DEVELOPING EMPLOYABILITY DURING YOUR PHD
For Arts, Humanities and Social Science

www.careers.cam.ac.uk
Developing employability during your PhD for AHSS PhDs

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“Look out for opportunities to gain non-academic experience as well during the course of your PhD: for example, I worked as editor for an academic journal run by my department, and I did a traineeship at the European Commission as part of my fieldwork. These experiences will not only greatly enrich your CV (and give you plenty of material to draw on for your job interviews), but they will also allow you to better understand whether a non-academic career might be suitable for you.

Take advantage of the training opportunities offered by the University’s graduate development programme: they will help you develop transferable skills which will be of great use both for the PhD and for your future career. Conferences are also a great way to develop your skills (e.g. networking and public speaking) and enrich your PhD experience, and they can motivate you to write and publish. Just do not let them become a distraction.”

PhD Politics & International Studies, Political Administrator, Council of the European Union, General Secretariat

1. Introduction

This guide provides information about a variety of activities that you can get involved in while completing your PhD at Cambridge. These activities have the potential to help you develop your employability and competitiveness whether you want to start a career in: academia; out-side of academia; or are still unsure and want to optimise your career options.

We are not suggesting that you should try to do all of the activities listed here and the timing of some will also depend on what stage you are at in your PhD. However, with a bit of project planning and time management, engaging with a selection of these activities could improve your career prospects and help you to decide on your career preferences. They also have the potential to offer some well-earned respite from the focused and often solitary efforts of a PhD.

If you would like help deciding which activities would be most appropriate for your career plans, you can book an appointment with a careers adviser at the Careers Service and we would be happy to advise you www.careers.cam.ac.uk
The information in this booklet is not exhaustive, some opportunities may not be open to all PhDs, e.g. inker to Research Council funding, and what is on offer can vary from year to year, but hopefully it will assist you to plan your professional and personal development alongside your PhD.

Throughout the booklet we have included quotes from PhD alumni, and extracts from job adverts that were either targeted at PhDs or are the types of jobs that PhDs express interest in. These are intended to provide context for the advice in this booklet.

“Doing a PhD can sometimes feel isolating and challenging. It’s helpful to remember that these experiences are not unique to you and that there are various sources within (and beyond) the University where you can find support.”

PhD Social & Development Psychology, Senior Project Manager, Center for Evaluation & Development (C4ED)

2. Resources And Opportunities To Help You Build Your Academic Profile For An Academic Career

While the quality of your PhD research is a crucial factor in your potential for successfully starting an academic career, you need to be able to evidence that quality you can’t just say that your work is good. That’s why publications and funding are so important; they’re objective proxies for quality.

Academic recruiters will look for evidence in your CV of:
• publications arising from your research;
• experience of attracting funding for your research;
• building a profile in your discipline;
• research with the potential to have impact outside of academia.

For some roles they are also likely to look for evidence of:
• teaching experience (primarily lecturing and classroom-based teaching);
• ability to collaborate with other researchers and academics;
• involvement in public engagement;
• contribution to faculty/university activities.

How much experience you need, and by what stage of the PhD you
need it, will vary by subject discipline, and the type of role you’re trying to get. There’s no “one-size-fits-all” answer. For example, selectors for research fellowships with no teaching requirement will be almost entirely focused on your research achievements and the quality of your proposed research project; selectors for a permanent lectureship will be looking for research achievements and a future research strategy, but they will also need to see teaching and, to a lesser extent, organisational experience. In all cases, it comes down to 'fit': do you match the specific needs and expectations of this specific employer?

To figure out what you need, how much of it, and by when, you should talk to mentors and recent doctoral graduates in your field (and related fields too). You can also book an appointment with a careers adviser to help you decide how to take action on what you find out [www.careers.cam.ac.uk](http://www.careers.cam.ac.uk)

“I wish that I had worked more on building an academic network during my PhD – through one-to-one interactions, attending conferences etc...”

PhD Politics & International Studies, Political Administrator, Council of the European Union, General Secretariat

**Academic Career Planning**

- **RDP** (Researcher Development Programme) run a programme of courses for research students to help develop skills in: personal effectiveness; engaging others; career progression; research expertise.
- Access to Faculty based training see information on the School of Arts & Humanities website
- **Cumberland Lodge Scholarships** these two-year scholarships are an opportunity for PhD students in any discipline to acquire experience of academic leadership, interdisciplinary collaboration, and public engagement. They will be recruiting for a new cohort of Scholars to join in 2020-22, in February / March 2020.
- **AHRC Doctoral Training Partnership** provides a range of training for its funded PhDs.
- **ESRC Doctoral Training Partnership for social sciences** provides a range of training for its funded PhDs.
- Sometimes if all the places at DTP training sessions are not taken up, booking may be opened up to other PhDs.
PRACTICAL

• attend a conference with a well-researched plan to network with specific attendees.
• apply for funding to go to a conference to give a paper.

Job example extract
Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding. Lead and develop internal and external networks. Develop links with other national and international educational, employing and professional bodies to foster collaboration.
Lecturer in International Relations, Grade 6/7

Working Towards Getting Published

TRAINING

• The Office of Scholarly Communication supports researchers through the publication process, and has developed a new suite of courses especially for PhD students. These run each term and cover the whole process of publishing your research, from how to pick a journal to tracking online attention. There are also courses on topics such as publishing a book.

PRACTICAL

• Set-up or join an existing PhD student-led Writers Groups to carve out time to write publications.
• Check out the writing group schedule
• Visit the University of Cambridge Writing Group Facebook page
• Write for The Cambridge Researcher (blog about the experiences and journeys of postgrad life in the humanities and social sciences.
• If you are still in the initial years of your PhD consider reworking your Masters dissertation for submission to a journal for publication.

Job example extract
Record of research in the area of criminology and / or criminal justice policy and practice. Evidence of quality research activity with research outputs suitable for return in the next REF exercise.
Lecturer in Criminology
Teaching

Most academic selection panels for a lectureship position will expect applicants to demonstrate some interest in and experience of teaching and possibly research supervision. They may also want to know how you see your research contributing to your teaching. If, you want to develop teaching experience for an academic career it is important to get a variety of experience.

Cambridge may not have as many, or as varied, opportunities for gaining teaching experience as some other universities, but it is usually possible to put together a portfolio of experience during the course of the PhD that could include: supervising undergraduate or Masters dissertations; undertaking undergraduate supervisions (more commonly called tutorials in other universities); assisting with lectures; leading seminars; assessing coursework; helping to set exam questions; assisting in the design of a new course, and giving a guest lecture or two, for example.

Do be careful not to let teaching commitments or enthusiasm distract you from your research and getting published if your goal is an academic career.

Job example extract

The role holder should have some experience of successfully developing and delivering teaching at university level, including both lectures and seminars or smaller group work.

Teaching Associate in MML (1 year fixed term)

TRAINING

- ‘Effective Undergraduate Supervision’ for AHSS consists of an online module introducing practices and principles of supervising at Cambridge and a practical face-to-face workshop.
- Teaching Associates Programme (TAP) is a Higher Education Academy (HEA) accredited, 1-year teaching course for Cambridge early career academics and researchers, including postdoctoral researchers and PhD students after the first year of study. Participants must have at least 20 hours HEI teaching experience before the programme begins and at least 40 hours by the end of the course. Competition is fierce.
• Supervising: apply to do college supervisions
• Occasional support work for teaching within the Social Science Research Methods Centre
• Seminar teaching: for example you could collaborate with other PhDs from within your Department, or across disciplines, to offer a seminar series for PhDs or a wider audience within the university.
• Lecturing: investigate within your Department to see if there are any opportunities to give a lecture complementing Tripos syllabus, or to give revision lectures for example.
• Lecturing: investigate opportunities to lecture within your college; summer schools at Cambridge, or you could look for opportunities to give a guest lecture in another university in the UK or abroad. The latter might be an option for example if you are conducting research in another university during your PhD, or collaborating with researchers outside of Cambridge.
• You can directly apply to the HEA for recognition of your teaching, either at the level of Associate or Fellow depending on the experience you have.

Job example extract
To deliver a range of teaching and assessment activities within the specified subject area and within own area of subject specialism to undergraduates and postgraduates, predominantly through allocated lectures and seminars, so that the School’s teaching objectives are met.

Lecturer in Asian History

Opportunities for Collaboration
Due to changes in how, and why, research is funded, the stereotype of the University researcher locked away in an ivory tower beavering away on their own very personal research interests is increasingly at odds with reality in many disciplines. Cross disciplinary research, and collaboration between universities, and between universities and external partners,
in the same or different countries are growing phenomena. Consequently evidence of your ability to conduct research in a collaborative environment or to develop collaborative relationships with other researchers (even if only informally) will be beneficial to your academic CV.

**PRACTICAL**

- **Cambridge Digital Humanities** is a creative and collaborative space where students, researchers and international visitors can come together to engage in dialogue; experiment with technology and advance scholarship. They run a learning programme to help Cambridge students, researchers and staff equip themselves with the tools and methods they need to carry on delivering world-class and world-changing research and teaching.
- **CRASSH** Centre for Research in the Arts, Humanities and Social Sciences runs cross-disciplinary events throughout the year. It also has pots of funding to support collaborative discussion and research, e.g. conferences, seminars, reading/discussion groups, much of which PhDs can apply for, plus a number of postdoctoral fellowships.

**Job example extract**

*Given the evolving character of the discipline, it is highly desirable that the appointee display openness to interdisciplinary collaborations in both teaching and research with other disciplines.*

**Lecturer in the Study of Religion**

**Administration**

Helping to contribute to how your department or faculty is run and developed can not only be valuable for your academic CV but can also demonstrate to employers outside of academia that you are willing to go beyond your core job description for the benefit of the organisation, colleagues and clients/customers. However, it is important to put this in context: in academia, these kinds of experience might tip the balance in your favour, e.g. by showing that you are a good colleague and
clients / customers. However, it is important to put this in context: in academia, these kinds of experience might tip the balance in your favour, e.g. by showing that you are a good colleague and understand the pressures of a modern day university department, but they are never going to be substitutes for the basic quality of your research. Outside academia, these kinds of experience may well be more valuable than publishing another paper, or taking on another lecture series.

**Job example extract**

*The ability to take on administrative responsibilities such as co-ordinating an undergraduate cohort or core undergraduate course.*

Departmental Lecturer, Modern European History

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<th>PRACTICAL</th>
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<tr>
<td>• Seek out opportunities to run departmental, college and other seminar series, or create new ones, on your own or in collaboration with colleagues.</td>
</tr>
<tr>
<td>• Seek out opportunities to run University societies and clubs’ events, or create new ones, on your own or in collaboration with colleagues, e.g. like the founders of Cambridge University Science and Policy Exchange (see below).</td>
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<td>• <strong>Student-led conference funding</strong> – School of Humanities and Social Sciences offers funding up to £1000 for postgraduate research students to set up and run conferences encouraging the development of transferable skills.</td>
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<tr>
<td>• <strong>CRASSH</strong> Centre for Research in the groups, much of which PhDs can apply for. Arts, Humanities and Social Sciences has <strong>pots of funding</strong> to support collaborative discussion and research, e.g. conferences, seminars, reading/discussion groups, much of which PhDs can apply for.</td>
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Public Engagement

Talking to non-specialist, non-academic audiences can be of real value if done well. As the National Coordinating Centre for Public Engagement puts it: “engagement is by definition a two-way process, involving interaction and listening, with the goal of mutual benefit”. If you don’t, at the very least, enter into a dialogue with your audience, how will you know whether they’ve understood you, let alone found your work convincing? To navigate the job market, especially when it comes to interviews (academia, and beyond), you must be able to describe the significance of your work to audiences of different backgrounds, experiences and interests.

That said, your best chance of securing an academic job remains the pursuit of high quality research, evidenced by first-rate publications and external funding. No amount of social media presence or devotion to schools outreach is going to make up for subpar research and a meagre track record of disseminating your work to mainstream academic audiences.

There is also a time versus benefit question. Don’t get stuck, year-on-year doing the same low-key activities (staffing an information stand, shepherding visitors). Aim for high return, eye-catching initiatives - preferably ones that leave a digital footprint to which you can subsequently link prospective employers.

**TRAINING**

- **RPD** offer an online toolkit and group workshop on preparing and making better presentations
- The **Rising Stars** course offers training in public engagement and educational outreach for early career researchers. The focus is on engaging non-specialists with your academic discipline. The multidisciplinary course run over 6 half-day sessions and is free to attend.

**PRACTICAL**

- The **Public Engagement** Team over see public events at the university level in Cambridge e.g. Open Cambridge, Festival of Ideas and the Science Festival. There are also likely to be college and faculty activities that you could get involved in. The main
activities open to volunteers are likely to be helping with setting up and running events, and giving a talk or delivering an activity.

- The Public Engagement Team offer researchers, including PhDs, the opportunity to apply for grants (£500 - £1500) to undertake innovative, research-focused public engagement activities through the Public Engagement Starter Fund
- To identify other opportunities for public engagement or outreach, e.g. activities in or with schools, writing for non-academic audiences, or contributing to broadcast programmes, check to see if your department has an outreach co-ordinator, if not contact the University’s Public Engagement Team.

Job example extract

Provide an approach to maximising the impact and influence of the proposed work, in the short and/or long-term. This may involve co-production of knowledge and implementation of this knowledge with the business, public sector, civil society sector or the wider community.

UKRI Future Leaders Fellowship

3. Resources And Opportunities To Help You Build Your Academic Profile For A Career Outside of Academia

“A PhD is a rather a solitary pursuit most of the time, so I wish I could have had more time working in research teams whilst at Cambridge. But that skill came quite quickly once I entered the world of work.”

PhD in Development Geography, Head of Effective Philanthropy, C&A Foundation, Switzerland (corporate foundation working to improve the sustainability of the fashion industry)
Developing experience and skills outside of your PhD can be beneficial for helping you decide the career path you would like to follow. This can also help you increase your employability outside of academia. Although the competencies (mix of personal attributes, skills, behaviours and experience) that are required for different jobs, organisations, and sectors vary, there are some that appear regularly on the list of recruiter requirements whether you are applying for a job in the commercial, public, or not-for-profit sectors. These include: written and oral communication; teamwork; initiative; problem-solving; resilience; flexibility; time management; ability to deliver results; experience of using and common IT packages. Employers will also look for evidence of your interest in the type of work you are applying to do, and here again your chosen activities outside of your PhD and the academic environment can provide evidence of your interest.

The list of opportunities below is varied, but not comprehensive. It is intended to alert you to the reality that there are numerous opportunities available to you during the PhD to enhance your employability and clarify your next career steps.

“With hindsight, I would have tried to gain first-hand experience with more research methods. Many research methods are transferable across fields and in my line of work it is valuable to know how to use and combine methods. Knowledge of and experience with a wide portfolio of research methods means that I can design projects that address research and evaluation questions in innovative ways.”

PhD Social & Development Psychology, Senior Project Manager, Center for Evaluation and Development (C4ED)

All of the opportunities listed in this booklet have the potential to help you develop / enhance one or more of these core competencies: communication; teamwork; applied problem-solving; time management in a multi-tasking context; leadership; resilience.
Cambridge (or nearby)

- **Careers Service PhD bursaries** these are designed to enable PhD students to undertake unpaid or very low-paid work experience in the areas of media, not for profit or arts & heritage careers, during their doctoral studies. Bursaries of up to £500 are available in order to help fund travel, living, and other day-to-day expenses. The annual deadline is usually in the 1st week of May. See the website for more information on eligibility (wide), how to apply, the selection process and reports from previous recipients.

- **Cambridge University Science and Policy Exchange (CUSPE)** is a society run by, and for, early career researchers that aims to build links between its members and government policy makers. It runs talks by leading policy figures, workshops, and policy. It is quite STEM focused but open to all.
  
  - **Cambridge Policy Challenges**: is a collaboration between CUSPE and Cambridgeshire County Council and runs between March – September. It offers the opportunity for early-career researchers to use their analytical skills to benefit the local community, while honing transferable skills and developing an understanding of local government. Teams of 3-4 address a policy problem affecting Cambridgeshire and after a six-month period of research, submit a project report and formally present their recommendations to the pertinent committee of councillors.

- **Centre for Science & Policy (CSaP) Professional Development Programme** introduces early career researchers to the world of policy. As part of this they organise a range of activities to promote relationships between early career researchers and early career policy professionals, including workshops, internships (open to research council funded PhD students) and secondments in Government.

Job example extract

*Ability to develop effective working relationships in multicultural environment. Ability to solve problems and adapt plans as required. Highly reliable, proactive, and capable of independent judgement. Ability to work with minimum supervision, and with a keen eye of potential implementation challenges.*

Researcher, Girls not Brides
• **Development i-Teams** are run in partnership with the Centre for Global Equality. Teams of students of all levels and disciplines, and supported by a dedicated industry mentor investigate ways in which real Cambridge innovations could be used in the developing world to improve people’s lives in a sustainable way. It runs for 5 weeks in Michaelmas, and Easter terms, with meetings on Tuesday evenings.

• **Engage for Change** is a programme for PhDs, Post-docs, Masters and Undergraduates of the University of Cambridge who want to learn to make change happen, through having effective conversations with those around them. You will design, implement and evaluate your own environmental sustainability-related intervention, using the University as a testing-ground for the skills that you’ll develop through the programme. Applications close early April and the programme runs through Easter term, with weekly meetings.

• **i-Teams** a Cambridge University based termly activity in which teams of 7 researchers from across all disciplines learn about taking real technologies to market, through training, and the practical application of what they learn to real projects. Each session lasts just under 10 weeks and is run for 3 hours every Monday night. It will suit those interested in how new technologies are commercialised, and/or are looking for some hands-on business skills and experience.

• **Impact Labs** is a partnership initiative between Cambridge Hub and the University of Cambridge Careers Service. It offers current PhD researchers in Cambridge the opportunity to learn about impact measurement, and working in a team to apply these skills to the benefit of local youth sector organisations. Impact measurement is essential for charities to be able to prove the value of their work, but also to improve the services they deliver and ensure they deliver the best possible outcomes. However, charities often lack the capacity to devote time to this area of work. After training PhDs work in cross-disciplinary teams of 4-5 for a 7 week period on a “challenge brief” from their community partner.
“From a confidence perspective I think the best thing about the project was that...everyone brought something different to the table from their disciplinary backgrounds, and...everyone could see the value of our different skills and what they could do. So I would say it boosted my confidence in terms of reminding me that I have something to offer based on skills as an anthropologist in the ‘real world’”

PhD (2nd year) HSPS, participant in Impact Labs 2019

• **Judge Business School’s** [Events Calendar](#) is always worth a look as JBS regularly run social innovation and social impact activities that are open to students as well as the wider community. This includes the Social Venture Weekend for anyone with an ambition to set up or grow a business that makes a positive social or environmental impact.

• **IT Training** [University Information Services](#) provides a full schedule of training courses for students, most of which are free of charge. These include, Databases, Graphics and photos, Presentation software, Project Management, Spreadsheets, Web publishing and Website management, and Word processing and desktop publishing.

• **Language Centre**, in case you have forgotten what you heard about this useful resource during your course induction, here is a recap; range of free [Languages for Academic Purposes](#) courses for AHSS postgraduates; and [bursaries](#) for other language courses for purposes. All this potentially very useful for an academic career, and / or to boost your skill set for a career outside academia.

• **The ‘Living Lab’** provides opportunities for [Cambridge students](#), including PhDs, to improve [environmental sustainability](#) on the University estate through projects, internships and research.

• **Public Engagement** this type of activity can offer the opportunity to build communication skills, work with non-academics, and apply time management and other core competencies to practical activities with tangible deliverables. They can also help with a recurring challenge faced by many PhDs: being able to communicate the relevance of what they have been doing for 3 to 4 years to people outside academia.
The Public Engagement Team oversee public events at the university level in Cambridge, e.g. Open Cambridge, Festival of Ideas and the Science Festival. There are also likely to be college and faculty activities that you could get involved in. The main activities open to volunteers are likely to be helping with setting up and running events, and giving a talk or delivering an activity.

They also offer researchers, including PhDs, the opportunity to apply for grants (£500 - £1500) to undertake innovative, research-focused public engagement activities through the Public Engagement Starter Fund.

Job example extract
This will require strong presentation and communications skills, both written and oral, with a flair for bringing stories alive in an appealing and engaging way. Adaptability and flexibility essential in order to reach our audiences, be they visitors, experts, or leisure learners and the post-holder will be familiar with various methods of engagement beyond writing articles or delivering lectures. A track record of working within cross-disciplinary teams and forging institutional partnerships is required.

Public Historian, Tower of London (PhD in History required)

• Social Innovation Programme (SIP) is a partnership initiative between Cambridge Hub and the University of Cambridge Careers Service which offers students, including PhDs and MBAs the chance to address challenges in the local area through research, idea generation and project development. Students work in teams alongside a local social organisation or initiative, acting as external consultants to propose and implement an innovative solution to a problem. Training is provided are provided. SIPs run for 6 weeks during term, and applications open early in Michaelmas and Lent terms.

• Social Science Research Methods Centre provides research methods training to University of Cambridge staff and postgraduate students at MPhil and PhD level. Courses cover qualitative, and quantitative research methods, from basic training.
• **Wilberforce Society (TWS)** is a Cambridge University-based student-run think tank which aims to facilitate a mutually beneficial dialogue between Cambridge students and national policymakers, across all areas of public policy, from the domestic to the foreign, from the social to the economic. They have no political affiliation and focus on creative solutions to real world problems. Members have the opportunity to write and publish papers, and work on commissioned research.

**Job example extract**
You will have a proven record of writing reports and/or articles in peer-reviewed journals. You should have proven experience of managing and delivering research, the ability to work effectively in multi-disciplinary teams, and a drive to improve policy. Along with your good interpersonal skills, you will have the ability to communicate effectively with people at all levels and to engage with a diverse policy audience.

**Analyst (in a think tank) with stated preference for a PhD**

**Beyond Cambridge**

• **The Brilliant Club’s Scholars Programme** offers doctoral researchers an opportunity to undertake meaningful, paid work on a part-time basis. At the same time, working as a PhD tutor enables you to communicate your research to a non-specialist audience, i.e. 13 year olds and above in non-selective state schools, and also give them a taste of university style tutorials. They run a rolling application process throughout the year, recruiting PhD tutors to work across the country. There is no formal deadline for applications.

• **Careers Service PhD bursaries** these are designed to enable PhD students to undertake unpaid or very low-paid work experience in the areas of media, not for profit or arts & heritage careers, during their doctoral studies. Bursaries of up to £500 are available in order to help fund travel, living, and other day-to-day expenses. The annual deadline is usually in the 1st week of May. See the website for more information on eligibility (wide), how to apply, the selection process and reports from previous recipients.
• For those considering roles in international affairs there is the **Careers In International Affairs Forum**. Leading institutions (in 2019 this included: FCO, UN, RUSI UNESCO, UN Population Fund, Chatham House, and International Committee of the Red Cross) talk about their current opportunities, recruitment processes and the skills / academic requirements they are looking for. (Usually held in April with a need to pre-register to attend.)

• **St. Gallen Wings of Excellence Award** is an annual essay competition for graduate level students which enables up to 100 students from around the world to make a fully paid trip to Switzerland each May to attend the St. Gallen Symposium which brings together students and international leaders from all walks of society to discuss a topical issue. Application deadline is usually late Jan / early Feb.

• **Santander Universities SME Internship Programme** helps fund work experience for entrepreneurially minded students **within start-ups or SMEs** in the UK and is open to final year students (undergraduates or postgraduates and recent alumni). The internships are funded 50% by Santander and 50% by the SME. Internships can last 2-10 weeks, and interns are paid a minimum of £300 a week. In the past Cambridge students have applied successfully to this fund, in partnership with a think tank offering them an internship.

• **Social Impact Voluntary Placement Scheme** is run annually for up to 7 weeks over the summer with **placements in social organisations** in several UK locations including London and Cambridge. Apply in Lent term. Open to PhDs of all years as well as other degree levels.

• **Tata Social Internships** are available over the summer break to final or penultimate year undergraduate and postgraduate students. Participants work on **sustainability projects** in India, gaining a grass-roots exposure to the country and its culture while bringing international perspectives to the company projects, helping to promote international understanding. Tata provide local lodging, domestic travel, incidental costs and 1/3 of the return air fare to India so candidates must be able to cover the remaining 2/3 air fare by other means. Applications close in mid-April.

• **The Transparency School** is an annual week long in July state-of-the-art anti-corruption and accountability training for future leaders, introducing participants to the latest developments in the field and
helping them implement their ideas in practice. The school is open to final year undergraduates, postgraduate students, graduates / young professionals under the age of 35. Course fees are 750 EUR which cover tuition fee, course material, accommodation, meals and extra-curricular activities. There are scholarships for some nationalities.

**Job example extract**

*Ability to work cooperatively in teams, and with different kinds of people, contributing to team decisions and maintaining team relationships by supporting others. Good interpersonal skills, including the ability to develop and maintain productive working relationships with a wide range of people and organisations within HE and beyond.*

**Policy Officer (Teaching & Learning), Universities Scotland**

**Job example extract**

*Ability to research often unfamiliar topics and rapidly acquire specialist knowledge using a range of sources, to analyse this information and to develop well-argued, evidence-based conclusions. Excellent written and oral communication skills, including the ability to explain complex information clearly, impartially and succinctly to a non-specialist audience. Strong interpersonal, teamwork and negotiating skills to build and maintain a broad range of effective working relationships.*

**Committee Specialist, House of Commons**

- **UKRI Policy Internships scheme** provides the opportunity for PhD students funded by the research councils of UK Research and Innovation to work for three months in one of a selected group of highly influential policy organisations, primarily government departments, agencies, and charities. Participating hosts have included: Age UK, Department for Education; Home Office; The National Archives; Public Health England, Select Committees, House of Commons. PhDs continue to be supported with funding during the internship, and there is also support for additional travel and living expenses. If you are one of the minority of PhDs eligible to apply for one of these then they are well worth considering.
• **POST Fellowships** (Parliamentary Office of Science and Technology): runs several fellowship schemes with RCUKs (including for AHRC and ESRC funded PhDs), but also learned-societies and charities - through which PhD students are sponsored to spend (usually) three months working at POST. Most fellows will research, write and publish a POSTnote during their time with us, but some fellows may be placed with a parliamentary Select Committee or Library. These fellowships offer a real insight into the interface between scientific research and government policy. Participating hosts have included: British Ecological Society; British Psychological Society; Wellcome Trust Humanities and Social Science Programme. Some of the schemes require you to be funded by a particular research funding body or DTP but others are more open (membership of a professional institution may be required or preferred). Under current visa regulations (July 2019) it is unlikely that a PhD on a Tier 4 visa would be able to take up an internship like this during their studies.

> “Some differences that I found between a social sciences PhD and my first job was working on multiple projects as a team, focusing more on practical implications and recommendations, and needing to do things quickly and effectively but not perfectly.”

**PhD, Judge Business School, Director, Public Health and Global Affairs, GSK (Vaccines)**

### 4. Careers Service

PhDs have ongoing access to the careers service, including one-to-one advice both during and after their PhD.

The Careers Service’s email service called [CamCareers](mailto:) is useful for finding out about events as they arise, including those specifically for PhDs. You tell us which areas you’re interested in, and we’ll email you news of events and opportunities associated with those topics.
Academic careers

The careers service is here to help with career planning, job search, the preparation of application materials (e.g. CVs, application forms and letters, personal statements, research proposals, teaching statements, and statements of teaching philosophy), practice interviews, and career decision-making for academic careers. This can cover opportunities in the UK, continental Europe, the USA and beyond, and academic roles which include: Junior Research Fellowships; other postdoc research positions; teaching only positions: and lectureships.

In support of our one-to-one advice work we:
• have developed a CVs and Cover Letters for PhD’s and Postdocs guide which is accessible online and as a takeaway book from the Careers Service. We also run twice a year, usually in spring and summer JRF application workshops for final year PhDs
• run PhD specific seminars and workshops in partnership with RDP, the Schools of the Arts Humanities and Social Sciences, and sometimes departments
• regularly update the Academic Careers section of our website, which includes access to podcasts of first-hand accounts of getting in and on in academia.

Careers outside of academia

The Careers Service is here to help with career planning, job search, the preparation of application materials (e.g. CVs, application forms, and cover letters), psychometric tests, interview and assessment centre preparation, interview practice and career decision-making.

In support of our one-to-one advice work we:
• have developed a CV and Cover Letters guide for use across a range of jobs and sectors and is available online and as a takeaway book from the careers service
• offer a range of career-related activities over the course of the academic year including: large-scale recruitment events, covering sectors as diverse as banking and finance, law, the creative industries, and Work to Change the World (primarily not-for-profit organisations); career sector briefings and panels, e.g. public sector, politics and policy, international development, teaching, arts
and heritage management, and careers using languages; **Employer Led Skills Sessions** (primarily covering commercial sectors). These activities are open to all Cambridge students

- run PhD specific seminars and workshops sometimes, in partnership with RDP, the Schools of the Arts Humanities and Social Sciences, and departments, e.g. Career Planning for a Non-Academic Career, LinkedIn for PhDs and Postdocs; Finding Work Experience for PhDs
- provide access to **Vacancies & Opportunities** via the Careers Service website which can be used to search for vacation work, internships, and jobs outside of academia. You can search by sector and other criteria, and set up an email alert to receive information on any new opportunities that match your preferences. It also has an archive that goes back years and this can be useful as part of your research into sectors or organisations that you might be interested in working for.

Beyond all this, the **Careers Service website** provides access to a huge range of resources covering career choice, career sector, career planning, job search, making applications, psychometric testing, interviews and assessment centres, as well as our termly diary of **What’s On**.

"It's funny, if I had been told back in 2002 when I graduated with my PhD that I would end up working to transform the fashion industry, I would never have believed that!"

**PhD Development Geography, Head of Effective Philanthropy, C&A Foundation**