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St Leonard's College

News from the postgraduate community
2015 - 2016



Welcome



Proctor

Welcome – or welcome back! – to St Andrews for the start of the new academic year. I'm looking forward to meeting as many of our postgraduates as possible this session, and hope to hear that you are making good progress in your studies as well as enjoying life in this beautiful corner of the world. St Leonard's offers you a community for events, support and feedback: but it's only as active as you – the members of our community – can make it. Please do get involved and help us to maintain the lively intellectual and social environment we all thrive in!

Professor Lorna Milne
Vice-Principal (Proctor)



Provost

St Leonard's College was re-launched in 2013 as a postgraduate college dedicated to meeting the needs of this community. Our mission is "to promote a culture and environment in which scholarship, creativity and discovery will flourish." St Leonard's provides a unique focal point for our PGR and PGT students and most importantly it is your college. The shape and traditions of this College are gradually forming and I urge you to take advantage of the opportunities for fellowship and intellectual exchange that it offers.

Professor Derek Woollins
Provost of St Leonard's College



Postgraduate Convenor

I am Tania and I am your Postgraduate Convenor during the academic year 2015 - 2016.

I am currently a PhD candidate in Environmental History after having completed an MPhil in the same subject.

I was elected in March by the postgraduate student body to

represent postgraduate interests within the University and the Students' Association after already having spent the previous year as your PG Convenor. Along with the other Sabbatical Officers, I sit on Academic Council (Senate), Learning & Teaching and the Postgraduate Research Committee where any new policies and regulations regarding postgraduate studies are discussed and approved. I also work closely with other units such as the Library, Careers, Accommodation and Student Services to ensure that the postgraduate experience is the best it can be. In addition, I regularly meet with members of the Proctor's Office to discuss any postgraduate issues. Current topics I am working on are postgraduate study space with the upcoming Library redevelopment and better training and pay for PhD students who teach.

There are also postgraduate representatives for both research and taught students in every School that are the direct link within departments for you to address any concerns. These student representatives are elected at the beginning of each academic year and I meet with them twice per semester to discuss current issues.

"There are also postgraduate representatives for both research and taught students in every School that are the direct link within departments for you to address any concerns"

Within the Students' Association, I sit on the Students' Representative Council (SRC) and two of its sub-committees working on education and employability. Probably not surprisingly, I am also a member of the Postgraduate Society and work closely with the PG President (Aline) to make sure you are having the best possible experience during your time as postgraduates in St Andrews.

If you encounter any topics that you think should be addressed or have any questions regarding academic issues, don't hesitate to contact me. I am always happy to help or simply listen to how you are finding your time in St Andrews.

Tania Struetzel
Postgraduate Convenor 2015-2016
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@TStruetzel @StAPGSociety
www.yourunion.net/pgsoc



Welcome to St Andrews!

You are about to join a world-leading research environment and I hope you enjoy your time here as part of it. I am the Pro Dean dedicated to research postgraduates and I will be one of the people helping you to get the best out

of the coming years of study. Through the Schools and St Leonard's College – our virtual postgraduate college, to which you now belong – we are committed to nurturing your skills and to providing the best training to prepare you for the future. The University has much to offer you beyond work, with its excellent sports facilities and lively student community. The coming weeks will be hectic, as you get to grips with your new environment, but I strongly encourage you to take the time to explore and to find your own place in this great town. St Andrews has a long and bright tradition – I look forward to seeing you develop your own place within it.

Dr James Palmer
Pro Dean (Research Programmes)
E: prodean-pgr@st-andrews.ac.uk

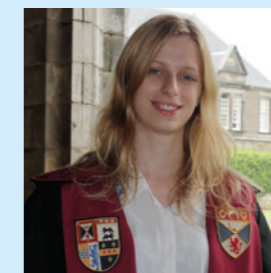


As Pro Dean for Postgraduate Taught programmes, I would like to warmly welcome you to the University of St Andrews

Your time at St Andrews will be short in comparison to many new students; therefore in order to benefit from the fantastic

opportunities on offer here you will need to start enjoying them right away. Unless a particular event or society is explicitly aimed at the undergraduate students, you will always be made very welcome. Many opportunities are available through the student societies to travel and explore Scotland or engage in sport or other interesting social activities. I hope you make time to benefit from the wider academic community here and to socialise with fellow students from across the institution. Please also get involved in student representation to provide feedback to help me improve your taught postgraduate student experience. With best wishes and a very warm welcome.

Dr Clare Peddie
Pro Dean (Taught Postgraduate)
E: prodean-pgt@st-andrews.ac.uk



Postgraduate President's Q&A

What do you study?

I obtained a BSc in Electrical Engineering from Ghent University in 2012, followed by an MSc in Photonics in 2014, a two year degree shared between Ghent, Brussels, and St Andrews. I am currently in the second year of my PhD in Physics here in St Andrews, researching nanoplasmonics.

Why did you choose St Andrews?

I first arrived in St Andrews in September 2013, as part of my MSc degree. I chose St Andrews because of the University's excellent reputation and gorgeous location. I decided to stay for another degree because I enjoy the research environment I get to work in, and the town's unique atmosphere. This place has felt like home since day one.

What are the benefits of the PG society?

One of the great things about the Postgraduate Society is that every postgraduate student is automatically a member, leading to our events being well-attended by postgraduates from different Schools and programmes. We offer a wide range of activities, often free or at very discounted prices, to make them accessible to any student budget. Next to the standard semester events, we also organise activities during the summer months, when most other societies are inactive.

What do you do in your role as Postgraduate President?

My main task as PG President is to make every single postgraduate student feel welcome in St Andrews. This is mainly done by chairing the Postgraduate Committee, where I am responsible for managing and organising Postgraduate Society events and

services. Part of this task involves liaising with St Leonard's College to organise shared events. I also represent the interests of the postgraduate community on the Student Services Council (SSC), which leads the activities and events organised by the Students' Association.

What events are coming this year?

The committee has been working hard planning the events for the next 12 months. After a packed Orientation Week schedule, there will be multiple bus trips, ceilidhs, socials, bonfires, a gala dinner, an actual tea party for raisin, sticky toffee pudding (the official PG Society dessert), the November graduation ball, and lots more. Details of all these events will be announced through the Sunday Postgraduate weekly email, as well as via the Postgraduate Society Facebook page.

Why should people get involved with the PG Society or Committee?

With such a wide range of activities, there will be events to suit everyone's needs and wishes. If you are a postgraduate student who is unsure or shy about coming along to an event, I warmly encourage you to take that step and join us, whether it's only for half an hour at a social, or for a full day bus trip. If people want to get more involved with events and running the Postgraduate Society, the committee is always interested in taking new people on board. Anyone who wants to know more about this should email me.

Can people contact you?

Of course they can. Whether people have a question, a comment, or simply wish to talk, every student is welcome to contact me via the pggres email account. I am always happy to hear from students, and will do my best to listen, help, or advise to the best of my abilities.

Aline Heyerick
Postgraduate Society President
2015-2016
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@StAPGSociety
www.facebook.com/pgsoc
www.facebook.com/groups/pgsoc



St Leonard's College Update

During the past year, there have been many events, activities and training provided for postgraduates through St Leonard's College.

We had the fast selling and lovely St Leonard's College Dinner with its traditional postgraduate dessert of sticky toffee pudding! The dinner is definitely a favourite in the Postgraduate Society and the great thing is that there are no dull speeches!

We have given postgraduates the opportunity of having their own lecture series by holding the St Leonard's College Lecture Series Prize. This had a variety of applicants from Marine Science, Psychology and Sustainability to Divinity and Philosophy. The competition for the Science and Medicine St Leonard's College Lecture Series Prize was fierce and in the end two winners were selected: Katy Dickerson (Psychology & Neuroscience) who performed insightful talks on Learning and Ben Taylor (Geography & Geosciences) who gave a well-attended talk on Global Warming. The winner for the Faculty of Arts was the fabulous Jessica Walker (Philosophy) who gave a fascinating talk on Time Travel (look out for her article in this newsletter).

The St Leonard's College webpages provide thesis support information, postgraduate events and a news page which provides funding information.

We also have a social media presence on Twitter and Facebook. The website and social media streams provide the opportunity to distribute information on events and funding such as for the Santander travel scholarships which have included trips to Brazil. See articles by Louise Campbell and Samantha Rebelo Portela in this newsletter.

Our previous events have included hosting Jorge Cham of PhD Comics who came and gave a brilliant talk and a workshop and spent time with various students. In addition, there has been an Introduction to Bright Club (Kate Cross), Social Media for Researchers (Emma Burnett) and the Practical Project Management Course (Mike Bird). There



have been a few Enterprise events organised with the Scottish Institute of Enterprise as well.

The Union Debating Society hosted a debate for postgraduates on "Does the University prepare you for the real world" and we are hopeful that further collaborations with the Debating Society will happen in the future.

For more information:
www.st-andrews.ac.uk/pgstudents/stleonards

St Leonard's College Facebook:
www.bit.ly/StLeonardsCFacebook
[Provost Office@StLeonards_PG](https://twitter.com/ProvostOffice@StLeonards_PGs)s

Get involved!

There are a huge number of student societies and sports clubs. You are welcome to get involved in all aspects of student life, including postgraduate-specific clubs and societies.

The Students' Association is responsible for running 180 different societies, covering every possible interest, for the benefit of all our students. www.yourunion.net/activities/societies

Postgraduate students are also automatically members of the Postgraduate Society (see overleaf).

Here are a few ideas...

Cricket



Cricket players wanted!

The University Staff & Postgraduate Cricket Club is actively seeking new members for the 2015 - 2016 season from the staff and postgraduate communities. The club, who won the Strathmore & Perthshire League 2 (South) last year, plays a mixture of 40-over league cricket and T20 friendly matches against teams from Fife, Perthshire and Tayside, as well as holding regular social gatherings throughout the year, and **welcomes players of all abilities.**

The cricket sessions are on Sundays. All equipment will be provided. You can contact the club on cricketsquad@hotmail.com or via their Facebook or Twitter accounts.
www.facebook.com/SAUSCC

Postgraduate Writers' Group



Writing groups for St Andrews postgraduates, helping to tackle procrastination and provide a supportive environment in which to get those words down on the page!
<http://bit.ly/PGwritersStA>

Badminton



Borrow a racket and get playing! You can even have the first session free.

The staff and postgraduate badminton club offers regular and sociable games. It is not part of a league, nor a competitive organisation.

The club meets once a week, on Tuesday evenings (currently 7-9 pm), in the Gym at the Sports Centre throughout the year.

The annual membership for postgraduates is typically £50 but you can opt to "pay as you play" at £3 per night.

www.st-andrews.ac.uk/~badminton
 E: badminton@st-andrews.ac.uk

Bright Club St Andrews



The Bright Club is a fabulous opportunity to get training in public engagement. The Bright Club uses comedy to explain your research. You may not think you can be funny, but there is fun in the everyday events.

Check out the blog or Facebook page:
<http://brightclubstandrews.blogspot.co.uk>

Bright Club Scotland:
www.funnyresearch.info
www.facebook.com/brightclubstandrews
[@BrightClubStA](https://twitter.com/BrightClubStA)

Music

St Andrews enjoys an exceptionally lively programme of student music-making. The Music Centre provides facilities for rehearsal and tuition by highly regarded teachers in voice and instruments. Become a member to enjoy a wide range of opportunities including free use of practice rooms and free admission to lunchtime concerts. www.st-andrews.ac.uk/music/membership

There are also two Chapel choirs: the St Salvator's Choir sings at University services and tours abroad each year. The St Leonard's Choir sings at a late-night candlelit service during term.



When things don't go as planned

Taking a Leave of Absence as a postgraduate

Paolo Coelho once pointed out, "life has many ways of testing a person's will – either by having nothing happen at all, or by having everything happen at once." For me, the latter was the case; barely two weeks before the start of term I was in hospital with a kidney bleed, wondering if I would be able to start my St Andrews adventure. I had two hard years behind me as a riding accident left me on crutches and instead of starting off my Masters following graduation like my friends, I was back home, having operations, seeing way too many doctors, and working in between. So you can imagine my luck when I was finally able to walk again which meant I was ready to get on with my life. I only had one thing in mind: moving to Scotland. In the end, I was lucky, I was released from hospital in time to pack my things and fly to St Andrews!

The desired student adventure was not the smooth ride I was expecting and hoping for. While I immediately fell in love with the Bubble and its unique and friendly atmosphere, things did not come

easily to me. I loved my course, my classes, making new friends, but I completely overestimated myself. I had trouble with my flat while I still felt unwell and everything was exhausting. The buzz of the first week was overwhelming and I felt like I wanted to be a part of everything, joining way too many societies and having too many plans and projects.

I remember sitting at the Northpoint café with a friend and she asked me how I could do so many things beside our classes. I was writing for magazines back at home, having translation jobs, editing a student magazine, having physio twice a week... And I answered jokingly, that maybe I would end the semester with a burnout.

Not very funny now because this is exactly what happened.

I wasn't well when I arrived at the University and it got worse. I was constantly tired and in pain from the surgeries, also I had trouble breathing. Worst of all, I had trouble concentrating and struggled with my coursework. I was too tired to go out in the evenings,

missing out on pub crawls and potlucks and it got so bad that every evening, I was relieved that I had made it through another day. When I went back home for a check-up, my doctor told me that I should take a year out.

But we were in November – in the midst of term and essay-writing. Taking a leave of absence then would have meant repeating the whole term in a year's time. Not a very happy prospect. So I continued. At this point, it needs to be said that the support in St Andrews is amazing! Student Services tried to work out how I could deal with the workload and the academic staff were great – they deferred my deadlines and allowed me to go home before the end of term, finishing my essays from there!

And still – there I was at home, struggling some more and when it got so bad that I wasn't even able to work on my last essay, having constant panic attacks and breakdowns, the decision I should have made much earlier was unavoidable: I would take a leave of absence.



And again, the staff were great: I do not have to repeat the first semester and I have a year's time to finish my outstanding essay. The process of taking a leave itself is very straightforward and there is a whole support mechanism in place that makes the 'formal' process an easy one.

The process is easy, the decision is not. Taking a leave of absence is never an easy decision. We live in a society marked by an urge to succeed, with pressure to do well. The shiny St Andrews prospectus tells a tale of academic achievement and social integrity. It seems like the University is full of academic elites who cope easily with the workload, besides meeting up with friends, engaging in societies and doing sports. At least, that is how it feels to me and this is the picture I had in my head. I wanted not only to succeed, but to have a full experience making the most of St Andrews. To put it very stereotypically, I wanted to have the time of my life. In this sense, I failed.

What I want to show with my story is that you are not alone. Whether you are just struggling or whether personal

setbacks, be it health issues, mental problems, financial or family issues, force you to take some time out – you are not alone and there is no failure, no shame in admitting that you need a break.

Life is full of twists and turns, with unexpected problems. There is no set route to success and no sense in comparing yourself to your peers. Everyone has a story, with their own troubles, and there is not one way to move through life. There is no straight path and, in the end, no one cares if you have finished your degree in one or two years. You own your experiences. And if these are too overwhelming, there is help both inside and outside of university. Do not hesitate, there are people out there to help you, be it Student Services, the staff, your friends, Student Nightline. And if you need a break – take it.

Charlotte Wirth
MLitt candidate, Cultural Identity Studies
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The joys of funding and the **challenge of fieldwork**

For some, fieldwork can be an essential part of the PhD and a valuable learning experience. However, you will realize that things often do not go to plan! You may need to adjust to new situations. For some people doing a PhD this might mean you will need to acquire extra funding and definitely do extra planning. Samantha Portela has shared some insights on her fieldwork experience:

When I started my PhD research at St Andrews in September 2013, my project was to explore how the unique ecology and biodiversity of the Environmental Protection Area (EPA) Litoral Norte, Brazil, is being shaped by practices of sustainable development. Litoral Norte has been developed by the tourist industry and through the commercial production (plantation) of eucalyptus.

Originally, I was scheduled to carry out fieldwork in Brazil only at the beginning of my second year. However, it soon became clear that other research trips to Brazil would be beneficial. In order to analyse the potential boost that the World Cup might give tourism in the Area de Protecao Ambiental, litoral Norte, I took my first research visit between May and July of 2014.

This research visit took some planning so I spent the first year of my PhD studies at St Andrews working with my supervisor to devise a framework appropriate to my project, and identify the tools I would need.

The fieldwork was an exciting time as it allowed me to visit many places in my research area that were unknown to me, and it allowed me to discover the history and geography of the region.

While fieldwork can be tricky and requires a lot of planning, the trip heightened my enthusiasm for my PhD research and presented me with the both the challenge and opportunity in developing how I organise my fieldwork projects. I stayed in a house in the local community and experienced the same adversities they are faced with on a daily basis: lack of water for domestic activities; difficult weather conditions and an unreliable public transport system. Nevertheless, I lived in a tropical paradise with unimaginable beauty.

I visited 11 very diverse settlements, spread over the 142 kilometres of my study area, where I perceived many different uses of the territory. Following this, I decided to focus my research on the

“Fieldwork can be tricky and requires a lot of planning”



use of the territory throughout history and how it affected the actual local economy and environmental conditions.

During my time in the field, I carried out observations where I visited locations and took notes. However, due to the long distances I could only visit most places twice.

I also arranged interviews and, on the days the weather did not allow me to do fieldwork, I organised my data.

This research was made possible through the St Leonard's-Santander

Research Mobility Scholarship which enabled my travel to Brazil.

The fieldwork I carried out was essential to further my research. My personal experience confirmed how important fieldwork is in geographical studies and has heightened my enthusiasm for my research.

Samantha Rebelo Portela
PhD Candidate, School of Geography & Geosciences (Supervisor: Dr Daniel Clayton)

Fieldwork advice

Carrying out your fieldwork can be challenging as it involves careful planning and a lot of elements have to be taken into consideration: What is the general procedure? Who do you have to notify? What should you do before your fieldwork begins?

In the wake of current political issues and health crises such as the Ebola epidemic, even more pressing questions come to the fore: What happens, for example, when the country you are travelling to is not classed as 'safe'?

The University has put together valuable information in order to help you organise your fieldwork and on Moodle (the University's online teaching and learning resource) you can find guidance concerning travel insurance, trip planning and fieldwork risk assessment:

www.st-andrews.ac.uk/pgstudents/stleonards/resources/fieldwork

www.st-andrews.ac.uk/staff/policy/healthandsafety/publications/fieldwork

<https://moody.st-andrews.ac.uk/moodle/course/view.php?id=2693>





Advice for **writing up: get it right!**

So what is the relationship between publications stemming from a PhD and the PhD thesis?

The good news is that there is no conflict between publishing your work before submitting your thesis or including work contained in publications within your thesis. You are encouraged to publish your work and there is no reason to delay publishing until after the thesis is submitted. However, the inclusion of previously published material in the thesis (or dissertation) needs a little care.

Essentially, your PhD thesis should be a single coherent entity. Think of it like a recipe or providing directions, you want to know what you need (the ingredients), how to get there (the recipe, cooking time and temperature) and what the final destination looks like (an image). It is also a lot easier when everything is in the same style or language, you don't expect it to be made up of different styles or to be referred to a different book or section to finish it off; it would be like reading the ingredients in Japanese and the recipe and cooking instructions in Welsh. So, the thesis should be of uniform style and not with multiple formats e.g. Chapter 4 in the style of *Journal of Robin* and Chapter 5 in the format of the *Journal of Superman*. Make it easy on your examiner; don't make them think too much!

So don't declare "Chapter 3 is the following publication in *Journal of Batman*..." Instead you should write that "Material from Chapter 3 formed the basis of the following publication in *Journal of Superwoman*..." A thesis chapter should not be a verbatim reproduction of a published paper.

The good news is that you can expect that the reader has read chapters through your thesis (or dissertation) meaning it would be natural and appropriate for the beginning of a chapter to set the work in the context of previous chapters. There is no need to repeat material, so redundant

passages should be removed and replaced by appropriate back referencing; useful where several thesis chapters use essentially similar methods. Techniques should be detailed at the first opportunity and only briefly summarised later. It may be logical for the end of a chapter to set up the purpose for the next one; providing intellectual linkage forwards as well as backwards in the thesis.

Published papers and thesis chapters will have vastly different word limits. The thesis offers a valuable opportunity to present more detail that would generally not be included in a journal paper.

The introductory and conclusion chapters should offer substantial intellectual content. Bluntly, they should not appear to have been written in under two hours, essentially repeating material from the abstracts of the other chapters. The introductory chapter should set up the intellectual motivation for the work. This will often place it in as broad a context as appropriate, surveying the current state of knowledge in the field, identifying key gaps in that knowledge and explaining the motivation for the specific work carried out in the thesis in that context. The conclusion should link what you have found out and your knowledge across the chapters, discuss how your work closes the knowledge gaps introduced at the start of your thesis, and highlight how someone else could build upon your work.

So, make it easy on yourself and your readers, let your work be logical and flow.

Try not to make them think too much!

Graeme Ruxton
Professor in School of Biology and
Colin Allison, Reader in Computer Science

Both taught postgraduates and research postgraduates will have to write something during their time as a postgraduate student. You may wonder what the worry is but the closer you get to writing up, the more the thesis or dissertation seems like a big beast to conquer. It is easy to procrastinate and build the writing into something more than it should be. People have climbed Everest and have been on the moon and they do this by taking one step at a time. It is not supposed to be perfect but it is meant to demonstrate your achievements and understanding.

How does it help your career?

Obviously getting a degree is fantastic, it is a great achievement and hopefully you can use it to demonstrate key skills: analysis, teamwork and communication. However, research people like to see your output. What papers have you written or contributed to? So in an ideal situation your thesis (dissertation) would be based on work that is working towards a publication.



When trying to publish your research in scientific journals you are faced with the challenge that your work needs to be novel, engaging, and ideally 'sexy'. The same usually goes for publishing stories in the media. So why is there still a massive disparity in the way that researchers report a scientific finding and the way the media does?

Since starting my PhD I have become acutely aware of just how much scientific research may be distorted in the media. This means that members of the general public are being exposed to numerous false and unsupported claims, but are not necessarily equipped to spot them or verify the credibility themselves. With scientific research being my chosen career, this is less than ideal and it has spurred me to get involved in tackling the issue of how science is reported in the media. I applied for the 'Standing Up for Science Media Workshop' in Glasgow which, having read the workshop description, sounded perfect for someone like me who had a few concerns but no real understanding of how the problems occur and how to act upon them. I was not disappointed.

The workshop began with a panel of scientists whose research had been discussed in the media. It was very enlightening to receive feedback from people who had first-hand experience of their own work being reported incorrectly, and how this had affected them personally and their careers. Alongside this, the panellists gave us advice on what to do and what to avoid doing if contacted about our work and



how our work could be misconstrued. Amidst these daunting tales we were still encouraged to contact the media with our own research but to keep in mind any ways that our work could be incorrectly interpreted.

Our next panel consisted of two science journalists, and for me this section was quite an eye-opener. I was given the impression that one of the journalists was completely uninterested in the field of science. I should not be surprised, selling newspapers is a business after all, but I was certainly disheartened to see and hear how different the approach of science journalists seems to be to science writing. The differences are not just in writing but also in the way research is carried out. In the case of science journalism, it seems that there is no time to research thoroughly when you have a deadline (yet somehow scientists seem to manage it). I believe that science journalism, like science writing, should be a genuine endeavour to inform others of scientific developments and advancements, instead of a way to 'hook' readers by blowing things out of

proportion and misleading them. But maybe this is unrealistic, though it should not be. Science can be interesting on its own, without having to pad it out with exaggerations and bold claims; you just need to be able to write well. Journalists should hopefully be able to do this.

The final session gave us students the opportunity to ask any burning questions to the panel of a media relations officer, a Voice of Young Science representative, and the Sense About Science programme manager. My peers' questions and concerns, I felt that none of them wanted to contact the media, not because they felt that their work was unworthy but because of the potential whiplash effect from the media and the effect that this could have on future employment and collaborations. Mainstream media does not seem to work in favour of researchers. Nevertheless, we were advised on how we could support the accurate representation of science in the media and contribute our own experiences, knowledge, and findings to the scientific community and general public.

Since attending this workshop I frequent the 'Sense About Science' and 'Ask for Evidence' webpages, and find them fantastically informative and interesting reads. They show that people are beginning to confront both mainstream media and advertising campaigns on their inaccurate and misleading reports. This is encouraging, and I am hopeful that the launch of 'Ask for Evidence' will gather momentum over the coming months and years to tackle the abundant false claims made on a regular basis. I also hope that I can contribute to and be a part of the change. And I hope that others do too.

Georgina Glaser
PhD Candidate, School of Biology
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Postgraduates who are interested in sharing their research with the media are welcome to contact the University's Press Office who can provide support and advice.

T: (01334 46) 2530

E: proffice@st-andrews.ac.uk

Changing the way we talk about mental health



Ever commented that you feel 'depressed' as you open the curtains to see another grey morning? Or remarked on someone's habits as 'OCD'? How about joked someone is acting 'mad' or even 'psycho'? For many of us, these have become points of description embedded into our language.

Yet it would seem absurd to declare 'I'm feeling quite diabetic today' or to call someone sarcastically as 'cancerous'. We are fortunate to be part of a society where the discrimination of people based upon physical ailments has significantly improved over the last two centuries (although, as ever, still more can be done and there are excellent groups fighting to end the stigma), for example the derogatory use of the word 'cripple' is largely and rightly deemed as inappropriate and offensive.

This article is not to denounce people who casually use mental health

"It would seem absurd to declare 'I'm feeling quite diabetic today'"

terminology – it's to highlight a number of different perspectives. I am writing this because the 5th February was 'Time to Talk' day, a fantastic initiative launched by the Time to Change campaign which seeks to encourage the open discussion of mental health. This is packed with potential but can be even more progressive if we stop to think about how easily common assumptions about mental health are raised – such as referring to certain behaviours for example as 'mad' or 'OCD' – and how this in turn makes the reality of the people facing these problems more difficult to discuss, or even trivialised. Of course it is important that

we talk about mental health and change how we discuss it.

A common feature in the playground is for one gender to tease the other – I have memories of a boy protesting against holding my hand because 'She's a GIRL', to which I responded that he had 'BOY germs'. These are distinctions made in childhood largely not designed to hurt, but out of feeling unnerved by the unknown potential difference. I feel that mental health is still often treated in a similar way, even among adults. We may

"If the trivialising of mental health continues, how can people manage to have constructive conversations about it?"

casually incorporate 'mad' or 'insane' as an insult because then, those words become part of our everyday repertoire, they lose their weight and are thrown around as casual comments. What I want to throw out is a question – if the trivialising of mental health continues, how can people manage to have constructive conversations about it?

Management is tricky, from running a company, a football team to managing one's own health condition. This for me is particularly apparent in my home town of Burnley where our premier league football team has faced its fair share of troubles over the last few months. I have also struggled to manage; I have taken a leave of absence from university in what I told myself would be time to 'tackle' my depression and eating problems. However, 'tackling' is perhaps best left to the footballers. I fell for the concept that mental health problems were something

to fight. In reality, a more open approach to mental health is needed – it needs to be faced and understood, rather than tackled and trivialised. Mental health problems affect people from all walks of life. By turning mental health problems into impersonal, seldom discussed asides, this fails to get the ball rolling for long term support.

"What needs to be understood is that mental health issues are a raw reality for many people"

When I returned home, I first attempted to fight my condition and carry on with what I believed was 'normal' and 'conventional'. Planning to return to university for the second semester, I buried myself into the silence – there seemed so little sense of a tangible 'community' prepared to discuss mental health. Yet I would hear the roar of the Clarets' (Burnley FC) loyal fans from my bedroom window, watch other lives operate around me, and I felt increasingly distant, increasingly afraid. I returned home anticipating security, stability and structure. But for many urban communities, there is very little in terms of mental health provision and not much support. The most basic provision is the teaching of mental health issues on the curriculum at secondary school, and even then this is often in a form to be read and revised, not necessarily understood. What

needs to be understood is that mental health issues are a raw reality for many people. I was fortunate in that I returned home to a supportive family and friends, but this in turn caused me consider how frightening it must be to feel utterly alone, as I anticipate many people do where mental health services are awfully inadequate. There are virtual forms of support such as the websites Elefriends and The Big White Wall, which are helpful, but we need to see the same support in society, in reality.

That is why in terms of Time To Talk day I am advocating not only the discussion of mental health but a consideration of how we talk about it. Take time and talk

over mental health, it is key to building a supportive community for understanding. It is through my conversations with Alastair Campbell that I am hoping for Burnley Football Club to engage more with mental health awareness in my local area. Thinking of football, I have begun too to set myself goals.

- **Goal 1:** increase the open discussion of mental health.
- **Goal 2:** tackle the right part of mental health – the stigma and sense of shame.
- **Goal 3:** build support networks, so even when times are hard, structure is still there.

Burnley Football Club values the support of its fan base and I know without a basis of support and community so many people will still struggle with their mental health problems, as I have done. Part of the struggle too was my initial view that in taking a year out of university, I had 'lost' everything. In reality, I still have plenty of time. What is more pressing is that it is Time to Change, now how we perceive mental health and regard it in society. We can win not by seeing the 5th of February as a single day to talk about mental health, but the first of many, because just as many see football, the positive promotion of mental health really is something to shout about.

www.alastaircampbell.org/blog/2015/01/27

Emily Oldfield

Student in History and English Literature

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www.facebook.com/wellbeingstandrews

<http://yourunion.net/wellbeing>

<http://yourunion.net/wellbeing>

If you are a postgraduate research student who is finding difficulties with work, transitions, relationships with peers and supervisors, or who just want to talk, please get in contact with Dr Sarah Whittle, Adviser, Support Student Service
E: skw20@st-andrews.ac.uk
T: 01334 462720

Postgraduates:

accommodation and relocation

Questions answered!

Aquarium

While you are staying in St Andrews we really hope you find somewhere lovely to live and make some great friends in the process. On this page there are some answers to common questions about coming to St Andrews, locations and finding a place to stay.

You should, where possible, check the property first before signing a lease. If you are unable to check the place yourself ask someone to do this for you (see section on "If I live abroad...").

Before coming to the University, you may want to apply online for university accommodation. To do this you will need your student ID and date of birth. Guidance on this can be found here: www.st-andrews.ac.uk/accommodation/advice/accommodationonline.

A university email is required in order to access some closed Facebook pages, whether to see who is in your university accommodation or to see groups where people are looking for roommates.

Details concerning your University email address will be sent to you once you have accepted a place. It will be shown as yourusername@st-andrews.ac.uk. You will need to create a password when you open your account. You should check your University email at least every 48 hours.

For further information: www.st-andrews.ac.uk/itsupport/gettingstarted/newstudents

Where should I look for housing information / support / people to live with?

- University accommodation: www.st-andrews.ac.uk/accommodation/pg/residences
- Accommodation Group at St Andrews: <http://bit.ly/StAFBacom>
- A forum for St Andrews students to sort out their accommodation: <http://bit.ly/StAHomeless>
- Facebook page 'Find accommodation for next year': <http://bit.ly/FBacom>
- The Sinner: <http://bit.ly/StASinner>
- Try letting agents: Pagan Osborne, Rollos, Alba St Andrews, Bradburne & Co, Murray Donald. Also: Zoopla the St Andrews area for places to rent.
- Also take a look at advice on finding private accommodation here: www.yourunion.net/support/accommodation
- Especially worth reading is the Right to Rent Guide: www.yourunion.net/support/accommodation/howtorent

I am considering moving somewhere out of town and plan to use a bike to commute. How are the possibilities at St Andrews to have a shower and store some civil garments at the University when you're arriving soaked and dripping after a Scottish winter bike ride?

Day lockers and showers in the gym; it is not highly recommended but they do the trick.

There is also a society and common room area for commuting students; if you provide your postcode and you'll get access to the commuter's common room which has showers, lockers and a kitchen area. www.st-andrews.ac.uk/studentexperience/about/what/commuter

There is also a Facebook group for commuters: <http://bit.ly/StAcommute>

What phone networks have good reception at St Andrews?

Vodafone, O2 (though not necessarily inside buildings), T-Mobile and Orange are known for decent reception. EE is also fine

I am being told I need a character reference. What if I have only lived with my parents?

Character references could be provided by a recent teacher / employer and if you don't have a current landlord then a reference from your last landlord is usually okay. Letting agents often also ask for a guarantor, usually a parent, so that if you default on your rent they can get it back another way. Every letting agent has slightly different rules; they have a duty to explain them properly to you though so if you're not sure just ask.

If I live abroad and cannot view an apartment can someone help view it for me?

The postgraduate groups can be used to help or get in touch with the Postgraduate Society, the PG Convenor and President have helped make arrangement in the past. For international students who have yet to arrive in St Andrews, let alone the country, viewing a flat in person is unfeasible and is a significant barrier to securing private accommodation. Private Accommodation Viewing Service (PAVS) service aims to help alleviate a major challenge faced by many students seeking private accommodation: www.yourunion.net/news/article/6013/PAVS-is-back All queries should be directed to the SRC Accommodation Officer at srcaccommodation@st-andrews.ac.uk

I have a question about how the bus system works – If I were to find a place in Dundee to live how expensive would it be to take the bus to St Andrews daily for classes?

The bus takes 30mins and costs ~£6.30 return. Or you buy a Unirider pass for Stagecoach. Zone 2 Fife (Dundee – St Andrews) ~£95 / month Use Stagecoach to check out your ticket options: www.stagecoachbus.com/tickets.aspx

"Zone 2 ticket is worth it. Cost of living in Dundee is less than St Andrews, for rent, groceries, etc. So you can easily make up the cost of the ticket by paying less in rent. Also being located close to a train station means that the commute to and from the airport is easier than St Andrews (and sometimes faster), and the Zone 2 ticket will let you ride just about anywhere you want to go in Fife."

Where else is there to live?

Living in Guardbridge or in the East Neuk might (possibly) work out cheaper – although it would be much quieter.

- Guardbridge: It has the most bus route options, as it's on the way to Leuchars (rail station), Dundee and (on some routes) Cupar, the nearest large town.
- Anstruther (East Neuk) Zone 1 for bus £190/3 months.

Also, Parker Street and The Hub in Dundee are available: http://bit.ly/TheHub_ParkersSt

I have been lucky and have got university accommodation. How can I get in touch with people in my new halls?

If you got a place in University accommodation, you could join your hall group. Facebook groups are available for:

- Angus and Stanley Smith Houses: <http://bit.ly/AngusSSmithHouse>
- Deans Court: http://bit.ly/Deans_Court
- DRA: Committee page: www.facebook.com/drafpcom
- Residents' Group: www.facebook.com/groups/drafp15
- Gregory Place and St Gregory's: <http://bit.ly/Gregorys>

Are there any other options for commuting?

There is a car share scheme:

- gocarshare.com/standrews
- liftshare.com

"I usually get lifts with people who have cars and commute; they charge £2-3 for a return trip. This works out most of the time."

I'm trying to get a start on budgeting and how much money I need to transfer over to a Scottish bank. Can anyone who has been living in St Andrews, give me an estimate for how much is typically spent on food and a mobile phone per month? www.st-andrews.ac.uk/students/money/financialsupport/budgeting

"I imagine it all depends on how much you eat and drink and how much you use your phone. You might want to check out the websites for ASDA and Tesco (the UK's biggest supermarkets) to see how much things cost and take it from there. The Carphone Warehouse (or the individual websites of O2, EE, Vodafone, GiffGaff and other network providers) would be good to look at phone tariffs."

Are there any School Groups for postgraduates?

Postgrads should feel free to create their own groups should they wish. There are Facebook groups for the following:

- MSc Artificial Intelligence and other CS programs: <http://bit.ly/PGCompSci>
- MSc Finance&Management: <http://bit.ly/FinanceMgmt>
- MLitt Human Resource Management: <http://bit.ly/MLittHRmgmt>
- MLitt International Business: <http://bit.ly/MLittIntlBusiness>
- MLitt in Management: <http://bit.ly/MLittMgmt>
- MLitt Marketing: <http://bit.ly/MLittMarketing>
- MLitt Philosophy: <http://bit.ly/MLittPhilosophy>
- MSc Psychology: www.facebook.com/groups/1627347970882576/
- MLitt Terrorism Studies: <http://bit.ly/MLittTerrorismStudies>

Dr Tamara Lawson
St Leonard's College Administrative Officer



Brazil, funding and Photodynamic therapy

I received funding from the St Leonard's – Santander Research Mobility Scholarships and this enabled me to spend nine weeks in Brazil for a research visit. The point behind this work was to gain more knowledge about skin cancer treatment. The clinic in Brazil provided a great opportunity due to the number of patients who are treated. Another exciting aspect of the visit was the chance to network and share our experiences of photodynamic therapy treatment with the Brazilian clinical team and to learn from them.

This was a really good fit with my PhD as it involves the combination of modelling clinical data to investigate and improve the treatment of Photodynamic therapy, a light based cancer treatment. The collection of data for undergoing treatment is of key importance both to my work and to optimise the treatment further.

Non-melanoma skin cancer is the most common type of cancer in Caucasians; the UK's National Health Service (NHS) treats 100,000 new cases each year. The large pressure on the health service means it is important to develop and optimise an effective, user friendly and convenient treatment. A treatment that is typically applied on skin cancer is Photodynamic therapy; this is a non-invasive treatment that relies on the interaction between light, a photosensitive molecule and oxygen to kill targeted cells. It is already an established treatment, although there is room for improvement. One area where more knowledge is required is the

production of the photosensitive molecule (Protoporphyrin IX), which is the key ingredient in killing cancerous cells during Photodynamic therapy.

The work performed in Brazil helped me to gain more knowledge about the build-up and production of the important photosensitive molecule in the tumour lesions.

The photosensitive chemical is pro-drug, meaning it is a non-active form of the drug. It is applied as a cream to lesions three hours before activation by light. In the three hours the lesion is blocked from light and the cream diffuses through the skin and is transformed to the light sensitive molecule. The light sensitive molecule accumulates in the tumour cells, which allows for the selective treatment; healthy skin surrounding the lesion is not affected by the light. It is the build-up of the light sensitive molecule that we were interested in studying during "in the dark" treatment. We are also interested in knowing the effect of changes in treatment conditions and the differences between patients such as skin type (pigmentation), age, location of the lesion and type of lesion.

A technique called fluorescence was used to provide an indication of the amount of light sensitive molecule present in the lesion. The study was carried out in collaboration with the University of São Paulo, and the measurements were performed at the cancer treatment centre in Hospital Amaral Carvalho.

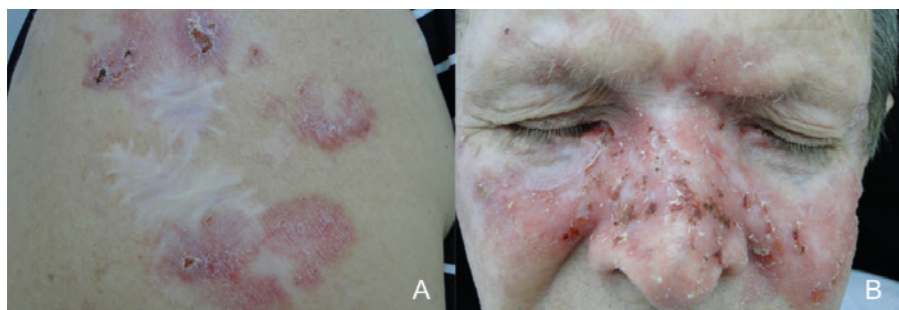


The long term aim is to provide a more individualised treatment for patients. The data can also help the theoretical models by providing information on the distribution of the photosensitive molecule in the tumour as it changes with time and depth. This is information that is previously unknown and would contribute hugely to the understanding and optimisation of the treatment.

The opportunity to go to Brazil allowed for a large amount of data to be collected during a relatively short period of time (in total 50 patients took part in the study). The Santander award enabled me to perform measurements in Brazil where the range of patients is something that cannot be expected on the same scale in the UK. My work in Brazil will form an integral part of my PhD thesis and will lead to research publications. The project did not only allow for good data collection but has initiated collaborations within Brazil and the University of São Paulo.

The collaborations will hopefully lead to more projects, the sharing of knowledge and data to together where we can work towards a better, individualised treatment method.

Louise Campbell
PhD student, School of Physics & Astronomy
(Supervisors: Drs Kenny Wood and Tom Brown)



Our local currency brings people together



Have you ever wondered how £'s are created or how its value changes? The recent financial crisis has certainly highlighted the incredibly complex and hidden world of currency dealings on which we all depend. However, not all trade generates wealth and happiness.

As part of the Transition Towns movement, to which Transition University of St Andrews belongs, a number of groups, including ours, have developed alternative trading systems as a route to encourage their community to utilise all their skills whilst trading in a more friendly way.

The Local Exchange Trading Schemes (LETS, Saint Exchange in St Andrews) have been around since the 1980s and some schemes are very large (for example, the Brixton Pound) allowing communities to start up their own network of community credit, allowing wealth to be generated locally, especially during times when there is a lack of normal currency circulating. They work by allowing members to offer goods, skills and services to other members for credits or Saints in St Andrews. These are then used to "buy" things they might want from other members. LETS systems offer interest-free credit (as long as you eventually "spend" what you have "earned") allowing you to

access goods and skills you might need now, without having to wait until precious sterling appears later.

Wealth isn't measured by how many Saints (credits) you have, but by how many exchanges occur in the community: the more people trade, the more things get done and the more people get what they want or need. Moreover, it strengthens the local community, providing resilience for the future in the face of economic uncertainty.

Our LETS scheme, Saint Exchange has recently launched a new and rather smart website to help members to trade more efficiently. Our members are from the community and University which has created a really interesting trade route within the community. Trades have been undertaken on everything from services like gardening and hairdressing to music and computer lessons. Sometimes it is physical items such as bikes that are sold for Saints or experiences. Many trades money can't buy as they include a lot of personal input too or might not be offered under usual trade such as special foods or experiences. So, for example, you give a member in the scheme a haircut for 6 saints and register that on the website, you then buy two loaves of handmade bread and some homemade jam for 7

"They work by allowing members to offer goods, skills and services to other members for credits or Saints in St Andrews"

giving you a balance of 1 Promise (or debit). It's very easy and has a massive range of possibilities.

To set up your Saints Exchange account and get trading simply go to the membership page of our website and start thinking about trade in a different, more friendly way.

Alistair Macleod
Transition, University of St Andrews
www.saint-exchange.org.uk
E: transition@st-andrews.ac.uk

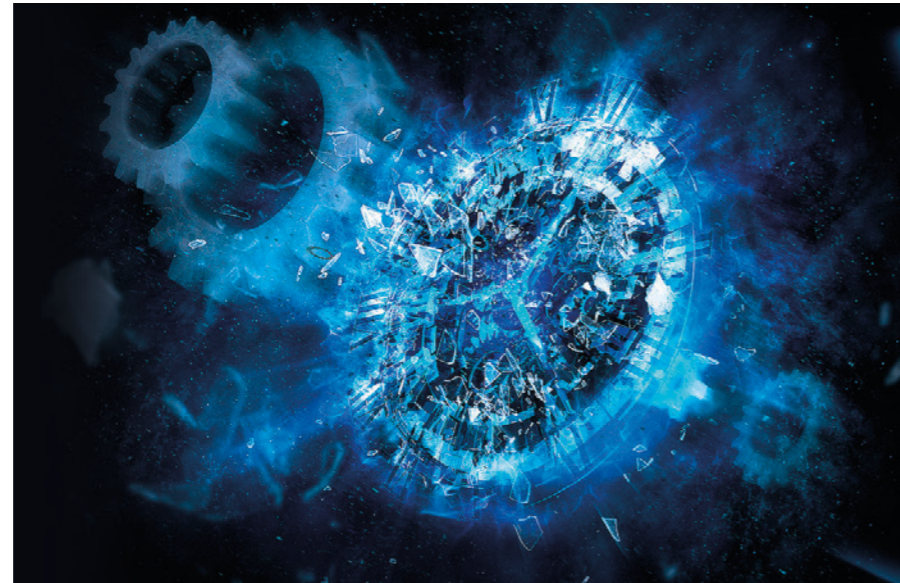
St Leonard's College Lecture Series and Time Travel

My name is Jess Walker and I'm a graduate student in philosophy at the University of St Andrews. I was recently given the opportunity to deliver The Trouble with Time Travel as the 2015 Arts and Humanities St Leonard's College Prize Lecture Series. In this series I explored the possibility of time travel in our world. I thoroughly enjoyed delivering this Lecture Series, in which I looked at different theories about the nature of time in our universe and considered whether the idea of time travel is compatible with each of them.

I chose to discuss time travel as it is appealing to both philosophers and non-philosophers alike. Many people engage with the possibility of time travel. They watch *Dr Who*, have grown up watching *Back to the Future* and have probably read H G Wells' *The Time Machine*. They think about time travel, the way that they think about possible worlds. They see it as sci-fi and consider its possibility with interest. I thought that looking at the philosophical basis for these ideas would be an interesting way to draw non-philosophers into thought-provoking ideas within the field of philosophy.

So what did I do with this series? I thought I would start by leading into complex debates in philosophy by analysing popular time travel stories through the eyes of a metaphysician; considering whether the time travel presented in these stories is in fact possible. From there we were in a position to look at how time travel would work with different theories about time in our universe.

Next, I looked at one such theory called presentism. I asked whether time travel is possible if only the present moment exists. The past did exist; the future will exist; but only this moment does exist. The problem is that if you attempt to time travel to another moment, you will be travelling out of existence, which



would simply be suicide. I looked at a time machine model that is designed to overcome this problem.

Finally, I examined how time travel would look if the present and past exists, but not the future. Here I offered my own time machine model designed to allow time travel into the future in this kind of system. We analysed the functioning of my time machine model and showed that it currently has a fundamental flaw, which I call the 'holding problem'. However, if that problem can be overcome, then my machine allows for the possibility of future time travel to, *prima facie*, be consistent with this kind of universe.

St Leonard's College Lecture Series was an experience I enjoyed and if I had the opportunity, I would definitely do it again and would absolutely recommend it to others. It is an incredible opportunity for new researchers to publically display their material and to develop the necessary skills required to pursue a career in academia. I was able to practice preparing and giving a cohesive series of lectures, which is invaluable for anyone wanting to

teach in the future. I learned to market my research broadly, developing my capacity to pitch my ideas to different audiences. I also had to learn to think on my feet and to comfortably answer difficult and interesting questions from different disciplines. The best ones I encountered were from several physicists pertaining to the relationship between time travel, special relativity and quantum mechanics in different universes. All in all, I benefited substantially from this experience and would like to take this opportunity to thank the Provost, Professor Derek Woollins, for this incredible opportunity and urge everyone to consider applying next year.

Jessica Walker
MPhil Philosophy

How can the Postgraduate Teams in Registry help you? *from application to graduation and beyond ...*

Registry is responsible for many aspects of the student journey from application and matriculation to examinations, awards and graduation. In addition to maintaining accurate student records, Registry is focused on supporting students achieve the very best from their St Andrews experience.

We are here to help you – please contact us.

Postgraduate Taught (PGT)

Applications:

pgrecruitment.application@st-andrews.ac.uk
01334 463325

Enquiries:

pgt.application@st-andrews.ac.uk

Registry Student Support Officer:

reg-support@st-andrews.ac.uk

Postgraduate Research (PGR)

Applications:

pgrecruitment.application@st-andrews.ac.uk
01334 463325

Enquiries:

pgr.application@st-andrews.ac.uk

Registry Student Support Officer:

reg-support-pgr@st-andrews.ac.uk

APPLICATION

Visit the Postgraduate 'How to Apply' page (www.st-andrews.ac.uk/study/pg/apply/) to find out about the application process, study options, entrance requirements, important deadlines and response times. Information about postgraduate tuition fees, financial assistance and scholarships can be found at: www.st-andrews.ac.uk/study/pg/fees-and-funding/

ENTRANTS & MATRICULATION

Information about Registration will be emailed to you as soon as you accept an unconditional place or meet the conditions of an accepted offer. Online matriculation for new entrants opens in August. Registry can offer advice on obtaining your Confirmation of Acceptance for Studies (CAS), Visas, and ATAS applications. A dedicated helpline is available for all visa enquiries: visas@st-andrews.ac.uk

ORIENTATION WEEK

A week-long programme of events runs during the week before the start of Semester 1. Full programme details can be found at www.st-andrews.ac.uk/orientation/ Orientation includes a number of additional events for postgraduate students and a meeting to welcome you to the St Leonard's College community.

ONGOING HELP, SUPPORT & DEVELOPMENT

- Contact the Registry Student Support (RSS) Officers for matters relating to change of circumstances including Leave of Absence, Fieldwork, and Withdrawal. A drop-in service is available.
- We can assist with advice on visa matters, council tax exemptions, student status confirmations, questions about examinations, and changes to studies.
- Registry staff also work alongside the Advice and Support Centre (ASC) run by Student Services. ASC offer full support to postgraduate students: theasc@st-andrews.ac.uk, 01334 462020.
- Sign up for one of the award-winning skills development programmes for PGT and PGR students, M-Skills and GRADskills. Contact CAPOD for more details: capod@st-andrews.ac.uk

SUBMITTING YOUR THESIS

Contact the Registry PGR team for advice on how to submit your thesis including the formal process for requesting an embargo. Registry can also offer advice about the Doctorate Extension Scheme, which enables students who have almost finished their UK PhD an additional 12 months of Tier 4 immigration permissions in which to look for and start work in the UK.

STUDY ABROAD

The Collaborations and Study Abroad team in Registry support students who are studying or working abroad for credit or participating in a collaborative programme with other institutions, both in the UK and overseas www.st-andrews.ac.uk/studyabroad

GRADUATION & BEYOND

The benefits of postgraduate study at St Andrews stretch far beyond graduation. Students are supported in their next steps by both the Careers Centre (careers@st-andrews.ac.uk) and the University Alumni Relations team alumni@st-andrews.ac.uk. Copies of degree transcripts can also be obtained from Registry by emailing transcripts@st-andrews.ac.uk



University of
St Andrews

St Leonard's College

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