Your guide to Postgrad study

Bath Spa chancellor Jeremy Irons on creativity and the realities of the arts
Invest in your future: Why postgrads pay

One more students are choosing postgraduate study: 265,600 students obtained a qualification in 2014/15, compared to 156,290 in 2004/05 — an increase of 75%. In this special supplement we look at the added value a postgraduate degree can bring to your future prospects and how from employers why they are keen to employ postgraduates. “They tend to have solid academic backgrounds, leadership experience, commercial acumen, technical ability, strategic thinking and a growth mindset,” says one.

We spoke to actor Jeremy Irons, recently appointed the first ever chancellor at Bath Spa University, about how he wants to talk to students regarding the economics behind the arts and entertainment businesses: “It’s no good being a great painter if you can’t sell your work.”

Last summer the Government introduced loans of £10,000 for all master’s courses to be used on tuition fees, accommodation costs or other expenses. Danielle Gillett, who has a two-year-old son, tells us how she has taken advantage of this to leave her career in teaching and get a loan to study for a master’s in sociology at the University of Essex. “It’s like a dream come true — I love sociology and getting a master’s degree in the subject will boost my contacts book and make me more marketable.”

She now works for the global news and information company Thomson Reuters as a product analyst, after doing an internship at the company and presenting at her graduate job fair.

“I worked in my teaching and marketing department while I was finishing my master’s,” she says. “That was great because I could take the theory I was learning and put it into practice. I truly believe that if I had not done that degree, I would have not been so successful in getting the internship and a place on the graduate scheme, which enabled me to get a job quickly.”

Graduates of Goldsmiths, University of London’s MA in global media and transnational communications have found work with the BBC World Service, the Carnegie Foundation for the Advancement of Teaching, the European parliament and European Commission, Google, Microsoft and Greenspace.

Economics

You’ll need considerable maths nous and long hours labelling over statistical data. But at the end of an economics master’s you’ll be rewarded with a range of career options — from financial manager to policy analyst and, of course, economist.

“The world of work,” says Sam Ashworth-Hayas, 24, who is in the first year of an MPhil at Oxford University.

“Successful graduate jobs in companies involved with smart technology, for example driverless vehicles and drones, as well as surgery and underwater exploration.”

He says one of his students, Filippo Spina, 37, a software engineer who used to work in Germany, is hoping to use his master’s to tackle environmental pollution. Smart technology is developing very fast, he says. He hopes that his MSc will be able to use techniques like machine learning to combat waste, pollution. The hope is that waste predictive and decision making tasks could become more efficient and effective to reduce the world’s waste.

The number of postgraduate economics students at the LSE — more than at any other British university

Technology has expanded the online curriculum for more practical communications — and how they shape our world — is the course for you. "It is a rigorous course but it gives you the skills to work and thrive in a range of industries.”

Ashworth-Hayas hopes to study for a further degree, then pursue an academic career. "In reality, in government, be they at the Treasury or elsewhere, as a junior or senior officer, you may have to work with economists daily.”

Economics students at Bath Spa University have released a YouTube video with a simple tractor beam for less than £70. The concept has been shown in science-fiction movies, but has yet to be brought to life.

Bruce Drinkwater, professor of neuroscience at the University of Bristol’s department of mechanical engineering, said: “The process is so simple that we have released a YouTube video with instructions that show people how they can build their own acoustic tractor beam.”

"It is an area of science that is changing our lives, according to the humanist.”

Computers and autonomous systems

The government is putting money into this area — perhaps the fastest-growing industry in the world — to boost jobs and growth. That means universities offering an MSc in robotics are well equipped and staffed and able to offer scholarships to students.

University of Sussex runs a conversion course and is designed to help plug the UK’s skills gap in engineering by offering non-engineering graduates the chance to specialise in a new area or career. Its MSc in robotics and autonomous systems can lead to jobs in rapidly developing areas that are changing the way we live, according to lecturer Luis Ponce Cuspinera, who runs the Sussex course. "I would expect graduates to find jobs in companies involved with smart technology, for example driverless vehicles and drones, as well as surgery and underwater exploration.”

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Graduates of the MSc in intelligent systems and robotics at the University of Sheffield are now employed at companies including electronics Data Systems, Pitzer Pharmaceuticals, Bank of Mexico, Visa and Korea Institute for Science and Technology.

For the nights out

Newcastle University hosts a surplus of rented accommodation, and most student property is within a mile or two of both university campuses. At the pricey end, the city centre hosts new student blocks.

For the eats

Newcastle hosts more cultural venues per head than any other UK city. You can see bands, watch football and drink and shop well. The impressive Baltic art gallery on the south side of the Tyne is the hub of the city, with other cultural venues nearby, such as Whitley Bay.

For the future

Newcastle is a thriving, confident and attractive housing, but tends to be more expensive than Hexham, also favoured by students. Ferhat and Kimbell are affordable and close to the centre.

Newcastle

The ever-popular Jesmond, about a mile from the city centre has the most choice of good bars, cafes and restaurants. However, the west end of the city centre has a more relaxing, friendly atmosphere.
Fueling the digital arts dawn

The digital creative industries need more people - and universities are keen to provide them, says Helena Pozniak

In the 17th century, audiences of Shakespeare’s The Tempest were thrilled by the sound of cannon balls rolled on wood to suggest thunder. Four centuries on, in the Royal Shakespeare Company’s production of’ – digital dreams are made on’ – digital effects in The Tempest

Jeremy Irons never went to university but he picked each role he had. As one of the UK’s most distinguished actors, he’s forever associated with academia - a legacy of his breakthrough role as the Oxford student Charles Kyd in the acclaimed 1980s ITV series Brideshead Revisited.

Now he’s armed academic vibes once again, this time at Bath Spa University’s first ever chancellor. It’s a largely ceremonial post but he’s planning to get stuck in, maybe even teach a class or two, if the odd masterclass when his schedule allows. “I’m learning,” he says. “I will get a feel for the place, attend as many ceremonies and talk to as many students as I can, and then I hope it will become clear how I can help. Creativity is important to the UK - it’s at the core of who we are.”

Born in the Isle of Wight and educated in Dorset, he feels fondly towards the south of England, and one of the best things about Bath Spa, he says, is that it isn’t London. “It’s a wonderful city, it has a great atmosphere and it’s on a more human scale.”

In Britain we have these beautiful cities, great environments for study. London is a great party town but that’s something you can do later.”

On leaving Brutal Old Vic Theatre School, he was hungry for the kind of experience he says you can now get at a postgraduate level within a creative university – mingling with students from different disciplines, learning where your interests lie. “I think this cross fertilisation is a jolly good thing,” he says. During his career, and on the set of Brideshead, he peered over shoulders of film crew, learning how shots were framed, and how scenes were lit. “I got some tremendous breaks. But that’s the kind of experience you can fast-track at a creative university. You can experiment.”

As an Oscar winner, he’s a great pragmatist too, with a canny eye, he says, for picking the right parts. From his award-winning role in Reversal of Fortune, from Disney through to Kafka, he’s picked each role for a reason. “I want to talk to students about the realities of the entertainment business. It’s no good being a great painter if you can’t sell your work. I hope at Bath Spa I can disabuse students about the value of celebrity too.”

Today’s postgraduates need to keep on their toes, he says. Things aren’t what they used to be - that is “a lumbering thing that stretches ahead of you unchanged for life.” They require agility, breadth of knowledge, changes of direction. “It’s healthier to have many arrows in your quiver.”

He hopes universities that nurture creative talent could help shake up British acting, which has been dominated by privately educated pupils. Just 7% of British Oscar winners were state educated, the Sutton Trust says; Irons himself went to private school. “I think there’s been an entwined bubble, but any university that concentrates on the arts must be addressing that. It’s incredibly valuable to have culture at its centre.”

University fees are tough, he admits, especially for postgraduates, and he’s been known to donate towards some students’ education. “But I do say how much better to get this education, work a little and earn it first, rather than request it from some rich git.”

Jeremy Irons, Bath Spa University’s first chancellor, says he will get a feel for the place, attend as many ceremonies and talk to as many students as he can, and then hope it will become clear how he can help. Creativity is important to the UK - it’s at the core of who we are.”

Jeremy Irons brings his own challenges. He’s played everyone from terrorists to Batman’s butler, but this new role, chancellor of Bath Spa University, brings its own challenges. Jeremy Irons shares his plans with Helena Pozniak
What the Dickens?

Universities are taking a different approach to the novelist’s oeuvre, finds Lucy Hodges

If you are fascinated by the work of Charles Dickens - and how an unknown reporter became the most famous novelist in the world - why not spend a year taking a master’s in the subject?

At the University of Kent, which has been running an MA in Dickens and Victorian culture for the past 20 years, you will study the miserable conditions faced by the English working classes in Victorian times. Through the novels Bleak House, Hard Times, Little Dorrit and A Christmas Carol, students explore the ways in which Dickens and other writers exposed inequality and pointed the way to reform.

Or you can take a master’s by research in Dickens studies at the University of Buckingham, which launches this month. Students get to comb through the archives of the Charles Dickens Museum in London or examine the content of Dickens Journals Online, the online edition of the author’s weekly magazines.

The Dickens Museum archive has been reorganised, following an extensive museum refurbishment, and contains a treasure trove of unexplored material, according to Prof John Drew, dean of humanities and leader of the Buckingham MA.

Dickens Journals Online, meanwhile, is another copious resource for students examining, for example, the metaphorical language Dickens and his journalist colleagues used to describe the social conditions of the time. Investigating the authorship of articles in Dickens’s magazines is another option. “The student’s research project drives the whole thing,” says Drew. “We expect students will be developing original topics and breaking new ground.”

A central feature of the Buckingham course will be a series of 10 evening seminars with expert speakers in London, including actor Miriam Margoyles and author Lucinda Hawksley, Dickens’ great-great-great granddaughter.

Kent has a long history of Dickens’ studies. “It makes sense to be teaching Dickens in Kent because, apart from London, there is no other place in the world with so many associations with the author,” says Prof Cathy Waters, who runs the MA.

Graduates of the course go into teaching or on to further study, among other careers, according to Waters.

We expect students will be developing original topics and breaking new ground.

Dickens is the only Victorian novelist who has master’s degrees devoted entirely to him. Other courses look at Victorian literature generally, such as Edinburgh University’s MSc, which covers George Eliot, the Bronte sisters, Stevenson, Tennyson, Browning and Christina Rossetti as well.

Chester University’s MA in 19th century literature and culture explores the relationship between literary texts and the fascinating culture from which they emerged.

The only other writer to have master’s degrees devoted entirely to his work is Shakespeare, who is the subject of 12 degrees at eight British universities.

“Studying Dickens in Canterbury helps contextualise everything”

Hannah Gilder, 21, is taking the MA in Dickens and Victorian literature at the University of Kent, having studied English and American literature for her undergraduate degree.

I chose this masters because I have always had an interest in Dickens and because it was the only one in the UK with the title and syllabus devoted to the great author. What really excited me was the idea of studying Dickens in Canterbury, a place with so many Dickensian associations. It really helps contextualise what you are studying.

At the moment I’m reading Bleak House, Hard Times, Little Dorrit and some of his selected journalism for a module called Dickens and the Condition of England. We are examining how Dickens portrays social, cultural and political issues, such as class division, industrialisation and the inadequacies of government. Although these novels seem to focus on events to do with one family or household, we are investigating how they relate to these larger issues.

Further academic study relating to 19th-century literature really interests me, but so do teaching and publishing. You might think such a specialised master’s would close doors, but it actually opens them. LH
**Lessons for going it alone**

What will a master’s in entrepreneurship bring you? Helen Lock takes a look at the new and established courses

Tech innovation, economic change and the pressure on young people to take an entrepreneurial approach to their job hunt are contributing to a rising demand for entrepreneurship courses. In September 2016 several universities launched new courses with “entrepreneurship” in the title. Some, such as Northumbria University’s MSc in entrepreneurship, are entirely practical; others, such as the LSE’s MSc in social entrepreneurship, are entirely theoretical.

### Don’t be starry-eyed or expect to be taught to be successful

“...a few years ago just doing a master’s meant you could find a good job and have a decent career – now it’s not like that,” Mambretti says. “We need to create our own job opportunities.”

Not all entrepreneurship MScs have the same content or approach, though. Raluca Bunduchi, programme director for the University of Edinburgh’s new MSc in entrepreneurship and innovation says her course teaches both “entre- and intra-preneurs” – in other words, students who want to set up their own business and those who want to innovate within existing organisations.

So, is applying to an MSc like this a guaranteed route to success? It’s not that simple, says Chris Coleridge, director of the postgraduate diploma in entrepreneurship and management from Henley Business School. His team recently won a university prize for their pitch to sell “hassle-free survival kits” to international students arriving in London. Achariyasilp adds that a benefit of the course is the chance to connect with classmates and the hands-on, interactive learning approach.

Others, such as 24-year-old Marco Mambretti, who completed an MSc in entrepreneurship and management from Henley Business School, chose the path after finding the graduate job market tough. He is now employed at a startup in Switzerland, having worked with them during the MSc.

You cannot be too wedded to your idea,” he says. “Startups fail and you need to iterate your plans using market research. Don’t be starry-eyed or expect to be taught to be successful. You need to approach it actively.”

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**‘You need to bounce ideas off others’**

Danielle Gillett, who has a two-year-old son, is studying full time for a master’s in sociology at the University of Essex in Colchester

“I’ve always wanted to study as a postgraduate but couldn’t afford to. This is the first year of postgraduate funding so I’ve taken a loan. It’s like a dream come true – I love listening to lectures, feeling like a grownup and being intellectually stimulated again. My first degree was in English literature and there was funding then to train as a teacher – I went on to teach English at secondary level but I didn’t love my job enough to continue. Teaching wasn’t a pleasant environment.

When I had my son, it was a chance to rethink. I studied for two-and-a-half days in the week and sometimes at weekends. I spend the rest of the time with my son and doing all the washing and chores that mount up. My husband works full time but he’s incredibly supportive. I don’t have a car, so I’ve invested in a bus pass, and the grandparents help out with childcare, otherwise it would be stressful financially. You have to be careful how to spread your loan.

I’ve always been interested in the subject, and I’m planning to do something around sex education for my dissertation. On that course you can pick the subjects that interest you. It’s not been too difficult to make the transition to studying and writing essays again – in teaching I was doing this anyway. I love being in an academic setting and doing all the reading. It might be hard work getting here but it’s a lovely environment on campus – it feels like a village and the view from the library is amazing. I’m so glad I decided to be on site rather than do distance learning. Of course I could just do all this at home, but I’d never get around to it, and the joy comes from discussing everything with other students. If you’re studying theory, you really need to bounce ideas off others who will understand what you’re talking about. There are rooms open all night for postgraduate study, which I’ve definitely made use of. I’m 30 and some people on the course are just out of university and others are in their 40s and 50s.

We were told at the start of the programme that if you email a tutor twice in a week and don’t hear back you should contact your head of department, but so far the academics have been brilliant – accessible and responsive. In an ideal world, I would go on to study for a PhD, although I know funding is tight.

Interview by Helena Pozniak
What's a postgrad worth to employers?

Will a postgrad course be worth all the time, effort and money? Your potential employers think so, finds Allie Dickinson

In an increasing number of students are turning to postgraduate study in an attempt to stand out to employers. Higher Education Statistics agency figures reveal that 262,500 students obtained a postgraduate qualification in 2014/15, compared to just 164,290 in 2004/05, an increase of 59%. For undergraduate degrees, the difference is less marked: 483,405 of 59%. For undergraduate degrees, 261,600 students obtained their qualification in 2014/15, compared to 440,775 10 years ago – representing a rise of less than 10%. So is there a story behind this discrepancy? While there is no doubt about whether a first degree still provides value for money - a first or a 2:1 is pretty much certain to get you a foot in the door at most employers - there are some sectors where higher study is desirable, even essential.

"Postgrads often have a strong sense of intellectual curiosity and maturity, and they thrive in Amazon's inventive culture that allows them to think long-term and obsess over customers." Jim Stener HR director of Amazon UK

"More and more postgraduate qualifications are required for jobs; there is a bit of a ‘hollowing out of the middle’ and more jobs are requiring that young people have those skills," says Hannah McAuley, head of university and career success at Ark Schools. "However, the funding situation for postgraduate qualifications is such that it can be difficult for young people from deprived backgrounds to go on and study, because the funding is not available in the way that it is for undergraduates, so more needs to be done to widen access."

There is a round-up of what some of the UK’s biggest employers really think about postgraduate students, and why they employ them:

Hannah McAuley, head of university and career success at Ark Schools. "We aim to hire and develop leaders across our business, and postgraduate students are an important part of ensuring we are always innovating for customers. We strive to have a dynamic, analytical workplace that rewards critical thinking and gives our people ownership from day one. Postgrads often have a strong sense of intellectual curiosity and maturity, and they thrive in Amazon's inventive culture that allows them to think long-term and obsess over customers."

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“This depth of knowledge and expertise postgraduates bring. We recruit postgrads for all areas of our business, including our R&D organisation, where this depth of knowledge and expertise is especially advantageous. Other common strengths that are particularly evident in our postgrad population, especially those with previous work experience, include very high learning insight, enthusiasm and drive our graduates bring to the business. In return we provide them the opportunity to grow and develop in a supportive and stretching environment.” Hannah McAuley, head of university and career success at Ark Schools

At GSK, we recruit a large number of postgrads each year, some of whom join programmes specifically tailored to postgrads; many others are recruited directly into business roles. As well as employing a large number of graduates globally each year, we appreciate the additional experience and depth of subject matter expertise that postgraduates bring. We recruit postgrads for all areas of our business, including our R&D organisation, where this depth of knowledge and expertise is especially advantageous. Other common strengths that are particularly evident in our postgrad population, especially those with previous work experience, include very high learning insight, enthusiasm and drive our graduates bring to the business. In return we provide them the opportunity to grow and develop in a supportive and stretching environment.” Hannah McAuley, head of university and career success at Ark Schools

When recruiting, we focus more on the person and their personality than their degree. We take hundreds of MBA students, along with master’s and PhD graduates, with discipline from modern languages to neuroscience. We need people who are really credible and are able to understand the scientific world and the industry, as well as being able to spot opportunities for collaboration. In some of our roles it’s really important. For example, when we collaborate with other charities, pharmaceuticals agencies and the scientific community, it’s important we understand each other and grasp the research to an excellent degree. It’s crucial to be aware of the challenges faced by the other side in order to work collaboratively, because our objectives aren’t always necessarily the same. Having the relevant postgraduate qualifications means people are able to understand the challenges, so we can work as successfully as we possibly can.

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Connect to a new career

Whether you’re delving into your niche subject or branching out, online courses have it covered. Plus their flexibility is second to none, says Helen Lock

Online study is booming and technical innovation in the field has allowed universities to offer more unusual and specialist courses than ever before. So, if you fancy delving into the mysterious world of art crime, becoming a skilled food technologist, or even becoming a space scientist, you can – without even leaving the house.

Donna Yates, who teaches the University of Glasgow’s online postgraduate certificate in antiquities trafficking and art crime, which launched in 2016, has been pleased with the format so far. “Online courses attract some amazing, high-quality and diverse students – students who can’t travel all the way to Glasgow but are totally engaged with the topic,” she says.

“Our real-time chat seminars are the highlights of my week,” adds Yates, who notes that the course attracts a mix of professionals who work in law or museums, as well as students interested in the academic side. The goal of the course, she says, is to move art crime away from being a Hollywood plot line and “towards a deeper, nuanced, academic understanding of its causes, effects, and meanings”.

Students enrolled with the Open University (OU), meanwhile, can now conduct virtual lab experiments from their laptops via the university’s OpenScience lab.

“It’s great because practical science has always been hard to offer to distance learners,” says Nick Braithwaite, professor of engineering physics at OU. “There are aspects of an online approach to laboratories that make it virtually better than the real thing.”

The OpenScience lab will soon be used for an online MSc in space science and technology, giving students from around the world access to telescopes in Tenerife, plus a satellite tracking station and a robotic rover in an artificial Mars environment on campus in Milton Keynes.

The nature of learning online is particularly handy for jet-setting students. Travelling between her native Australia, her home in Yorkshire and her work abroad, motivational speaker and former Paralympian swimmer Elizabeth Wright has been studying on the world’s only MA in character education online.

The course, run by the University of Birmingham’s Tom Harrison, teaches how to build-up children’s resilience and character, and improve their wellbeing.

“I have been enjoying the ability to work at my own pace,” says Wright. “I can structure my day around my work diary, which can be hugely varied.”

“I also enjoy its uniqueness – there is nothing like it out there. It’s helping me expand my understanding of the work I do and is enabling me to use better concepts and techniques in delivering my content when I speak in schools.”

But are online courses for you? If you have a hobby or professional interest in an unusual field you might be surprised to discover the sheer wealth of options on offer. “Studying long distance like this is flexible and you do get the required support,” says Wright. “It might develop you in ways you never dreamed possible. I’d recommend it.”

Online courses

A massive choice

- Online learning has become more interactive. Students use group discussion boards and synced seminars to learn. You can do online postgraduate certificates, diplomas or masters through universities, or access massive open online courses (MOOCs).
- MOOCs first emerged in 2008 and have been popular since 2012. FutureLearn, a platform for shorter and longer online courses was formed in December 2012 by the Open University (OU).
- FutureLearn has had more than 5 million registered learners since October 2013. This year, it will offer its first full postgrad degrees online in partnership with Australia’s Deakin University.
- In 2015, more than 35 million people studied online across all platforms.
- UK universities have made more postgraduate courses available online. The University of Liverpool now has 10,000 students enrolled in its online postgraduate courses, for example. The University of Oxford will launch its first MOOC, in partnership with Edx, in February, entitled From Poverty to Prosperity: Understanding Economic Development.
- About one in six adults have either taken a short online course or are intending to do so.

Sources: FutureLearn, the Open University and Parthenon-EY

Technology has enabled Open University students to access telescopes in Tenerife Getty
Student competitions

Test the water beyond academia

Winning an academic competition could fund a life-changing idea – but just entering opens up a world of opportunity, says Lucy Jolin

Do you want to showcase your skills, impress potential employers or get funding for a business idea or research project? Entering one of the many competitions open to postgrad students could be the answer.

Sites such as studentcompetitions.com, which list up-to-date global opportunities searchable by category, are a good place to start, although your own department should be able to help you with any university-specific competitions, as well as those being conducted by companies or organisations in your sector, which tend to have a wider pool of candidates.

Some departments actively encourage students to enter competitions. At the University of Sheffield, third-year entrepreneurship and regional development PhD student Cristian Gherhes and his team, mentored by Prof Tim Vorley and Dr Robert Wapshott, came second at the International Graduate Competition. Hosted by HEC Montréal Business School in Canada, the competition sees 12 teams from internationally renowned business schools given 48 hours to collaborate and compete on a live business case.

Gherhes says the experience has helped him see beyond academia: “Having gone from an undergraduate degree straight into a PhD, I wanted to gain skills that are relevant and critical in any scenario, including successful idea pitching and negotiation skills. “Those skills – as well as the friends I made and the fun we all had – made it one of the best experiences. I would strongly encourage anyone to take part in a postgraduate competition.”

Kostas Galanakis, programme leader at Nottingham Trent University’s entrepreneurship MSc, on which students undertake challenges throughout and compete for seed capital, agrees. “It’s not just about providing an idea and a good product; you need to present yourself, make networks, collaborate and negotiate. It’s not easy to do these things with a lecture. You have to feel them and experience them.”

Harriet Gliddon, now a postdoctoral research associate at the London Centre for Nanotechnology, University College London, won Imperial College’s 2015-16 Institute of Global Health Innovation Student Challenges competition when she was in the final year of her medical PhD there. Her presentation proposed a new way of testing for tuberculosis (TB) that would enable earlier treatment.

“I entered the competition to challenge myself to answer some of the questions that my PhD on TB testing posed, but that my research wasn’t answering,” she says. “The funding that came from the competition has been really useful in developing my work further, particularly in the more risky areas not covered by my PhD.”

The competition, open to all UK-based students, provides a forum for the next generation of global health innovators to showcase their ideas.

“Entering anything like this in the first place is the biggest step – I found it really scary,” says Gliddon. “But once you get stuck in, it’s pretty satisfying. I would recommend it as a totally different way of looking at your work.”

Be on top of your game Tips for entering competitions

- Have a good team around you and a supportive supervisor. When you’re choosing where to do a PhD, try to identify supervisors who will encourage you to explore the opportunities that competitions present outside the immediate academic environment.
- Competitions aren’t just about winning – they’re also a great way to meet like-minded people operating in your sector. Use their associated events to look for networking opportunities and build relationships.
- Know exactly what’s expected of you. Some competitions will ask for pre-prepared presentations, for example, while others will involve working on unseen projects.
- Entering a competition is a lot of effort, so don’t take a scattergun approach. Instead, pick the ones that will fulfil your specific objectives. You may decide to choose a competition that’s held overseas, so you can gain experience operating in an international environment.
- Challenge yourself. Competitions are a great way to get out of the academic comfort zone and expose yourself to different techniques and thinking. So if you dread public speaking, for example, you could use a competition as a chance to get better at it.
- Have fun! The right competition will get you delving deeper into something you love, so make the most of it. LJ