULSE. The results of your DNA will provide you with top priorities for you to focus on for your skills development and will recommend appropriate training sessions. You can also use your results to conduct a more focused search for training sessions based on the skills you are looking to develop. Your supervisors will be able to view the results of your DNA, which can be used to inform discussions at supervisory meetings around training and development needs.

You are expected to keep a record of your research activities, skills and training through the Professional Development tab in PULSE. If you have attended training, which you booked in PULSE, this will automatically appear in your Training and Development Portfolio in PULSE. Any training and development activities you complete that aren't booked in PULSE can be added to your Training and Development Portfolio in PULSE by going to the Completed Activities section under the Professional Development tab and selecting self-record an activity. Use this feature to add all other training and development activity, including presentations and publications.

Maintaining a record of your training and development activities will enable you and your supervisors to continually assess your skills and knowledge development and identify areas that require further development. It also provides valuable evidence of how you have gone about developing yourself and what you have achieved during your studies, thereby forming an evidence base for potential employers on completion of your studies. Your Training and Development Portfolio is visible to the Research & Enterprise Training Institute, as well as your supervisors, and can be requested to be seen at any time by e.g. the Faculty, the Faculty

Research Degrees Committee, or by an external auditor (which could be at very short notice). Further details are available in the Postgraduate Research Students' and Supervisors' Handbook.

Summary

- Take the matter of your personal skills development very seriously and take responsibility for your own learning and development

- Engage in and benefit from the University of Greenwich PGRDP, which has been designed with you in mind, and

- Record all evidence of your personal engagement and progress with the PGRDP in the Completed Activities section under the Professional Development tab in PULSE. As detailed above, you only need to do this for training and development that was not booked using PULSE.

Section 4: Programme Structure

The Postgraduate Researcher Development Programme is designed to help you develop the skills and attributes that will help in putting you on the road to:

- Making good progress with your programme of research, and

- Being better equipped to face the world of work following you completing your research degree

The PGRDP is delivered through a combination of topics delivered in scheduled learning sessions, in self-directed study modules online, or delivered as part of your research programme.

Mandatory training

There are five complementary strands of mandatory activity as shown in Table 1.

Table 1 Mandatory training strands – responsibilities for delivery and engagement

Strand	Skills	Responsibility for delivery and engagement
Strand 1	Introduction to Research Skills	University organised
Strand 2	Teaching Skills	University organised
Strand 3	Examination Preparation	University organised
Strand 4	Subject-Specific Skills	Your own initiative Faculty / Department / School / Research Group /Supervisors.
Strand 5	Extramural Skills	Your own initiative

Strand 1: Introduction to Research Skills

This strand provides you with basic approaches and tools that will be valuable to you in executing your agreed programme of research, as well as valuable insight into wider research techniques beyond your current areas of interest. An underlying theme of 'professionalism' is also developed through this strand and it must be completed before you are permitted to be assessed for transferring your registration status with the university from MPhil to PhD.

Note: Postgraduate research students on the EdD programme are exempt from Strand 1 – instead, the relevant material is covered by a combination of the taught phase of the EdD, followed by a number of key thesis support sessions, which students should attend during the thesis phase of their EdD. Details of these support sessions are available in the EdD Student Programme Handbook, available on the EdD Moodle page.

You will, of course, be expected to continue to refine your research skills as your research programme progresses, to a point where they become quite sophisticated. The form this takes will, for obvious reasons, depend on the nature of your own research project, and, therefore, this refinement process will form an integral part of you developing your subject-specific skills as set out in Strand 4 below, along with complementary approaches delivered at the local level by your Supervisor, Research Group/Centre, Department/School, Faculty.

Training sessions: The training sessions of this strand consist of presentations/workshops delivered either in person or online, four times a year. The sessions are delivered by university staff and external providers where appropriate.

Scope and coverage

- Working towards a doctorate (on campus/online)
    - Roles and responsibilities
    - Library support for researchers
    - Research design, intellectual property and research ethics
- Excelling in your doctorate (on campus/online)
    - Project planning and time management
    - Literature review
    - Research integrity

Deadlines

You are required to engage with this strand at the first available opportunity following your registration as a postgraduate research student with the university, and your final completion deadlines are as follows:

Full-time students	One year from date of registration
Part-time students	Two years from date of registration

You will be required to report on your engagement and progress with this strand of activity as an integral part of your formal annual progress report (Form RDA4) that you are required to submit to the Faculty Research Degrees Committee for consideration. Failure to demonstrate sufficient engagement with this strand of activity may result in your progress being deemed unsatisfactory and/or you being prevented from applying for transfer.

Strand 2: Teaching Skills

Many postgraduate research students have an opportunity to support the undergraduate and postgraduate taught teaching function within their Faculty, via, for example, tutorials, laboratory / technical demonstrating, supporting seminars. This strand will provide the basics of good teaching practice so that you may engage in such activities with confidence.

Engagement in this strand is mandatory (unless an exemption applies to you) and the training is prerequisite to becoming a recognised Postgraduate Research Student Teaching Assistant (PGRTA) in the university (details about this role are available in the PGRTA Handbook).

Many postgraduate research students take up the opportunity to engage with teaching-related activities during the course of their research programme in order to gain experience, irrespective of whether or not future plans are focused on a career in academia.

The role of PGRTA is a valuable addition to the CVs of those who are considering pursuing a career in higher education, and the experience and communication skills gained also contribute to other professional career pathways.

Completion of this strand will not provide you with a formal teaching qualification in higher education, it is only intended to provide you with an insight into good practice and basic skills relating to the teaching, learning and assessment of undergraduate students. However, it is intended to assist you in any potential role involved in supporting a teaching team in activities such as tutorials, laboratory supervision etc.

You may start supporting a teaching team in such activities as soon as you are formally registered to engage with this strand as a provisional PGRTA. You may do so only on the express understanding that you are registered and engaged with the course. Under this circumstance, because you are not fully trained for this activity, you may only engage in light, introductory duties. You will not be permitted to undertake anything beyond these light, introductory duties until you can provide evidence that you have met the requirements of, and completed, the Teaching Skills course, thereby making you a recognised PGRTA. It should also be noted that, unless you are already an appropriately qualified lecturer in higher education, as a postgraduate research student you are not permitted to deliver 'front line' lectures.

Training Sessions

This course comprises five sessions, delivered at Greenwich/Medway campuses and online, and is organised and delivered by the university's Academic and Learning Enhancement team. It aims to equip you to become an effective member of a taught course delivery team. Attendance will induct participants into what constitutes effective practice and what the university and the higher education sector expects in teaching, learning and assessment. It will provide you with a foundation on which to initiate further development within the professional development framework (see GOLD, University of Greenwich's Advance HE accredited professional recognition scheme) of the university. After completion of the course, you are encouraged to gain further teaching related experience and then apply for Associate Fellowship of the UK Advance HE.

Aims and Learning Outcomes

Aims

- Provide an introduction to teaching, learning and assessment in Higher Education

- Provide a platform for critical discussion and reflection on issues around inclusive teaching and active learning

- Help you get prepared for your teaching duties at the University of Greenwich and in Higher Education in general

- Provide a progression route to teaching qualification and employment in the sector

Learning Outcomes

- Critically think about various educational theories, approaches, tools, technologies for engaging students in different classroom settings (e.g., small/large cohorts, hybrid, and online settings)

- Develop your confidence in teaching for incorporating active learning in Higher Education

- Develop an appreciation of developmental assessment and feedback strategies and approaches

- Demonstrate your understanding of inclusive learning design and assessment

- Consider continued professional development options or pathways in teaching in Higher Education

To complete the strand, all sessions of the course must be attended, unless stated otherwise, as well as the successful completion of the course assessment.

EdD students who have formal teacher training qualifications may be exempt from this strand, further details are available in the EdD Student Programme Handbook, available on the EdD Moodle page and also in Section 7: Exemptions this Handbook.

Deadlines

You are required to engage with this strand at the first available opportunity following your registration as a postgraduate research student with the university, and your final completion deadlines are as follows:

Full-time students	One year from date of registration
Part-time students	Two years from date of registration

You will be required to report on your engagement and progress with this strand of activity as an integral part of your formal annual progress report (Form RDA4) that you are required to submit to the Faculty Research Degrees Committee for consideration. Failure to demonstrate sufficient engagement with this strand of activity may result in your progress being deemed unsatisfactory and/or you being prevented from applying for transfer, until any lack of engagement has been addressed.

Strand 3: Examination Preparation

This strand aims to prepare you for your (i)

- MPhil to PhD transfer

- Final examination for MPhil/PhD/EdD.

Training Sessions

This strand is delivered as training sessions by University of Greenwich academic and professional services staff. The sessions run four times per year online.

Scope and Coverage

- Preparing for your transfer from MPhil to PhD (N/A for EdD students)

- Preparing for your final examination

Deadlines

Preparing for your transfer from MPhil to PhD must be completed prior to the submission of your RDA2 form (transfer of registration from MPhil to PhD form)

Preparing for your final examination must be completed prior to the submission of your RDA6a/b form (approval of examination arrangements and thesis submission form)

Plan ahead. Aim to complete each of these modules about six months in advance of the submission of the RDA2 or RDA6.

You should report on your engagement with the activities comprising this strand of the PGRDP, and associated progress, in every annual progress report (RDA4) you submit for consideration by

the Faculty Research Degrees Committee. Failure to demonstrate sufficient engagement with this strand of activity may result in your progress being deemed unsatisfactory, and/or you being prevented from applying for MPhil to PhD transfer or examination, until any lack of engagement has been addressed.

Strand 4: Subject-Specific Skills

No two research projects, and the associated student experience, are the same. Your programme and experience will be unique and personalised to you. You will need to build on the basic research skills developed through engagement with Strand 1, to acquire and develop more in-depth research skills that are particular to you to enable you to progress and succeed with your programme of research.

Scope and Coverage

The nature of the skills training and development that you need as an individual cannot necessarily be provided centrally from within the university, and must be identified and developed between you, your supervisors and your Research Group/Centre, School and Faculty.

The direction of your individualised plan under this strand starts with an in-depth audit between you and your supervisors on the base-line levels of skills you already possess on commencement of your research, and then the subsequent identification of those areas and skills that are important to develop if you are to successfully complete your programme of research. This appraisal and identification of needs should take place with your supervisors shortly after you start as a postgraduate research student with the university. The process will result in an individualised development programme, which could be quite broad, very narrow, or both depending on needs. These needs could include IT skills, the use of specialist software packages, specific health and safety issues, specific research ethics and approval, the use of specialised equipment, analytical skills, higher level research skills, language skills, presentation skills for specialist audiences, a directed course of focused reading, attending relevant subject-specific conferences, symposia, seminars, workshops, talks and exhibitions, visits to specific business organisations, enhancing your network of contacts in your area of research etc.

Deadlines

The identification of your development needs in the area of subject-specific skills should take place with your supervisors shortly after you take up your role as a postgraduate research student, and should continue on an ongoing basis until you complete your agreed programme of research. Your needs in this respect should be a matter of regular monitoring by you. The matter should feature as a regular item for discussion at progress meetings with your supervisors, and the elements comprising your personal development plan in this area should change and develop with time according to your progress and needs. It should be noted that if the outcome of your initial appraisal on this particular front is that no activities are required in this area of personal development; this will not be accepted by the Faculty Research Degrees Committee, on the basis

that everyone, irrespective of their standing point, has the capacity to develop themselves in this respect. Therefore, your engagement with this strand of skills development is mandatory.

You should report on your engagement with the activities comprising this strand of the PGRDP, and associated progress, in every annual progress report (RDA4) you submit for consideration by the Faculty Research Degrees Committee, and it should be evidenced in the Completed Activities section under the Professional Development tab in PULSE, which will also update your Training and Development Portfolio. Failure to demonstrate sufficient engagement may result in your progress being deemed unsatisfactory and/or you being prevented from applying for transfer or examination, until any lack of engagement has been addressed.

Strand 5: Extramural Activities

In the context of the PRGDP, extramural activities means you using your own initiative to seek out and engage in events that are outside the confines of the main thrust of your research programme, but, nevertheless, assist in developing you and your knowledge base. The rationale for this is that by doing so you will broaden your knowledge base, learning from observing best practice from first-class communicators, as well as providing further opportunities for networking, thereby enhancing your network of contacts. The university is not prescriptive as to how you should engage in such activities, but expects that as you are working towards becoming an autonomous learner and a developing professional, you will take the initiative and responsibility to further broaden and develop your knowledge and skills base in this way.

Scope and Coverage

The university is not prescriptive as to how, what, and the length of time you should devote to engaging in such activities, but by being proactive on this front you will broaden your knowledge base, learn from observing both good and poor practice, and provide networking opportunities, thereby broadening your network of contacts etc.

Given the proximity of the university to London, which has a high concentration of universities, learned societies, professional bodies, museums etc, you are superbly positioned to take advantage of many of the events they stage. Many of these events, presented by experts in their field, are aimed at presenting complex ideas and subjects to the public at large, and, through attending, you will learn much about how you can go about doing the same, thereby enhancing your public engagement skills.

Closer to home, the university and its constituent Faculties, Schools and Research Groups/Centres hold many events across all three campuses that will assist you in addressing this strand of activity, for example, inaugural professorial lectures, research conferences and seminars, presentations by professional bodies, talks by external speakers, etc..

Deadlines

Your engagement with this strand of activity should occur on a continuous basis for as long as you are registered on your programme of research. You should report on your progress with this strand of activity in every annual progress report (RDA4) you submit for consideration by the Faculty Research Degrees Committee, and evidence your learning in the Completed Activities section under the Professional Development tab in PULSE, which will also update your Training and Development Portfolio. Attendance at four such events each academic session over the duration of your research programme should be the expected level of engagement. Failure to engage with this strand of activity may result in your progress being deemed unsatisfactory and/or you being prevented from applying for transfer or examination, until any lack of engagement has been addressed.

Summary

The five strands address a wide range of skills and attributes set out in the Researcher Development Framework (RDF) devised by Vitae shown in Figure 2 in Section 3 of this Handbook. Your engagement in the PGRDP will go a long way towards you acquiring the skills and attributes set out and expected by both the university and external national bodies. Most importantly, the acquisition of such competences will go a long way to preparing you for the world of work beyond your research degree, and, for students with previous research experience, engagement will enhance and further your existing skills and knowledge base in a continuous way during the course of your studies.

Progress in the area of your skills development should be kept under regular review at formal progress meetings with your supervisors, and, particularly with regard to Strand 4, making changes to accommodate developments with your research programme.

Record all of your training activities in PULSE if you didn't book via this system.

You should note that your engagement with the PGRDP will be monitored, and if insufficient effort and engagement is evident on your part, you will not be permitted to progress with your programme of research. So, the best way to avoid this is to fully engage with the PGRDP in a positive and proactive way, and ensure that your Training and Development Portfolio in PULSE is updated on a regular basis. Additionally, it will be this Training and Development Portfolio that can provide evidence to potential employers that you have actively engaged in a comprehensive programme of activities aimed at enhancing your personal skills base.

It is your responsibility to seek out information about when you are required to attend events/sessions and to understand when to accommodate such requirements within your overall programme of work. You can do this by checking when events/sessions are planned, and signing up to attend them through the booking information provided on the Full PGR Training Schedule.

You should realise that by simply attending the various events and activities associated with the five strands comprising the PGRDP you will not acquire the skills or attributes associated with the subject matter being addressed. Skills have to be developed through practice, and only by practising until you can do something instinctively when faced with a given set of circumstances, can you truly claim that you have acquired a particular skill. The content of the sessions and events comprising Strands 1, 2 and 3 of the PGRDP have been specifically designed to provide you with the basic points, scope, good practice etc. for you to then develop and refine your skills in these particular areas. You should take every opportunity to practice your skills development as you work through your programme of research and not be afraid to ask your supervisors to assist you with this aspect of you developing your skills base – help is at hand!

Section 5: Optional Courses

RETI provides a wide range of optional courses designed to supplement the mandatory programme that is detailed above. All areas of the Vitae Researcher Development Framework are covered in this varied offering, from well-being courses, to networking, to detailed research methods training. To see the entire offering and to find details of other courses available across the university go to the PGR Training Schedule on the portal. RETI Training for PGRs and Staff | Documents | University of Greenwich.

Section 6: Booking

RETI Training courses can usually be booked using PULSE, but some courses are provided by external organisations and have their own booking systems. We also have some courses that are provided by the library and are bookable via their booking system, Libcal.

A full overview of what is available and where to book each offering can be found as follows:

- Full PGR Training Schedule: RETI Training for PGRs and Staff | Documents | University of Greenwich.

And details of the RETI offering and how to follow the PGRDP is on Moodle:

- PGRDP Moodle site, Postgraduate Researcher Development Programme Moodle, self-enrol by clicking the above link and then entering the enrolment key PGRO

Section 7: Exemptions

The whole PGRDP initiative is mandatory, unless you are formally exempt from engaging with some parts of the programme. Your engagement should start as soon as possible with you

undertaking a 'skills audit' with your supervisors to determine your current levels of skills, particularly with regard to identifying at an early stage what subject-specific skills you will need to develop as an integral part of Strand 4. This process will also determine whether you may be exempt from any element of the PGRDP on the basis of Recognition of Prior Learning – RPL, for which you must provide concrete evidence to support any claim(s) for this.

Exemption by Recognised Prior Learning (RPL)

The university has a well-defined accreditation policy whereby students may be exempted from certain areas of study through them producing hard evidence of recognised prior learning (RPL) Recognition of Prior Learning | Documents | University of Greenwich. Please use the RPL form given by this link to apply for exemption from aspects of Strands 1 or 2 where hard evidence exists to support the claim. The student needs to demonstrate that they already possess the necessary knowledge/skills/attributes when seeking RPL, through the provision of evidence. Where this is agreed, the student will not be required to re-train in that area. The process for the RPL for Strands 1 and 2 is given below. The RPL process does not operate in relation to Strands 3, 4 and 5.

Exemption from Strand 1

To be granted an RPL exemption for Strand 1 you will need to complete an RPL form available from the link given above and submit along with evidence to show that you already possess the required skills. This needs to be submitted for each element of the Strand, as appropriate. The evidence will need to be demonstrated by previously published research papers, formal publications, previous equivalent training at the postgraduate research level etc. and submitted electronically to RETI Training reti-training@gre.ac.uk.

Exemption from Strand 2

To be granted an RPL exemption for Strand 2 you will need to submit evidence to match one of the following:

- A Postgraduate Certificate in Higher Education (PgCertHE) qualification from a UK university

- Undertaking a PgCertHE from a UK University

- Completion of the University of Greenwich GOLD process (awards fellowships of Higher Education Academy)

- Associate Fellow or a Fellow of Higher Education Academy (AFHEA, FHEA)

- A minimum of three years' UK HE teaching experience

- An academic teaching contract from a UK University

In addition, the following categories of students can apply for exemption from this course:

- Those who are undertaking their research at an approved overseas institution (therefore not engaging in teaching related activities with University of Greenwich students)

- Part-time students, who are in established positions in employment, where it is not possible for them to engage in the teaching function of the university.

- Those who hold a PGCE Further Education (FE) qualification from a UK university. RPL requests will be examined on a case-by-case basis.

To apply for RPL for this Strand you will need to complete the RPL form given in the link above and submit this along with the evidence electronically to RETI Training reti-training@gre.ac.uk.

Exemption for Direct PhD students and Doctorate by Published Work:

Direct PhD students are exempted from undertaking the training on 'preparing for your transfer from MPhil to PhD' on Strand 3.

Doctorate by published work students are exempted from undertaking Strands 1 and 2 training of the PGRDP. Within Strand 3, they are exempted from undertaking the training on 'preparing for your transfer from MPhil to PhD'.

Important Note

RPL co-ordinators from Research and Enterprise Training Institute (RETI) and Academic and Learning Enhancement will assess each RPL submission, as appropriate, for exemption and inform the students of the outcome in a timely manner.

No student will be considered to be exempt from any part of the PGRDP on the basis that they believe they already possess a required level of skills. It is for students to make an application based on hard evidence, and for others to make a decision on whether the case is well found and RPL is recognised. Therefore, applicants are advised to work with their supervisors in preparing any case for consideration under the RPL process.

Postgraduate research students who are officially classified as studying overseas and, for justifiable reasons, find themselves unable to attend an element of the on-campus/online training, or have extenuating circumstances, should contact the Research & Enterprise Training Institute reti-training@gre.ac.uk for information on potential alternative options.

Section 8: Health and Safety

The University takes its health and safety responsibilities very seriously. Students have a duty to take care of their own health and safety, and that of others who may be affected by their actions at university. You must co-operate with university staff to help everyone to meet their legal requirements. Please ensure you familiarise yourself with our Health and Safety Policy.

Anyone experiencing an injury, listed disease, dangerous occurrence or 'near-miss' incident should submit a report as soon as possible using the online reporting system. Please check the Student Handbook for details.

Section 9: Student Centres and Getting Help

The University of Greenwich has a wide range of services for students. Find out what you need to know about accommodation, employment, Greenwich Students Union, student finance, student wellbeing, library services, IT services and more via the Student Centres on each campus, or use the Digital Student Centre.

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