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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) to all of you who are starting, or, perhaps returning to, their postgraduate research graduate 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.

CSEE- making something wonderful

Professor Anthony Vickers
Head of School
Room: 1N1.3.2
Telephone: 2876
1.1. Term Dates, Calendar and Academic Week Numbers

Information relating to the University’s term dates for students can be found at https://www.essex.ac.uk/governance/key-dates

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: https://moodle.essex.ac.uk/course/view.php?id=7106&section=4

1.3 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.

1.4 Student Responsibilities

Professional doctorate students have a responsibility to:

- Read the documentation provided, including the regulations for your degree, this Code of Practice and details of the departmental supervisory arrangements.
- Attend meetings with your supervisors and Supervisory Panels as arranged, and prepare adequately for them, notifying your supervisor in the event of unavoidable absence.
- Keep in regular contact with your supervisor. Students and supervisors are required to communicate, whether face-to-face or by electronic means, to engage in discussion/review of the student's work and progress at least once a month (and bi-monthly for part-time students).
- Provide updates on progress as outlined in the Progress and Appeals Procedures for Research Degree Students
- Carry out, as far as possible, the work agreed with your supervisor and submit written work as agreed so that you meet the required milestones.
- Familiarise yourself with the departmental milestones for your degree and the requirements for your chosen thesis format. The milestones are designed to help you submit your thesis by the deadline and are used to assess your progress during your period of study. The milestones will be considered at your
RSPB which takes place twice a year (or equivalent for part-time students). It’s important you review your milestones regularly to ensure you’ll be ready to submit your thesis by the required date.

- Familiarise yourself with University and subject-specific guidelines on ethical research, including data protection matters, and with health and safety and intellectual property regulations and obtain ethical approval as appropriate.
- Familiarise yourself with the expectations and conventions regarding academic referencing other people’s work.
- Attend any research training and generic skills courses as agreed with your supervisor
- As requested, submit reports on progress to professional practice and research supervisors, Supervisory Panels, or the departmental Research Students’ Progress Board.
- Keep a record of your personal progress, including a copy of agreed training needs, courses that need to be attended and when they are attended. This may take the form of a log book or research portfolio to be signed off by your supervisor.
- Inform the relevant supervisor promptly if there are any specific needs or circumstances likely to affect your work. Notify the Supervisory Panel/Research Students’ Progress Board in writing of any extenuating circumstances that you believe have significantly affected your performance.
- Discuss any supervisory problems with your supervisor or the Head of Department. Alternatively, if you feel unable to talk to a member of the departmental staff, please contact the Postgraduate Research Education Team to discuss the concerns. Any discussions will remain confidential if requested. Students may request a change of supervisor but should note that it may not always be possible for suitable alternative arrangements to be made.
- You must present your thesis for examination by the end of the final term of your minimum period or completion period, depending on your programme of study.
- A request for an extension of up to two weeks to the submission deadline may be made. Requests must be made to the Postgraduate Research Education Team in advance of the deadline. If granted an extension, you will not be expected to register or pay the prescribed fee for that two week period.
- If you fail to present your thesis for examination by the deadline, you will be deemed to have withdrawn permanently from the University and from your research degree, unless you are permitted an exceptional further period of completion.
- Extenuating circumstances that affect your ability to submit your thesis by the agreed deadline will be considered by the Dean on a case-by-case basis.
- Familiarise yourself with the guidelines on thesis submission and with the examination process, and ensure that you are prepared for your viva.

In addition to the above requirements, Professional Doctorate students should:

- Attend lectures and seminars for taught modules and attend meetings with their professional practice supervisor.
- Complete the work required for your taught modules
- Maintain a professional practice portfolio which forms part of the assessment for the degree.
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: [https://www.essex.ac.uk/departments/computer-science-and-electronic-engineering/people/academic](https://www.essex.ac.uk/departments/computer-science-and-electronic-engineering/people/academic)
- Details of staff research areas: [http://www.essex.ac.uk/csee/research/interests.aspx](http://www.essex.ac.uk/csee/research/interests.aspx)

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

<table>
<thead>
<tr>
<th>Head of School:</th>
<th>Professor Anthony Vickers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Postgraduate Research Studies</td>
<td>Dr Steve Sangwine</td>
</tr>
<tr>
<td>Director of Education</td>
<td>Dr John Woods</td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>Dr Nick Zakhleniuk</td>
</tr>
<tr>
<td>Disability Liaison Officer &amp; Inclusivity Lead</td>
<td>Dr Francisco Sepulveda</td>
</tr>
</tbody>
</table>

2.2 School Administrative Staff

If you have any queries relating to your department or course of study, please contact Mrs Claire Harvey Postgraduate Research Administrator (Tel: 01206 874379 Email: [csee-schooloffice@essex.ac.uk](mailto:csee-schooloffice@essex.ac.uk)):

Please use the link below to access full information on School administrative staff:

[https://www.essex.ac.uk/departments/computer-science-and-electronic-engineering/people/professional-services](https://www.essex.ac.uk/departments/computer-science-and-electronic-engineering/people/professional-services)

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
Wivenhoe Park
Colchester CO4 3SQ

Direct tel: 01206 872770 Email: [csee-schooloffice@essex.ac.uk](mailto: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 nine laboratories and teaching facilities for the exclusive use of Computer Science and Electronic Engineering students – including four computer laboratories, an electronics hardware laboratory, an embedder systems laboratory, and a robot arena. Laboratory sizes, between twelve 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, subject to published opening hours, 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.

Support from Graduate Laboratory Assistants (GLAs) in practical’s
In your practical lab sessions you and the Lecturer will sometimes be supported by Graduate Laboratory Assistants (GLAs). These may be technicians, postgraduate students or research staff from the School. The postgraduate students are trained and briefed before each practical. They are not there to carry out the work for you or to provide you with the answers, but they are there to help, to answer technical and scientific questions, and to check and aid your understanding. They will also check that you have tidied up your bench space before you leave the laboratory.

GLAs may mark some of your practical work. They receive training in marking and are given model answers and marks schemes to ensure consistency. The Lecturer retains overall control of the marking process and moderates the final marks. If you have concerns about the GLAs, either relating to their marking and feedback in your work or in the practicals, you should contact the Module Supervisor in the first instance.

2.4.1 Laboratory Opening Times

Laboratory opening times are given in the table ‘Teaching Laboratory Opening Times’, which appears on the following pages. 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 at 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 restart 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.

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: -  https://www1.essex.ac.uk/it/ The recommended wireless network service is Eduroam.

Please note it is a student conduct 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.

### 2.4.2 List of Teaching Laboratory Opening Times

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Room No</th>
<th>Capacity</th>
<th>Information</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Laboratory (Lab 1)</td>
<td>5.512</td>
<td>77</td>
<td>Used for general computing.</td>
<td>Software Laboratory (Lab 1)</td>
</tr>
<tr>
<td>[24 hours, 7 days]</td>
<td></td>
<td></td>
<td>Technician: Jayne Bates</td>
<td>[24 hours, 7 days]</td>
</tr>
<tr>
<td>Software Laboratory 2 (Lab 2)</td>
<td>5.518</td>
<td>33</td>
<td>Used for general computing.</td>
<td>Software Laboratory 2 (Lab 2)</td>
</tr>
<tr>
<td>[24 hours, 7 days]</td>
<td></td>
<td></td>
<td>Technician: Bob Self</td>
<td>[24 hours, 7 days]</td>
</tr>
<tr>
<td>CCFEA - Laboratory (Lab 3)</td>
<td>5.517</td>
<td>25</td>
<td>Used for by CCFEA for general computing.</td>
<td>CCFEA - Laboratory (Lab 3)</td>
</tr>
<tr>
<td>[24 hours, 7 days]</td>
<td></td>
<td></td>
<td>Technician: Bob Self</td>
<td>[24 hours, 7 days]</td>
</tr>
<tr>
<td>Networks Laboratory (Lab 4)</td>
<td>4B.530</td>
<td>52</td>
<td>CISCO networking courses and general computing.</td>
<td>Networks Laboratory (Lab 4)</td>
</tr>
<tr>
<td>[9am – 7pm, weekdays]</td>
<td></td>
<td></td>
<td>Technician: Simon Moore</td>
<td>[9am – 7pm, weekdays]</td>
</tr>
<tr>
<td>Networks Laboratory (Lab 6)</td>
<td>4B.531</td>
<td>25</td>
<td>General computing.</td>
<td>Networks Laboratory (Lab 6)</td>
</tr>
<tr>
<td>[9am – 7pm, weekdays]</td>
<td></td>
<td></td>
<td>Technician: Simon Moore</td>
<td>[9am – 7pm, weekdays]</td>
</tr>
<tr>
<td>Intelligent Games Research Laboratory</td>
<td>3.516</td>
<td>NA</td>
<td>Robotics and Games research laboratory. Access is limited to scheduled teaching sessions and by prior arrangement.</td>
<td>Intelligent Games Research Laboratory</td>
</tr>
<tr>
<td>[Scheduled Classes]</td>
<td></td>
<td></td>
<td></td>
<td>[Scheduled Classes]</td>
</tr>
<tr>
<td>Open Access and Projects Laboratory (Lab 7)</td>
<td>3.511</td>
<td>45</td>
<td>Not timetabled. Accessible to all students for own study and project work.</td>
<td>Open Access and Projects Laboratory (Lab 7)</td>
</tr>
<tr>
<td>[24 hours, 7 days]</td>
<td></td>
<td></td>
<td>Technician: Bob Self</td>
<td>[24 hours, 7 days]</td>
</tr>
<tr>
<td>Embedded Systems Laboratory (Lab 8 &amp;9)</td>
<td>1NW.2.10</td>
<td>44</td>
<td>Electronic equipment, and access to project workbenches and machines.</td>
<td>Embedded Systems Laboratory (Lab 8 &amp;9)</td>
</tr>
<tr>
<td>[9am – 5pm, weekdays]</td>
<td></td>
<td></td>
<td>Technician: Malcolm Lear</td>
<td>[9am – 5pm, weekdays]</td>
</tr>
<tr>
<td>Clean Room</td>
<td>1NW.1.2</td>
<td>N/A</td>
<td>Users receive training before access is allowed. Access is by</td>
<td>Clean Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Laboratory Room

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Room No</th>
<th>Capacity</th>
<th>Information</th>
<th>Laboratory</th>
<th>Room No</th>
</tr>
</thead>
<tbody>
<tr>
<td>[by appointment, weekdays]</td>
<td></td>
<td></td>
<td>prior arrangement and technician supervised.</td>
<td>[by appointment, weekdays]</td>
<td></td>
</tr>
<tr>
<td>Robot Arena</td>
<td>1N1.2.1</td>
<td>12</td>
<td>Robots plus workstations with a software build for robotics usage.</td>
<td>Robot Arena</td>
<td></td>
</tr>
<tr>
<td>[9am – 5pm, weekdays]</td>
<td></td>
<td></td>
<td>technician supervised.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2.4.3 Technical Support and Resources

The Computer and Electronic Systems Manager, Mr Ian Dukes, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
<th>Phone Extension</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian Dukes</td>
<td>Computer and Electronic Systems Manager with overall responsibility for teaching laboratories</td>
<td>2474</td>
<td><a href="mailto:idukes@essex.ac.uk">idukes@essex.ac.uk</a></td>
</tr>
<tr>
<td>*Bob Self</td>
<td>Software Build and Projects</td>
<td>2908</td>
<td><a href="mailto:rpself@essex.ac.uk">rpself@essex.ac.uk</a></td>
</tr>
<tr>
<td>Simon Moore</td>
<td>Linux and Systems Programming Network Laboratory</td>
<td>2920</td>
<td><a href="mailto:moors@essex.ac.uk">moors@essex.ac.uk</a></td>
</tr>
<tr>
<td>*Jayne Bates</td>
<td>CAD and Multimedia</td>
<td>2909</td>
<td><a href="mailto:jayne@essex.ac.uk">jayne@essex.ac.uk</a></td>
</tr>
<tr>
<td>Robin Dowling</td>
<td>Robotics technician</td>
<td>4066</td>
<td><a href="mailto:dowlr@essex.ac.uk">dowlr@essex.ac.uk</a></td>
</tr>
<tr>
<td>Malcolm Lear</td>
<td>Electronics and Embedded Systems technician</td>
<td>2149</td>
<td><a href="mailto:malcolm@essex.ac.uk">malcolm@essex.ac.uk</a></td>
</tr>
<tr>
<td>Paul Vincent</td>
<td>Project Mechanical technician</td>
<td>2392</td>
<td><a href="mailto:pvincent@essex.ac.uk">pvincent@essex.ac.uk</a></td>
</tr>
</tbody>
</table>

* Part time staff
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: https://www1.essex.ac.uk/it/about/acceptable-use-policy/default.aspx

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 (Emergency number 2222).

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 Computer and Electronic 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 located in Laboratory 7. 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 Jayne Bates in room 5.509, adjacent to Computer Laboratory One.

Hardware Projects
Students who need to purchase electronic components for their project should place their order through the relevant laboratory technician, Robin Dowling (Robotics), or Malcolm Lear (Embedded Systems).

Please select the required components using the online catalogue provided by one of the University approved suppliers; OneCall (Farnell) or RS Components. If the component required is not available seek the advice of the technicians, who can often find a suitable supplier or recommend an alternative item. The lead time for in-stock components is typically two weeks, but some specialised components can take longer to source so remember to order well in advance.

Please note that University purchasing regulations do allow purchasing from Ebay, but only under very strict guidance and must be approved from the Computer and Electronic Systems Manager. Only in the most exceptional circumstances should students order or supply components themselves. Such cases must be approved in advance by the Computer and Electronic Systems Manager. Students are not entitled to reclaim costs for unapproved purchases.

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 writeable 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 5Tb disk storage for all students. 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
Printers
There are laser printers in each laboratory, and in addition laser printer output is available from the Computing Service Help Desk, including colour output. Payment for printing is by voucher or online credit card payment, as detailed at https://www1.essex.ac.uk/it/

It is a University regulation that the cost of production of project reports, dissertations and theses is the candidate’s responsibility (Regulations 3.31, 4.14). If you wish to submit laser printed final copy (single-sided), you must pay for that yourself.

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.

Microsoft Imagine
The School is a member of Microsoft Imagine, a 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. Office is available to students from IT Services.

You will need to register in order to use this facility, which you can do from the Microsoft Imagine web site at:-


You must register with Microsoft Imagine using your full Essex email address. Login details will be confirmed to you by Microsoft following registration.
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
In addition to your Academic Tutor (see section 2.5), the School has a Senior Tutor and a Disability Liaison Officer, who may be contacted by any student at any time during School hours for help or advice (see contact details below).

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Tutor</td>
<td>1NW.4.14</td>
<td>01206 87(4248)</td>
<td><a href="mailto:naz@essex.ac.uk">naz@essex.ac.uk</a></td>
</tr>
<tr>
<td>Dr Nick Zakhleniuk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Liaison Officer</td>
<td>4.516</td>
<td>01206 87(4151)</td>
<td><a href="mailto:fsepulv@essex.ac.uk">fsepulv@essex.ac.uk</a></td>
</tr>
<tr>
<td>Dr Francisco Sepulveda</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students seeking advice on any kind of problem, whether personal or academic, may also contact the relevant Year Administrator, the School Manager or the relevant Year Supervisor. We are here to help so please contact us.

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 3: Academic Matters

3. Academic Matters

3.1 Brief Statement about Learning, Teaching and the Nature of Doctoral Studies

As a postgraduate research student you are responsible for your own learning and development. This means that we expect you to be self-motivated and disciplined in your studies, but also, if you experience any difficulties you should be proactive in raising these with your supervisor. For a PhD student, what are most important to success are NOVEL and SIGNIFICANT contributions of the thesis work to the chosen research field.

3.2 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.

3.3 Moodle, ORB and FASER

Our [online resource bank (ORB)](www.essex.ac.uk/it/services/learning-technology/) stores important module materials such as reading lists and past exam papers.

We use [Moodle](https://faser.essex.ac.uk) 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 and wikis.

[FASeR](https://faser.essex.ac.uk) is our [online coursework submission and feedback system](https://faser.essex.ac.uk). Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

3.4 Registration, Intermitting, Changes to Degree Title

All new students and returning students must [register](https://www.essex.ac.uk/esf/) 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, 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/](https://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 Postgraduate Research Education team 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 period of study 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

### Periods of study

<table>
<thead>
<tr>
<th>Research degree</th>
<th>Mode</th>
<th>Students first registered between 2008-09 to 2017-18</th>
<th>Students first registered from 2018-19 onwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters by Dissertation (MA or MSc)</td>
<td>FT</td>
<td>Minimum: One year, Maximum: Two years</td>
<td>Standard: One year, Completion: Up to one year</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Two years, Three years</td>
<td>Two years, Up to one year</td>
</tr>
<tr>
<td>Master of Philosophy (MPhil)</td>
<td>FT</td>
<td>Two years, Three years</td>
<td>Two years, Up to one year</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Four years, Five years</td>
<td>Four years, Up to one year</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>PT only</td>
<td>Two years, Three years</td>
<td>Two years, Up to one year</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>FT</td>
<td>Three years, Four years</td>
<td>Three years, Up to one year</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Six years, Seven years</td>
<td>Six years, Up to one year</td>
</tr>
<tr>
<td>Doctor of Philosophy Integrated (PhD)</td>
<td>FT</td>
<td>Four years, Five years</td>
<td>Four years, Up to one year</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Eight years, Nine years</td>
<td>Eight years, Up to one year</td>
</tr>
<tr>
<td>Professional Doctorate (PhD)</td>
<td>FT/PT</td>
<td>See individual programmes</td>
<td>See individual programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See individual programmes</td>
</tr>
</tbody>
</table>
3.5 School Policies, Procedures and Guidelines for Research Students

3.5.1 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 the standard 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 supervisory panel 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 standard timescale (3 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 (Postgraduate Research Education).

All supervisory panel reports are assessed and feedback is provided to the student. Reports generated by the supervisory board meetings are considered by the School’s Research Students’ Progress Board (RSPB) 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 Graduate Laboratory Assistants. 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 progress reports/research proposal, which is dependent upon the milestone that you would be currently within. You will be required to submit these documents during your period of research. All student deliverables are required to be submitted via the university online coursework 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 39-40.

3.5.2 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 Director of Postgraduate Studies 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 Postgraduate Research Education Team.

3.5.3 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.

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.
3.5.4 Supervisory Panel Meetings

The system of Supervisory Panel meetings is intended to give the student an independent perspective on the progress of their 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 Panel Meetings helpful in developing their research projects.

Every student enrolled for a PhD, MPhil or MSc by Research requires a Supervisory Panel, composed of a Supervisory Panel Chair, with two other members of academic staff, one of whom will normally be the Supervisor(s). Panel 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 Panel. Supervisory Panel Meetings must meet with full-time students at least twice every year to monitor a student’s progress and to meet with part-time students once a year. Normally these meetings will be held in the month before the meetings of the Research Students’ Progress Board (RSPB); however, in cases where there is cause for concern about a student's progress, meetings may be held more frequently.

The Supervisory Panel Chair is ultimately responsible for arranging Panel 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 RSPB meeting either by arranging for an earlier meeting or exceptionally inviting additional/substitute academic members on to the Panel before the Supervisory Panel Meeting, by the published deadline for all students, or by a deadline notified to an individual.

Due to the large number of Supervisory Panel meetings to be held within a short space of time (usually 2 weeks), each meeting is scheduled to last for 1 hour, including the completion of the Panel’s report. It is therefore important for students to be prepared with a short presentation and to answer questions concisely.

Traffic light progress indicators

All Postgraduate Research Students in CSEE will be assigned a progress indicator using a traffic light system (red/amber/green colour code) by the Research Students Progress Board (RSPB) following each Supervisory Panel (SP) meeting. The indicators are as shown in the following table. (Durations in the table refer to full-time students. For part-time students the durations must be doubled.)

Research students normally have a SP meeting every six months (for full-time students). However, the School holds these meetings every 3 months (December/March/June/August) in order to monitor the progress of students who are scheduled for additional meetings, or second attempts at a milestone.
<table>
<thead>
<tr>
<th>Colour code</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green *</td>
<td>Your progress is good or excellent. A star indicates that progress is excellent or exceptional. Your next progress review point will be as scheduled by the standard milestones (i.e. normally after 6 months). The SP may make recommendations to you, but these take the form of advice and are not to be regarded as cause for concern.</td>
</tr>
<tr>
<td>Green</td>
<td>Your SP and/or the RSPB has some concerns about your progress (these concerns will be made explicit to you, and progress against them will be assessed at the next milestone). Your next progress review point will be as scheduled by the standard milestones (i.e. normally after 6 months). An amber indication means that you proceed (i.e. you have met the criteria for the milestone) but there are issues which you need to address.</td>
</tr>
<tr>
<td>Amber</td>
<td>Your SP and/or the RSPB has serious concerns about your progress (these concerns will be made explicit to you). You will automatically be scheduled for an additional SP meeting after 3 months, and the SP at this meeting will want to see that you have addressed the serious concerns. A red indication will result automatically from a failure to meet any of the criteria for a milestone. You will have a second and final attempt at meeting the criteria for the milestone at the next SP after three months.</td>
</tr>
</tbody>
</table>

**Student Deliverables**
The student will submit documents showing progress (dependant on the milestone reached) 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. Panel members will access and read these documents before the meeting. During the meeting, the student will usually give a short presentation on recent progress.

**Supervisory Panel Report**
The Panel will then ask questions pertaining to past and future work on the research project. In consultation with the other Panel members, the Supervisory Panel Chair will complete a Supervisory Panel 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 Panel Report will be considered by the next Research Students’ Progress Board (RSPB) at the Board's quarterly progress review meetings.
3.5.5 Research Students’ Progress Board

The School’s Research Students’ Progress Board has three main responsibilities:

- To monitor the progress of research students and make appropriate recommendations to the student, Supervisor, Supervisory Panel 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 Board 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 Board may convene at other times of the year at the request of the Postgraduate Research Director or Director of Research.

The Board considers students’ Supervisory Panel 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 Board 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 in person.

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 Panel meeting be held.

At the end of the standard 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 term, to be decided a term at a time, as a completion 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 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 period of study be
granted, in which case the standard student will be liable to pay full-time tuition fees for the period of the extension. The granting of an extension to the standard period does not mean that an extension to the maximum period is automatic.

3.5.6 Study Programme for Research Students

For each scheme of study by research there is an approved study period. During the standard 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 standard period.

The standard period of full-time study for research degrees are as follows (in each case one further year at the most, 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 standard 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.

3.5.7 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 Panel 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 also section 6.2 pg 44).

Mechanisms are in place to allow for such eventualities, support is available, and the standard 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.
3.5.8 Confirmation of PhD Status

PhD students register for a standard 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 Panel meeting of the year will be the Confirmation Panel (end of 15 months). The Panel will review the submitted 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 Panel can make the following recommendations to the Research Students’ Progress Board (and the RSPB, subsequently, to the Deputy Dean):

- Confirm PhD status
- Defer a decision to the second Panel held 3 months later
- 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 standard period will be unchanged. Following Confirmation, students will continue to have at least two Supervisory Panels each year and the full range of decisions regarding progress will remain open to the Panel (i.e. confirmation is not a guarantee that a student will be permitted to enter Completion at the end of their standard 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 standard 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 18 months, from the start of registration ie 3 months. It is not permitted to have a third attempt at confirmation after the first confirmation panel.

If, following the second Confirmation Board, PhD status is not confirmed, then the Panel will recommend to the RSPB either continuation for MPhil or discontinuation. At this point, a student has a right of appeal against that decision. The RSPB’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.
3.5.9 The Period of Postgraduate 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). The following provides a general framework for a research study programme to be completed in the time normally expected for a given degree scheme.

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 technical skills: for example, special proof techniques, programming languages or software packages and experimental procedures.

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

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

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 Panel. The report will form the basis of the first Supervisory Panel 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 term (MRes)
A report of 1000-1500 words summarising progress made since the last Panel meeting. The report should be submitted to the Postgraduate Research Administrator and to the members of the Supervisory Panel via the electronic submission system, FASER, and will form the basis of the next Supervisory Panel 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 Year 1 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 RSPB.

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

**CPS: PhD confirmation progress review: progress report (10,000 words) due end of the 4th term**

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 Panel will be used by the RSPB 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 Panel members via FASer.

Over the remainder of this period progress will be assessed via a mixture of Quarterly Progress Reports, and Supervisory Panel 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 Panel meetings will expect to see an updated Cumulative Progress Summary.
electronic copy of the report should be submitted to the Postgraduate Research Administrator and Supervisory Panel 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 Panel will attend and provide feedback to the student and the RSPB.

**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 Panel members via FASer.

The Supervisory Panel meeting which takes place at the end of the 11th quarter of the minimum period is particularly important because, on the basis of the Supervisory Panel report, the RSPB 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 Panel 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 Panel meetings. However, the submission of an electronic version of the latest draft of the thesis/dissertation to the Panel members prior to the meeting will be required as this will form the focus for assessing progress. The Panel 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 Panels 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 30 – 39.
3.5.10 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 Board meets in early 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 RSPB. 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 RSPB 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.

3.6 EPSRC Centre for Doctoral Training in IGGI

**Doctoral Training in IGGI (Intelligent Games & Game Intelligence)**

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

PGR Milestones are used to ensure you are making sufficient progress during your studies and to keep you on track to submit within the standard period. At each Research Student Progress Board, your progress will be considered against the relevant milestones for your course. Your supervisor will talk you through the relevant milestones, however please ensure you refer to them on a regular basis. The relevant milestones for your course can be found here and at the link here: *****Link to come shortly*****

3.71 (MPhil/PhD) for students with a start date before October 2018

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverable*</th>
<th>Target Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Topic Chosen</td>
<td>A brief (50 word) description of the general research topic.</td>
</tr>
<tr>
<td>M2</td>
<td>Supervisory board Research Proposal Review</td>
<td>First report: outline research proposal (1000 words)</td>
</tr>
<tr>
<td>M3</td>
<td>Supervisory board Full Progress Report and Progress to Year 2</td>
<td>Full research proposal (5000 words) including</td>
</tr>
<tr>
<td>M4</td>
<td>Quarterly progress review</td>
<td>The student should refine their M3 research proposal (7000 words):</td>
</tr>
<tr>
<td></td>
<td>Students should demonstrate an ability to analyse in depth, and critically evaluate, key published work, and should have made some initial progress on the topic.</td>
<td>• Focus on key literature with critical and in depth analysis • Clearly identify the major research questions which have not been addressed by others</td>
</tr>
<tr>
<td>Milestone</td>
<td>Deliverable*</td>
<td>Target Time</td>
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<tr>
<td>-----------</td>
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<td>-------------</td>
</tr>
<tr>
<td>experimental or theoretical work that will lead to the dissertation.</td>
<td>Describe the investigative approach</td>
<td>term for January starters and end of Spring term for April starters.</td>
</tr>
<tr>
<td><strong>M5</strong> Supervisory board</td>
<td>Full progress report (10,000 words)</td>
<td>End of 5th quarter, i.e., end of Autumn term for October starters, end of Spring term for January starters and mid 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)</td>
</tr>
<tr>
<td><strong>M5.5</strong> Supervisory Board</td>
<td>Quarterly Progress Summary report indicating:</td>
<td>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.</td>
</tr>
<tr>
<td><strong>M6</strong> Supervisory board</td>
<td>Quarterly Progress Summary report indicating:</td>
<td>End of 9th quarter, i.e., end of Autumn term for October</td>
</tr>
<tr>
<td><em>Deliverable</em> refers to the following:</td>
<td>- Describe the investigative approach</td>
<td>- Progress against milestones</td>
</tr>
<tr>
<td></td>
<td>- Identify significant milestones and a plan for achieving them</td>
<td>- Factors influencing progress</td>
</tr>
<tr>
<td></td>
<td>- Identify resources needed</td>
<td>- Aims for next period, revision of work plan</td>
</tr>
<tr>
<td></td>
<td>- List Proficio and other courses attended</td>
<td>- New milestones and plans for the next period</td>
</tr>
<tr>
<td></td>
<td>- Full progress report (10,000 words)</td>
<td>- Updated literature review</td>
</tr>
<tr>
<td></td>
<td>- Evidence of appropriate academic writing standard</td>
<td>- Updated report to address</td>
</tr>
<tr>
<td></td>
<td>- Full literature review including an in-depth discussion/critique of key published work.</td>
<td>- Summary of experimental/theoretical work</td>
</tr>
<tr>
<td></td>
<td>- Revised proposal indicating the main aspects that will be addressed in relation to published work.</td>
<td>- Updated report to address</td>
</tr>
<tr>
<td></td>
<td>- Full report of experimental/theoretical work to date</td>
<td>- Summary of experimental/theoretical work</td>
</tr>
<tr>
<td></td>
<td>- Account of any problems encountered</td>
<td>- Updated literature review</td>
</tr>
<tr>
<td></td>
<td>- A thesis outline</td>
<td>- List Proficio and any other courses attended and identify courses required in the future.</td>
</tr>
<tr>
<td></td>
<td>- Revised plan of work for remaining period of study</td>
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</tbody>
</table>
### Milestone

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverable*</th>
<th>Target Time</th>
</tr>
</thead>
</table>
| 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. | work plan, thesis plan  
- Publication plans of research outputs  
- Updated report to address  
- Summary of experimental/theoretical work  
- Updated literature review  
Departmental research seminar or presentation at CEEC conference to take place if appropriate. | starters, end of Spring term for January starters and mid Summer term for April starters. |
| M7 Supervisory board  
**KEY PROGRESS REVIEW**  
**Completion plan**  
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 some thesis chapter drafts. | The student has written evidence of the completion of:  
- 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. Departmental research seminar or presentation at CEEC conference to take place if appropriate. | 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)* |
| Completion  
**Students must submit their thesis within 4 years.** | 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 |
### 3.7.2 MPhil Milestone Schedule - for students with a start date before October 2018

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverable</th>
<th>Target Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>M4.5</td>
<td>Revised plan for MPhil.</td>
<td>Post Key Review: MPhil/PhD students who are not confirmed PhD at Key Review point.</td>
</tr>
<tr>
<td></td>
<td>Revised plan for remaining period:</td>
<td></td>
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<tr>
<td></td>
<td>◦ Identification of key remaining work and timetable for completing this with milestones (to be discussed with the supervisor).</td>
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<tr>
<td></td>
<td>◦ Thesis write-up plan to include outline of thesis, chapter headings and timetable for completion.</td>
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<tr>
<td></td>
<td>◦ Plan for publication of research output</td>
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<tr>
<td></td>
<td>◦ List Proficio and any other courses attended</td>
<td></td>
</tr>
<tr>
<td>M4.6</td>
<td>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</td>
<td>7th quarter.</td>
</tr>
<tr>
<td></td>
<td>Progress report indicating:</td>
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</tr>
<tr>
<td></td>
<td>◦ Progress against previously stated milestones</td>
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<tr>
<td></td>
<td>◦ Completed literature review thesis chapter</td>
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<tr>
<td></td>
<td>◦ Detailed chapter plans for remainder of thesis.</td>
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<tr>
<td></td>
<td>◦ Publication of research output.</td>
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<tr>
<td></td>
<td>◦ List Proficio and any other courses attended</td>
<td></td>
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</tbody>
</table>

### 3.7.3 MSc by Dissertation Pathway - for students with a start date before October 2018

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverable*</th>
<th>Target Time¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSD M1</td>
<td>Topic Chosen</td>
<td>Term 1 (2nd week )</td>
</tr>
<tr>
<td></td>
<td>A brief (50 word) description of the general research topic.</td>
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<tr>
<td>MSD M2</td>
<td>Supervisory Board</td>
<td>End of 1st quarter</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>Detailed Proposal: (3000 words)</td>
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<td></td>
<td>◦ Detailed literature survey</td>
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<td></td>
<td>◦ Academic writing must be of standard and ability expected at Masters by dissertation level, including adequate referencing and language skills.</td>
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<tr>
<td></td>
<td>◦ Detailed research plan</td>
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<tr>
<td></td>
<td>◦ Research plan should</td>
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<tr>
<td></td>
<td>◦ clearly state what the questions to be addressed are and why they are significant</td>
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<tr>
<td></td>
<td>◦ describe the approach to be used to investigate them</td>
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<tr>
<td></td>
<td>◦ indicate how success of project may be evaluated</td>
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</tr>
<tr>
<td></td>
<td>◦ identify significant milestones</td>
<td></td>
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<tr>
<td></td>
<td>◦ identify resources needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Identify Proficio courses to attend to acquire necessary skills</td>
<td></td>
</tr>
<tr>
<td>MSD M3</td>
<td>Supervisory Board</td>
<td>End of 3rd quarter</td>
</tr>
<tr>
<td></td>
<td>By this stage the investigative work should be essentially complete. A detailed thesis plan should be</td>
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<tr>
<td></td>
<td>Progress report (1000-1500 words) including:</td>
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<td></td>
<td>◦ Summary of progress achieved</td>
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</tr>
<tr>
<td></td>
<td>◦ Account of any problems encountered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◦ Detailed thesis plan</td>
<td></td>
</tr>
</tbody>
</table>

¹ (Carried over to 4th quarter if necessary at which point all investigative work must be complete.)
produced, and perhaps some chapter drafts.

- Timetable for completing the remaining writing.
- List Proficio and any other courses attended

investigative work must be complete.)
### 3.7.4 School of CSEE: Milestones for PhD Students (from October 2018/19 entry)

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>M0: First Supervisory Panel.</td>
<td>A: Ability to write and speak coherently about the proposed research and its context.</td>
<td>Brief technical report on the work done so far, including familiarisation and technical tools.</td>
<td>By end of Term 1 for full-time students; Term 2 for part-time students.</td>
</tr>
<tr>
<td></td>
<td>B: Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>Training Needs Analysis.</td>
<td></td>
</tr>
<tr>
<td>M1: Progress to Year 2 (or equivalent for part-time students)</td>
<td>A: Re-assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>Proficio courses attended and plan for further courses to attend.</td>
<td>By end of Term 3 for full-time students; Term 6 for part-time students.</td>
</tr>
</tbody>
</table>
| | B: Choose/narrow down the research topic and demonstrate significance/impact of research. | Research Project Proposal, including (dependent on subject area):  
  - Central research problem/questions to be answered.  
  - Methodological considerations.  
  - Project plan, outlining objectives for each stage. | |
| | C: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | Detailed, realistic plan of work/timetable for Year 2. | |
| | D: Technical ability to be demonstrated by example. | Working prototype, demonstration, or simulation appropriate to the technical area of research, created substantially by the student and showing an appropriate level of technical competence. | |
| M2: Confirmation | A: Demonstrate understanding of chosen topic within the context of the field. | Critical review of the research literature relevant to the topic. | By Confirmation Board (Term 4 for full-time students; Term 7 for part-time students). |
| | B: Demonstrate the ability to produce work of the quality and quantity required to complete within the three year standard PhD period (six years for part-time students). | Evidence that academic writing is of standard and ability expected at PhD level, including adequate referencing and language skills. Suitable evidence is draft or submitted papers or a report. | |
| | C: Demonstrate novelty of research questions and show how to address them. | Draft or submitted papers, or discussion at the Supervisory Panel. | |
| M3: Progress from | A: Review training needs and | Training Needs Analysis to | |
| | | | |


<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 to Year 3 (or equivalent for part-time students)</td>
<td>knowledge required to continue with research project and complete the thesis.</td>
<td>be reviewed.</td>
<td>time students; Term 7 for part-time students; By end of Term 6 for full-time students; Term 12 for part-time students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Proficio courses attended and plan for further courses to attend.</td>
<td></td>
</tr>
<tr>
<td>B: Demonstrate work of the quality and quantity expected at the end of Year 2.</td>
<td></td>
<td>• Draft chapters/papers</td>
<td>By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students)</td>
</tr>
<tr>
<td>C: Review significance and impact of research and articulate output.</td>
<td></td>
<td>• Report on research undertaken to date</td>
<td></td>
</tr>
<tr>
<td>D: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M4: Year 3 (or equivalent for part-time students)</td>
<td>A: Ability to reflect on skills and knowledge development and its application to the research project</td>
<td>Training Needs Analysis</td>
<td>By the Term 7 progress board for full-time students; Term 15 for part-time students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research completed (experimental, empirical and theoretical work, where relevant)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft chapters/papers.</td>
<td>By the Term 7 progress board for full-time students; Term 15 for part-time students</td>
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<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Completed draft of chapters for supervisor(s)/supervisory board comment.</td>
<td>By interim Supervisory Board prior to submission/Term 7/8 for full-time students; Term 15 to16 for part-time students</td>
</tr>
<tr>
<td>C: Clear evidence of progress towards submission</td>
<td></td>
<td>• Plan of thesis (chapter headings and main subheadings)</td>
<td></td>
</tr>
<tr>
<td>If required:</td>
<td>A: Clear plan to submission</td>
<td>• Timeline of work needing to take place before submission</td>
<td>Timeline agreed by Supervisory Board.</td>
</tr>
<tr>
<td>MC: Request to enter Completion period</td>
<td></td>
<td>• Draft thesis or chapters.</td>
<td></td>
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</tbody>
</table>

As approved by CSEE RSPB 5 September 2018
### 3.7.5 School of CSEE: Milestones for MPhil Students (from 2018/19 entry)

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M0: First Supervisory Panel.</strong></td>
<td><strong>A:</strong> Ability to write and speak coherently about the proposed research and its context.</td>
<td>Brief technical report on the work done so far, including familiarisation and technical tools.</td>
<td>By end of Term 1 for full-time students; Term 2 for part-time students.</td>
</tr>
<tr>
<td></td>
<td><strong>B:</strong> Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>Training Needs Analysis.</td>
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</tbody>
</table>
| | **C:** Choose research topic and demonstrate significance/impact of research. | Research Project Proposal, including (dependent on subject area):  
- Central research problem/questions to be answered.  
- Methodological considerations.  
- Project plan, outlining objectives for each stage. | |
| **M1: Progress to Year 2 (or equivalent for part-time students)** | **A:** Re-assess training needs and knowledge required to undertake research project and complete the thesis. | Proficio courses attended and plan for further courses to attend. | By end of Term 3 for full-time students; Term 6 for part-time students. |
| | **B:** Demonstrate understanding of chosen topic within the context of the field. | Critical Literature Review (where relevant) | By end of year 1 SB and RSPB –(Term 3) for full-time students;  
By end of year 2 SB and RSPB – (Term 6) for part-time students. |
<p>| | <strong>C:</strong> Demonstrate the ability to produce work of the quality and quantity in order to complete an MPhil within the three year maximum period. | Evidence that academic writing is of standard and ability expected at MPhil level, including adequate referencing and language skills. Suitable evidence is draft or submitted papers or a report. | |
| | <strong>D:</strong> Demonstration of effective project management through the setting of research goals and prioritisation of activities. | Detailed, realistic plan of work/timetable for second year. | |
| | <strong>E:</strong> Technical ability to be demonstrated by example. | Working prototype, demonstration, or simulation appropriate to the technical area of research, created substantially by the student and showing an appropriate level of technical competence. | |
| <strong>M2: During Year 2 (or equivalent for</strong> | <strong>A:</strong> Review training needs and knowledge required to | Training Needs Analysis to be reviewed. | Term 4 for full-time students; |</p>
<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>part-time students)</td>
<td>continue with research project and complete the thesis.</td>
<td>• Proficio courses attended and plan for further courses to attend, as appropriate.</td>
<td>Term 8 for part-time students</td>
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<tr>
<td></td>
<td></td>
<td>• By end of Term 6 for full-time students; Term 12 for part-time students</td>
<td></td>
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<tr>
<td>B: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</td>
<td>Detailed, realistic completion plan.</td>
<td>By Supervisory Panel (Term 4 for full-time students; Term 6 for part-time students)</td>
<td></td>
</tr>
<tr>
<td>C: Demonstrate work of the quality and quantity expected for an MPhil at the end of Year 2 (or equivalent for part-time students)</td>
<td>• Research completed (empirical and theoretical work, where relevant)</td>
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<td>• Sufficient draft chapters/papers</td>
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<td></td>
<td></td>
<td>• Present research to students and staff at seminars/conference</td>
<td></td>
</tr>
<tr>
<td>If Required: MC: request to enter Completion Period</td>
<td>A: Clear evidence of progress towards submission</td>
<td>• Timeline of work needing to take place before submission</td>
<td>Timeline agreed by Supervisory board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft thesis or chapters.</td>
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</tbody>
</table>

3.7.6 School of CSEE: Milestones for Masters by Dissertation Students (from 2018/19 entry)

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSD1</td>
<td>A: Ability to write and speak coherently about the research and its context.</td>
<td>Brief technical report on the work done so far, including familiarisation and technical tools.</td>
<td>By end of Term 1 for full-time students; Term 2 for part-time students.</td>
</tr>
<tr>
<td></td>
<td>B: Assess training needs and knowledge required to undertake research project and complete the dissertation.</td>
<td>• Training Needs Analysis. • Plan for Proficio courses to be attended</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: Clarity research topic and demonstrate an understanding of topic and relevance to wider research</td>
<td>Research Project Description, including (dependent on subject area): • Central research problem/questions to be answered. • Project plan, outlining objectives for each stage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D: Technical ability to be demonstrated by example.</td>
<td>Working prototype, demonstration, or simulation appropriate to the technical area of research, created substantially by the student and showing an appropriate</td>
<td></td>
</tr>
<tr>
<td>Milestones</td>
<td>Criteria for progress</td>
<td>Deliverables</td>
<td>Deadline</td>
</tr>
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<tr>
<td>MSD2</td>
<td>A: Demonstrate the ability to produce work of the quality and quantity required to complete a Masters by Dissertation within the two year maximum period.</td>
<td>▪ Evidence that academic writing is of standard and ability expected at Masters by dissertation level, including adequate referencing and language skills. ▪ Critical literature review</td>
<td>▪ By end of year 1 SB and RSPB – (Term 3) for full-time students; ▪ By end of year 2 SB and RSPB – (Term 6) for part-time students.</td>
</tr>
<tr>
<td></td>
<td>B: Demonstrate work of the quality and quantity expected at the end of Year 1</td>
<td>▪ Detailed, realistic plan of work leading to submission ▪ Produce sufficient draft chapters/papers</td>
<td>▪ By end of year Supervisory Panel (Term 3 for full-time students; Term 6 for part-time students)</td>
</tr>
<tr>
<td>If Required MSDC: Request to enter Completion Period</td>
<td>A: Clear evidence of progress towards submission</td>
<td>▪ Timeline of work needing to take place before submission</td>
<td>Timeline agreed by Supervisory board.</td>
</tr>
</tbody>
</table>

As approved by CSEE RSPB 5 September 2018
3.8 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 and to attend the relevant Proficio training courses.

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 examiners.

The thesis should follow the general structure given below:

• 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, code or script 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.

3.9 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 could be an academic from another university, usually one in the UK. Whilst the Internal Examiner will be from the School of Computer Science and Electronic Engineering. The Internal Examiner cannot not be one of your Supervisory Panel 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 or PDF to assist you when you give an overview of your work you can either print out three copies or present them on a laptop or tablet. 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 read 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 difficult for the Examiners to criticise your work.

3.10 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.

3.11 Keeping a Logbook of your Research

You are strongly advised to keep a research logbook during your studies. This will aid you in your work, it will aid you in explaining what you have done when meeting with your supervisor or Supervisory Panel, and it will be of massive help when writing your thesis and/or papers for publication.
You should use your logbook to keep a detailed record of work done; record decisions made at meetings with your supervisor; enter your thoughts and ideas, plans and outcomes, sketches and notes, and details of books and papers consulted (with full bibliographical details). A logbook is a tool for thinking, as well as a record.

In commercial or industrial settings, a logbook can act as a legal document providing evidence of priority (for example in patent claims). Witnesses can be asked to sign entries to state that the entry was read and understood.

There is no clearly defined structure for a research logbook, but its entries must be dated, and written in the book in the order they are created (like a diary or journal). Entries should not be removed later – if it is later found that an entry is incorrect, it should be corrected with a clearly dated correction (in a different colour, for example).

**Electronic or notebook?**

Traditionally, hardback paper notebooks have been used as research logbooks. Indeed many researchers today still use paper notebooks in preference to an electronic document. The choice is yours, but here are some factors to consider in each case.

**Paper based:**

- Choose a good quality book, with left and right pages, properly bound (not spiral bound with removeable pages). Ideally the pages should be lined and numbered, but you can write the page numbers in yourself if necessary.
- Number your logbook volumes consecutively (you will fill more than one over the course of a PhD, perhaps one will be enough for an MSc).
- Write in ink with a colour that will photocopy well (in case you want to make copies of pages, e.g. for your supervisor to read).
- Do not start a new page for each entry – continue on the same page, but write the date.
- Corrections can be made in a different colour – cross-reference the correction to a later entry setting out the full details if necessary.
- If you need to add printouts, plots, images; stick them in with a glue stick, not staples.
- Paper-based books are easy to write or sketch in, and mathematics can be written easily and quickly.
- Searching is difficult unless you compile an index or table of contents of some sort (leave a page or two for this at the start or end of the book?).

**Electronic:**

- Use specialized logbook/journal software (e.g. OneNote). Do not use a general purpose word processing or text editing program.
- Make sure you can insert documents/image/sketches as easily as you could in a paper-based book.
- Easy to make a backup (in contrast to a paper notebook).
- Harder to insert mathematics, freehand sketches (unless you have a tablet and stylus!).
- Search facility may be useful, depending on how the entries are made.
- Do not be tempted to clean up or edit entries (in fact this may not be possible with specialized notebook software that ‘closes’ entries when complete).
Section 4: An Inclusive Learning Experience

4. An Inclusive Learning Experience

4.1 Disability and Emotional Wellbeing

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 Student Services Hub so that we can plan how best to support you in your studies.

You can find out about the support we offer here: [www.essex.ac.uk/students/contact/help.aspx](http://www.essex.ac.uk/students/contact/help.aspx)

UK students may be eligible for a Disabled Students’ Allowance grant. See our webpages for more information, including application forms and key changes: [www.essex.ac.uk/students/disability/funding.aspx](http://www.essex.ac.uk/students/disability/funding.aspx)

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/](http://www.essex.ac.uk/students/new/international/)

If you are studying on a Tier 4 visa, don’t forget to read section 7.4 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 25% 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/students/groups/mature-students.aspx](http://www.essex.ac.uk/students/groups/mature-students.aspx)
4.4 Student Feedback

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.

Student representation

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.
3. You can find out information about Student Staff Liaison Committees (SSLCs) here: [www.essex.ac.uk/quality/student_representation/sslc.asp](http://www.essex.ac.uk/quality/student_representation/sslc.asp).

Minutes of the SSLC are published at:

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 Assessment of Modules and Teaching and Student Surveys

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, the Albert Sloman Library on Square 5 has a variety of study spaces over six floors, including 24/7 facilities and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, overnight chat service and the opportunity to book appointments with your Subject Librarian to help you through your studies and beyond.

[libwww.essex.ac.uk](http://libwww.essex.ac.uk)

The library has a team of Subject Librarians who can help you to find appropriate resources for your assignments and show you how to search effectively. They can also provide advice on referencing and how to avoid plagiarism, using reference management software, and evaluating sources. Your Subject Librarian is Greg Cadge contact him at [greg.cadge@essex.ac.uk](mailto:greg.cadge@essex.ac.uk) or use the Book a librarian form on the Library website to get in touch. For guidance in relation to third-party proofreading of student work: [www.essex.ac.uk/proofreading](http://www.essex.ac.uk/proofreading)
Section 5: Research Skills Development

5. Research Skills Development

5.1 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 https://www1.essex.ac.uk/students/study-resources/research.aspx and you can contact the Proficio team at proficio@essex.ac.uk.

5.2 Computer Science and Electronic Engineering Conference (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/

5.3 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
Section 6: Progression and Assessment

6. Progression and Assessment

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

www.essex.ac.uk/about/governance/regulations
https://www.essex.ac.uk/about/governance/policies

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 Students’ Progress Board.

6.2 Extenuating Circumstances, Withdrawing and Intermittent

Extenuating circumstances are circumstances beyond your control which cause your progress to be negatively impacted upon, including performing less well in your coursework or examinations than you might have expected. In general, extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time. Extenuating circumstances deadlines will be issued by the department ahead of the Supervisory Panel.

Professional Doctorate and Integrated PhD students need to ensure that your form is submitted by the postgraduate taught deadline given here in order for it to be considered by the Board of Examiners – https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

You will not get extra marks if you hand in an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.

You should read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Seek advice from the Students’ Union Advice Centre (www.essexstudent.com/services/advice_centre/) or the Student Services Hub (www.essex.ac.uk/students/contact/default.aspx).

Thinking of leaving or taking a break from your studies?
You may experience doubts at some point during your studies, if you’re thinking about leaving Essex, we’re here to support you and give you the advice you need to help you make an informed choice.

Intermission is a temporary withdrawal or leave of absence from the University and provides you with the opportunity to take a break from your studies. Normally, this is for reasons beyond your control (e.g. health or personal problems) although other reasons are permitted. Intermission must be approved by the University first, so if you are thinking about intermitting, we strongly advise you to contact your department and the Student Services Hub to talk to one of our advisers.

You should also read our guidance on intermitting very carefully at www.essex.ac.uk/see/intermit. If your intermission is approved, we will also give you the advice and support you need to help you carry on with your studies when you return.
**Withdrawing** is the formal process for permanently leaving your programme of study and the University. If you are thinking of withdrawing, you should seek advice from your Department or the Student Services Hub at the earliest opportunity. It is very important that you discuss your circumstances with the University and follow the formal procedure for withdrawing. If the University is not formally notified, then you may risk continuing to incur further tuition or accommodation fees. More advice and information is available at [www.essex.ac.uk/see/withdraw](http://www.essex.ac.uk/see/withdraw).

**6.3 Marking Policy and re-marking of coursework (Professional Doctorates and Integrated PhD students)**

You have the right to request a re-mark of your coursework under certain circumstances which your department will advise you on. The University Marking Policy can be found here: [www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy/default.asp](http://www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy/default.asp)

You will need to complete a form and be aware that marks can go down as well as up.

**6.4 Submission of the Thesis**

**Thesis Submission Pre-Examination**

All candidates for Masters by Dissertation (MA or MSc), Master of Philosophy (MPhil), Doctor of Medicine (MD), Doctor of Philosophy (PhD) and Professional Doctorate must submit two copies of their thesis for examination. Candidates being examined as staff must also submit two copies of their thesis for examination.

The two copies of your thesis should be submitted for examination in an unbound format.

They *must* be adequately secured (for example in spring-back binders or comb binding and *not* in ring binders or lever arch box files). They *must not* be overfilled and to avoid all risks of coming open and jeopardising examination, two binders *must* be used, if required.

All registration fees and debts must be paid before the thesis can be accepted for submission.

You should submit to the Silberrad Student Centre:

a) **Two** copies (one original and one good copy) of the thesis or dissertation.

b) A submission form (RD1) completed and signed by yourself.

You are strongly advised to retain one good copy of the thesis or dissertation yourself.

Please note that you *must* provide an electronic copy of your submitted thesis to the Postgraduate Research Education Team if your examiner requests an electronic version.

All submitted copies of the thesis belong to the University and shall be returned to the candidate following the viva.

**Thesis Submission For Award**

Following the completion of the examination process, the candidate will be notified via email that in order to gain their award they must submit one electronic version of their thesis to the online Research Repository. Following the receipt of this deposit, the candidate will be awarded their postgraduate research degree.

**Thesis Deposit**

Detailed thesis deposit instructions to the Repository can be found here: [http://www.essex.ac.uk/reo/repository/research-thesis.aspx](http://www.essex.ac.uk/reo/repository/research-thesis.aspx)
Students wishing to place a restriction on their thesis must do so in writing prior to submission of their thesis to repository@essex.ac.uk. Further information regarding restrictions can be found here: https://www.essex.ac.uk/reo/repository/research-thesis.aspx

When depositing your thesis in the online Repository you will be required to read and accept the conditions stipulated in the Thesis Deposit Agreement.

**Retention**

Your thesis will be made open access when deposited in the online Research Repository. The Thesis Deposit Agreement outlines the availability of the thesis and how it will be stored in the Repository.

Full details of the requirements for thesis submission can be found at https://www.essex.ac.uk/-/media/documents/about/governance/thesis-submission-deposit.pdf

6.5 Examiners and the viva

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.

6.6 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: https://www.essex.ac.uk/governance/policies

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 Policies | University of Essex

**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.

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.

You can find the complaints procedure and the forms here: www.essex.ac.uk/see/complaints
**Fitness to practise** is only applicable to students on certain professional courses (such as nursing or social work). If this applies to you, you will have been told by your department. You can find the full Fitness to Practise procedure online at: [www.essex.ac.uk/students/exams-and-coursework/ppg](http://www.essex.ac.uk/students/exams-and-coursework/ppg)

### 6.7 Academic Offences Policy

The University expects students to act with honesty and integrity in relation to coursework, examinations and other assessed work, and to follow our conventions for academic writing (including appropriate referencing of sources) and ethical considerations. If you don’t meet these expectations, then you may be charged with having committed an academic offence, a matter the University takes very seriously.

It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn't mean to commit one, and examples include plagiarism, falsifying data or evidence, and communicating with another candidate in an examination.

If you aren’t sure what the conventions are, particularly in relation to referencing, you should ask your department, contact the Talent Development Centre, and also refer to **7.0 Referencing and good academic practice** in this handbook.

More information about academic offences and getting support can be found at: [www.essex.ac.uk/see/academic-offence](http://www.essex.ac.uk/see/academic-offence)

### 6.8 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: [www.essex.ac.uk/reo/governance/human.aspx](http://www.essex.ac.uk/reo/governance/human.aspx) - along with the 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 foetuses, 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.**
7. Referencing and Good Academic Practice

7.1 Information relating to the University’s Procedure on Academic Offences

Respecting authorship through good academic practice is one of the key values of higher education in the UK. The University takes academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

Referencing is a key academic/scientific skill. It is how you will acknowledge all sources used within a piece of work. You must reference all works used directly (quotes) and indirectly (paraphrasing and summarising). Referencing allows you to give credit to authors/researchers’ concepts and ideas/results, demonstrate your breadth of reading and knowledge on a subject, direct readers to your sources, and avoid plagiarism.

You should always use the best available sources of evidence, such as peer reviewed journals and recognised books.

To find out about your departmental referencing style, and for help with referencing, visit the library website: http://libwww.essex.ac.uk/referencing.htm

7.2 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 (6.5) ‘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 the IEEE style and Harvard style.

The details about the IEEE citation and referencing style are available at https://www.ieee.org/documents/ieeecitationref.pdf.

Harvard citation and referencing style is described as follows:

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**


8. Practicalities: Getting Started and IT Matters

8.1 Registration, Enrolling and Transcripts

All new and returning students must register at the start of each academic year. The Postgraduate Research Education Team will inform you of your formal outcome following your viva and, when all necessary steps have been completed, close your record and send you an award confirmation letter. Your award certificate 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 certificate.

For more information about registration and award documents, visit our student webpages:
www.essex.ac.uk/students/new/registration
www.essex.ac.uk/students/graduation/award-documents

8.2 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.

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

This includes: wifi, email account, free MS office, computer labs, m:drive
Visit our website to set up your IT account and password, register an external email address and passphrase and request a reminder for a forgotten passphrase: www.essex.ac.uk/it/getaccount.

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

Once you’re set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more.

As part of your Office 365 email account you get 1TB 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.

TF.2.03, Info Point, Learning Hub in Southend. Open Monday to Friday 8.30am – 6.00pm

Library, Main House, Hatfields, Loughton. Open Monday to Friday 10.30am – 5.30pm.

Information on computers and software is available here: www.essex.ac.uk/it/services/computers-and-software/default.aspx?tab=3

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/services/computers-and-software/default.aspx

8.4 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

8.5 Immigration Information

Immigration 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 University must ensure all students hold the right to study in the UK throughout their studies and there are regulations regarding your Immigration status. For Tier 4 students, the Home Office attach conditions to your Tier 4 leave that restrict study, work and access to state benefits, some nationals have to register with the Police. The University has many duties as a Tier 4 sponsor and must ensure we remain compliant in order to retain our Tier 4 licence.

Find out more on the University’s website: www.essex.ac.uk/immigration/ and www.essex.ac.uk/about/governance/regulations.

8.6 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

8.7 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
Section 9: Skills, Employability and Experience

9. Skills, Employability and Experience

9.1 Employability and Careers Centre

Get valuable, one-to-one advice from careers specialists throughout your time at Essex and beyond. Come and see us or log in to CareerHub+ whether you have one hundred questions or just don't know where to start! We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online services for creating CVs, interview preparation and job vacancies.

www.essex.ac.uk/careers

9.2 Learning a Language

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

English classes for the dependants of international students and staff (ECDIS)

The Department of Language and Linguistics offers dependants of international students and staff at the Colchester Campus, the chance to improve their English language, through our ECDIS programme, at no extra cost. Classes are taught at three basic levels: Elementary (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing.

https://www.essex.ac.uk/departments/language-and-linguistics
ecdis@essex.ac.uk

9.3 Talent Development Centre

Operating on Colchester and Southend campus, the TDC offers a range of ways to help you realise your potential and improve your academic performance. Our tutors provide expert guidance on study skills; mathematics and statistics; assignment writing and English for academic purposes. Look online to find out more about our classes, workshops, drop-in clinics and on-line resources.

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

9.4 CareerHub+

Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practise your interview skills, build your CV, and connect with employers on CareerHub+, the online Essex careers and jobs portal. Login with your Essex IT ID and password.

careerhub.essex.ac.uk/students/login
9.5 Frontrunners

Challenge yourself. **Frontrunners** is Essex’s unique on-campus work placement scheme for students. You’ll get the chance to work on real projects in real workplaces and develop real skills for you to brag about on your CV. You’ll get fully trained in your role and you’ll get paid for it.

[www.essex.ac.uk/fronrunners](http://www.essex.ac.uk/fronrunners)

9.6 Student Ambassadors

Be a Student Ambassador and make a difference to others and make a difference on your CV! Student Ambassadors help to promote the University and higher education. You’ll be a valued part of the Student Recruitment and Outreach teams. Keep an eye out for Student Ambassador vacancies on CareerHub+ in January.

[www.essex.ac.uk/careers/job_hunting/on_campus](http://www.essex.ac.uk/careers/job_hunting/on_campus)

9.7 Volunteering

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

[www.essex.su/vteam](http://www.essex.su/vteam)

9.8 Big Essex Award

The University’s **employability award** is a guaranteed way to help you stand out from the crowd, get recognition for all your extra-curricular activities and help you to identify and evidence your skills and experience to employers. Over 100 activities are included, so sign up and get started!

[www.essex.ac.uk/careers/bige](http://www.essex.ac.uk/careers/bige)

9.9 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.

Sign up for Essex Interns to kick-start your career. [www.essex.ac.uk/careers/internships](http://www.essex.ac.uk/careers/internships)
Section 10: You Matter: Health, Welfare, Support and Safety


We know university life can throw up all kinds of concerns and questions - if you need some information, advice or support to succeed, stay healthy and happy, we’ve got it covered.

10.1 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, 01206 874000

Money management

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.

www.essex.ac.uk/fees-and-funding/money/ /www.essexstudent.com/advice/money/

10.2 Harassment Report and Support Service, 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

10.3 Religion, faith and beliefs

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
10.4 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

10.5 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.essexstudent.com/safetybus
www.essex.ac.uk/students/campus/emergency
www.essex.ac.uk/health-safety/fire/peep

10.6 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

10.7 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

10.8 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. You can speak to us about Academic processes and procedures, representation at University meetings, Tier 4 UK visa extensions, housing, complaints, welfare and consumer issues.
www.essex.su/advice
suadvice@essex.ac.uk
01206 874034
10.9 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/website-privacy
www.essex.ac.uk/records_management/request
11. The Essex Experience

11.1 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

11.2 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/default.aspx
https://www.essex.ac.uk/governance/regulations

11.3 Essex Spirit, Social Media and What’s on?

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

11.4 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’re here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We’ve given students the tools to set up over 100 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 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

11.5 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