

# RePOWER

RePOWER: Returning to  
postgraduate study

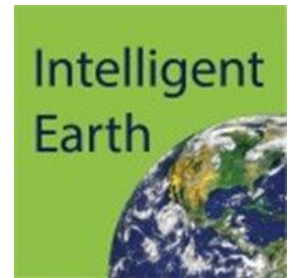


OXFORD  
BROOKES  
UNIVERSITY



## Welcome to the Doctoral Training Centre

- Supporting scientific breakthroughs
- Developing new skills and interdisciplinary collaborations
- Underpinning industrial innovation
- Equity, equality, diversity, inclusion and societal impact
- Community, collaboration and kindness



ENABLE



# RePOWER

## Schedule

am

### Applying to postgraduate study

10.00-10.30 Registration

10.30-11.00 Introduction to postgraduate study

11-11.15 Making the decision to apply

11.15-11.30 Q&A

11.30-11.45 Break

11.45-12.15 Applying to postgraduate study

12.15-12.30 Accessing information and publications

12.30-12.45 The application process

12.45-1.00 Q&A

pm

### Returning to postgraduate study

1.45-2.15 Childcare, parental leave and carer's leave

2.15-2.30 Modes of study & time management

2.30-2.45 Finance

2.45-3.00 Disability, neurodivergence and wellbeing

3.00-3.15 Transitioning to postgraduate study

3.15-3.30 Q&A

3.30-4.00 Discussion

4.00-4.30 General Q&A

College visits

Networking and buffet – Royal Oak Pub 42-44 Woodstock Rd, Oxford OX2 6HT

# Introduction to postgraduate study

# Good reasons to do a postgraduate degree

- Thirst for knowledge
- Desire to make an impact through research
- Enjoy learning and problem-solving
- Increase employability and earning potential in academia and fields requiring analytical, communication and quantitative skills
- Career pivot or specialisation
- Build connections
- Develop skills such as organisation, self-motivation and independent planning and project management



# Types of postgraduate study

Bachelor's Degree  
3 years

Integrated Masters - 1 year

Usually involves taught and assessed modules – often part-time.

Postgraduate Certificate  
6 months

Masters (Taught)  
9 months - 2 years

Can involve taught modules – usually involves research (Masters dissertation)

Assessed by coursework and/or examinations

Postgraduate Diploma  
1-2 years

Masters (Research)  
1-3 years

Assessed by coursework, examinations or dissertation as appropriate

Continuing Professional Development

Doctorate  
(PhD/DPhil)  
2+ years

Assessed by dissertation and viva


Doctorate by publication

Professional Doctorate


Combinations: e.g. 1+1 Joint Masters  
1+3 Masters and Doctorate

# Professional Doctorates

Professional Doctorates  
*Feeding the Yearning for Learning*




Dr Russ Lewis  
russ.lewis@open.ac.uk  
/russlewis-digital-transformation-ai



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Considering a professional doctorate?

 Russ Lewis (TheAgiliser)  
35 subscribers

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<https://youtu.be/Rxlo9Tu276w>

# Training knowledge workers...

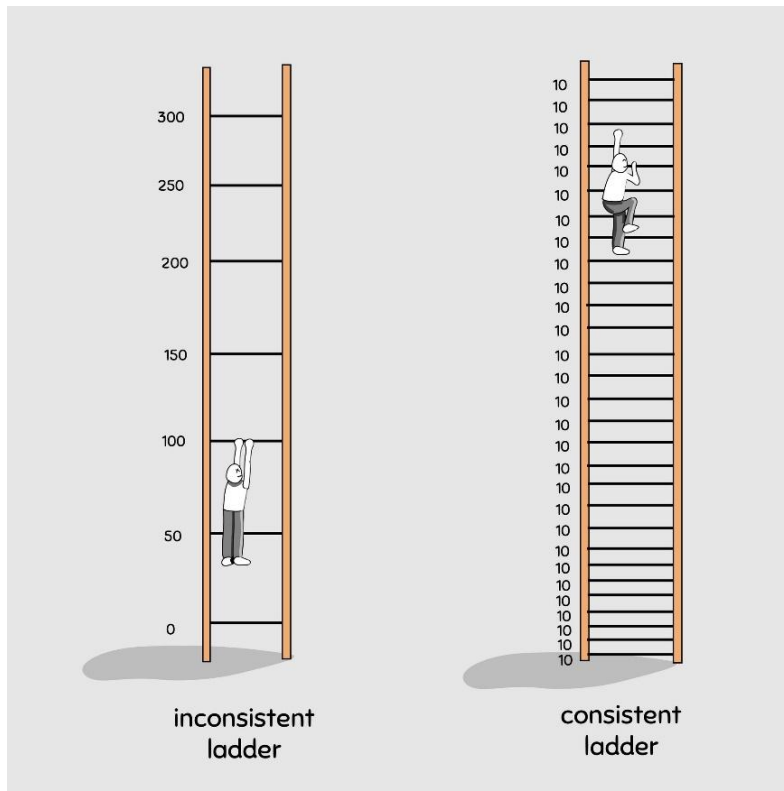
PGCert – 5K

PGDip – 10K

Masters – Half marathon

Doctorate – Full marathon





“Knowledge workers should **train**, and implement strict **“learning plans.”**”

... there’s a lot to learn from the way top athletes train. They are clear in their objectives and deliberate in their pursuit of improvement.”

## Benefits of research degrees...

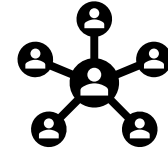
Knowledge



Critical thinking



Networking



Time management



Data analysis



Communication



Teamwork



Career opportunities



Competitive job application



# Research degrees (Masters and Doctorate)

- Dissertation based on your research
- Can include research undertaken within a team
- Supervisor(s)
- Assessment by dissertation and viva

## Typical dissertation...

- Literature / prior work
- Aims and Rationale
- Results
  - Method development
  - Data collection
  - Data analysis
  - Model development
  - Tool development...
- Interpretation/critical analysis
- Context, implications, further work

## Responsibilities of supervisors...

- Regular meetings (Oxford – at least once every two weeks for a full-time student)
- Agree a research plan and programme of work
- Clear academic expectations and milestones.
- Agree a timetable for submission of work and provide feedback on work
- Advise students on health and safety regulations.
- Assess and advise on subject-specific and professional development training
- Ensure students have a plan of how they are going to move ahead
- Report on student's progress and needs

## Mentoring modes...



Challenger  
Focus  
Goal-oriented  
Achieving



Cheerleader  
Optimistic  
Supportive  
Encouraging



Educator  
Learning  
Training  
Developing



Ideator  
Brainstorming  
Planning  
Empowering

## Mentoring styles - interactions



# Supervisory teams and mentors

- It is common – and often required – for students to have a supervisory team (2 or more supervisors)
- One supervisor will be the “primary” supervisor
- Students may have a day-to-day research mentor who is a more experienced researcher within their research group
- Students often have an additional mentor or advisor who is not involved in their supervision, who they can go to for pastoral advice
- All students within a Department or Programme are also supported by a Director of Graduate studies and/or Programme Director

# Assessment - Doctorate

- 5K** • Research proposal\*
- 10K** • First examination (at Oxford called “transfer of status”)
  - Good evidence of progress, knowledge of subject, feasible project and plan
- Half** • Second examination (at Oxford called “confirmation of status”)
  - Good evidence of progress, knowledge of subject, feasible plan to complete project
- Full** • Final examination – Doctoral viva

\*Depends on programme

# Doctoral / Masters viva

- The candidate is the true author of the thesis
- The candidate possesses a good knowledge of the field of learning within which the subject of the thesis falls
  - the candidate has shown competence in investigating the chosen topic
- The candidate has made a significant and substantial contribution in the field of learning within which the subject of the thesis falls
  - the candidate has made a worthwhile contribution to knowledge and understanding in the field of learning within which the subject of the thesis falls
- The thesis is presented in a lucid and scholarly manner
- The thesis merits the degree

## Doctorate by publication (some UK universities)

- Apply to be accepted as a student based on your published work
- 6 months – 1 year
- Supervisor(s) provide advice on developing a narrative to frame your published work and preparing for the viva
- Doctoral viva addresses the same criteria as a standard doctorate

# Single modules, microcredentials, short courses and continuing professional development

## Choose a postgraduate qualification

Most postgraduate qualifications follow the pattern of study shown below. See individual qualification descriptions for more information about study duration.

Postgraduate	Postgraduate	Postgraduate
<b>Masters Degrees</b> ?	<b>Diplomas</b> ?	<b>Certificates</b> ?
Year 1 60 credits	Year 1 60 credits	Year 1 60 credits
Year 2 60 credits	Year 2 60 credits	Total of 60 credits ?
Year 3 60 credits	Total of 120 credits ?	
Total of 180 credits ?	How long will it take?	How long will it take?
Ⓐ Part time: 16–20 hours per week for 3 years	Ⓐ Part time: 16–20 hours per week for 2 years	Ⓐ Part time: 16–20 hours per week for 1 year
Masters Degrees	Postgraduate Diplomas	Postgraduate Certificates

## Or study a standalone module, microcredential or short course

If you want to develop your knowledge and skills in a particular area, you can study a module, microcredential or short course on a standalone basis.

Postgraduate	CPD Courses	CPD Courses
<b>Single Modules</b> ?	<b>Microcredentials</b> ?	<b>Short Courses</b> ?
15, 30, 60, 90 or 120 credits ?	15 credits ?	Non-credit-bearing courses ?
How long will it take?	How long will it take?	How long will it take?
Ⓐ Part time: ranging from 6 to 12 months	Ⓐ Part time: typically 12 weeks	Ⓐ Part time: typically 25–100 hours of study
A–Z of Modules	Microcredentials	Short Courses

## Search

Course and page search



### Subject area

- Archaeology and anthropology
- Architectural history
- Business and management
- Data science, computing and maths
- Diplomatic studies and law
- Economics and politics
- Education and study skills
- Environment and sustainability
- History of art and architecture
- History, including local and social
- Languages and cultural studies
- Literature, creative writing and film
- Medical and health sciences
- Music
- Natural sciences
- Philosophy
- Psychology and counselling
- Religion and theology
- Technology and AI

### Course type

- Short courses
- Qualifications
- Professional development
- Lecture series
- Hybrid – in person or online

247 filtered results

&lt;&lt; 1 2 3 4 5 &gt;&gt;

By availability ▾

Show 20 ▾

### Archaeological Desk-Based Assessments

SHORT INTENSIVE • SHORT COURSES • PROFESSIONAL DEVELOPMENT

Exploring the role of desk-based assessments (DBA) in managing cultural heritage resource, providing a practical guide to their production, and guidance on their use to fulfil the requirements of the National Planning Policy Framework (NPPF).

Available

Mon 23 Jun 2025

9:00am – 4:30pm

1 meetings

### The Oxford Artificial Intelligence Summit 2025: Autonomous AI Agents

SHORT INTENSIVE • SHORT COURSES • PROFESSIONAL DEVELOPMENT

We are pleased to announce the return of the Oxford Artificial Intelligence Summit. This year's theme is 'Autonomous AI Agents: Learning from deployments (low-code and full-code)'. Join us in Oxford for two days on one of the hottest topics in AI!

Available

Fri 27 Jun 2025 – 28 Jun 2025

Friday 9am-5pm, Saturday 9am-4pm

### Clinical Translation and the Commercialisation of Nanomedicine

SHORT INTENSIVE • SHORT COURSES • PROFESSIONAL DEVELOPMENT

This five-day course provides an overview of the regulatory, financial, clinical and commercial challenges faced by those wishing to bring innovative nanotechnologies to market.

Available

Mon 07 Jul 2025 – 11 Jul 2025

### Savage Country: Humanity's Changing Relationship to the Idea of Wilderness


SUMMER SCHOOLS • SHORT COURSES


'Wilderness' often describes natural areas that seem untouched by humans. This course examines the history of this controversial idea and debates about wilderness in a time of environmental crisis, through history, literature, philosophy and painting.


Available

Sun 13 Jul 2025 – 19 Jul 2025


## Free courses


 All our free courses

 Why study a free course on OpenLearn?

 Advantages of enrolling on a free course

 Badged courses

 Frequently asked questions

 Study with The Open University

## Create your free OpenLearn profile

Anyone can learn for free on OpenLearn, but signing-up will give you access to your personal learning profile and record of achievements that you earn while you study.

[Sign up now for free >](#)



## Free courses

Produced by The Open University, a world leader in open and distance learning, all OpenLearn courses are free to study. We offer nearly 1000 free courses across 8 different subject areas. Our courses are available to start right away.

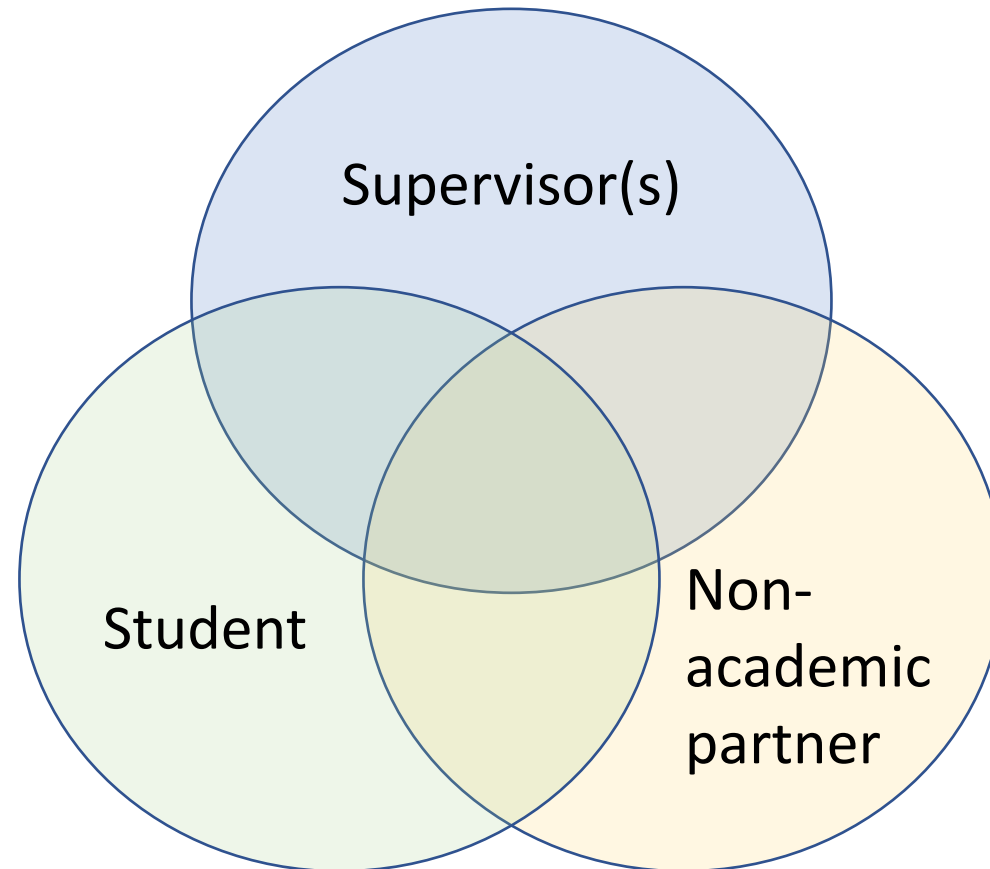


[All our free courses](#)



[Why study a free course on OpenLearn?](#)

# Origins of research projects



Often subject to funding model...

# Research projects involving non-academic partners

- May be undertaken wholly or partially in an academic or non-academic setting (subject to agreement by the University and funder)
- May be undertaken full or part-time by employees
- A period of residency with the academic or non-academic partner may apply
- Usually require a contract between the partner organisations addressing intellectual property and responsibilities
- Sometimes provide additional financial / project support
- Often have direct impact for the sponsoring partner or sector
- Help build students' professional networks and skills

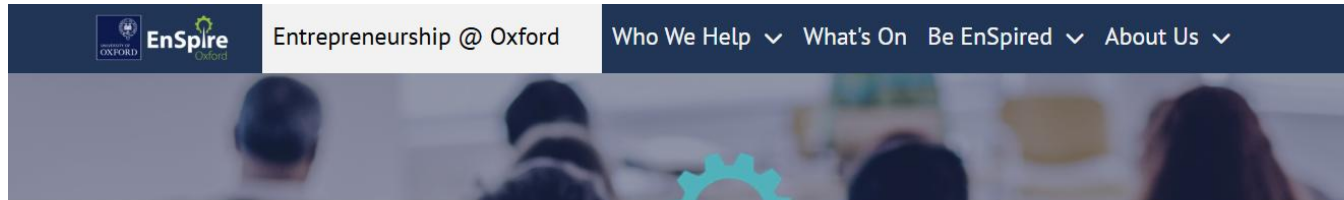
# Enterprise, Innovation & Impact

Some projects may have translational potential & broader impact

- Commercial – e.g. spin-outs, start-ups, licencing...
- Policy
- Practice
- Tools, collections and resources

If you want to bring data or IP to a project from previous work it is important that it is with the consent of the rights holders and initially discussed under a non-disclosure agreement until an appropriate contract is in place

# Studying for a degree can open up opportunities for further training and support in entrepreneurship, policy and professional skills



Home > Entrepreneurship @ Oxford > Get Started!

## Get Started!

No matter what stage you're at, we'll help you to navigate the Oxford ecosystem, expand your skillset and reach your goals. Click each stage to find out more, and explore the events and programmes associated with each.



Inspiration



Basic training



Idea development



Venture creation



- Home
- Dates
- Applying
- About
- Benefits
- Case studies
- Technicians
- Latest news
- YES24 showcase
- Keep in the loop | YES2025



What is YES?

Why take part in YES?

Fellowship

## UK Research and Innovation Policy Internships

Published Tuesday, 03 June, 2025

Fellowship

# Technology transfer

- In many cases your university will have a claim to ownership of IP developed directly in the course of your degree study or your work for the university
- Universities vary in arrangements for developing IP and the share retained by the university and the inventors
- Most universities have arrangements with technology transfer companies or internal technology transfer offices that help researchers develop, patent and commercialise their research

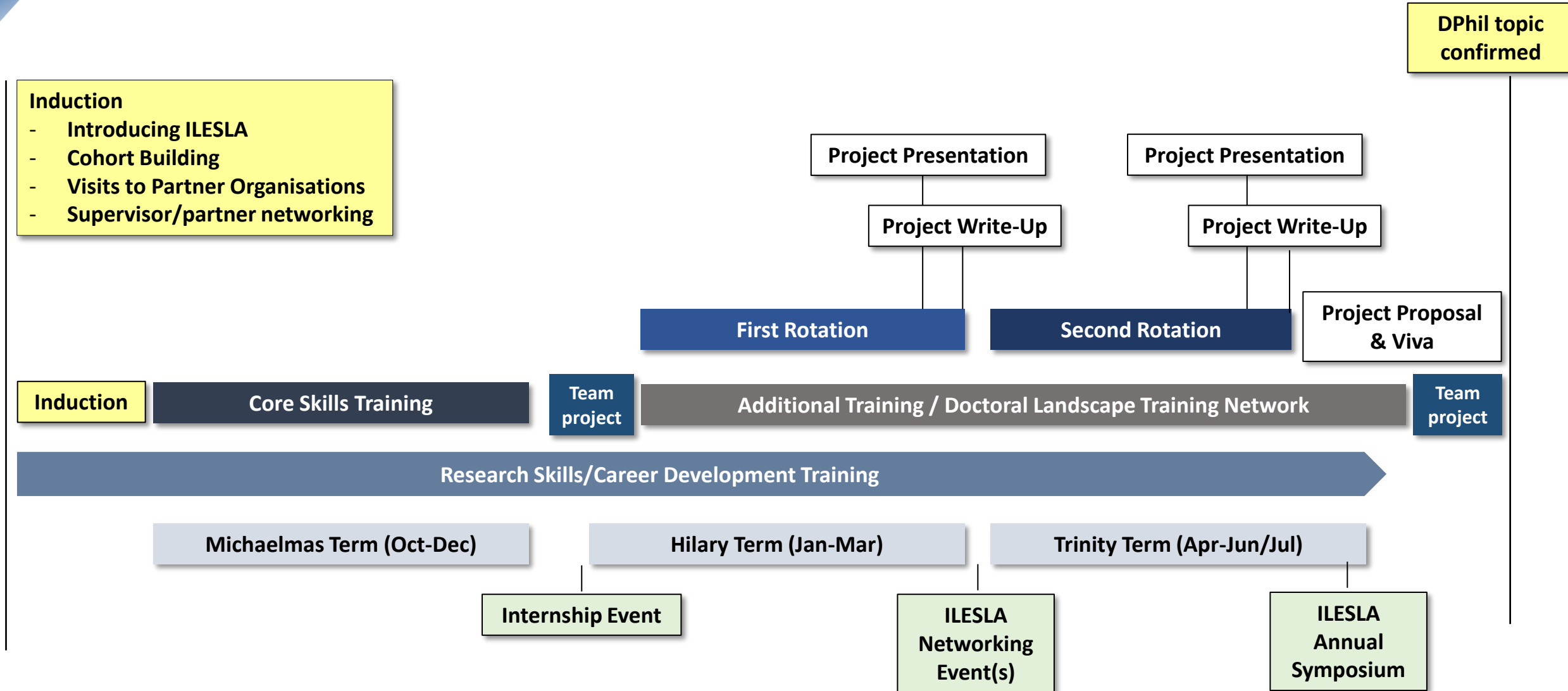
# Internships and Placements

- Some doctoral programmes have compulsory internships/placements
- Most programmes allow students to optionally undertake placements & research visits to other institutions
- Placements may help to further develop your skills, networks and employability

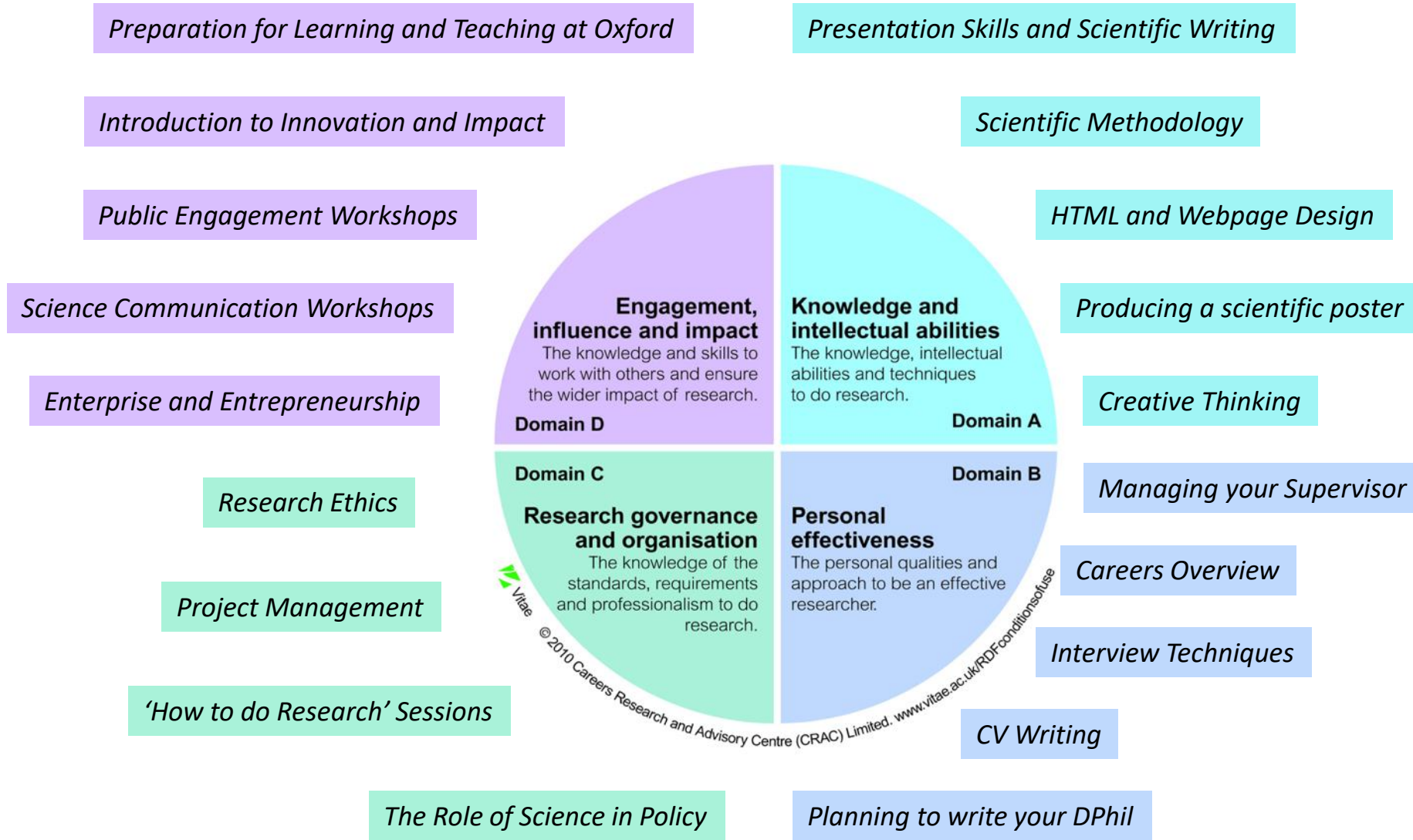
## Taught courses for doctoral students

- Offered by many doctoral programmes
- Integrated (4 years) or Masters/PhD (1+3 years)
- Provide discipline/subject area specific skills and knowledge
- Vary widely by programme (3 weeks – 12 months)

## ILES LA Year 1

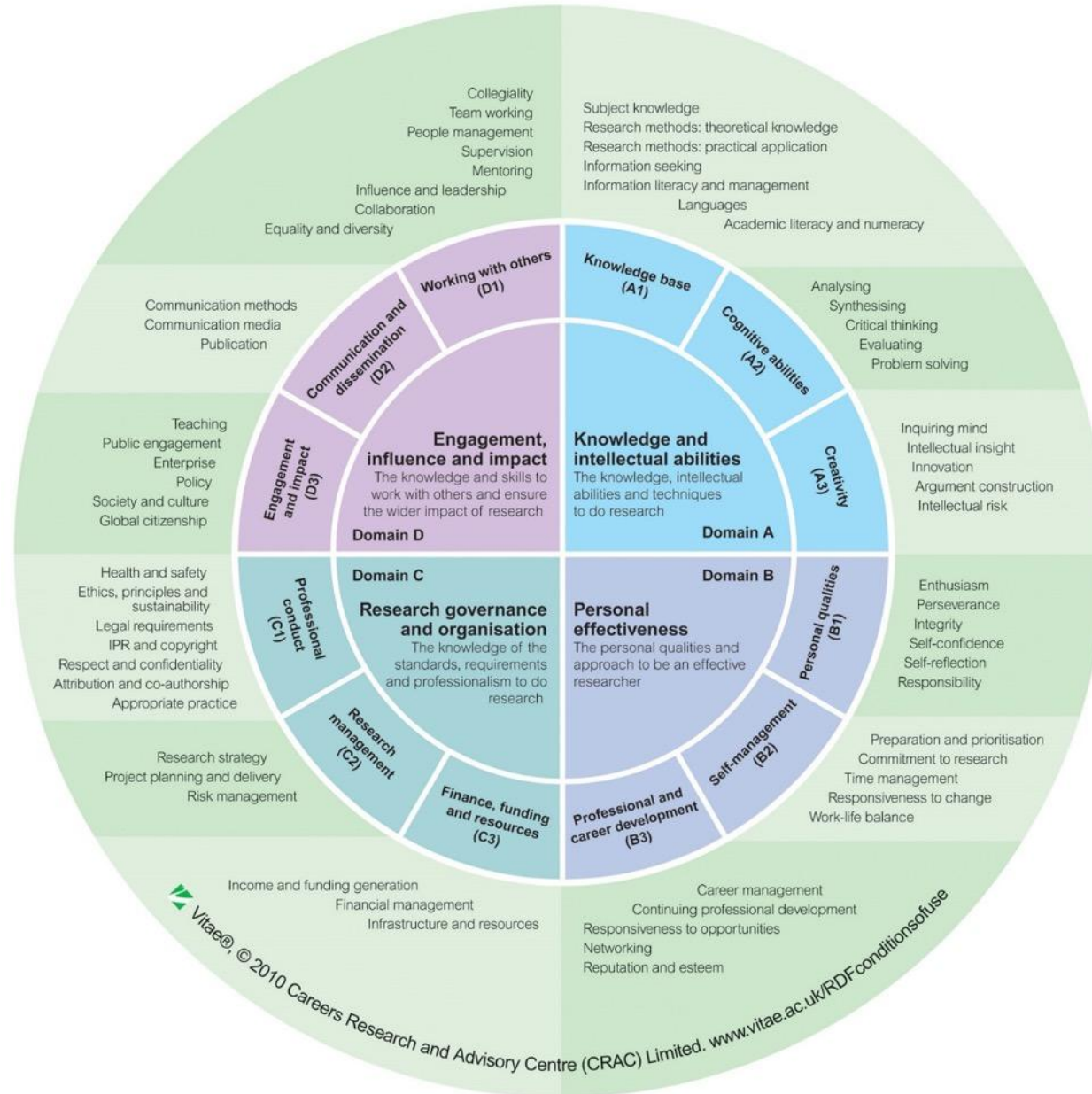


# Examples of Professional Skills Courses



# Vitae Research Development Framework (RDF)

describes the knowledge, behavior and attributes of successful researchers



[www.vitae.ac.uk](http://www.vitae.ac.uk)

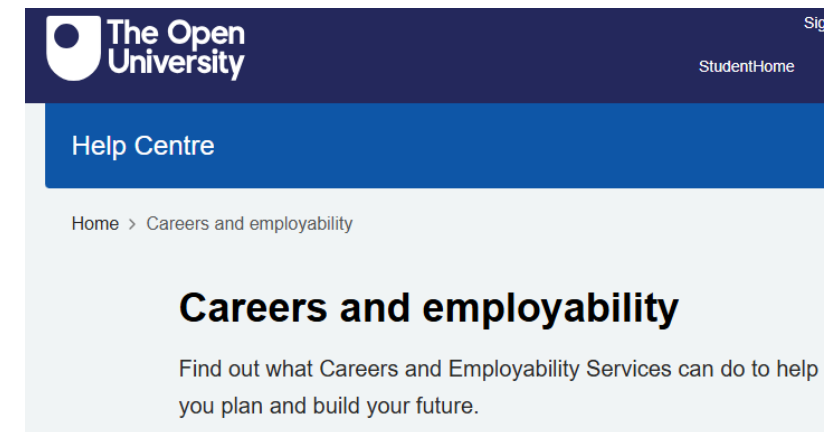
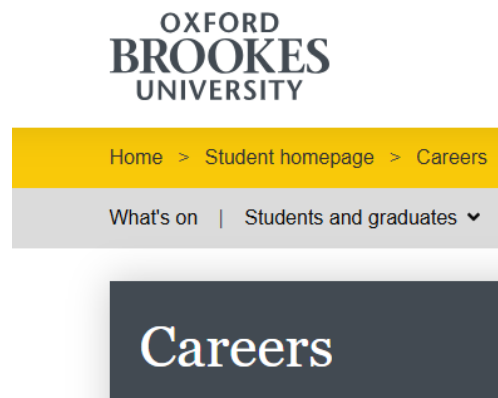
# Demonstrable skills for employability

- Critical thinking and analysis skills
- Problem solving skills (including knowing when and how to seek assistance)
- Motivation, commitment and resilience
- Time and project management
- Communication skills
- Interpersonal, team and leadership skills
- Specific technical skills/academic background knowledge (depends on the job)
- Broad knowledge of your discipline and other disciplines (flexibility and adaptability)

# Career Development

All academic institutions have careers service staff to provide guidance and advice to students and promote jobs and career development opportunities

Students benefit from having a career development plan that they discuss regularly with a mentor



# Community and networks

- Students are usually part of a cohort within their course, department or programme
- Studying for a degree provides extensive opportunities to develop your network through courses, collaborations, seminars & societies (and at universities such as Oxford - colleges)
- Universities have communities of researchers across all life-stages – with a common love of learning
- Some provide specific social opportunities for older or returning students – and their family members



Recognising and supporting diversity in all its forms is core to promoting belonging and wellbeing



# RePOWER

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# RePOWER

Making the decision to apply



# RePOWER

Break

# RePOWER

## Parental leave and carers



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Biotechnology and  
Biological Sciences  
Research Council

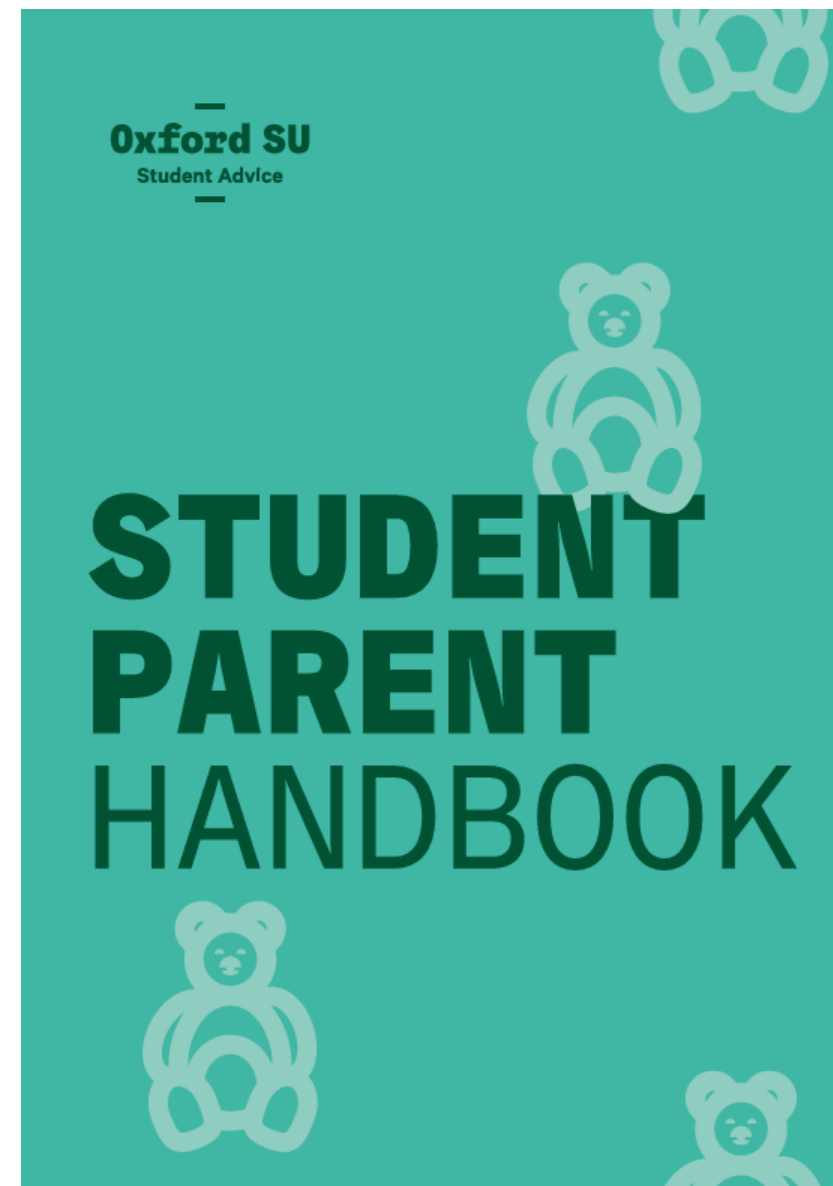
Natural  
Environment  
Research Council

Medical  
Research  
Council

Engineering and  
Physical Sciences  
Research Council

## Being a student parent

- Oxford Student Union estimates there are over 350 student parents at the University of Oxford – mainly postgraduates
- Over 50 students give birth each year
- Nationally it is estimated that 8% full-time and 36% part-time students domiciled in England are parents



# Parental leave and support policies (Oxford)

- Any student regardless of how they are funded, is entitled to take time off from their study if they become a parent
- Pregnant students are permitted leave to attend antenatal and medical appointments and have a student support plan drawn up with their department
- The student who gives birth to the child is eligible to take maternity leave while their partner is eligible to take paternity leave
- The student who gives birth can suspend their studies to take up to a year of leave
- Postgraduate research students on maternity leave are permitted a maximum of 10 'Keeping in Touch' (KIT) days across the maternity leave period to participate in activities related to their research project
- Departments will provide access to breastfeeding space

## Parental leave and support policies (Oxford) cont.

- Depending on their visa, overseas students who suspend their status may be required to return to their home countries while suspending their studies to take parental leave
- Depending on their funder, students may be able to access funded leave
  - e.g. UKRI: The first 26 weeks would normally be paid at full stipend, the following 13 weeks at a level commensurate with statutory maternity pay and the final 13 weeks unpaid
- Student fathers are permitted leave to attend antenatal and medical appointments and may take up to 2 weeks' (10 working days) ordinary paternity leave
- Student fathers who are eligible for additional leave from their funder may request up to one year of leave

# Adoption leave

Arrangements for adoption leave usually parallel those made for maternity and paternity leave, in that the main carer takes 'maternity leave', regardless of sex, and the carer's partner takes 'paternity' leave.

Policies and eligibility may vary between institutions: Check the policies for the institution and funding you are applying to

# Studying for a postgraduate degree as a parent...

**Working/studying hours** - How much and how flexible?

**Working from home** - Is it possible to study, work or meet online or to access recorded content?

**Unplanned absences** – What contingency arrangements can you put in place for research or study to support unplanned absences?

**Childcare costs** - What are these likely to be?

**Travel** - How long will it take to get to and from your institution or place of work?

**Placements** - When are these likely to happen and how will they impact on your childcare arrangements? Are there any alternatives to an in person placement?

**Conferences** – What arrangements are needed if you wish to attend a conference or evening events? Can you attend remotely? Is support with childcare available from the conference or funders?

## Carer's leave (UKRI)

- Some institutions offer specific support to individuals with caring responsibilities
- UKRI regulations state that a stipend of up to 5 days per year pro rata may be drawn by a student who needs to give or arrange care for a dependant with a long-term care need.
- This is defined as a dependant with a disability under the Equality Act 2010 (or DDA in Northern Ireland), care need related to old age, or an illness or injury likely to need care for more than 3 months. The studentship may be extended to account for periods taken as carers leave.
- Funders and scientific societies may also offer support for carers to participate in events and conferences

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# RePOWER

## Modes of study



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## Modes of study - time

- Full-time - commitment to study is above six or seven hours per day, qualify as soon as possible, cannot continue full-time work
- Part-time – may be restricted to 50% or more. Some postgraduate taught degrees are specifically designed for part-time study
- If studying for a research degree it is possible to switch between modes of study, depending on funder/university regulations and approval

# Modes of study – engagement and location

- In person study/research – requires proximity to your place of work/study
- For research degrees the institutions at which you undertake research can include institutes and industry as well as universities, and your degree may include periods of field work
- Some universities have residency requirements (duration/distance) – although these can sometimes be waived when justified
- Blended learning – mixture of in person and remote
- Distance learning – entirely or mostly remote
- Block mode learning – full-time for limited periods

## Specific study-related commitments to consider

- Supervisor meetings
- Research group meetings
- Research seminars
- Training courses
- Conferences
- Assessments and examinations
- Laboratory research or fieldwork (if relevant)

## Part-time research degrees

- Topic and approach may need to be tailored accordingly
- Questions and methodologies may need to evolve over time
- May be limited to supervisors with permanent / long-term contracts
- Submission deadline is a limit – not a target – you can submit early – e.g. at Oxford you can submit a doctoral thesis in 6 terms (2 years)
- Check funder supports part-time study
- Discuss arrangements with supervisor before committing

# Interruptions

- Most courses will allow for a certain amount of planned or unplanned interruptions to full or part-time study due to medical leave, parental leave or short-term opportunities – e.g. placements
- Some funders provide paid medical leave for extended periods of illness or to provide additional support for disabled students
- Some funders provide compassionate leave
- It may be possible to make a phased return from a period of leave

## Working hours

- Taught courses may have scheduled lectures and tutorials – so students may need to work within a fixed schedule
- Research degrees will have training and seminars – but the timing of working hours may be much more flexible

# Example policy: Working hours and holidays

- Doctoral students should work conscientiously during their working hours in order to achieve their research objectives.
- It is recommended that students aim to work a regular pattern that balances their preferences, research needs and flow of work, and that they take regular breaks and holidays.
- Consistently long working hours with few breaks and insufficient holidays is detrimental to health and reduces productivity, creativity and innovation.

<https://www.mpls.ox.ac.uk/graduate-school/information-for-postgraduate-research-students/your-rights-and-responsibilities>

# Example policy: Working hours and holidays

- The standard DPhil working week is set at an average of **40 hours**. Only time spent engaged in focused, conscientious work should be counted towards working hours.
- The maximum number of hours that a student should be working is an average of 48 hours over 17 weeks.
- It is recognised that sometimes long working hours are needed for a period to manage the demands of the research, but no student should be regularly working above this number of hours unless they have explicitly and freely chosen to do so.
- The university has set the holiday entitlement at 30 personal days a year in addition to Bank Holidays. Where Bank Holidays are worked time can be taken in lieu.

<https://www.mpls.ox.ac.uk/graduate-school/information-for-postgraduate-research-students/your-rights-and-responsibilities>

# Additional considerations

## Other considerations

- Building networks and interacting with co-workers
- Professional skills and broadening activities (norm of 100 hours per year)
- Sport and health
- Access to equipment/resources
- Culture/religion
- Disability
- Medical leave
- Maternity, paternity and adoption leave
- Caring
- Compassionate leave

<https://www.mpls.ox.ac.uk/graduate-school/information-for-postgraduate-research-students/your-rights-and-responsibilities>

## Working part-time while studying

- Subject to visa constraints for international students
- Recommended <6 hours per week on average if studying full-time

# Opportunities to undertake paid work or generate income while studying full-time

## Examples

- Teaching, tutoring and demonstrating
- Casual or short-term administrative or research work
- Pastoral roles – e.g. peer mentor, junior dean
- Coaching – e.g. sports
- Outreach and widening participation
- Paid internship/placement
- Content creation
- Consultancy
- Freelancing
- Letting

Need to be compliant with tax rules

# RePOWER

Thriving in postgraduate study –  
disability and wellbeing



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Biotechnology and  
Biological Sciences  
Research Council



Natural  
Environment  
Research Council

# What do you already do to support your own wellbeing?

- Hobbies
- Diet
- Sleep habits
- Spending time with friends and family
- Spending time by yourself
- Sport, exercise, yoga/stretching
- Mindfulness or meditation
- Keeping a journal or diary
- Volunteering
- Managing long term health conditions or disability

# Self-regulation

- The ability to control one's behaviour, emotions and thoughts in the pursuit of long-term goals.
- The ability to manage disruptive emotions and impulses.
- Underpins the ability to rebound from disappointment and to act in a way consistent with your values.
- A key component of emotional intelligence and resilience.

# Qualities of self-regulators

- Act in accordance with their values
- Calm themselves when upset
- Cheer themselves when feeling down
- Maintain open communication
- Persist through difficult times
- Put forth their best effort
- Remain flexible and adapt to situations
- See the good in others
- Stay clear about their intentions
- Take control of situations when necessary
- View challenges as opportunities



# Welfare and Wellbeing

There are a number of services available to provide support to you during your studies at the University and you will find useful information about them on these pages.

In addition to the central Student Welfare and Support Services, advice is also available from your college, department, fellow students and the Students' Union, and there are contacts for emergency (including out of hours) and non-emergency services for health, welfare and academic support.

**All student welfare services remain open throughout the vacations (except Bank Holiday Mondays and the Christmas closure period), with some adjusted opening hours (listed on each service's page) and vacation welfare support page.**



## Counselling and mental health

Confidential support and advice to help you address personal or emotional problems.



## Disability

The Disability Advisory Service provides information, advice and disability-related study support.



## Sexual Harassment and Violence Support Service

Information, advice and guidance on sexual harassment and violence and confidential support, plus consent training.



## Peer Support

One of the most valuable resources that students have during their time at University is each other.



## Care experienced, estranged students, and student parents

Further support is available for students to ensure that you receive the help you need to have a successful university experience.



## Harassment and conflict

All members of the University are expected to treat each other fairly and with respect, courtesy and consideration.



## Health

Information, advice and guidance on staying healthy while studying at the University.



## Reported students



## Advice for parents

Advice for parents who are concerned about the wellbeing of their child.

## SYSTEMS & SERVICES

[ACCESS STUDENT SELF SERVICE](#)

Select from the list:

## RELATED PAGES

- A common approach to student mental health
- Wellbeing at Oxford
- Ten tips for looking after your mental health at Oxford
- Chaplaincy
- Other welfare and health concerns
- Vacation welfare support
- Student Welfare and Support Services: Statements
- Welfare policies and guidance

## RELATED WEBSITES

- Equality and Diversity Unit
- Equality policy
- Prevent

## DID YOU KNOW?

There are several different Counselling Service workshops on offer including mindfulness and overcoming sleep difficulties.

## LATEST STUDENT NEWS



## CAN'T FIND WHAT YOU'RE LOOKING FOR?

Try our extensive database of FAQs or submit your own question...

[ASK A QUESTION](#)

## Student support and wellbeing



## Support when you need it

We have an extensive support network for our students at Brookes:

- [Student Support Services](#): Disability services, mental health and wellbeing support.
- [Student Support Co-ordinators](#): Your first point of contact for any queries about your course.
- [Student Central Advice Team](#): For information and advice while you are studying at Brookes
- [Brookes Union Advice Service](#): A free, confidential service which is independent from the University

[Emergency and 24-hour support](#)

[Concerned about someone?](#)

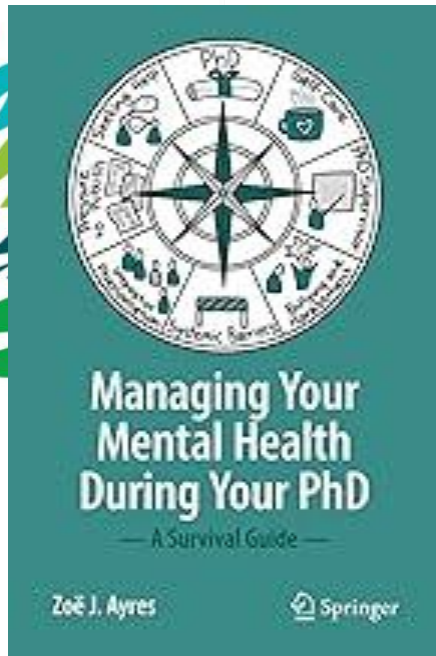
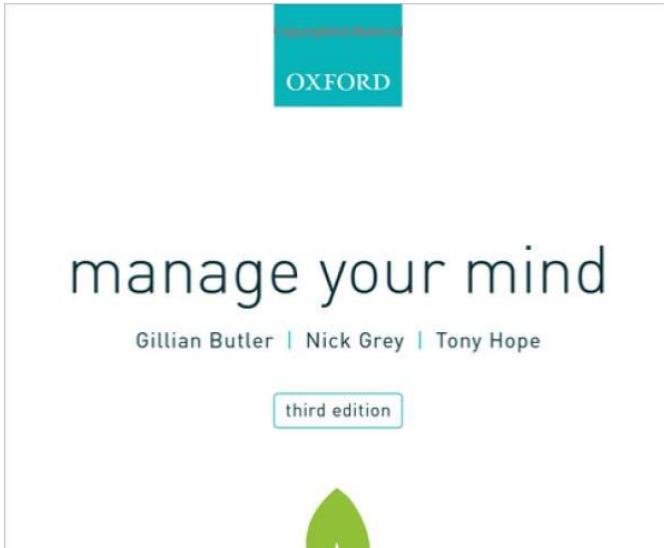
[Report sexual violence, hate crime & harassment](#)

<https://www.ox.ac.uk/students/welfare>

<https://www.brookes.ac.uk/students/support/>

# Student Welfare & Wellbeing

- Student Welfare and Support Services
- Departmental/institutional staff
  - Tutor/Advisor
  - Graduate studies office
  - Disability advisor
  - Harassment advisor
  - Mental health first aiders
  - Peer mentors
- Colleges (e.g. Oxford)
- Student Union
- Helpline(s)
- NHS



# Counselling

The Counselling Service is here to help you gain understanding and insight into any difficulties you may be experiencing, to develop emotional resilience and put into effect real change, enabling you to fulfil your academic and personal potential. The Service offers free and confidential support, but it is not an emergency service.

<https://www.ox.ac.uk/students/welfare/counselling>  
<https://www.brookes.ac.uk/students/wellbeing/counselling/>

# Disability, neurodivergence and health

- Universities and research organisations aim to create inclusive, accessible environments
- Where possible they will implement reasonable adjustments that will support you in your work and wellbeing
- Neurodivergent students and students with disclosed disabilities have the opportunity to develop a student support plan with a disability advisor
- Students are able to request adjustments during admissions processes and milestone assessments or examinations as needed
- Students are encouraged to discuss adjustments with supervisors
- It may be necessary to review adjustments as work progresses or circumstances change

# Disability

The Disability Advisory Service provides information and advice on disability issues and facilitates support for those with, for example, sensory or mobility impairments, long-term health conditions, specific learning difficulties, autistic spectrum conditions or mental health difficulties.

During term time, the Disability Advisory Service provide a 'drop-in' service at 3 Worcester Street for short 10-minute appointments for students to talk with a disability advisor. This is available from Weeks 1-8, 13:00-15:00, on Monday, Wednesday and Friday in Michaelmas, Hilary & Trinity terms, 24/25 academic year. Please report to Reception on arrival.



## About the Disability Advisory Service

An introduction to the DAS, making an appointment, and disability contacts across the University.



## Contact us

Find the contact details for our team, as well as nominated staff across the University.



## Tell us about your disability

Information on why and how to register with the DAS, and detailed guidance on suitable evidence.



## Who can we support?

Find out if you are eligible for disability support.



## What support is available?

Find out about the individual adjustments and study support that are available for disabled students.



## How to access disability support

A step-by-step guide to accessing disability support.



## Funding

Information for UK and international students about funding to cover study-related costs incurred as a result of your disability.



## Assessment Centre

Conducting the assessments needed to apply for a UK Disabled Students' Allowance.



## Resources

Access a range of resources including DAS forms, support guides, and external sources of information.

## SYSTEMS & SERVICES

[ACCESS STUDENT SELF SERVICE](#)

Select from the list:

## RELATED PAGES

• [Student Welfare and Support Services: Statements](#)

## RELATED DOCUMENTS

- [Your Disability Support at Oxford \(information and lifecycle map\).pdf](#)  
268.98 KB
- [Disability Advisory Service Drop-In Info 24/25 AY.pdf](#)  
255.54 KB

## STUDY SUPPORT WORKER JOBS

Find out more about opportunities for graduate students to provide study support to disabled students.

## CONTACT US

Disability Advisory Service  
3 Worcester St  
Oxford OX1 2BX  
Tel: 01865 280459  
Fax: 01865 289850  
Email: [disability@admin.ox.ac.uk](mailto:disability@admin.ox.ac.uk)

## OPENING HOURS

The Service is open 09:00-17:00, Monday to Friday.  
Level/Lift access throughout. Hearing Support

# Disabled students allowance

Provided through your university or funder (e.g. UKRI)

A disability advisor will help identify any needs requiring additional support

Types of support available:

- Equipment – hardware and software – including assistive technology and adapted furniture
- Training in the use of specialist equipment or software
- Insurance costs or warranties for specialist equipment or software
- Non-medical assistance required to undertake postgraduate study – e.g. lip-speakers, note-takers, specific research assistance, environment-specific mobility trainers
- Additional travel costs that arise as a direct result of a disability
- Specific consumables – e.g. Braille paper

Costs may be incurred by the university before you start study and up until the viva and submission of the final thesis

Additional financial support may be available through organisations such as the Snowdon Trust

# Medical leave and disability

- Most courses will allow for a certain amount of planned or unplanned interruptions to full or part-time study due to sick leave
- Some (but not all) funders provide paid sick leave for extended periods of illness
- UKRI allows all students to take up to 28 weeks medical leave over a rolling 12 month period with the total amount of medical leave capped at 52 weeks for the studentship.
- Students with long term health conditions or disabilities can apply to undertake their degree over a longer period of study by working part-time and through extensions to milestone assessments and the submission deadline
- EHRC/UKRI - there is no need for a person to establish a medically diagnosed cause for their impairment. What it is important to consider is the effect of the impairment.

Digital technologies can enhance productivity for everyone...



## Digital Technologies for Academic Productivity

❓ Collection of resources on Digital Reading and Writing developed by Dominik Lukeš for the [Reading and Writing Innovation Lab](#).

### 📝 [Tools and strategies for productive reading and writing: 4 principles and 5 free assistive apps](#)

Outlines four key principles and recommends five free assistive apps to enhance academic productivity.

### 🖨️ [Hardware Decisions for Productive Study: Assistive Technologies and More](#)

Provides guidance on choosing appropriate hardware, including assistive technologies, to support effective studying.

### 📖 [Framework for Academic Reading and Digital Technology](#)

Presents a structured approach to integrating digital technologies into academic reading practices for enhanced efficiency and comprehension.

### 🔧 [Reviews of Tools for Digital Reading and Writing](#)

Offers in-depth evaluations of various digital tools and methods to improve reading and writing processes.

<https://academicproductivity.notion.site/>

## Setting SMART goals

**S – Specific:** I know **what** I want to accomplish, and **why**. I know **how** I will achieve this goal.

**M – Measurable:** I will know **when** a goal has been accomplished

**A – Attainable:** Knowledge, skills, abilities and resources (including your own time)

**R – Realistic:** **Achievable** by you while maintaining your **wellbeing**

**T – Time-bound:** Grounded within **a specific timeframe**

# Finding a supportive supervisory team can make a difference

## Improving the experience of disabled PhD students in STEM

A report by Disabled Students UK and Pete Quinn Consulting Ltd.



Pete Quinn Consulting  
Change through Collaboration

74% agreed that their supervisors were flexible, accommodating, and valued their wellbeing (only 15% disagreed)

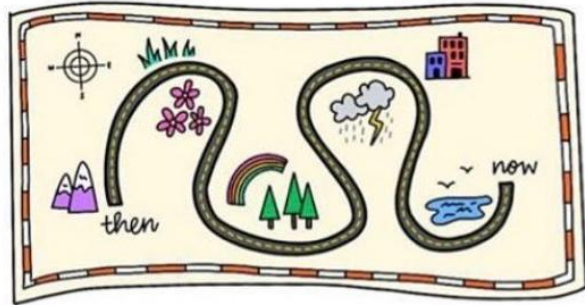


“My current supervisors are lovely, understanding and helpful. They help me manage my time and my research, give me feedback that I can use, help me break down tasks, make sure I don't break myself down while working and support me in balancing my research with teaching opportunities.”



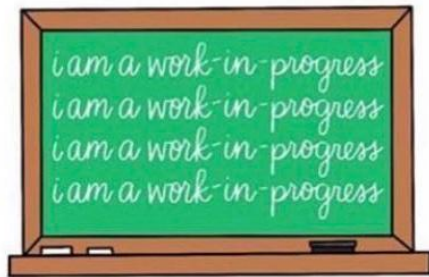
# ! DON'T forget TO

@POSITIVELYPRESENT



◆ APPRECIATE ALL the  
PROGRESS YOU'VE MADE

ALLOW YOURSELF to  
FEEL how YOU FEEL



REMEMBER YOU'RE  
still LEARNING



◆ FOCUS on WHAT  
YOU LOVE and ENJOY

DEFINE "SUCCESS" on  
YOUR own TERMS