UCL, Bloomsbury and East London Doctoral Training Partnership

ESRC Research Studentship Applications 2018
Guidance on Research Foundation Statements (+3 applicants)

The following text presents extracts from the ESRC *Postgraduate Training and Development Guidelines Second Edition 2015*, together with details of accredited masters research training programmes within the UCL, Bloomsbury and East London (UBEL) DTP. These are designed to assist candidates and their supervisors wishing to make a case for admission to a +3 ESRC studentship in those instances where the candidate **does not** hold a recognised ESRC masters degree.

Such applications will only be considered from candidates who can demonstrate that they have already undertaken an assessed programme of research training at postgraduate level which meets the main elements of ESRC-specified requirements (see Part 1) and is equivalent to an ESRC accredited programme within their intended pathway (see Part 2).

Applicants should note that applications often fail because they are not able to fully justify and demonstrate appropriate prior research training.

Part 1: ESRC Expectations for Core Researcher Development Skills Training

The ESRC places strong emphasis on the provision of broad-based social science research training that equips researchers with the skills to manage a successful research career and/or to contribute to the wider society in other ways. It is expected that this will include formal training as well as opportunities for research students to integrate with established researchers and to benefit from a rich and diverse research training environment.

Pages 3 to 10 of this section provide details of the compulsory foundation in a broad range of social science research methods, basic research skills, and broader capabilities such as communication and leadership skills that ESRC-funded students are expected to have in place before moving onto doctoral work within a +3 programme. It is assumed that the majority of the core training requirements set down by the ESRC will already have been met by this point, allowing the focus during the PhD to be largely on more advanced training. ESRC undertakes assurance checks of the background of +3 entrants in order to monitor students against these requirements. Host DTPs are expected to provide the evidence on which they have robustly assessed the students' prior training as part of these checks, which is why we ask for a detailed statement within the studentship application.

Since the requirements specified in the following pages are relatively complex and multi-faceted, it may be helpful to think of these as falling under the following basic headings:

1) principles of research design and strategy (including an understanding of how to formulate research questions which are amenable to empirical investigation, sampling, generalisability, validity, reliability, and replicability)
2) competence in understanding and applying a broad range of research methods (including quantitative, qualitative and mixed methods)
3) diverse approaches to data collection including secondary analysis, and the effective use of appropriate software
4) managing research, including data management, and conducting and disseminating research
5) understanding the significance of alternative epistemological positions
6) the basics of probability and a critical understanding of the scientific method and the nature of reflexivity
7) the application of good ethical practice across the entire research process
8) bibliographic and generic computing skills
9) teaching and other work experience
10) language skills
11) skills for engaging with users and for maximising the impact of research
12) exploitation of research and Intellectual Property Rights
13) understanding of open access policy
14) communication and networking skills
15) leadership, research management and relationship management
16) personal and career development
17) awareness of national training provision

We would expect to see coverage of the majority of these within any masters programme that would provide the basis for +3 entry, but particularly 1) to 4).

Learning outcomes

As a result of their training in research methods students are expected to have developed the following skills and be able to apply them in practical research contexts:

- comprehension of principles of research design and strategy, including an understanding of how to formulate research questions which are amenable to empirical investigation and an appreciation of alternative approaches to research;
- competence in understanding and applying a broad range of research methods, (including quantitative, qualitative and mixed methods), and the use of appropriate software for their application;
- the development of advanced research skills and techniques relevant to their field of study;
- capabilities for managing research, including data management, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics;
- understanding of the significance of alternative epistemological positions that provide the context for theory construction, research design, and the selection of appropriate analytical techniques;
- understanding of the basics of probability, and a critical understanding of the scientific method and of the nature of reflexivity; and
- understanding of the application of good ethical practice across the entire research process.

More specific detail of what these entail in terms of training is given below.

Principles of research design

Students must be able to understand the connection between research questions or hypotheses and the tools required to address them, and gain practical experience of applying some of those tools. More generally, students must be provided with training that enables them to demonstrate their capability to:

- define and formulate research problems and questions, and, where appropriate, formulate hypotheses that can be tested;
- understand the rationale for using particular qualitative or quantitative research methods;
- understand the relationship between empirical research and theory generation and testing (theory-evidence links);
- understand different forms of sampling, sampling error, and case selection, and potential implications for the interpretation of research findings;
- understand and apply the concepts of generalisability, validity, reliability, and replicability (recognising that there are different perspectives on how these may be defined); and
- understand the integrated or complementary nature of the relationship between methods in mixed methods research designs.

It is expected that accredited provision will offer opportunities for students to develop more sophisticated understandings of these issues in the course of their subject-specific training.

Data collection, analysis and management

The ESRC expects all students to develop a good level of literacy in both quantitative and qualitative methods through exposure to a wide range of methods of data collection, research design and data analysis. Students must have a good understanding of both the practice and philosophies of social science research which enables them to understand the advantages and disadvantages of core research methods and apply appropriate methods to different types of research question. Students should be made aware of the basic approaches to both qualitative and quantitative data analysis, including different ontological and epistemological perspectives.

All students are expected to be provided with training that ensures they have a thorough knowledge of the practical and ethical issues involved in social science research. This should include different types of research design, such as:

- Different purposes and approaches to interviewing, including with individuals and groups (structured, semi-structured, and in-depth) and modes of questionnaire administration (online, face to face, telephone, postal);
- Diverse approaches to data collection, such as longitudinal, cross-sectional and experimental research designs, including field experiments;
- Ethnographic and case study research designs including participatory research, methods of observation, and analysis of observational data;
- Combining different methods of data collection and analysis (i.e. mixed-methods research).

Training also should expose students to different methods of and approaches to data collection and analysis, such as:

- Sampling or selecting cases or subjects;
- Accessing secondary data (qualitative and quantitative) from existing sources (and an awareness of the rich holdings of the UK Data Service);
- Distinctions in various forms of data, such as documentary, narrative, administrative, digital or 'big' data;
- Dealing with non-response and missing data;
- Merging and linking data sets, including administrative data;
- Random and systematic measurement error, how it should be mitigated through instrument design and corrected for during analysis;
- Inductive and deductive methods;
- Thematic (framework) analysis and methods for ethnographic analysis;
- Hypothesis testing, exploratory and inferential methods, and measuring causality; and
- Recording, visualising and representing different modes of data (such as textual, aural and visual).

Students must be able to gain direct practical experience of collecting and analysing data using a range of tools, including appropriate computer packages.

All students are expected to have some core training in quantitative methods and to be trained to a basic level of statistical literacy. This would allow them to understand and interpret numerical data that are presented in tabular or graphical form and understand the basics of statistical inference and modelling in addition to a thorough understanding of

simple quantitative analysis (e.g. use of univariate descriptive statistics, measures of central tendency – i.e. means and medians, and dispersion, and measures of bivariate association). Competency should be developed in the methods appropriate to the student's specific discipline; however, core training for those students specialising in quantitative methods would be expected to include much of the following:

- Population inference from cross-sectional and longitudinal sample surveys and inference from research using experimental designs;
- Inferential statistical tests for parametric and non-parametric data;
- Linear and non-linear forms of multivariate regression;
- Data reduction and grouping methods, such as factor and cluster analysis; and
- An introduction to methods of longitudinal analysis, such as event history analysis.

All students are also expected to have some core training in qualitative methods and to be trained to a level that would allow them to understand and interpret a range of phenomenological or textual data. Again, competency should be developed in the methods appropriate to the student's specific discipline; however, core training for students specialising in qualitative methods would be expected to include much of the following:

- Analytic methods for offline and online textual, aural and visual data;
- Participatory, multi modal and arts-based research approaches;
- Historical, comparative and archival methods;
- Discourse analysis and narrative analysis; and
- Competency in analysis of qualitative data, using a computer assisted data analysis package, such as NVivo, QSR NUD*IST, or Atlas-ti.

Regardless of the specific methods used in their research, all students will be expected to demonstrate competency in the skills required to manage data effectively, whether they are using existing data or creating new data. This includes developing an appreciation of intellectual, practical and ethical issues:

- Checking, cleaning, and preparing materials for analysis;
- Manipulating and coding data;
- Secure data storage;
- Preparing materials/data for deposit in a repository for wider use (including the relevant documentation); and
- Safe methods of disposing of data.

As with research design, and depending on the subject area or discipline, students are expected to acquire more advanced levels of competence in quantitative and/or qualitative methods of data collection and analysis which are appropriate for their substantive and disciplinary focus.

In general, the aim should be to promote the development of skills throughout the training period and not just 'tool-up' students to complete a specific research project relating to a dissertation for a postgraduate degree.

Students must be also made aware of the ESRC Research Data Policy (http://www.esrc.ac.uk/about-esrc/information/data-policy.aspx)

Core subject-specific training

Core subject-specific training refers to compulsory training within a subject area. It remains a fundamental element of training for social science researchers.

It will be the responsibility of ROs to determine the substantive content of such training across clearly defined discipline and interdisciplinary training pathways. This will ensure that research students are appropriately prepared to develop in areas relevant to the demands of the discipline or substantive research field.

As part of core subject-specific training students should be made aware of the breadth of the field of enquiry, the range of constituent specialisms and the resulting spread of research paradigms and theoretical positions. Students should also gain an appreciation of the way social science research is embedded in policy and practice.

The aim is to ensure that students:

- are well informed of the latest thinking and ideas in their field of enquiry – including subject knowledge, theoretical positions and research methods – from a range of perspectives
- appreciate the basis on which the knowledge in the field has been derived
- are able to use this knowledge to make a reasoned defence of the theoretical traditions and research techniques that they ultimately may have chosen (or rejected) during their research.

On completion of the training, the student should be equipped with knowledge required to undertake further independent research at the frontier of the field or take up employment in policy or practice communities that exploit such knowledge.

ROs are encouraged to ensure that there is effective horizontal integration of training across the RO or ROs, through identifying and building upon synergies where they exist, as well as effective vertical integration of training to provide a deeper knowledge deemed to be core for an individual's particular research subject or field of enquiry.

Expectations for general research and transferable skills training

It is recognised across the full academic research base that research students need to combine the specific skills required to complete their doctoral work with a portfolio of more broadly based skills that will equip them with the flexibility to manage their future career, whether that is within academia or in the broader economy.

The Research Councils, along with other key stakeholders, supported the development of a Researcher Development Statement (RDS) (https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/the-vitae-researcher-development-statement) setting out the key skills and attributes that postgraduate students and early career researchers should be expected to attain during the period of postgraduate study and in the process of becoming an independent researcher and/or research leader working within or beyond the academic sector.

We place considerable emphasis on the deeper embedding of general research and transferable skills into substantive research training and it is the responsibility of ROs and their partners to indicate clearly how they will integrate the acquisition of these skills into their doctoral programmes and/or through enhanced opportunities for experiential learning.

Furthermore the ESRC encourages the development of new and innovative activity in transferable skills training, and is looking to both DTPs and CDTs to develop mechanisms through which 'people exchange' initiatives may provide learning experiences to help doctoral students further enhance their transferable skills. This may include internship opportunities in public-, business- and civil society-sector organisations.

General research skills

Bibliographic and computing skills
ROs will be expected to include training for all students in certain basic skills. With particular reference to the student's own research, this training is likely to cover:
- the identification and use of library resources
- other bibliographic sources and methods
- techniques for preparing literature reviews, and keeping up to date with the literature
- preparing a personal research bibliography
- research management, including database and data management
- web-based research techniques (such as using web-based social science indices); and
- procedures for the evaluation of research, including peer reviewing and the preparation of book reviews.

Teaching and other work experience
Students undertaking teaching or other employment-related responsibilities should receive appropriate training and support. The training provided should be indicated in proposals for accreditation. It is beneficial to research students if they can obtain teaching experience, for example with seminar groups, or any other work that helps develop personal and professional skills. This might include internship opportunities with public-, business- or civil society-sector organisations. The ESRC recommends that opportunities to gain any work experience should be accredited where appropriate.

Language skills
The ESRC believes that the opportunity for training in a second language is desirable for research students, particularly where there is a perceived need within the student's research project.

Ethical and legal issues
The ESRC expects issues relating to ethics, confidentiality and legality to be explicitly and systematically addressed as an integral and embedded part of core training provision. Furthermore the ESRC expects that supervisors will have access to specialist training in this area to be able to help students acquire the specific knowledge, skills and understanding of research ethical procedures that they need in the context of their particular research context and design. And also to respect, consider and attend to the rights of other researchers and research participants.

The ESRC Framework for Research Ethics (FRE) (http://www.esrc.ac.uk/about-esrc/information/framework-for-research-ethics/) sets out the ESRC's approach, aims and methods in ethical evaluation and conduct of research, including doctorate-level research. It is expected that research students will be made aware of this document as well as local ethics review requirements as part of their core training.

Research Council-funded students are also covered by the RCUK Policy and Guidelines on Governance of Good Research Conduct and all ESRC funded students should be made aware of this guidance. Please see the RCUK website for further information: www.rcuk.ac.uk/Publications/researchers/grc/

Skills for engaging with users and for maximising the impact of research
Maximising the impact of social science research is a core principle for ESRC and it is increasingly important for students. This should include understanding the processes or mechanisms through which impact can be achieved as well as the challenges they might face in doing to.

ESRC investments in postgraduate training are responsible for helping students develop relevant skills to engage with interested parties across a range of sectors. In addition, students must be made aware of the importance of working towards achieving academic, societal and economic impact as a core component of their ESRC studentship. This includes the exchange of knowledge with academics both within and beyond their own disciplines as well as involving non-academic beneficiaries of their research in the process of devising and shaping their research, and understanding its outputs.

The benefits of working with users, and engaging in the co-production of knowledge, can inform and improve the quality of research, enhance the understanding of research users and their needs and apply evidence-based knowledge to important business or policy issues. The skills required to effectively develop these relationships can not only add value to a PhD but also expand the range of career opportunities available to students.

The ESRC expects institutions to provide training that will enable postgraduate students to:
- identify potential benefits and beneficiaries of their research from the outset and throughout the lifecycle of their project/research
- recognise both the academic and 'real world' context of their work and the opportunities and challenges of engaging with both
- develop the skills required for effective co-production of knowledge
- develop entrepreneurship and enterprise skills
- develop skills that foster the better use of research and research outputs in policy and practice settings
- develop skills that help and enable outreach and public dialogue, throughout the research process and beyond

Training may take the shape of standard seminars and training modules and may involve internships, placements and experiences outside their regular research environment.

Exploitation of research and Intellectual Property Rights (IPR)
Students should be made aware, as an integral part of their research training, of the possibilities and problems of academic or commercial exploitation of their own research

activities, as well as the research activities of others. This should include an understanding of their RO's intellectual property policy as well as relevant training.

RCUK open access policy
Free and open access to the outputs of publicly-funded research offers significant social and economic benefits, and aids the development of new research. Students should be made aware of the RCUK policy on open access and its requirements. Further information can be found on the RCUK website: www.rcuk.ac.uk/research/openaccess/policy/

Transferable skills

Communication and networking skills
Students should be strongly encouraged to develop skills to communicate their research, promote themselves and build up a network around their research. The development of communication and networking skills should form an embedded part of their overall programme of research training including presenting their work to both academic colleagues and non-academic users, and building networks with others including researchers. Students should have opportunities to attend and contribute to seminars, workshops and conferences. They should also be encouraged to seek opportunities to circulate papers to interested individuals and groups.

An early introduction should be given to the essential skills of writing, presentation and dissemination, although the development of these skills will continue throughout the student's studies. Opportunities should also be given for students to develop these skills for a non-academic audience such as writing for or speaking to the media, general public and government bodies.

Furthermore, the development of skills around co-production of research, public engagement and enterprise skills (see General Research Skills) can play an important role in helping postgraduate students raise their profile and exchange knowledge to wider audiences.

Leadership, research management and relationship management
The ESRC expects that students will be encouraged to develop capabilities that will enable them to become effective research leaders in their future. These capabilities should go beyond the skills required to manage their research project effectively such as project and time management, relationship-building, and skills to manage the resources available. Research leadership skills may include strategic thinking in the context of international research, understanding funding processes and opportunities, understanding opportunities and challenges of collaboration, and understanding the life cycle of the research process from the initial idea for a research question, through the development of a research proposal that may attract funding, to the archiving of data and, where appropriate, the completion of end-of-award reports to research sponsors.

These may be developed through formal learning, through the experience of conducting and completing their own research, and through opportunities for experience learning such as internships and participating in research networks.

Personal and career development

The ESRC, along with the other Research Councils, is committed to the implementation of the Concordat to Support the Career Development of Researchers (https://www.vitae.ac.uk/policy/concordat-to-support-the-career-development-of-researchers/strategy-researcher-development-and-careers). It is expected that ESRC provision for postgraduate training and development within DTPs and CDTs will reflect the principles of the Concordat for postgraduate researchers from the outset of their research training. The ESRC expects research students to be encouraged to proactively engage in their own personal development and career direction, in accordance with the Concordat, and this will include the development of skills for careers both within and outside of academia.

ROs are encouraged to formalise personal development activity. As a minimum, students should develop a training plan in discussion with their supervisor(s) to develop an awareness of their career aspirations, research strengths and skills, and to plan specific ways to address areas for development over the course of the PhD programme.

Supervisors should encourage and support their students to reflect upon and actively manage their own career direction and to engage with a range of activities that will help develop useful skills and knowledge for different possible career paths. ROs are required to make students aware of relevant support for career development learning, especially that provided by the RO's central support services, and their entitlements in respect of such provision.

National training provision
In addition to generic research and transferable skills training available within the RO or through a consortium arrangement, the ESRC expects that research students will be made aware of external sources of support for career development and transferable skills, especially that provided by the Research Councils and other national organisations that champion the personal, professional and career development of doctoral researchers. ROs should commit to developing the potential of postgraduate researchers and to encourage students to take advantage of specific support provided by organisations like Vitae (http://www.vitae.ac.uk/).

Part 2: Accredited Masters Research Training Programmes within the UCL, Bloomsbury and East London DTP

The following pages provide a listing of all the Masters research training programmes that currently form part of the accredited provision within the UBEL DTP, broken down by overarching grouping and pathway. Details of the content of each programme are available on the relevant institutional websites of the five partners.

In formulating a case for +3 entry to a specific pathway, candidates should check the Masters programmes available within that pathway to determine which their previous training is closest to in terms of equivalence.

Overarching Grouping: Health and Welfare

Pathway	Institution	Training Route	MA, MSc and MRes Programme(s)
Demography	LSHTM	Demography and Health	MSc Demography & Health
		Reproductive and Sexual Health	MSc Reproductive & Sexual Health Research
Health and Wellbeing	LSHTM	Health Economics	MSc Public Health (Health Economics)
		Social Science Approaches in Public Health and Health Services Research	MSc Public Health (Health Services Research)
	BBK	Psychological Approaches to Health and Wellbeing	MSc Psychological Research Methods
Life Course and Social Epidemiology	UCL	Health and Society: Social Epidemiology	MSc Health and Society: Social Epidemiology
Mental Health & Mental Health Care	UCL	Mental Health Sciences Research	MSc Mental Health Sciences Research
		Clinical Mental Health Sciences	MSc Clinical Mental Health Sciences
		Dementia	MSc Dementia

Overarching Grouping: Economic and Quantitative Analysis

Pathway	Institution	Training Route	MA, MSc and MRes Programme(s)
Economics	UCL	Economics	MRes Economics
	BBK	Economics / Financial Economics	MSc Economics
			MSc Financial Economics
	BBK	Finance / Mathematical Finance	MSc Finance
			MSc Financial Engineering
			MSc Financial Risk Management
Quantitative Social Science	UCL	Quantitative Research Methods	MSc Quantitative Research Methods

Overarching Grouping: Cognition, Language and Learning

Pathway	Institution	Training Route	MA, MSc and MRes Programme(s)
Education	UCL	Education	MRes Educational and Social Research
Psychology	BBK	Computational Modelling	MSc Cognition and Computation
	BBK	Developmental Sciences	MSc Developmental Sciences
	BBK/UCL	Educational Neuroscience	MSc Educational Neuroscience (BBK/UCL)
	BBK, UCL	Cognitive Neuroscience	MSc / MRes Cognitive Neuroscience (BBK, UCL)
	BBK, UCL	Decision and Cognitive Sciences	MSc Cognitive and Decision Sciences (BBK, UCL)
	BBK, UCL, UEL	Experimental Psychology	MSc Psychological Research Methods (BBK, UCL, UEL)
	UCL	Deafness and Sign Language	MSc Language Sciences
			MRes Speech, Language and Cognition
	UCL	Human-Computer Interaction	MSc Human-Computer Interaction
	UCL	Psychology of Education	MSc Developmental and Educational Psychology
	UCL	Social Psychology	MSc Social Cognition
	UCL, UEL	Clinical and Health Psychology	MSc Health Psychology (UCL)
			MSc Clinical and Community Psychology (UEL)
	UCL, UEL	Occupational and Organisational Psychology	MSc Industrial / Organisation and Business Psychology (UCL)
			MSc Occupational and Organisation Psychology (UEL)
	UCL, UEL	Psychology and Social Change	MSc Social Cognition (UCL)
			MSc International Humanitarian Psychosocial Intervention (UEL)

Linguistics	UCL	Applied Linguistics (UCL)	MA Applied Linguistics
	UCL	Language Sciences	MSc Language Sciences
	UCL	Speech, Language and Cognition	MRes Speech, Language and Cognition
	BBK	Applied Linguistics (BBK)	MA Applied Linguistics
	BBK	Intercultural Communication	MA Intercultural Communication
	BBK	Language Teaching	MA Language Teaching
	BBK	TESOL	MA TESOL
	SOAS	Language Documentation and Description	MA Language Documentation and Description
	SOAS	Linguistics	MA Linguistics

Overarching Grouping: Cities, Environment and Development

Pathway	Institution	Training Route	MA, MSc and MRes Programme(s)
Human Geography	UCL	Environment, Politics and Society	MSc Environment, Politics and Society
	UCL	Global Migration	MSc Global Migration
	UCL	Geographic Information Science	MSc Geographic Information Science
	UCL	Geospatial Analysis	MSc Geospatial Analysis
International Development	SOAS	Development Economics	MSc Development Economics
	SOAS	International Development	MSc Research in International Development
	UCL	Development and Planning	MSc Building and Design for Development
			MSc Development Administration and Planning
			MSc Social Development Practice
			MSc Environment and Sustainable Development Practice
			MSc Urban Development Planning
			MSc Urban Economic Development
	UCL	Education and International Development	MRes Educational and Social Research
	UCL	Global Change and Health	MSc Health Economics and Decision Science
	UCL	Risk and Disaster Reduction	MSc Risk, Disaster and Resilience
			MSc Risk and Disaster Reduction
			MSc Risk and Disaster Science
	UCL, LSHTM	Global Health and Development	MSc Global Health and Development (UCL)
			MSc Public Health (LSHTM)
			MSc Public Health for Development (LSHTM)
			MSc Health Policy (LSHTM)
			MSc Planning and Financing (LSHTM)
	UEL	NGO and Development Management	MRes NGO and Development Management

Social and Policy Studies of Energy and the Environment	UCL	Social and Policy Studies of Energy and the Environment	n/a
Urban Planning & Project Management	UCL	Inter-Disciplinary Urban Design	MRes Interdisciplinary Urban Design
	UCL	International Real Estate & Planning	MRes Real Estate and Planning
	UCL	Project Leadership	MRes Project Leadership
	UCL	Spatial Planning	MSc Spatial Planning
	UCL	Urban Regeneration	MSc Urban Regeneration
Urban Studies, Transport and Architectural Space	UCL	Smart Cities and Urban Analytics	MSc Smart Cities & Urban Analytics
	UCL	Spatial Data Science and Visualisation	MRes Spatial Data Science & Visualisation
	UCL	Spatial Design: Architecture and Cities	MSc Spatial Design: Architecture and Cities
	UCL	Transport	MSc Transport
	UCL	Transport and City Planning	MSc Transport & City Planning
	UCL	Urban Studies	MSc Urban Studies

Overarching Grouping: Social Processes, Relations and Policy

Pathway	Institution	Training Route	MA, MSc and MRes Programme(s)
Psychosocial Studies	BBK	Psychoanalytic Studies	MRes Social Research (Psychoanalytic Studies)
	BBK	Psychosocial Studies	MRes Social Research (Psychosocial Studies)
Science and Technology Studies	UCL	History and Philosophy of Science	MSc History and Philosophy of Science
	UCL	Science, Technology and Society	MSc Science, Technology & Society
Social Policy	UCL	Evidence for Policy and Practice	MSc Systematic Reviews for Public Policy and Practice
	UCL	Social Policy and Social Research	MSc Social Policy and Social Research
Sociology	BBK	Social Research	MRes Social Research (Sociology)
	UEL	Refugee Studies	MA Refugeee Studies Research
			MA Conflict, Displacement and Human Security Research
	UEL	Media Studies	n/a
Gender and Sexuality	BBK	Gender and Sexuality	MRes Social Research (Gender and Sexuality)
	UCL	Education, Gender and International Development	MRes Educational and Social Research
	SOAS	Gender Studies	n/a
	UEL	Gender and Sexuality Studies	n/a

Overarching Grouping: Culture, Heritage and History

Pathway	Institution	Training Route	MA, MSc and MRes Programme(s)
Anthropology	UCL	Anthropology	MRes Anthropology
	UCL	Anthropology, Environment and Development	MSc Anthropology, Environment and Development
	SOAS	Social Anthropology	MA Anthropological Research Methods
Archaeologogy & Heritage Studies	BBK	Archaeological Practice	MA Archaeological Practice
	UCL	Cultural Heritage Studies	MA Cultural Heritage Studies
	UCL	Heritage Science	MRes Heritage Science
	UCL	Sustainable Heritage	MSc Sustainable Heritage
	UCL	Public Archaeology	MA Public Archaeology
	UEL	Heritage Studies	[MA Heritage Studies - not offered in 2017-18]
Economic and Social History	BBK	Economic and Social History	MRes Historical Research (title tbc)
	UCL	Economic and Social History	n/a

Overarching Grouping: Political and Judicial Processes

Pathway	Institution	Training Route	MA, MSc and MRes Programme(s)
Law and Socio-legal Studies	BBK	Criminology	MRes Social Research (Criminology)
	BBK	Socio-legal Studies (Human Rights)	MRes Social Reearch (Socio-legal Studies/Human Rights)
	SOAS	Law	n/a
Politics and International Relations	BBK	Global Politics	MRes Global Politics
	BBK	Politics	MRes Politics
	BBK	Public Policy and Management	MRes Public Policy and Management
	SOAS	Politics and International Studies	n/a
	UCL	Political Science	MSc Security Rights
			MA Human Rights
			MSc Public Policy
			MSc Global Governance and Ethics
			MA Legal and Political Theory
			MSc European Public Policy
			MSc International Public Policy
			MSc Democracy and Comparative Politics
Interdisciplinary Area Studies (East European Studies)	UCL	East European Studies	MRes in the Politics and Economics of Eastern Europe/ MRes in East European Studies