

Your studies

STUDENT HANDBOOK
SCHOOL OF
COMPUTER SCIENCE
AND ELECTRONIC
ENGINEERING

Postgraduate research student handbook

2016–2017



University of Essex



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About this handbook

This handbook has been designed to give you essential information about your School and the University.

Other sources of information are available to help you at www.essex.ac.uk/myessex. Our friendly departmental staff are here to help and you can find their contact details in this handbook.

Remember that at Essex, we don't separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you are part of a vibrant community that lives, learns and plays together.



Section 1 : Introduction

1 Introduction and Welcome

Welcome to the School of Computer Science and Electronic Engineering and thank you for choosing to study with us.



I would like to extend a very warm welcome on behalf of the School of Computer Science and Electronic Engineering (CSEE) and the Centre for Computational Finance and Economics Agents (CCFEA) to all of you who are starting, or, perhaps returning to, their undergraduate studies. I am delighted to greet those of you who are new to the country and have chosen to undertake your studies in the UK and the University of Essex. It is a particular pleasure to lead a School with an international outlook, in a truly international university.

Wherever you are from, I am sure that you will find a new home and put down strong roots in the ancient town of Colchester.

The strength of any department is the knowledge, skill and originality of its academic staff. At Essex, you will have the chance to study with a very distinguished group of academics, experts in their respective areas of computer science and electronic engineering, who carry out high quality research with both national and international recognition for their work. You have a remarkable opportunity to study and learn under their guidance following modules that are informed by their expertise and skills. Please take this opportunity to develop your own knowledge of, and competence in, computer science or electronic engineering or any of the areas that they both support – these attributes will undoubtedly take you forward as you later embark on a fulfilling career in whichever sector you choose.

An academic department such as CSEE would not be able to operate without the invaluable support of the administrative and technical staff. They are here to help and support you in your studies and they will often be the first point of contact for some of your queries.

There has never been a better time to study in this area: the rate of technological advancement is truly amazing but the potential rewards for those who can master the technology are great. Indeed, for the last several years more than 90% of our graduates have gone straight into a graduate-level job or graduate study. I am sure that you will find this year both stimulating and challenging. I wish you every success in your studies with us and I look forward to meeting you all personally during the year.

Professor Simon Lucas
Head of School
Room: 1N1.3.2
Telephone: 4431

1.1. Term dates, Calendar and Academic Week Numbers

2016-2017

Autumn Term	6 October 2016 – 16 December 2016
Spring Term	16 January 2017 – 24 March 2017
Summer Term	24 April 2017 – 30 June 2017

2017-2018

Autumn Term	5 October 2017 – 15 December 2017
Spring Term	15 January 2018 – 23 March 2018
Summer Term	23 April 2018 – 29 June 2018





The University uses a week numbering system that covers the 52 weeks of a calendar year, beginning with Welcome Week as Week 1. Autumn term teaching takes place during Weeks 2-11, spring term teaching takes place during Weeks 16-25 and the summer term is Weeks 30-39. You can find the University week structure/ calendar here: <http://www.essex.ac.uk/students/course-admin/timetables.aspx>

The official University teaching day runs from 9am to 6pm, Monday to Friday. You must be available during these times every week in term time.

1.2 Diary of Meetings for Research Students

The Diary of Meetings for Research Students can be found at:
<http://www.essex.ac.uk/csee/current/default.aspx>

1.3 Timetables

Information about teaching timetables and your individual timetable can be found at
www.essex.ac.uk/students

1.4 myEssex – The Student Portal

myEssex is your online account. Use it to see your timetable, keep your personal details up-to-date, see how you're doing on your course, let us know if you'll miss a lecture or class, contact the Student Services Hub and much more. <https://www.essex.ac.uk/myessex/>

You can personalise myEssex further by adding and hiding links, adding personal contacts and by changing the look of the pages.



2 About our School

2.1 School Academic Staff

Information on academic staff within the School can be found by accessing the links below:

- List of academic staff including office locations and contact details:
<http://www.essex.ac.uk/csee/staff/Staff.aspx?type=academic>
- Details of staff research areas:
<http://www.essex.ac.uk/csee/research/interests.aspx>
- School administrative responsibilities and committees:
<http://www.essex.ac.uk/csee/documents/academic-responsibilities.pdf>

Some of the key staff you may come into contact with during your undergraduate studies include:

Head of School:	Professor Simon Lucas
Director of Education:	Professor Anthony Vickers
Undergraduate Director:	Dr David Bebbington
Year 1 Supervisors:	Dr Norbert Voelker/ Dr Nigel Newton
Year 2 Supervisors:	TBC (Spring Term), Prof John Gan (Autumn Term)
Year 3/ Year 4 Supervisor:	Dr Sam Steel

2.2 School Administrative Staff

If you have any queries relating to your department or course of study, please contact the School Office (Tel: 01206 872770 Email: csee-schooloffice@essex.ac.uk) or the relevant year administrator detailed below:

Deputy School Administrator	Dr Robin Watson	2418
Undergraduate Administrator (Year 1 & 2)	Mrs Irene Smith	2679
Undergraduate Administrator (Year 3)	Mrs Valerie Hartgrove	2770
Student Administrator	Nicole Smither	4122
Postgraduate Taught Administrator	Mrs Debbie Neve	2256
Postgraduate Research Administrator	Mrs Claire Harvey	4379
Higher Apprenticeships Support Officer	Miss Megan Capon	4879

Please use the link below to access full information on School administrative staff:
<http://www.essex.ac.uk/csee/staff/Staff.aspx?type=admin>

2.3 School Office

The CSEE School Office is situated in room 4.514 (turn left as you enter the School from Square 2): Opening hours: Monday – Friday 10.00am to 1.00pm and 2.00pm to 4.00pm.

Contact Information

Colchester Campus
Department of Computer Science and Electronic Engineering
University of Essex



University of Essex

Wivenhoe Park
Colchester CO4 3SQ

Direct tel: 01206 872770
Email: csee-schooloffice@essex.ac.uk
Website: [/www.essex.ac.uk/csee](http://www.essex.ac.uk/csee)

2.4 Laboratories and Equipment Information

The School provides twelve laboratories and teaching facilities for the exclusive use of Computer Science and Electronic Engineering students – including five computer laboratories, an electronics hardware laboratory, an embedded systems laboratory, and a robot arena. Laboratory sizes, between ten and seventy workstations, are designed to allow one-to-one interaction between staff and students during scheduled class times. The laboratories are managed by an experienced and dedicated team of technical support staff who can assist students with most practical aspects of the curriculum.

Additional information on the technical facilities and services available in the School is contained in the Technical Support section of the School website.

School Laboratories

Students have free access to the laboratories except when there is a scheduled practical class in progress. If a class is in progress general access is granted at the discretion of the class supervisor.

2.4.1 Laboratory Opening Times

Laboratory opening times are given in the table 'Teaching Laboratory Opening Times', which appears on the following page. Laboratories are classified as general computing (type C) or specialised laboratories (type S). Most software development modules are taught in Computer Laboratory One, Two or Three. These laboratories are open 24 hour, 7 days a week including the Christmas and New Year holiday closure period. Access to all other laboratories is restricted to the times specified.

For Health and Safety reasons, principally lone working, access to specialised laboratories requires that a technician or supervisor is present while the laboratory is open. The specialised laboratories are closed at weekends and out-of-term time. Access to specialised laboratories outside the stated hours is by prior arrangement and subject to the approval of the Systems Manager. All requests for out-of-hours access will be carefully considered, but scope for access, particularly as weekends, is limited.

During vacations, laboratories may be closed for refurbishment or due to reduced staffing levels. The School reserves the right to vary opening times for any or all of its laboratories as necessary. Students will be given advance warning of such decisions.

Please note when using laboratories with 24 hour access, that at approximately 0400 hours every day, each system may automatically restarted to perform system maintenance. This includes rebooting systems which are running Linux back into Windows. The software present in the teaching laboratories is very complex and problems do sometimes occur, so as a general rule, please remember to save work on a regular basis to prevent any data loss that may result in such exceptional cases.

In addition to the School's computer laboratories, students are entitled to use any of the Computing Service's general access laboratories.

2.4.2 List of Teaching Laboratory Opening Times



Laboratory	Room No	Type	Capacity	Information
Software Laboratory (Lab 1) [24 hours, 7 days]	5.512	C	77	Used for general computing. Technician: Jayne Bates
Software Laboratory 2 (Lab 2) [24 hours, 7 days]	5.518	C	33	Used for general computing. Technician: Beverley Colley
CCFEA - Laboratory (Lab 3) [24 hours, 7 days]	5.517	C	25	Used for by CCFEA for general computing. Computer Officer: Kevan Wilding
Project Laboratory 1 [24 hours, 7 days]	5.511	C	11	Undergraduate final year and MSc projects Technician: Beverley Colley
Project Laboratory 2 [24 hours, 7 days]	5.515	C	8	Undergraduate final year and MSc projects Technician: Beverley Colley
Project Laboratory 3 [24 hours, 7 days]	5.503	C	6 lab and 2 project PCs	Undergraduate final year and MSc projects Technician: Beverley Colley
Networks Laboratory (Lab 4) [9am – 7pm, weekdays]	4B.530	C	52	CISCO networking courses and general computing. Technician: Simon Moore
Games Laboratory (Lab 5) [24 hours, 7 days]	4.513	C	25 +AV	Apple iMac laboratory for games development. Technician: Simon Moore
Networks Laboratory (Lab 6) [9am – 7pm, weekdays]	4B.531	C	25	CISCO networking courses and general computing. Technician: Simon Moore
Intelligent Games Research Laboratory [Scheduled Classes]	3.511 (left side)	S	NA	Robotics and Games research laboratory. Access is limited to scheduled teaching sessions and by prior arrangement.
Embedded Systems Laboratory (Lab 7) [9am – 5pm, weekdays]	3.511	S	22	Signal analysis and test equipment, soldering stations. ARM7 development boards. Technician: Malcolm Lear
Hardware Laboratory (Lab 8) [9am – 5pm, weekdays]	1NW.2.10	S	20	Electronic equipment, and access to project workbenches and machines.
Telecommunications Laboratory (Lab 9) [Scheduled Classes]	1NW.2.10	S	N/A	Electronic and telecommunications equipment.
Clean Room [by appointment, weekdays]	5S.3.1.A	S	N/A	Users receive training before access is allowed. Access is by prior arrangement and technician supervised. Technician: Adrian Boland-Thomas
Robot Arena [9am – 5pm, weekdays]	1N1.2.1	S	12	Robots plus workstations with a software build for robotics usage. Technician: Robin Dowling

For network security reasons connection of private laptops in the School's teaching laboratories to the wired network is not allowed. Please use the University wireless network for laptop network connection.

Instructions detailing how to connect to the University Wireless Network are available from the Computing Service web site:-

<http://www2.essex.ac.uk/cs/services/wireless/default.htm>

The recommended wireless network service is Eduroam.

Please note it is an offence to remove network cables from laboratory machines, as spare network connections in the laboratories are primarily for the use of students with disabilities.

Any problems relating to day to day systems administration (installation, maintenance and repair) should be reported to by email to ces-faults@essex.ac.uk. Please use this email address rather than individual staff email addresses, so that if a member of staff is absent another member of the team can help with your request.

2.4.3 Technical Support and Resources

The Systems Manager, Dr Bob Self, has overall responsibility for technical services and facilities and is responsible for the day to day operation of the computer laboratories and associated facilities.

Members of the School's Computer Support Team are responsible for the general maintenance of the computer laboratories and computing infrastructure, including loading printers with paper and dealing with both hardware and software problems. Each member of the team has specific responsibilities (see below) in addition to their laboratory responsibilities and should be contacted with any related queries in the first instance.

Name	Responsibility	Telephone Extension	E-mail address
Bob Self	Systems Manager with overall responsibility for teaching laboratories	2908	rpself
Beverley Colley	Software Build and Projects	2927	bev
Simon Moore	Linux and Systems Programming Network Laboratory	2920	moors
Jayne Bates	CAD and Multimedia	2909	jayne
Kevan Wilding	Programming Support and Databases CCFEA	3583	kwilding

Registration as Authorised User

Following registration at the beginning of the Academic Year, all students automatically become authorised users of the University Computing Facilities. Authorisation to use University Computing Facilities implies that you agree to read and to abide by the *Guidelines for the Proper Use of University Computing Facilities* - a copy of which will have been given to you at registration.

The University Regulations include as breaches of discipline:

- unauthorised access to, and use of, any University computing facility
- unauthorised access to computer material
- unauthorised modification of computer material.

Students should refer to the *Guidelines for the Use of IT Facilities* at:

http://www2.essex.ac.uk/cs/about/regulations/proper_use.html

Care of your Laboratories

In past years, excellent co-operation from students has enabled us to keep long opening hours for the programming laboratories. The continuation of this policy is very much in your control and therefore all authorised users of the laboratories carry the Head of School's authority to look after the laboratory. You are asked to be watchful for any actual or potential misuse of the facilities. In the very rare event of any physical "incident", please use the telephone to summon a security officer immediately.

Please note that all teaching laboratories are monitored by a video surveillance system.

Please use the laboratories in a socially responsible way:

- Do not take food or drinks into the laboratories,
- Do not create excessive noise which will disturb others.
- Do not leave computer printouts on the desks, please use the paper recycle bins provided.

IMPORTANT NOTE

The School's computers should only be used for course related activities. Any student reported for misusing the School computer facilities runs the risk of losing access to these facilities.

Security

You are not allowed to remove any equipment, hardware or components from the laboratories. Only under very exceptional circumstances will permission be given to remove equipment, and then only by approval from the laboratory supervisor and the Systems Manager. To seek permission, a written application must be presented to both the above-mentioned persons.

Passwords

Unfortunately there are malicious and misguided people about and it is a sad fact that given the ability to read, write and delete your files, somebody may wish to do so. No system is completely secure, but you can maximise your own security by choosing an unlikely password and by protecting access to your files appropriately.

Please refer to the Computing Service Password FAQ for detailed information regarding password changing and security:- <https://www.essex.ac.uk/password/faq.aspx>

Feedback and Special Requests

We welcome feedback on the operation of our laboratories, either by email to the laboratory supervisor or ces-faults@essex.ac.uk.

Reservations/Bookings

During term time the laboratories are usually reserved for classes in the daytime and a timetable of scheduled teaching will be posted outside each laboratory. You may use spare machines during scheduled classes, but only with the expressed permission of the laboratory supervisor. Outside of scheduled teaching times, you may use the laboratories when you wish.

Project Facilities

There is strict control on the installation and removal of software in the general computing laboratories, but there is often a requirement for administrator-level privileges when students are working on projects.

Machines are set aside for project use by the Computer Support team in the Project areas adjoining Laboratory 1. These machines are considered "insecure", and are networked behind a firewall, to isolate project machines from the rest of the University network.



Systems and removable disks are allocated to students for the duration of projects. Linux or Windows can be used as required. Students who require a project disk in support of their project should contact Beverley Colley in room 5.509, adjacent to Computer Laboratory One.

Disk Space

Users' home directories (M drive) are maintained on disk drives managed by the University's Computing Service and are backed up nightly. Critical files, such as reports or your thesis, should be stored on your M drive. Less important files, typically those which you can easily recreate or download, may be backed up and stored on a USB memory stick or a writable CD or DVD.

If you lose files from your M drive you should contact the Computing Service Help Desk (telephone extension: 2345), who can help restore lost files from the most recent backup.

There is a M drive quota of 500Mb disk storage for all students, so please make sure that you delete unwanted files regularly. The disk management utility 'WinDirStat', which is installed on all lab machines, is ideal for managing M drive space and identifying the best candidate files for removal.

Note that image and sound files occupy much more space than text and that certain applications (such as Internet Explorer) maintain caches of recently accessed pages automatically, which may become quite large if not cleared periodically.

See 'Managing Your M Drive' for more information relating to home directory space management:-
<http://www.essex.ac.uk/csee/documents/ManagingMDrive.pdf>

Electronic Mail (e-mail)

All students may use electronic mail. Your world-wide electronic mail address is: *username@essex.ac.uk*. All users of electronic mail are reminded that it is not confidential; messages must be kept short and must not cause offence; it is not a right but a privilege which may be withdrawn selectively or globally without notice if misuse is suspected.

MSDNAA

The School is a member of the Microsoft MSDN Academic Alliance (MSDNAA) service for students and staff which allows free download of most Microsoft operating systems and development tools (excluding Microsoft Office) for personal use and student projects.

You will need to register in order to use this facility. A copy of the registration form together with full details about MSDNAA can be found at the School's student intranet website at:

<http://www.essex.ac.uk/csee/current/default.aspx>

Personal Computers for PGR Students

MPhil and PhD students are provided with a new computer when they first register and they may be permitted to keep their PC on completion of their studies (please contact Dr Bob Self for further details).

2.5 Support within the School

2.5.1 Ask a Postgraduate Student

Any questions? Ask a Postgraduate Student! The “Ask a Postgraduate Student” mentoring scheme is available to both intending and current postgraduate students and provides them with the opportunity to seek information and advice about living and studying at Essex from fellow postgraduate students. Find out more here: <https://www.essex.ac.uk/students/study-resources/mentoring/ask-pg/default.aspx> .

2.5.2 Who to contact in the School

Students seeking advice on any kind of problem, whether academic or personal, can contact any of the following people during office hours:

Postgraduate Research Administrator:	Mrs Claire Harvey
Deputy School Administrator:	Ms Robin Watkins
Director of Postgraduate Studies:	Professor Riccardo Poli (Autumn/Spring) Professor John Gan (Spring/Summer)
Director of Research:	Professor Massimo Poesio
Disability Liaison Officer	Dr Francisco Sepulveda (Room 4.516)

We are here to help so please contact us if you need any assistance.

2.6 Communication Methods

Important information is communicated to students by means of regular mail, electronic mail and on University notice boards. The University makes increasing use of electronic mail to advise students of deadlines and to communicate information on various aspects of student life.

In the School of Computer Science and Electronic Engineering, e-mail is the main method of communication, and students are required to access and check their University e-mail account at least three times per week in term time, and preferably daily. Important information is also posted on the University notice boards and on school notice boards.

Official letters will normally be sent to your term-time postal address, as held by the Registry, or via email to your Essex account. Internal mail may be sent to the Research Student Pigeon Holes which are located in the Facilities Room 1NW.3.3 in the Networks Centre. Students are advised to check them daily.

External mail should be sent to your term-time address and not to the student pigeon-holes.

If you change your term-time address, you must update your information via the ‘myEssex’ student portal.

Section 2: Academic Matters

3. Learning and Teaching

3.1 Academic Conduct

Personal Recording of Teaching Events/supervisory meetings/ formal meetings

A student may not make a personal recording of a teaching event, supervisory meeting, oral examination or other formal meeting or committee which considers the student's academic progress or performance without the permission of all other individuals present. If this permission is granted, the recording may be made for the personal use of the student only, in support of their studies and learning. The recording must not be made publicly available or shared for other purposes without the consent of those present. Disabled students who have difficulty with note-taking are encouraged to contact Student Support for further information on when recording is permissible and other access strategies.

3.2 Moodle, ORB and FASER

Our **online resource bank (ORB)**, stores important module materials such as reading lists and past exam papers.

We use **Moodle** as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FASER is our **online coursework submission and feedback system**. Use it to submit your coursework electronically, produce a watermarked copy of your work and receive electronic feedback all in one place.

faser.essex.ac.uk

www.essex.ac.uk/it/elearning

3.3 Registration, intermitting, changes to studies

All new students and returning students must **register** at the start of each academic year. The full process for new students includes activating your student record for the academic year, your email account, access to IT and library services, enrolment on modules and confirming your contact details.

You should discuss **any proposed change of degree title** with your supervisor. Once you have decided you want to change your degree title, you will need to make a formal request using the online Change of Course/Degree title form (available here: www.essex.ac.uk/esf/)

Until your final term, you may request **a transfer from one mode of study** to another, for example from full time to part time, including distance learning, or vice-versa. You should discuss any proposed change with your supervisor.

If you are a **sponsored student**, you should discuss any proposed change with your funding body and/or check its terms and conditions. If you are a Research Council funded student you should contact the Student Services Hub to discuss your request to change your mode of study.

Once you have decided you want to change your mode of study, you will need to make a formal request, using the online **Change of Mode of Study form**, which will need to be approved by your department and the Dean. You can find the form at: www.essex.ac.uk/esf/

If your request is approved your minimum and maximum period will be adjusted pro-rata.

Please read carefully our guidance on Tier 4 and course changes here:
<http://www.essex.ac.uk/immigration/studies/changes>

Maximum and Minimum periods of study from 2008-09

Research degree	Mode	Minimum	Maximum
Masters by Dissertation (MA or	FT	One year	Two years
	PT	Two years	Three years
Master of Philosophy (MPhil)	FT	Two years	Three years
	PT	Four years	Five years
Doctor of Medicine (MD)	PT only	Two years	Three years
Doctor of Philosophy (PhD)	FT	Three years	Four years
	PT	Six years	Seven years
Doctor of Philosophy	FT	Four years	Five years
	PT	Eight years	Nine years
Professional Doctorate	FT/PT	See individual programmes	See individual programmes

(Table taken from the Principal Regulations for Research Degrees – Appendix 1)

3.4 School Policies, Procedures and Guidelines for Research Students

3.4.1 Introduction



For most postgraduate students who are embarking on research, gaining a PhD will be their ultimate goal. Getting a PhD is hard work. When you start, the research period ahead of you may appear to stretch out towards infinity, but this is an illusion! To complete your experimental work within specified minimum period requires very careful organisation and management of your time, together with clear research objectives, and a well-planned strategy for achieving these objectives. Although much of the following is principally directed towards the intending PhD candidate, the advice and monitoring procedures apply to all postgraduate research students in the School, including those registered for the degrees of MSc by Research (usually referred to as MSD - MSc by Dissertation), or MPhil by Research.

Students on the Integrated PhD programme should refer to the Postgraduate Taught Handbook for their first year of study. Students on the “IGGI” PhD programme should read this publication in conjunction with the IGGI Research Student Handbook.

Experience shows that the biggest problem most research students face is not their inherent academic abilities, but their management skills in organising their resources effectively to carry out a large and independent project. To do this effectively requires that you continually reappraise the progress you are making and reconsider your objectives. In this respect (as well as in providing an academic sounding board) your Supervisor is a valuable source of independent and objective advice, but in addition the School provides more formal monitoring of progress by means of reports, supervisory progress review boards and seminars which are required at various times during your period of registration. These are designed to help students complete their research and submit within the approved timescale (maximum of 4 years PhD, 3 years MPhil and 2 years MSD). The formal monitoring procedures also greatly aid the annual report on progress which the School is required to make to the Deputy Dean (Education).

All reports are assessed and feedback is provided to the student. A copy of the assessment may be forwarded to the Director of Postgraduate Research Studies or the Director of Research. Reports generated by the supervisory board meetings are considered by the School’s Research Students’ Progress and Management Committee (RSPMC) which meets four times a year.

Students are encouraged to raise any problems in the first instance with their Supervisor. However, students have the right to discuss problems with a member of staff who is not directly involved in their studies (e.g. The Director of PGR Studies, the Director of Research or the Head of School). If a student feels unable to approach a member of the School, they are free to contact the Deputy Dean (Education). These discussions will remain confidential if the student so requests.

We hope that you will regard the monitoring procedures as a constructive attempt to help you organise your research effectively and make objective judgments about your progress and deficiencies. Undoubtedly they

will result in your work being criticised but this is to be expected: the important thing is not that your research should be a flawless piece of work (few could claim to have seen a thesis which would satisfy this requirement), but that you should learn from what you do and be able to criticise yourself constructively. Do not forget that a PhD (or MPhil or MRes) is an educational qualification: much of the educational value comes from developing your powers of critical analysis, and this development will undoubtedly reveal deficiencies in your earlier work. The important thing is to identify these deficiencies before the external examiner does!

Further guidance and advice (on topics such as presentation skills, time management, use of library services) are provided in training courses delivered by the University's Learning and Development and Talent Development Centres.

There are opportunities to provide support in the School's various undergraduate and postgraduate teaching laboratories (maximum of 6 contact hours per week or 180 hours per year recommended). Research students in their second year onwards can be employed as Graduate Teaching Assistants or from the first year onwards as Laboratory Demonstrators. We actively encourage research students to take part in such teaching activities, which not only benefit the School but also students from the point of view of their own professional development (as well as giving students an additional source of income). The University provides training courses at the start of the Autumn and Spring terms for graduate students who wish to be Graduate Teaching/Laboratory Assistants (GTA/GLAs).

The guidelines below describe our procedures in more detail including what information should be included in the reports which you will be required to submit during your period of research. All reports should be submitted via the Postgraduate Research Administrator; submission will normally be via the Online Submission system, FASER.

The School strongly encourages students to keep systematic records of their day-to-day research activities in a suitable 'logbook' which should be brought to all supervisory meetings. With the aid of these records, the writing of progress reports will be greatly simplified. Detailed guidelines on keeping a logbook can be found on pages 27-29.

3.4.2 Supervisors

Your most important academic contact in the School is your Supervisor. Every research student will have a Supervisor to provide guidance throughout his or her research period. Students enrolled for a standard PhD, MPhil or MSc by Research will normally be assigned a Supervisor when they are offered a place in the School. Students following the Integrated PhD will be assigned an Academic Adviser during their first taught year of study, and their PhD Supervisor will be confirmed before they enter full time research in the second year. Students on the "IGGI" PhD programme will have an additional "External Supervisor".

Your Supervisor will advise you about all aspects of your work including initial project focusing, research methods and literature to be consulted. Indeed, you will normally find yourself working in close co-operation with your Supervisor (and possibly a research team), at least in the initial stages of your work.

The Supervisor's responsibilities include:



- Maintaining regular contact with the student in order to provide advice about the research project as a whole including guidance about the nature, direction and standard of work expected, and advice on how that standard may be attained;
- Reading and commenting on written work (such as research proposals, drafts of thesis chapters, papers etc.) within a reasonable time;
- Providing warnings and suggesting remedial action if work is below standard or progress is unreasonably slow;
- Providing guidance on the academic practice of the discipline and advice on health and safety and ethical issues;
- Identifying the student's training requirements;
- Offering personal advice and support to the student;
- Liaising with the Postgraduate Studies Director and Director of Research to ensure that progress procedures are followed;
- Approval of chapter and subsection headings of the thesis;
- General advice on the presentation and discussion of the results of the research in the thesis;
- Information as to the form and content of typical oral examinations, bearing in mind that individual external examiners can be idiosyncratic; and
- Avoidance of any form of prediction as to the outcome of the oral examination, or making any kind of a "guarantee" that the thesis will pass.
- The following are not required of your Supervisor and are not his/her responsibility:
 - Detailed reading and comment on completed chapters of the thesis or parts thereof, or on the completed draft of the whole thesis, as this must be the student's own work; and
 - Typographical, grammatical or syntactical corrections to the thesis.

It is vital that students consult closely with their Supervisor when deciding the precise direction the research is to take, and inform them promptly if there are any specific needs or circumstances likely to affect their work. A mistake at this stage can be extremely costly.

The School has always tried to foster a very friendly and positive relationship between research students and Supervisors. However, should you feel unhappy with the supervision you are receiving, then you should not hesitate to discuss the matter with the Director of Postgraduate Research Studies or, if the Director of PGR Studies is your Supervisor, with either the Head of School or the Director of Research. Alternative supervision can usually be provided in such circumstances. Please also consult the 'Code of Practice: Postgraduate Research Degrees' issued by the Graduate School.

3.4.3 Supervisory Meetings

The frequency of meetings with your Supervisor will vary depending on the nature of the research and the stage you have reached. When you are producing experimental results you may have brief meetings every day; when you are writing your thesis you may have much longer meetings to review each chapter as you complete it. However, once a week is typical, and it is customary for the Supervisor and the research student to arrange a timetable for regular meetings at the start of their working relationship.

There are two types of supervisory meetings: informal and formal. Formal meetings – referred to as Quarterly Progress Review (QPR) meetings - should take place at least twice a year. They will include a review of progress since the last formal supervisory meeting (or supervisory board meeting). The student and Supervisor will complete a QPR report form summarising the meeting and copies will be kept by both. All other meetings with the student's supervisor(s) are regarded as informal, and their nature, frequency and duration will depend on the current state of the research project.

Please remember that Supervisors are more likely to be available during term-time (i.e., during “teaching weeks”) as they may be away from the University doing their own research, attending conferences or taking holidays during the vacation. When on study leave, your Supervisor may be temporarily replaced by another member of the School.

3.4.4 Supervisory Boards

The system of Supervisory Boards is intended to give the student an independent perspective on the progress of his/her work, and the benefit of input from the wider research experience of academics other than their Supervisor. It is designed to encourage research students, to provide them with the experience of defending their work, and to enable the School to monitor research students' progress towards successful completion of their degree. Research students find progress review meetings with their Supervisory Boards helpful in developing their research projects.

Every student enrolled for a PhD, MPhil or MSc by Research requires a Supervisory Board. Such a board is composed of a Supervisory Board Chair, with two other members of academic staff, one of whom will normally be the Supervisor(s). Board members are chosen on the basis of their competence and/or their experience of PhD supervision and are expected to comment on the empirical or thematic substance of a student's work. They do not have to be drawn from the same department.

It is the responsibility of the Director of PGR Studies or Director of Research to nominate the members of the Supervisory Board. Supervisory Boards must meet with both full-time and part-time students at least twice every year to monitor a student's progress. Normally these meetings will be held in the month before the meetings of the Research Students' Progress and Management Committee (RSPMC); however, in cases where there is cause for concern about a student's progress, meetings may be held more frequently.

The Supervisory Board Chair is ultimately responsible for arranging Board meetings, although the Postgraduate Research Administrator will assist with arrangements if requested to do so. To ensure timely progress reporting (crucial to confirming a student's registration status) the Chair may exercise discretion in situations where it is not practical to meet in the month prior to an RSPMC meeting either by arranging for an earlier meeting or exceptionally inviting additional/substitute academic members on to the Board.

Before the Supervisory Board Meeting, by the published deadline for all students, or by a deadline notified to an individual, the student will submit a Progress Summary Form and a report on the current status of the research project. The usual procedure for submission is for students to upload their documents to the FASER online submission system. Board members will access and read these documents before the meeting. During the meeting, the student will usually give a short presentation on recent progress. The Board will then ask questions pertaining to past and future work on the research project. In consultation with the other Board members, the Supervisory Board Chair will complete a Supervisory Board Report Form. This report will provide feedback to the student on progress to date, offer suggestions about the next phase of the research, and provide an assessment of how far the student has progressed towards successful completion of the dissertation. The Board Report will be considered by the Research Students' Progress and Management Committee (RSPMC) at one of the Committee's quarterly progress review meetings. A copy of the report will be provided to the student after the RSPMC meeting. If a student wishes to comment on the content of the report, he or she may complete a Student Response Form. This form includes an optional "Confidential" section in which the student may make comments that he or she does not wish to be shown to members of the Supervisory Board, and which will be seen only by the Postgraduate Research and/or Departmental Administrators and the Director of Postgraduate Studies, unless that person is on the Supervisory Board in which case it will be seen by the Director of Research or Head of School.

3.4.5 Research Students' Progress and Management Board

The School's Research Students' Progress and Management Board has three main responsibilities:

- To monitor the progress of research students and make appropriate recommendations to the student, Supervisor, Supervisory Board and the Deputy Dean (Education);
- To report at least once a year to the Deputy Dean on the progress of all research students; and
- To determine School policy concerning research degree schemes and recruitment of research students.

The membership of Research Students' Progress and Management Committee will include the Director of Postgraduate Research (PGR) Studies, who chairs the committee, the Director of Research, an academic member of CCFEA, the Research Admissions Selectors, and one or more additional academic staff members. It is scheduled to meet four times a year, in January, April, July, and September, to review the progress of all current research students. The Committee may convene at other times of the year at the request of the Postgraduate Research Director or Director of Research.

The Committee considers students' Supervisory Board reports and, where appropriate, will make progress recommendations to the Dean or Deputy Dean of Research & Education. Such recommendations may include:

- That the student be permitted to proceed with his/her studies;
- That the student's registration status should be changed (e.g. confirmed PhD, upgraded from MPhil or MRes to PhD, downgraded, minimum period extended, move to completion status); or
- That the student's studies be discontinued.

If the Committee decides to recommend that the student's status be downgraded or studies discontinued, the student will be informed of the decision in writing and given an opportunity to discuss it with the RSPB.

The student may appeal against the recommendation by following the University's appeal procedure for PGR students.

In cases where there is cause for concern about a student's progress that does not yet merit a recommendation to the Graduate Dean, the Committee may:

- Inform the student in writing of the Committee's concern;
- Request that the student meet with a member of the Committee to discuss their situation; and/or
- Require that an additional Supervisory Board meeting be held.

At the end of the minimum period, provided that the student has completed his/her investigational work, the School may recommend the Deputy Dean to permit the student to register for a further year as a completion year student. It is implicit in this recommendation that the student is expected to be in a position to complete and submit their thesis within the one-year completion period. It is open to the School to make an alternative recommendation: e.g. that the student's registration period be discontinued if progress is not satisfactory; or, in exceptional circumstances, that an extension to the minimum period of study be granted, in which case the student will be liable to pay full-time tuition fees for the period of the extension. The granting of an extension to the minimum period does not mean that an extension to the maximum period is automatic.

3.4.6 Study Programme for Research Students

For each scheme of study by research there is an approved study period. During the minimum study period, the candidate will be liable to pay tuition fees at the full rate. On completion of the minimum period, and until submission of the thesis or dissertation, a reduced fee will be charged. A candidate may not normally submit a thesis or dissertation before the end of the minimum period.

As a guide, the normal periods of full-time study for research degrees are as follows (in each case one further year should be allowed for completion/writing up):

MSc by Research (full-time candidates)	1 year
MPhil (full-time candidates)	2 years
PhD (full-time candidates)	3 years

The minimum period may be extended upon the recommendation of the School if the student has not completed the required experimental work and full-time facilities are still required after that time.

3.4.7 Periods of absence from the University

Just as with any full time occupation, any period of normal absence from the University (e.g. for a holiday) should be agreed with the Supervisor and notified to the Postgraduate Research Administrator prior to departure. **Periods away of longer than three weeks will normally need to be referred to the Director of Postgraduate Research Studies for approval.** Note that you should not normally arrange to be away from the University during those weeks of the year when students are expected to attend Supervisory Board meetings. Exceptionally a student may experience significant problems during their period of study, for

example of a medical nature, which may require an extended period of absence or “intermission” (see section 3.5).

Mechanisms are in place to allow for such eventualities, support is available, and the minimum periods referred to in the previous section may be adjusted to allow for any such authorised intermission period. However, should an event of this sort occur, then the student should inform their Supervisor at the outset – do NOT allow yourself to fall behind in your work only then to seek to justify a lack of progress by reporting a serious problem in retrospect. By doing this you would be putting your studies at risk and the Deputy Dean might be less sympathetic to an intermission request.

NB Overseas students who have entered the country on a UK Tier 4 student visa are advised to consult the UK Visas & Immigration (UKVI) regulations which may change from time to time, and which may impact on their stay. They should also be aware that Universities may now be required to report on student attendance to UKVI. Further information and advice may be obtained from the University’s Student Support Office Tier 4 Compliance Officers and the Students’ Union Advice Centre.

3.4.8 Confirmation of PhD status

PhD students register for a standard minimum period (three years for full-time students; six years for part-time students) with an initial registration status as an MPhil/PhD student. Students will be supervised as PhD students, but PhD status will need to be confirmed during the second year (fourth year for part-time students).

In the second year (fourth year for part-time students) the first Supervisory Board meeting of the year will be the Confirmation Board (5th quarter). The Board will review the evidence to confirm whether or not progress and work is at PhD level. Such evidence must include a demonstration of:

- A comprehensive review of the research literature appropriate to the topic of study;
- A critical, in-depth appraisal of published work directly related to the research topic;
- A clearly identified research proposal and its relation to previously published work; and
- Significant progress on the experimental or theoretical work proposed with some early results.

The Supervisory Board can make the following recommendations to the Research Students’ Progress and Management Committee (and the RSPB, subsequently, to the Deputy Dean):

- Confirm PhD status
- Defer a decision to the next Board
- Continuation on MPhil
- Discontinuation.

When PhD status has been confirmed by the Deputy Dean, the student will be sent a letter indicating that their formal registration status has been changed to PhD instead of MPhil/PhD. The minimum period will be unchanged. Following Confirmation, students will continue to have at least two Supervisory Boards each year and the full range of decisions regarding progress will remain open to the Board (i.e. confirmation is not a guarantee that a student will be permitted to enter Completion at the end of their minimum period or that a subsequent recommendation of downgrading or discontinuation could not be made if good progress did not continue). If a student’s PhD status is not confirmed at the first Confirmation point, the student will automatically have the right to continue as an MPhil/PhD student. If, however, a student at the first

confirmation point accepts the assessment that their status be MPhil or discontinued, then this change will take place immediately. In such cases, the student does not have a right of appeal. A student who is recommended to continue as MPhil will have revised minimum and maximum dates.

If the decision regarding PhD status is deferred to a second Confirmation Board, or a student decides not to accept the recommendation of the first Confirmation Board of continuation as MPhil or discontinuation, then a second Confirmation Board will be held towards the end of the 6th quarter.

If, following the second Confirmation Board, PhD status is not confirmed, then the Board will recommend to the RSPMC either continuation for MPhil or discontinuation. At this point, a student has a right of appeal against that decision. The RSPMC's recommendation is subsequently made to the Deputy Dean. These arrangements do not apply to Professional Doctorates. For students on full-time Integrated PhDs the Confirmation process occurs in the third study year.

3.4.9 The period of research

(NB Timings and deliverables for the EPSRC CDT IGGI programme may vary – IGGI students please refer to the IGGI Student Handbook.)

A decision to pursue research implies that a student is keenly motivated and interested in his or her chosen subject. Normally a student will already have some ideas about likely sources to be investigated but will have little or no experience of planning and executing a research project extending over several years. The opening phase of research can be particularly bewildering unless a clear strategy is devised from the outset. The School has developed a study programme identifying the major milestones that occur on the route leading to successful thesis submission (see end of this section for breakdown of Milestones). A very important part of this is the development of a Cumulative Progress Summary (CPS) document which is built up during the period of study. This will be used in assessing and discussing progress (both by Supervisors and Supervisory Boards), will offer the student an opportunity to develop their writing skills, and will help with compiling the final thesis. The following provides a general framework for a research study programme to be completed in the time normally expected for a given degree scheme.

Note that there are other progress review points – please refer to the full list of Progress Milestones on pages 25-30.

Initial Period (typically 9 months for PhD and MPhil, 3 months for MRes)

The objective of this phase is to identify a suitable research problem and develop a programme of investigation to address it. During this period the student will spend a large proportion of his or her time in reading the relevant research literature and developing relevant skills: for example, special proof techniques, programming languages or software packages and experimental procedures.

There are three significant milestones during this phase:

- Research Topic: due first term, second week

A brief description (approximately 50 words) of the general research topic must be submitted to the Postgraduate Research Administrator. This should be prepared in consultation with your Supervisor. This information is needed to enable the Director of PGR Studies to select appropriate Supervisory Board members.

- CPS: Outline Research Proposal (PhD and MPhil only); Detailed Research Proposal (MRes only): due end of first quarter

A paper (approximately 1000 words PhD/MPhil, 3000 words MRes) that includes an outline survey of the major relevant literature, an indication of the research questions to be addressed, and a work plan for the next two terms. A paper copy should be submitted to the Postgraduate Research Administrator and electronic copies sent to the Supervisory Board. The report will form the basis of the first Supervisory Board meeting.

- CPS: Full Research Proposal and Progress Report: due end of third quarter (PhD and MPhil)

A document (PhD, MPhil - 5000 words) that builds on the outline proposal and includes:

- A broad review of work published in peer reviewed journals related to area of study to 'set the scene' for what has been done before.
 - Identification of the focused area of study, based on what has been reported by others.
 - Identification of key published work which requires further in-depth analysis.
 - A refined statement of the work to be undertaken, its aims and significance.
 - An outline plan of work/milestones for the following years of study.
- Progress Report: due end of third quarter (MRes)

A report of 1000-1500 words summarising progress made since the last board meeting. The report should be submitted to the Postgraduate Research Administrator and to the members of the Supervisory Board via the electronic submission system, FASER, and will form the basis of the next Supervisory Board meeting.

Middle Period (typically month 9 – 30 PhD, 9 – 18 MPhil, 3 - 9 MRes)

During this critical period, significant research progress should be made in terms of the depth of understanding of the research area, of the published work, and of the chosen area of study. :

The key milestones are identified below:

CPS: First Year Progress Report: (PhD and MPhil only) towards the end of the 4th quarter for Quarterly Progress Review Meeting

This report will build on the Full Progress Report submitted at the end of the 3rd quarter, and aims to help students develop their skills in analysing the key research literature to the depth required.

This report will:

- Focus on key literature with critical and in-depth analysis, and

- Refine the research plan to:

clearly identify the major research questions which might be addressed,
describe the investigative approach,
identify significant milestones, and
identify the resources needed.

The report is completed by the student and the Supervisor who will provide feedback to the student following a formal supervisory meeting. It will be submitted to the PGR Administrator, seen by the PGR Director, and in some cases may be considered by the RSPMC.

There is a particularly important key review point for PhD students:

CPS: PhD confirmation progress review: progress report (10,000 words) due end of 5th quarter

This review will normally occur at the end of the 5th quarter but exceptionally a decision may be deferred until the next (6th quarter) review. At this point students studying for a PhD will be expected to have gained an in-depth understanding of their chosen field of study, and have completed a comprehensive and critical review of the research literature appropriate to the topic of study. They should also have made significant progress on experimental or theoretical work proposed with some early results. The subsequent report from this Supervisory Board will be used by the RSPMC in determining its recommendation to the Graduate Dean: to confirm PhD students or to change status to MPhil. Electronic copies should be submitted to the Postgraduate Research Administrator and Supervisory Board members via FASer.

Over the remainder of this period progress will be assessed via a mixture of Quarterly Progress Reports, and Supervisory Board meetings. For each of these, students will provide a brief summary of technical progress over the period, highlighting any key achievements, problems encountered, progress against the overall milestones identified in the Research Proposal, and a plan for completing the outstanding work over the remaining period of study. Any additional material (such as publications) should be added in appendices. In addition Supervisory Board meetings will expect to see an updated Cumulative Progress Summary. An electronic copy of the report should be submitted to the Postgraduate Research Administrator and Supervisory Board members via FASer.

Research Student Conference (PhD and MPhil Students)
Spring or Summer term of final year

All final year research students are required to give giving a short presentation on their research to an audience of staff and students. This may be at the annual CEEC conference organised by students, or if preferred, at a departmental seminar. The Supervisor and/or a member of the Supervisory Board will attend and provide feedback to the student and the RSPMC.

Final Period (typically month 30-36 PhD, 18-24 MPhil, 9-12 MRes)

During this phase the student will normally be finishing off the experimental work and concentrating on writing up the thesis/dissertation, and progress reporting will mainly be via quarterly summary reports.

- Quarterly Research Progress Summary: report of about 1000-1500 words

Once there has been significant progress with the experimental/theoretical work and a start has been made on writing the thesis, full progress reports are no longer required. Completed progress summary forms will normally be sufficient, and any draft chapters can be submitted as 'work in progress'. Reports should be submitted to the Postgraduate Research Administrator and Supervisory Board members via FASer.

The Supervisory Board meeting which takes place at the end of the 11th quarter of the minimum period is particularly important because, on the basis of the Board report, the RSPMC must make a recommendation to the Deputy Dean on whether the student should proceed to a completion year or be given an extension to the minimum period. If a recommendation to proceed to a completion year cannot be made, the decision may, in some cases, be deferred to a Supervisory Board meeting held in the 12th quarter. To be eligible to move into completion, the student must show that they have completed the experimental work, and have a substantial literature review, the latter being of sufficient depth and breadth for inclusion in the final thesis/dissertation. The student should also have some further chapters in draft form. It is implicit in a "move to completion" recommendation that the School expects the student to complete and submit the thesis within the one year completion period.

Completion Period

When in completion student progress will continue to be monitored via Supervisory Board meetings. However, the submission of an electronic version of the latest draft of the thesis/dissertation to the Board members prior to the meeting will be required as this will form the focus for assessing progress. The board members, and the Postgraduate Research Administrator should also receive a completed Progress Summary Form containing a thesis table of contents and timeline for finishing and submitting the thesis.

Finally, students should note that additional Supervisory Boards and associated reports may have to be scheduled at any time throughout the period of study depending on an individual student's circumstances and/or progress.

A full list of the Progress Milestones is included on pages 18-21.

3.4.10 Integrated PhD

The Integrated PhD programme (also known as the New Route PhD) is intended for those students who wish to complete both an MSc degree and a doctorate. The programme normally takes four years:

Year 1: Students follow the normal programme of study for one of the following MSc degrees; MSc Computer Science, MSc Computer and Information Networks, or MSc Telecommunication and Information Systems. All students who satisfy the rules of assessment for this degree scheme are awarded an MSc, Postgraduate Diploma or Postgraduate Certificate as appropriate. Students should refer to the School's

Postgraduate Students' Handbook for information about this component of the programme

Years 2-4: Those students whose progress during the first year is satisfactory proceed to doctoral research and follow the same programme of study as standard PhD students.

The Postgraduate Board of Examiners is responsible for deciding whether a student should be awarded an MSc, a Postgraduate Diploma or a Postgraduate Certificate. The Research Students' Progress & Management Committee meets in late September to determine whether students have made satisfactory progress and may proceed to full-time research. Normally students will only be allowed to progress to the doctoral research stage if they have achieved an aggregate of at least 60% in the taught course component of the MSc, and at least 60% in the project dissertation.

Overseas students are required to identify a potential research topic on entry to the programme in order to comply with ATAS (Academic Technology Approval Scheme), which is a requirement of the UK Government. However they may refine their topic at the end of the first year when they are required to submit a very brief proposal (50-100 words) to the RSPMC. Students must be aware that they will only be allowed to undertake research in areas where staff have expertise, and are advised to use the first year to find out more about the research opportunities available in the School. This will be crucial to identifying the right project and the appropriate Supervisor. It is expected that in most cases the MSc project will fall in the same area as the doctoral research and that the MSc project Supervisor will become the PhD Supervisor.

(Although provisional project dissertation marks will be available to the RSPMC at the end of September, University Regulations prohibit the disclosure of these marks to students until after the Autumn term meeting of the Postgraduate Board of Examiners).

Academic Advisers (Integrated PhD Scheme only)

Every student following the Integrated PhD will be assigned an Academic Adviser for their first year of study when they are undertaking the MSc component of the scheme. The Academic Adviser will provide guidance on academic matters, such as choice of taught modules that provide useful preparation for the proposed research area, and will normally supervise the MSc project, and the PhD project.

3.5 EPSRC Centre for Doctoral Training in Intelligent Games & Game Intelligence

IGGI students should refer to the separate IGGI Student Handbook for details of the Doctoral Pathway/Milestones.



3.6 PGR Milestones

3.6.1 Doctoral Research (MPhil/PhD) Pathway

Schedule for first 15-18 months

Milestone		Deliverable*	Target Time
M1	Topic Chosen	A brief (50 word) description of the general research topic.	Term 1 (week 2)
M2	Supervisory board <i>Research Proposal Review</i> Student should demonstrate a broad understanding of chosen area, present a plan for deepening that understanding, have identified the class of problem to be investigated and listed their corresponding training needs.	First report: outline research proposal (1000 words) <ul style="list-style-type: none"> Outline of area of study and major literature Outline of problem to be investigated Work plan for quarters 2 and 3 Identify resources needed Identify Proficio courses they need to attend to acquire necessary skills 	End of 1st quarter , i.e., end of Autumn term for October starters, end of Spring term for January starters and mid Summer term for April starters.
QPR	Quarterly progress review	Progress report indicating: <ul style="list-style-type: none"> Report progress Factors influencing progress Aims for next period and revision of work plan List Proficio and any other courses attended 	End of 2nd quarter , i.e., end of Spring term for October starters, mid Summer term for January starters and end of Summer term for April starters.
M3	Supervisory board <i>Full Progress Report and Progress to Year 2</i> Students should have a thorough understanding of their chosen area, have formulated a plan, taking account of published work, for a piece of research that is both feasible and worthwhile. The topic should be worthwhile in terms of originality and timeliness. Further training needs should be identified.	Full research proposal (5000 words) including <ul style="list-style-type: none"> Broad review of specific relevant work published in peer reviewed journals Identification of the area of study Identification of key published work Refined statement of the work to be undertaken, its aims and significance, especially its novelty and timeliness Outline plan of work/milestones for following years of study List Proficio and other courses attended and identify courses required in the future. 	End of 3rd quarter , i.e., mid Summer term for October starters, end of Summer term for January starters and end of Autumn term for April starters.
M4	Quarterly progress review Students should demonstrate an ability to analyse in depth, and critically evaluate, key published work, and should have made some initial progress on the experimental or theoretical work that will lead to the dissertation.	The student should refine their M3 research proposal (7000 words): <ul style="list-style-type: none"> Focus on key literature with critical and in depth analysis Clearly identify the major research questions which have not been addressed by others Describe the investigative approach Identify significant milestones and a plan for achieving them Identify resources needed List Proficio and other courses attended 	End of 4th quarter , i.e., end of Summer term for October starters, end of Autumn term for January starters and end of Spring term for April starters.
M5	Supervisory board KEY PROGRESS REVIEW PhD Confirmation Point <i>PhD confirmation Progress Review</i>	Full progress report (10,000 words) <ul style="list-style-type: none"> Evidence of appropriate academic writing standard Full literature review including an in-depth discussion/critique of key published work. Revised proposal indicating the main aspects that 	End of 5th quarter , i.e., end of Autumn term for October starters, end of Spring term for January starters and mid



Milestone	Deliverable*	Target Time
<p>Students must have gained an in depth understanding of their chosen field of study, and have completed a comprehensive and critical review of the research literature appropriate to the topic of study. They must have made significant progress on experimental or theoretical work proposed with some early results that demonstrate the ability to produce work of the quality and quantity required for a PhD.</p> <p>They will be expected to have drafted, submitted or published a first workshop or conference paper.</p>	<p>will be addressed in relation to published work.</p> <ul style="list-style-type: none">◦ Full report of experimental/theoretical work to date◦ Account of any problems encountered◦ A thesis outline◦ Revised plan of work for remaining period of study◦ Draft of first workshop, symposium, or conference paper if applicable.	<p>Summer term for April starters. (Decision may be deferred to 6th quarter if necessary if there is limited evidence of originality, experimental work and/or publication plans)</p>



3.6.2 PhD: Schedule to completion

Milestone		Deliverable	Target Time
QPR	Quarterly progress review <i>NB: if PhD confirmation deferred from 5th quarter then M5 KEY PROGRESS REVIEW Supervisory Board meeting (second attempt).</i>	Updated M5 report Quarterly Progress report indicating: <ul style="list-style-type: none"> Progress against milestones Factors influencing progress Aims for next period and revision of work plan List Proficio and other courses attended 	End of 6th quarter , i.e., end of Spring term for October starters, mid Summer term for January starters and end of Summer term for April starters.
M5.5	Supervisory Board <i>Progress Review and Progress to Year 3</i> Further training needs should be identified.	Quarterly Progress Summary report indicating: <ul style="list-style-type: none"> Progress against milestones Factors influencing progress Aims for next period and revision of work plan Updated report to address <ul style="list-style-type: none"> Summary of experimental/theoretical work Updated literature review List Proficio and any other courses attended and identify courses required in the future. 	End of 7th quarter , i.e., mid Summer term for October starters, end of Summer term for January starters and end of Autumn term for April starters.
QPR	Quarterly progress review	Quarterly Progress Summary report indicating: <ul style="list-style-type: none"> Progress against milestones Factors influencing progress Aims for next period and revision of work plan Departmental research seminar or presentation at CEEC conference (to take place between end of 2 nd and end of 3 rd year).	End of 8th quarter , i.e., end of Summer term for October starters, end of Autumn term for January starters and end of Spring term for April starters.
M6	Supervisory board <i>Progress Review</i> By this stage the about half of experimental or theoretical work should be essentially complete. Further publications or plans for publications should have occurred, possibly involving a journal publication. A thesis plan should be produced with chapter outlines.	Quarterly Progress Summary report indicating: <ul style="list-style-type: none"> Progress against milestones Factors influencing progress Aims for next period, revision of work plan, thesis plan Publication plans of research outputs Updated report to address <ul style="list-style-type: none"> Summary of experimental/theoretical work Updated literature review Departmental research seminar or presentation at CEEC conference to take place if appropriate.	End of 9th quarter , i.e., end of Autumn term for October starters, end of Spring term for January starters and mid Summer term for April starters.
QPR	Quarterly progress review	Quarterly Progress Summary report indicating: <ul style="list-style-type: none"> Progress against milestones Factors influencing progress Timetable for completing the work. Thesis write up plan Publication of research output Departmental research seminar or presentation at CEEC conference to take place if appropriate.	End of 10th quarter , i.e., end of Spring term for October starters, mid Summer term for January starters and end of Summer term for April starters.
M7	Supervisory board KEY PROGRESS REVIEW <i>Completion plan</i> By this stage the experimental or theoretical work should be essentially complete and a number of conference papers should have been drafted, submitted or published. A detailed thesis plan should be produced, and perhaps	The student has written evidence of the completion of: <ul style="list-style-type: none"> The majority of experimental work A plan for remaining experimental work up to the end of the 12th quarter. A timetable for remaining thesis write-up and review. Some research output for publication. Almost all investigative work must be complete.	End of 11th quarter , i.e., mid Summer term for October starters, end of Summer term for January starters and end of Autumn term for April starters. (Carried over to 12th quarter if necessary)



Milestone		Deliverable	Target Time
	some thesis chapter drafts.	Departmental research seminar or presentation at CEEC conference to take place if appropriate.	
Completion	Students must submit their thesis within 4 years. During the completion period QPRs and supervisory boards alternate every quarter.	Prior to meetings students submit the latest version of their thesis to the Supervisory Board members and/or the supervisor and a Research Student Progress Summary Form, which should contain a detailed thesis/completion plan.	13th-16th quarter

3.6.3 MPhil: Schedule for mid-point to completion

Milestone		Deliverable	Target Time
M4.5	Revised work plan for MPhil.	Revised plan for remaining period: <ul style="list-style-type: none"> Identification of key remaining work and timetable for completing this with milestones (to be discussed with the supervisor). Thesis write-up plan to include outline of thesis, chapter headings and timetable for completion. Plan for publication of research output List Proficio and any other courses attended 	Post Key Review: MPhil/PhD students who are not confirmed PhD at Key Review point. 5 th quarter: MPhil students who do not wish to upgrade to PhD.
M4.6	Supervisory board: Completion plan. By this stage the experimental or theoretical work should be essentially complete. A detailed thesis plan should be produced, and perhaps some chapter drafts	Progress report indicating: <ul style="list-style-type: none"> Progress against previously stated milestones Completed literature review thesis chapter Detailed chapter plans for remainder of thesis. Publication of research output. List Proficio and any other courses attended 	7 th quarter. (Carried over to 8 th quarter if necessary at which point all investigative work must be complete.)

NOTES:

- All students must familiarise themselves with the University's Code of Practice for Postgraduate Research Degrees available from <http://www.essex.ac.uk/about/governance/regulations/codes-higher.aspx>
- Students who are to attend a Supervisory Board Meeting will provide Board members and the PGR Administrator with a completed Research Student Progress Summary Form and a Progress Report. Documents are to be submitted (electronically unless otherwise informed) by the published deadline. Quarterly Progress Reviews take place at a supervisory meeting, following which a QPR form completed and signed by student and supervisor(s) is to be submitted to the PGR Administrator by the published deadline.
- Students in completion are also expected to have supervisory board meetings at regular intervals to review progress in writing up. Prior to each of these meetings the students will submit the latest version of their draft thesis to the Supervisory Board members in addition to the Research Student Progress Summary Form, which should contain a detailed thesis/completion plan.
- The target times indicate the typical rate of progress of a full time student who will complete their research within 3 PhD or 2 MPhil research years. Part time students registered for 6 PhD/4MPhil research years may be expected to proceed at half that rate.
- Students who have not reached M7 (PhD)/M4.6 (MPhil) will not be eligible for completion status.
- Students registered on the MPhil as opposed to the MPhil/PhD track will proceed directly from M4 to M4.5, unless they wish to be considered for upgrade to PhD status in which case they will need to attend a board meeting at the 5th quarter and reach M5.

3.6.4 MSc by Dissertation Pathway

Milestone		Deliverable*	Target Time ¹
MSD M1	Topic Chosen	A brief (50 word) description of the general research topic.	Term 1 (2nd week)
MSD M2	Supervisory Board Research Proposal: Student should have an understanding of chosen area, should have formulated a realistic plan for a piece of research that is both feasible and worthwhile and should have listed their corresponding training needs.	Detailed Proposal: (3000 words) <ul style="list-style-type: none"> ◦ Detailed literature survey ◦ Academic writing must be of standard and ability expected at Masters by dissertation level, including adequate referencing and language skills. ◦ Detailed research plan Research plan should <ul style="list-style-type: none"> ◦ clearly state what the questions to be addressed are and why they are significant ◦ describe the approach to be used to investigate them ◦ indicate how success of project may be evaluated ◦ identify significant milestones ◦ identify resources needed ◦ Identify Proficio courses to attend to acquire necessary skills 	End of 1 st quarter
QPR	Quarterly progress review Student should have made substantial progress on the investigative work that will form the basis of the dissertation.	Progress report indicating: <ul style="list-style-type: none"> ◦ Report progress ◦ Factors influencing progress ◦ Aims for next period and revision of work plan ◦ List Proficio and any other courses attended 	End of 2 nd quarter
MSD M3	Supervisory Board By this stage the investigative work should be essentially complete. A detailed thesis plan should be produced, and perhaps some chapter drafts.	Progress report (1000-1500 words) including: <ul style="list-style-type: none"> ◦ Summary of progress achieved ◦ Account of any problems encountered ◦ Detailed thesis plan ◦ Timetable for completing the remaining writing. ◦ List Proficio and any other courses attended 	End of 3 rd quarter (carried over to 4 th quarter if necessary at which point all investigative work must be complete.)

Further notes:

1. All students must familiarise themselves with the University's Code of Practice for Postgraduate Research Degrees available from <http://www.essex.ac.uk/about/governance/regulations/codes-higher.aspx>
2. Students who are to attend a Supervisory Board Meeting will provide Board members and the PGR Administrator with a completed Research Student Progress Summary Form and a Progress Report. Documents are to be submitted (electronically unless otherwise informed) by the published deadline. Quarterly Progress Reviews take place at a supervisory meeting,

following which a QPR form completed and signed by student and supervisor(s) is to be submitted to the PGR Administrator by the published deadline.

3. *Students in completion* are also expected to have supervisory board meetings at regular intervals to review progress in writing up. Prior to each of these meetings the students will submit the latest version of their draft thesis to the Supervisory Board members in addition to the Research Student Progress Summary Form, which should contain a detailed thesis/completion plan.
4. The target times indicate the typical rate of progress of a full time student who will complete their research within one MSc research year. Part-time students registered for two MSc research years may be expected to proceed at half that rate.
5. Students who have not reached M3 will not be eligible for completion status.
6. A student who wishes to be considered for upgrade to MPhil/PhD after one year (two part-time) should inform the Supervisory Board and will need to achieve M3 of the Doctoral (MPhil/PhD) Research Pathway by the end of the 3rd quarter – see Appendix 1.

3.7 Guidelines for submitting a PhD Thesis



These notes are intended for final year postgraduate research students, who will shortly start writing up their theses. Some of the points here are extracted from University regulations, but many are the distilled experience of a number of senior members of academic staff, gained from being involved in examining PhD students for a number of years. The intention of these notes is to help simplify the task of writing your thesis, not to impose excessive conditions, and the aim of many of the points below is to prevent you wasting your valuable time on issues which are not relevant to the task of completing a high quality written document.

The importance of the thesis as evidence of the quality of your work cannot be over-emphasised. The external examiner will judge you almost entirely on the basis of the thesis, and, formally speaking, once completed, a PhD becomes a 'published' document available to anyone through the University library. Both your Supervisor and the External Examiner will therefore expect to satisfy themselves that the thesis is your work, and is of doctoral quality both in content and presentation. It follows that, from an early stage in your research, you should be planning the content of your thesis, and identifying those objectives which must be achieved in order to be able to write a unified report of your work. Many research students appear to regard the thesis as an afterthought in their research which can be ignored until the final six months of registration: to take this view will inevitably increase the difficulty of writing a coherent thesis when the time comes.

Many students whose work is technically of a very high standard also experience great difficulty in satisfying the presentation requirements of the thesis: in some cases this results in submission being delayed; in extreme cases, the student simply drops out and fails to submit at all. For international students the problems are further exacerbated by the requirement to write a substantial document in what is for them a foreign language. From an academic staff point of view, such cases represent a failure of the research student system which we wish to do all in our power to avoid: hence students are strongly advised to consult the University regulations and guidance notes relating to examination, submission and general format of a PhD thesis.

In particular, a thesis submitted by a candidate for the degree of Doctor of Philosophy must embody the results of research carried out during the course of the approved scheme of study and research. In the thesis and examination the candidate is required to conduct and present original investigations, to test ideas, whether the candidate's own or those of others, to understand the relationship of the theme of the investigations to a wider field of knowledge and to express him/herself clearly and concisely. You are strongly advised to seek guidance from your Supervisor and consult the University regulations on Plagiarism (see page 54) to ensure that you correctly present and position your contribution in your thesis alongside those of other researchers.

It is expected that a PhD thesis will be presented to high standard and no allowance will be made by the Examiners for deficiencies in presentation style or spelling. If your spelling and/or grammar is poor, make sure material is checked and corrected. Proof reading by a friend or fellow student is often very helpful for comments on overall style and readability. Many students make far too little use of figures and diagrams in



their thesis. Preparing diagrams is time consuming, but almost invariably results in concepts being more concisely expressed and readily understood than using text alone. Rather than resorting to using a diagram only where necessary, a better strategy would be to resort to text only where necessary!

Ensure the thesis is well structured and sensibly sequenced. In addition to using the 'template' layout given below, use this well-established technique for getting your points across:

Tell the reader what you are going to describe,

- Describe it, and
- Tell the reader that you have described it.

This type of repetition in the structure (e.g. introducing a topic at the start of a chapter; discussing it in detail in the bulk of the chapter; summarising the topic at the conclusion of the chapter) is essential in conveying the overall structure and relationships between the various parts of your work which form its unified theme. These relationships may be obvious to you after working for three years on the problem, but are likely to be much less obvious to the examiner.

The thesis should follow the general structure given below:

- Summary
- Introduction, giving the general objectives of the research, an overview of the approach adopted to achieve these objectives, and an outline of the organisation of the remainder of the thesis
- A directed review of the literature, starting from a general survey of the area within which the research has been conducted (to put the work in context), moving into a more detailed coverage of areas which are relevant to the specific research carried out, and leading finally to the foundations on which the work reported is based
- A description of the theoretical work underpinning the research carried out, the supporting practical and experimental work carried out to test the theory, and presentation of the results obtained from this practical work. There will be significant variations in the organisation of this aspect of the thesis depending on the nature of the project. Was the project mainly theoretical, mainly practical or mainly experimental in nature? Did the project consist of a single major piece of research or was it subdivided into a number of related topics which should be presented sequentially? What balance should there be between material included within the main text and supporting material in Appendices
- Discussion and review of the results obtained, their significance within the field, deficiencies and limitations in the way the work was carried out (whether through inexperience or lack of facilities), proposals for how to remedy these deficiencies and develop the work further
- Conclusions to be derived from the work
- References
- Appendices, giving supporting material, background, detailed experimental results, program listings etc.

Within each chapter, further subdivisions should be made into logically related sections, presented in a sensible sequence to avoid forward references except where essential.

Do not overemphasise the review and general discussion of the field you are working in. The Examiners can be expected to be generally familiar with this field, and will be irritated to read pages and pages of self-evident material which does not cover your own original work. Thus avoid writing about everything remotely related to your project, instead concentrate only on those aspects which relate directly to your work; quantity is no substitute for quality.

Allow plenty of time for writing the thesis; typically it will take six months. Even if the actual writing can be completed much faster than this, preparation of diagrams, photographs, reproduction and binding all take time, as does submitting portions of the manuscript to your Supervisor for comment and feedback. It is also common to find that some limited further work is required to fill in 'holes' in the thesis which are revealed during writing of the draft manuscript.

Seek the advice of your Supervisor at all stages of thesis preparation. Your Supervisor cannot write the thesis for you, but can help in discussion of chapter and section organisation, presentation and interpretation of results, division of material between main text and appendices, etc. Since it is not his or her PhD thesis, your Supervisor is also likely to be able to view it more objectively than you, while retaining a desire to help you present your work in its best light.

Ask your Supervisor to suggest one or two 'good' theses for you to look at, particularly those written about topics in the same subject area as your own. You can often get good ideas about presenting your work from other examples.

3.8 The oral examination (viva)

For all research degrees, about two months before you expect to submit your thesis to the Registry, you must submit a form indicating your intention to submit. This form is available from the Registry or from the Postgraduate Research Administrator. The University will then seek to appoint an Internal and an External Examiner on the recommendation of the School. The External Examiner will be an academic from another university, usually one in the UK, while the Internal Examiner will be from the School of Computer Science and Electronic Engineering. The Internal Examiner must not be one of your Supervisory Board members. His/her task in the oral exam is taking part in the examination itself, and ensuring university regulations are adhered to correctly.

Once you have submitted your thesis, the Internal Examiner and External Examiner will agree a date/time for the examination. Three people participate in the examination – you, the Internal Examiner and the External Examiner. It normally lasts between three and four hours, although in exceptional cases they can be longer than this, or as short as one hour. Apart from checking that sufficient work of sufficient quality has been done, the purpose of the examination is threefold:

- To test your appreciation of the relevant background knowledge to your work, ensuring that you are aware of the work of others, and that you can evaluate this critically,
- To identify the contribution you have made testing your understanding of the implications and limitations of your own work,
- To make sure that you actually did the work, and
- To identify any shortcomings and deficiencies in the thesis or in the work itself.



Seek advice from your Supervisor about preparing for the oral examination; this should alert you to the type of questions you are likely to be asked and help you to be ready to answer them. Each External Examiner has a different style of carrying out these examinations, however it is usual for it to start with you being asked to give a description of the new ideas and results that your work has contributed. Hence it is extremely important that you have a clear idea of what these are before you go into the examination. Examiners may be happy for you to use 6-8 PowerPoint slides to assist you when you give an overview of your work you can either print out three copies or present them on a laptop computer. However before doing so you should consult with the Internal Examiner.

It is extremely important that you bring a hard copy of your thesis along to the exam, as Examiners will usually work through the thesis chapter by chapter asking you questions on any aspect written in it. It is extremely unlikely that your thesis is perfect, so Examiners will probably identify shortcomings in it, so it is very important that in the weeks before the examination, you study your own thesis carefully and try to identify any questions that they might ask. You should regard yourself as 'defending' your work – the Examiners will question you on what you have done, and it is up to you to convince them that you are correct if they misinterpret your writing.

After the oral exam, the Examiners will ask you to leave the room while they make their decision. Although they are under no obligation to do so, they may let you know at the time what their recommendation will be to the Academic Section; this recommendation may be overturned by the Dean, and is not formal until confirmed in writing.

In spite of what is written above, do not worry excessively about the PhD viva! Instead, concentrate your efforts on preparing thoroughly. External Examiners are chosen for their knowledge and experience in your field, but they do not expect every thesis to be comparable in standard to the general theory of relativity. They will be looking for evidence of originality and powers of critical analysis in your work, and for an ability to explain that work clearly in both written and verbal form to someone working in the field. They will not expect your work to be flawless, but they will expect you to be able to identify its major flaws and explain how you would resolve these if you were to spend further time on the project. Obviously your Supervisor and Departmental monitoring procedures cannot guarantee that you will be successful, and ultimately the contents of the thesis are your responsibility, but by taking notice of their advice and developing your powers of objectivity and self-criticism over the period of your study, you will be doing all you can to make it hard for the Examiners to criticise your work.

3.9 Publication of Research Results

Research students are encouraged to publish their output jointly with their Supervisor, and should seek the permission of the Supervisor to do so. While this should be regarded as the Departmental norm, exceptional situations may arise when joint publication may not be appropriate. If such instances cannot be agreed between Supervisor and student, the arbitration of the Head of School should be sought. In all cases, a student's affiliation to the University of Essex must be acknowledged. Where no other support is available (i.e. from a research grant) the School endeavours to set aside some money to contribute to the cost of student participation in a research conference to present the findings of their work. This will normally occur in the later stages of their work and will need to be supported by the Supervisor. Only attendance at high quality research conferences will be considered.

3.10 Keeping a Logbook of your Research

You are strongly advised to keep a logbook during your PhD studies; indeed your Supervisor may insist that you do so. Besides keeping a record for your own use, which will be helpful when writing papers and writing up your thesis, you should record the decisions made at every meeting with your supervisor; this will make it much easier for you and your Supervisor to review your progress at formal quarterly progress meetings. A logbook may be inspected by your Supervisor and Supervisory Board members so you will be expected to keep it up-to-date.

The need for a logbook

Properly maintained logbooks have significant scientific, legal, and administrative value. In technological research, there are three main reasons why a logbook should be kept:

The logbook is a personal journal which records not only your experience during the work, but also your own knowledge. It is furthermore a way of facilitating your thinking as you work on your project.

It is a commentary, which can be consulted by colleagues whenever they need to understand your work or reconstruct it. In a commercial environment employees often leave or are transferred to another part of the company, and a logbook is invaluable for those who must continue the work.

In an industrial setting, it acts as a legal document which can provide evidence. For example, claims must often be made about the date on which an invention or development was made, and these would be supported by a logbook which, in that case, would be signed by witnesses. In industry, protection of intellectual property such as know-how and patents has always been important, and so the rules for keeping such a logbook would be more formal than those needed for your PhD logbook.

Clearly, the first of these reasons is directly applicable to your PhD research. However, it is possible that the third will be relevant too, because it is not uncommon for patents to be produced by PhD students. (If you think you have produced work which is patentable, you should in the first instance discuss this with your Supervisor, who will liaise with the Research and Enterprise Office on patenting).

Logbook format

A research logbook has no clearly defined structure, but its entries must be dated, much like any other type of journal. It should record your own perspective on your work, and once it has been written, it should never be changed or subjected to revisions. Thus through the series of records of your work as it proceeds it should be an effective way of reminding you about the important aspects of your progress.

When writing a logbook, it is important not to be too concerned about recording exactly the right things. Even if you make misjudgements, facts are not recorded, and what seemed crucial at the time now seems unimportant, the logbook is still likely to be useful in the future. This is because when you refer to it later it will remind you of the important steps, so even an imperfect logbook can be remarkably useful in jogging your memory.

It can be helpful to imagine that you are not writing the logbook for yourself. Instead, pretend that you are writing it to be read by someone else who is reasonably knowledgeable and proficient in the field but is working on a related topic. So, when you are deciding what you are going to write, put in whatever you think would be required by this imaginary other person in order to understand or repeat your work. It is arguable

that by the time you come to write up a paper for publication, or your thesis, you may as well be another person, from the viewpoint of remembering the work you originally did. Also, writing as if someone else is going to read it gives you extra practice in “public” writing. The logbook doesn’t need to be written in prose; use of bullet points and diagrams is fine to communicate what has been done. However writing carefully will help you refine this important communication skill.

Here are some other important points to bear in mind:

- When selecting the notebook, make sure it is properly bound and that it can open like a book – it should have both left and right pages, and it must not be possible to add extra pages.
- If your logbook records fill more than one notebook, the volumes should be numbered sequentially.
- Entries should be made using a black or dark blue ballpoint pen, so that the logbook can be photocopied – some types of blue ink are not recommended because they are too light.
- Pencil entries can be changed, and are therefore discouraged.
- The entries for each day should be dated (in industry you may have to sign them also).
- Each new entry should start on the line after the previous one.
- If you do start a new entry on a new page, make sure you cross out the unused area on the previous page.
- Entries must be made in chronological order, except for any tables which you may need to fill in over a period of time.
- Unlike a formal report, refer to yourself in the logbook as “I” or “me”. Always state the names of others when referring to their work.
- No entry should be erased, blotted out, or scribbled through under any circumstances. All corrections should be made by drawing a single diagonal line through the entry that is not correct. Also, if it is not obvious why the correction has been made, a reason or explanation should be provided.
- It is often necessary to attach separate pages from computer printers or test equipment. When doing this, attach them over a blank logbook page; don’t cover any text or data on the page.
- You should not skip pages, and blank areas should be marked through with a diagonal line.
- The language used should be factual and objective. Avoid expressing personal feelings, or using any terminology that is inappropriate.
- Never remove pages or parts of a page from the logbook.
- If time elapses between entries, then an explanation should be provided, such as “Working on other activities”, along with the date.

Why it is best to use a real notebook

You should use a real notebook for your logbook, and not keep and update a soft copy on a computer. It is tempting to keep such a soft copy, as many researchers are better at typing than writing, cross-referencing such as hypertext is possible, and sharing information with others is easier. However, there are several good reasons which dictate that a physical notebook should be used:

1. A book is extraordinarily portable and economical. It can be used anywhere – during meetings, when gathering information, when travelling, in the library or if necessary, at home.
2. Writing in pen is a very simple and flexible way of recording text and graphics, with accompanying annotations. It is arguable that computer software does not provide such a convenient way of doing this.



3. Searching and browsing are very easy with a book, and it is possible to examine multiple parts of it at once. Again, this is cumbersome on a computer.
4. A soft copy can easily be changed, updated or tampered with. Some authors would find it difficult not to “improve” what they had already written, and would try to “bring it up to date” after the work had been done. Also, old logbook files on a computer may be mistrusted, and it’s very easy to abandon them or delete them accidentally.

4. An Inclusive Learning Experience

4.1 Information for disabled students

We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies.

You can find out about the academic and learning support we offer here:

www.essex.ac.uk/students/disability/academic

UK students may be eligible for a Disabled Students' Allowance grant. Go here for more information including application forms and key changes for 2016-17

www.essex.ac.uk/students/disability/funding

4.2 Information for international students

We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, give advice and assist you during your time at Essex.

You can find helpful information here - www.essex.ac.uk/students/new/international/default.



If you are studying on a **Tier 4 visa**, don't forget to read section **8.4 Tier 4 Information** of this handbook which has further information and links..

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, advise and assist you during your time at Essex.

You can find helpful information here - www.essex.ac.uk/students/new/international

If you are studying on a **Tier 4 visa**, don't forget to read section **8.4 Tier 4 Information** of this handbook which has further information and links.

4.3 Mature and part-time students

As a mature student you'll be in very good company – around 37% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/life/students/mature

4.4 Student representation, Student Assessment of Modules and Teaching and Student Surveys



Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is important that you are given the opportunity and that you take time to feedback to the University.

You can do this in a number of ways:

1. You can contact (or be elected as) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students' Union website www.essexstudent.com/representation/course-reps/ and the University's policy here: www.essex.ac.uk/quality/student-representation/student-rep.asp.
3. You can find out information about Student Staff Liaison Committees (SSLCs) here: www.essex.ac.uk/quality/student-representation/sslc.asp.

Minutes of the SSLC are published at: <http://www.essex.ac.uk/csee/current/default.aspx>



Periodically you may be asked to complete a Postgraduate Research Experience survey. This survey will be summarised and discussed by the PG SSLC and will inform reports written by us for central University committees as part of our quality assurance processes.

Student surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex.

4.5 Library Services

At our Colchester Campus and located on Square 5, the **Albert Sloman Library** has long opening hours, a new extension, a dedicated postgraduate research room and 24 hour access in the weeks leading up to exam time. The library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

libwww.essex.ac.uk/

4. Research Skills Development

4.1 Proficio



Proficio is our innovative professional development scheme for doctoral students, and it's unique to Essex. We believe that your academic and professional development is vital to your growth as a postgraduate research student and so we credit your Proficio account with funds that can be spent on a variety of courses.

You can find out more information via www.essex.ac.uk/study/pg/research/proficio and you can contact the Proficio team at proficio@essex.ac.uk.

4.2 CEEC

The annual Computer Science and Electronic Engineering Conference is a School of CSEE student-led conference which brings together research students from different universities in various science and engineering disciplines and provides a forum for collaboration and discussion and for comparing innovative ideas. It also provides students with valuable training in peer review and presenting their work: <http://ceec.uk/>



4.3 Procedures For Research Students Applying For Travel, Conferences And Printing Expenses

Students who have been invited to present a conference paper may apply for funding to cover their expenses (registration & travel). Detailed information may be found here:

<https://www.essex.ac.uk/csee/documents/restricted/research-students-expenses.pdf>

5. Progression and Assessment

5.1 Principal Regulations for Research Degrees and the Code of Practice for Research Degrees

www.essex.ac.uk/about/governance/regulations/regulations-higher;
<https://www.essex.ac.uk/about/governance/regulations/codes-higher>

The Principal Regulations and the Code of Practice are extremely important documents that set out both your responsibilities, and the responsibilities of the University to you. Take time to familiarise yourself with them. They outline the roles and responsibilities of you, your supervisor, your Supervisory Panel and the Research Student Progress Board.

5.2 Extenuating Circumstances, withdrawing and intermitting:

<https://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx>

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your work than you might have expected. In general, extenuating circumstances will be of a medical or a personal nature that affect you for any significant period of time and/or during the examination period.

If you are taking taught modules you need to submit your form by the deadline, see:

www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules

Exceptional circumstances submissions relating to your overall postgraduate research studies should be made to the Supervisory Board and Research Student Progress Committee and you should consult your supervisor for the appropriate deadline.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students' Union Advice Centre, www.essexstudent.com/services/advice_centre/, or the Student Services Hubs, www.essex.ac.uk/students/contact/registry if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies for one term, two terms or one academic year (stage). In exceptional circumstances, a period of up to two academic years away from our University may be allowed as long as it does not exceed your maximum period of study. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval and must be supported by your supervisor.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example the impact on your maximum period of study, accommodation, financial matters (including the impact on your fees) and visas if you have a student or Tier 4 visa.

If you decide to intermit your registration will be changed to partial registration, which means that you will no longer be entitled to supervision or to attend any modules or training events. You will still have access to your Essex email account which we will use to communicate with you and some library access.

If you decide to intermit, you will need to complete the online form at www.essex.ac.uk/esf/ and you will receive an email confirming whether your request to intermit has been successful.

You should read the guidance on intermitting very carefully before submitting your form, at: www.essex.ac.uk/students/course-admin/intermission.aspx. You are strongly advised to discuss intermitting with your department.

Withdrawing from your course is the formal process for permanently leaving your programme of study and the University. Before deciding that withdrawal is the best action for you, there are plenty of people at our University who can offer you information and advice. Where possible, we will try and give you the advice and support you need to help you stay and carry on with your studies.

You should consider whether taking a temporary break from your studies will help you to address the concerns that are making you think about leaving.

If you are thinking about withdrawing, there are some practical things you need to consider: accommodation; financial matters including your fees or funding body, visas (if you have a student or Tier 4 visa), careers advice available from our Employability and Careers Centre www.essex.ac.uk/careers/.

If you decide to withdraw, you will need to complete an online form (www.essex.ac.uk/esf/) and you will receive a letter confirming that your withdrawal has been completed.

5.3 Your viva and your examiners

Your supervisor will not normally be present during **your viva** and will not normally have any contact with your examiners other than to arrange their appointment.

5.4 Appeals, complaints, and fitness to practise

If the recommendation of your Research Students Progress Committee is that your degree should be downgraded or your studies discontinued, and you want to appeal, you must do so **within two weeks** of receiving the notification. You must do so in writing on the Form of Appeal which is available online at www.essex.ac.uk/students/exams-and-coursework/ppg/pgr.

You should read carefully the Appeals Procedure against a progress decision – postgraduate research students at: www.essex.ac.uk/about/governance/policies/research-progress-appeals

You may also **appeal** against an examination decision. ‘Failed’ or ‘referred’ candidates may submit their appeal no later than **eight weeks** after the notification of the decision.

You should read carefully the Appeals Procedure against an examination decision – postgraduate research students (thesis) at: www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#thesis

Professional doctorate students may appeal against the recommendation of a Research Students’ Progress Committee that they be discontinued or downgraded **within two weeks** of receiving notification of the recommendation. You should read carefully the Appeals Procedure for professional doctorate students at www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#doctoral

Making a **complaint**. The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms at www.essex.ac.uk/students/experience/complaints

A complaint is defined as *the expression of a specific concern about matters that affect the quality of a student's learning opportunities* (this is in line with the QAA Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints). The University aims to resolve complaints quickly and informally.

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work) at: www.essex.ac.uk/about/governance/documents/policies/procedures-fitness-to-practise.pdf
If this applies to you, you will have been told by your department.

5.5 Academic Offences Procedure

www.essex.ac.uk/see/academic-offence

All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work including progress reports. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn't intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren't sure what referencing system you should use, you should ask your department and also refer to the section about; **Referencing and good academic practice** in this handbook.

5.6 Ethics

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review by an appropriate body and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants here - <http://www.essex.ac.uk/reo/governance/human.aspx> - along with the University Ethical Approval application form.

'Human participants' are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and fetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements). Research involving the NHS may

require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority approval.

6. Referencing and good academic practice

6.1 Information relating to the University's procedure on academic offences

Respecting authorship through good academic practice is one of the keys to academic integrity, and a key value of higher education in the United Kingdom.

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting www.essex.ac.uk/see/tdc. You can also complete the online Academic Integrity course at <https://moodle.essex.ac.uk/course/view.php?id=5844>.

You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section **5.6 Academic Offences Procedure**).

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

6.2 How to reference and referencing style guide

Reference to relevant published work is an important part of your research writing. If you are summarising or discussing the work of others, it must be acknowledged in the text and the work referenced in your Bibliography. **This includes work of others you have obtained from the Internet including any code you have used.** It is plagiarism not to make such acknowledgements, accidentally or deliberately. You need to be careful; otherwise you may be in breach of University Examination Regulations 6.12 and 6.13. The section (5.5) 'Cheating (Plagiarism)' in the '**Academic Offences**' section of this Handbook applies to all written reports produced by research students – this includes progress reports as well as the thesis/dissertation. This may require careful discussion with your supervisor.

The following information should be included in a Bibliography: author(s); article title; publication title; place of publication; publication date and page numbers. There are a number of accepted styles for a Bibliography such as Harvard, Vancouver etc. One such style ('Harvard') is described here.

Within the text you should refer to a published paper or book by the author's surname followed by the year of publication, for example, Palaniappan (2008).

Where you refer to two or more papers published by the same author(s) in the same year you should add an identifying letter, e.g. Wilson and Palaniappan (2009a).



Where there are two authors they should be written as, for example, Balli and Palaniappan (2009); three or more authors need only be specified by giving the first author's surname followed by et al e.g. Palaniappan et al (2002).

For journal articles you should specify the journal title, date, volume and page numbers; for books you should specify the title, publisher, date and place of publication.

References to material obtained from the WWW, including code incorporated in your implementation, should be checked that they are still available due to their transient nature. The date the material was accessed should be given.

The general principle is to provide sufficient information for the interested reader to identify and obtain the paper, book or report you have cited. If in doubt, as always, discuss in supervision.

A typical example of a bibliography is:

BIBLIOGRAPHY

Palaniappan, R., Raveendran, P., Nishida, S., and Saiwaki, N. (2002) 'A new brain-computer interface design using fuzzy ARTMAP', IEEE Transactions on Neural Systems and Rehabilitation Engineering, vol. 10, no. 3, pp. 140-148.

Balli, T. and Palaniappan, R. (2009) 'Nonlinear approach to brain signal modelling', published in Khosrow-Pour, M. (Ed.) Encyclopedia of Information Science and Technology, 2nd ed., IGI Global, Hershey, USA, vol. 6, pp. 2834-2839.

Palaniappan, R. (2009) 'Vision related brain activity for biometric authentication', In Proceedings of 32nd Annual Conference of the IEEE Industrial Electronics Society, 7-10 Nov. 2006, Paris, France, pp. 3227-3231.

Section 3: You Matter

7. Practicalities: Getting started and IT matters

7.1 Registration, enrolling and transcripts

All new and returning students must **register** at the start of each academic year. The full process for new students includes activating your student record for the academic year – which is held by our Postgraduate Research Education Team– getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Postgraduate Research Education Team will publish your results, close your record and send you an award confirmation letter. Your award certificate and academic transcript cannot be produced until the Postgraduate Research Education Team has completed the above step so if you have not received your award confirmation letter, the Graduation Office cannot produce your documents. For more about registration and the Postgraduate Research Education Team, visit our student webpages.

www.essex.ac.uk/students/new/registration

www.essex.ac.uk/students/graduation/award-documents

7.2 Find Your Way and room numbering system

Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There's also a handy web version - findyourway.essex.ac.uk/

If you're looking for a specific room, follow these rules.

If the room number has three parts and the first is alphabetical eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has two elements and the second element has three digits eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits show the room number.

Also... if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf

7.3 IT support, wifi, email account, free MS office, computer labs, m:drive

Visit our website to set up your **IT account and password**. Once you're set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more. www.essex.ac.uk/it/getaccount.

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to **change your password** is online at: www.essex.ac.uk/password.

As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to 'My Documents' on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. www.essex.ac.uk/it

If you can't find what you're looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. www.essex.ac.uk/see/software

If you need to use a **computer on campus** our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: www.essex.ac.uk/it/computers/labs.

7.3.1 Reimbursement for Printing/Photocopying Expenses in the department

Research students are eligible to claim up to £50 in an academic year for printing and photocopying expenses from the School by submitting pre-paid vouchers available from Computing Service or from the library. Please note that only those PhD students in the first four years of study (two for MSc, three for MPhil) can be reimbursed. Available forms can be obtained from the CSEE Finance Office in Room 1NW.3.7

Research students are eligible to claim up to £50 in an academic year for printing and photocopying expenses from the School by submitting pre-paid vouchers available from Computing Service or from the library. Please note that only those PhD students in the first four years of study (two for MSc, three for MPhil) can be reimbursed. Available forms can be obtained from the CSEE Finance Office in Room 1NW.3.7

7.4 Tier 4 information

If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a **visa** to enter or remain in the UK to study. The type of visa you need to apply for will depend

on your personal circumstances, proposed study and where you are applying from. Find out more on the University's website at: www.essex.ac.uk/immigration/

7.5 On-campus facilities

There is a broad range of **facilities** to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, three banks, a general store run by the Students' Union, a printing and copy centre, market stalls each Thursday, a Post Office, launderettes, and much, much more. Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.

www.essex.ac.uk/students

www.essex.ac.uk/welcome

7.6 Graduation



The culmination of all your hard work, **Graduation** ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:

www.essex.ac.uk/students/graduation/default.aspx

8. Skills, Employability and ExperienceError! Bookmark not defined.

8.1 Employability and Careers Centre

Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time job vacancies.

www.essex.ac.uk/careers

8.2 Learning Languages at Essex

Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, so look online to discover the best option for you.

<http://www.essex.ac.uk/study/why/languages.aspx>

8.3 Talent Development Centre

Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be.

www.essex.ac.uk/students/study-resources/tdc/

8.4 Career Hub

Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal.

www.essex.ac.uk/welcome/careerhub

8.5 Frontrunners

Frontrunners is the on-campus work placement scheme, and one of the best ways to enrich Frontrunners is our unique placement scheme for students. We'll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We'll even give you on-the-job training and pay you, too.

www.essex.ac.uk/welcome/frontrunners

8.6 Student Ambassadors

Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term.

www.essex.ac.uk/careers/job_hunting/on_campus

8.7 Volunteering

There are plenty of opportunities to **volunteer** during your time at Essex. The Students' Union runs the vTeam, which is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.

www.essex.su/vteam

8.8 Big Essex Award

This is the University's **employability award** and will help you stand out from the crowd and get University recognition for all your extra-curricular experience.

www.essex.ac.uk/careers/bige

8.9 Essex Interns

Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package.

www.essex.ac.uk/careers/internships



9. You Matter: Health, Welfare, Support and Safety

9.1 Student Services Hub

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go. Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you'll get answers from our team of experts.

Colchester email: askthehub@essex.ac.uk

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre can listen and talk you through the issues.

<http://www.essex.ac.uk/fees-and-funding/money/> <http://www.essexstudent.com/advice/money/>

9.2 Harassment advisory network, dignity and respect



We are Essex. We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.

www.essex.ac.uk/equality

www.essex.ac.uk/equality/harassment

www.essex.ac.uk/students/new

9.3 Faith groups

We're proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

www.essex.ac.uk/students/experience/mfc

9.4 Nightline

Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we're always willing to listen. From tea and toast to campbeds, whether you're waiting for a taxi, need a revision break, or just want to chat, pop in or call us.

www.essex.ac.uk/students/health-and-wellbeing/nightline



9.5 Health and safety on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.

<http://www.essex.ac.uk/students/experience/safety>

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

www.essex.ac.uk/students/experience/safety.aspx

www.essexstudent.com/services/safety_bus

www.essex.ac.uk/students/campus/emergency.aspx

www.essex.ac.uk/ohsas/fireSafety/peep.htm

9.6 Residence Life

Our Residence Life team is here to help you settle in and support you during your time living on campus.

Each residents' assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus they can help if you've got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.

www.essex.ac.uk/accommodation/support/reslife

9.7 Health Centre

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor.

www.rowhedgesurgery.co.uk

www.nhs.uk

9.8 Students' Union Advice Centre

Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex.

www.essex.su/advice

suadvice@essex.ac.uk

01206 874034

9.9 University Privacy Statement

Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: 'How to access your personal data'.

www.essex.ac.uk/site/privacy_policy

www.essex.ac.uk/records_management/request

Section 4: Essex Matters

10. The Essex Experience

10.1 The Essex Student Charter

Our **Student Charter** is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community.

www.essex.ac.uk/students/experience/charter

10.2 Freedom of speech policy and the Code of Conduct

For regulations relating to the **Code of Student Conduct**; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University's website and is updated annually.

www.essex.ac.uk/students/study-resources/handbooks

www.essex.ac.uk/about/governance/regulations/code-conduct.aspx

10.3 Essex Spirit, social media and other channels of communication with students

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin.

<http://blogs.essex.ac.uk/essexspirit/>

www.essex.ac.uk/students/new/

We have more than 60 Facebook pages, including one for each department. We're also on Twitter.

www.facebook.com/uniofessex/

https://twitter.com/Uni_of_Essex

Our 'What's on?' calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex.

<http://www.essex.ac.uk/events>

10.4 Students' Union

We're famous for our **Students' Union** at Essex, and for good reason. Here you're not just a member of a normal Students' Union, you're part of a family. We can offer advice and support on all matters that concern students. We've given students the tools to set up over 90 societies for anything they want. And if you're into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what



University of Essex

drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we'll do our absolute best to get it in stock for you ASAP.

Say hello at essex.su

10.5 Alumni

Your time will fly by. But Essex is forever, not just for a few years, and you'll be part of this place for life. When you graduate, you'll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch.

alumni.essex.ac.uk/home

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