This handbook gives you essential information about your School and the University.

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

At our three uniquely intimate campuses we celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you’re part of a vibrant community that lives, learns and plays together.
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- **9.2** Freedom of speech policy and the Code of Conduct
- **9.3** Essex Spirit, social media and other channels of communication with students
- **9.4** Students’ Union
- **9.5** Alumni

#### Appendix A: School of Philosophy and Art History Policy on Equality

- 2018-19 Calendar
- Campus map
Section 1: Introduction

1.1 Welcome from the Director of Graduate Studies

I would like to extend a very warm welcome to all graduate research students entering the School of Philosophy and Art History.

Essex Art History has a well-established international reputation and a long tradition of graduate training in almost all areas of European art and architecture from 1300 to the present, and in the art and architecture of Latin America and of the United States. We have achieved excellent results in recent student surveys and were ranked in the Top Ten in the most recent Research Excellence Framework (REF), which measures research performance nationally. Staff are research active and supervise both MA and PhD students. There is a large and lively graduate community at Essex with conferences organised by PhD students, along with an exciting postgraduate research journal, re•bus.

Essex Philosophy has an equally well-established international reputation with a distinctive orientation towards modern European as well as moral and political philosophy, with special emphasis on phenomenology, critical theory, German idealism, the philosophy of religion, and medical humanities. Across these fields we tend to focus on ‘existential’ issues, fundamental questions about human existence. In the past few years we have enjoyed a string of successes: we were among the Top Ten Philosophy submissions in the last REF; we had very high ratings in the last National Student Satisfaction Survey (NSS); and we have been awarded a series of externally funded research grants, including large grants for the Essex Autonomy Project and the Ethics of Powerlessness. Those successes are a reflection of the distinctive character of Philosophy at Essex: intensive, close-knit, original, focused.

Study at graduate level can be a demanding and challenging enterprise, which requires personal determination and commitment in addition to a well-trained intellect and a lively and productive imagination. We aim to provide the best environment we can in which to conduct study and research, and we urge you to take advantage of all the events and facilities available. You are warmly encouraged to attend our School Research Seminars, which are held at 4pm every Thursday during the autumn and spring terms and provide an occasion to hear both external visiting speakers and internal speakers from the faculty and the graduate community. There are additionally various guest lectures, in addition to other relevant activities throughout the University, and annual mini-courses in both Philosophy and Art History. On the Philosophy side of the School we also offer various research seminars, informal reading groups, and three research colloquia.

Finally, this booklet provides information about the Faculty of Humanities, the Registry, the School, details about assessment procedures and guidelines for writing and submitting a thesis. To obtain comprehensive information about regulations relevant to graduate students please look on the University website.
Your comments on School arrangements are important as we are constantly alert to the need to accommodate students’ changing interests within a responsible educational programme. This involves ensuring that we maintain the optimal content and format for our programmes, and your input, both formal and informal, is a vital part of the process. Please make your views known.

We all hope that you will have a happy and fruitful time here at Essex and we shall do our best to ensure that you do.

Dr Irene McMullin
Director of Graduate Studies
1.2 Term dates, calendar and academic week numbers

2018-2019
Autumn term  4 October 2018 – 14 December 2018
Spring term   14 January 2019 – 22 March 2019
Summer term  23 April 2019 – 28 June 2019

2019-2020
Autumn term  3 October 2019 – 13 December 2019
Spring term   13 January 2020 – 20 March 2020
Summer term  20 April 2020 – 26 June 2020

A calendar can be found at the end of the handbook.

1.3 Timetables

Information about teaching timetables can be found at: www.essex.ac.uk/students.

1.4 Study leave and reading week (Philosophy only)

For the majority of modules in Philosophy no lectures or classes will take place during the weeks listed below, but please check your module description for more information.

Autumn Term: week 8 (week commencing Monday 19 November 2018)
Spring Term: week 21 (week commencing Monday 18 February 2019)

The purpose of Reading Week is just that, an opportunity for students to catch up on reading and also writing coursework. Not all departments have reading weeks so please check with them if you are uncertain.

If a member of staff has to miss a lecture or class due to illness, or for some other reason, Reading Week may be used to catch up on the missed session.

1.5 Registration

It is essential that you register at the start of each academic year, as you will not be able to continue on your course unless you do register.

Information relating to registration can be found on the following web page: http://www.essex.ac.uk/students/new/registration.aspx.
1.6 Payment of Fees

The online student payment system can be found at: www.essex.ac.uk/webpay/login.asp.

1.7 MyEssex

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/.

Please note: please carefully check your timetable and/or myEssex portal each term to ensure that you are enrolled in the correct modules; it is your responsibility to verify this information. If you encounter any problems, please see the Senior Student Services Administrator in the first instance.

1.8 Student responsibilities

As a Postgraduate Research student, you 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.

● Submit reports on progress as requested to professional practice and research supervisors, Supervisory Panels, the Director of Graduate Studies, 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. In the case of professional practice, this will usually take the form of a professional practice portfolio which forms part of the assessment for the degree. In the case of research, this may take the form of a log book or research portfolio to be signed off by your supervisor, but will not be part of the assessment for the research component.

● Inform the relevant module coordinator or supervisor and/or the Director of Graduate Studies 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 Director of Graduate Studies or the Head of Department. Alternatively, if they feel unable to talk to a member of the departmental staff, they should contact the Postgraduate Research Education Team to discuss their problems. 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.
Section 2: About the School of Philosophy and Art History

2.1 General information

Postal Address:
School of Philosophy and Art History
University of Essex
Wivenhoe Park
Colchester
CO4 3SQ

Direct tel: 01206 872705
General enquiries: spahpg@essex.ac.uk
Website: www.essex.ac.uk/spah

Office Hours: Monday – Friday: 09:00 to 17:00

Philosophy
website: http://www.essex.ac.uk/philosophy
Facebook: www.facebook.com/PhilosophyatEssex
Twitter: @EssexPhilosophy

Art History
website: http://www.essex.ac.uk/arthistory
Facebook: www.facebook.com/EssexArtHistory
Twitter: @EssexArtHistory
Instagram: @EssexArtHistory

School information on Moodle

You can find important documents and other information on our information pages on Moodle: Philosophy and Art History – Information for Current Students. These pages are updated regularly and contain information such as Staff Student Liaison Committee minutes, marking criteria, details of School events and various forms.
2.2 SPAH Events (in addition to the School Research Seminar series)

### Autumn Term (Week 1)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Induction meetings for new Research students in the School</th>
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<tbody>
<tr>
<td>Week 5</td>
<td><strong>Open Forum Meeting</strong>&lt;br&gt;All students are welcome to come and share their feedback, ideas and ask any questions</td>
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<tr>
<td>Week 8</td>
<td>Graduate Feedback Meeting (SSLC)</td>
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<tr>
<td>Week 8 (Reading Week)</td>
<td>MPhil/PhD Supervisor Panels&lt;br&gt;Philosophy Research Colloquium</td>
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<tr>
<td>Week 10</td>
<td>Research Students Progress Board&lt;br&gt;Christmas Party</td>
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### Spring Term (Week 16)

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<thead>
<tr>
<th>Week 17/18</th>
<th>First Year MPhil/PhD Supervisory Panels</th>
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<tbody>
<tr>
<td>Week 20</td>
<td><strong>Open Forum Meeting</strong>&lt;br&gt;All students are welcome to come and share their feedback, ideas and ask any questions</td>
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<tr>
<td>Week 21 (Reading Week)</td>
<td>Philosophy Research Colloquium&lt;br&gt;MPhil/PhD Supervisory Panels</td>
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<tr>
<td>Week 22</td>
<td>Graduate Feedback Meeting (SSLC)</td>
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### Summer Term (Week 30)

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<tr>
<th>Week 30</th>
<th><strong>Open Forum Meeting</strong>&lt;br&gt;All students are welcome to come and share their feedback, ideas and ask any questions</th>
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<tbody>
<tr>
<td>Week 31</td>
<td>Graduate Feedback Meeting (SSLC)</td>
</tr>
<tr>
<td>Week 32</td>
<td>Philosophy MPhil/PhD Supervisory Panels</td>
</tr>
<tr>
<td>Week 34</td>
<td>Art History 2&lt;sup&gt;nd&lt;/sup&gt; Year PhD Presentations&lt;br&gt;Thursday 23 &amp; Friday 24 May 2019</td>
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**Summer term cont.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Event</th>
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<tr>
<td>Week 35/36</td>
<td>Art History MPhil/PhD Supervisory Panels</td>
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<tr>
<td>Week 36</td>
<td>School Summer Picnic</td>
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<tr>
<td>Weeks 37 &amp; 38</td>
<td>MPhil/PhD Supervisory Panels &amp; 1st Year Confirmation Panels</td>
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<td>Week 38</td>
<td>Philosophy Research Colloquium</td>
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<td>Week 39</td>
<td>Research Students Progress Board</td>
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<td>Week 42</td>
<td>Graduation</td>
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### 2.3 School post holders

<table>
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<tr>
<th>Role</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>Head of School</strong></td>
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<tr>
<td>Dr Timo Jüttten</td>
<td>6.124</td>
<td>2998</td>
<td>tjuetten</td>
</tr>
<tr>
<td><strong>Director of Education</strong></td>
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<tr>
<td>Dr Natasha Ruiz-Gómez</td>
<td>6.131</td>
<td>2999</td>
<td>natashar</td>
</tr>
<tr>
<td><strong>Director of Graduate Studies</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dr Irene McMullin</td>
<td>5B.141</td>
<td>2711</td>
<td>i.mcmullin</td>
</tr>
<tr>
<td>(Shadow DGS) Dr Caspar Pearson</td>
<td>6.137</td>
<td>2706</td>
<td>cpearson</td>
</tr>
<tr>
<td><strong>Postgraduate Taught Director (Art History)</strong></td>
<td></td>
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<tr>
<td>Dr Michael Tymkiw</td>
<td>6.129</td>
<td>2606</td>
<td>mtymkiw</td>
</tr>
<tr>
<td><strong>Postgraduate Taught Director (Philosophy)</strong></td>
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<tr>
<td>Dr Steve Gormley</td>
<td>5B.127</td>
<td>2709</td>
<td>segorm</td>
</tr>
<tr>
<td><strong>Director of Centre for Curatorial Studies</strong></td>
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</tr>
<tr>
<td>Dr Gavin Grindon</td>
<td>6.135</td>
<td>3445</td>
<td>ggrindon</td>
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<tr>
<td><strong>Employability Development Director</strong></td>
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<td>Dr Gavin Grindon</td>
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<td>ggrindon</td>
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<tr>
<td><strong>Senior Tutor/Disability Liaison Officer</strong></td>
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<tr>
<td>Dr Timo Jüttten (Au)</td>
<td>6.124</td>
<td>2998</td>
<td>tjuetten</td>
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<tr>
<td>Dr Thomas Khurana (Sp/Su)</td>
<td>5B.104</td>
<td>2712</td>
<td>t.khurana</td>
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<td><strong>Study Abroad Officers</strong></td>
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<tr>
<td>Dr Ellisif Wasmuth</td>
<td>6.144</td>
<td>2622</td>
<td>ellisif.wasmuth</td>
</tr>
<tr>
<td>Dr Lisa Blackmore (Art History)</td>
<td>6.139</td>
<td>2192</td>
<td>lisa.blackmore</td>
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<thead>
<tr>
<th><strong>PG Staff/Student Liaison Officer</strong></th>
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<tr>
<td>Dr Irene McMullin (DGS &amp; Chair)</td>
<td>5B.141</td>
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<td>i.mcmullin</td>
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<tr>
<td>Dr Gavin Grindon</td>
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<td>ggrindon</td>
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<tr>
<th><strong>School Manager</strong></th>
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<tbody>
<tr>
<td>Hannah Whiting</td>
<td>6.122</td>
<td>2703</td>
<td>hannah.whiting</td>
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<thead>
<tr>
<th><strong>Deputy School Manager</strong></th>
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<tbody>
<tr>
<td>Sarah Crowther</td>
<td>6.132</td>
<td>3845</td>
<td>spahpg</td>
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<table>
<thead>
<tr>
<th><strong>Senior Student Services Administrator</strong></th>
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</thead>
<tbody>
<tr>
<td>Wendy Williams</td>
<td>6.130</td>
<td>2705</td>
<td>spahpg</td>
</tr>
</tbody>
</table>
2.4 Philosophy contact details

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Tel</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Matt Burch (Research Leave 2018-19)</td>
<td>mburch</td>
<td>2708</td>
<td>6.145</td>
</tr>
<tr>
<td>Dr Lorna Finlayson (Career Break 2018-19)</td>
<td>ljfinl</td>
<td>3002</td>
<td>5B.119</td>
</tr>
<tr>
<td>Professor Fabian Freyenhagen</td>
<td>ffrey</td>
<td>2713</td>
<td>5B.113</td>
</tr>
<tr>
<td>Dr Steven Gormley</td>
<td>segorm</td>
<td>2709</td>
<td>5B.127</td>
</tr>
<tr>
<td>Dr Marie Guillot</td>
<td>marie.guillot</td>
<td>2405</td>
<td>6.147</td>
</tr>
<tr>
<td>Professor Béatrice Han-Pile (Research Leave Autumn &amp; Spring 2018-19)</td>
<td>beatrice</td>
<td>2532</td>
<td>5B.143</td>
</tr>
<tr>
<td>Dr Fiona Hughes (Career Break 2018-19)</td>
<td>fhughes</td>
<td>2718</td>
<td>5B.139</td>
</tr>
<tr>
<td>Dr Timo Jütten</td>
<td>tjuetten</td>
<td>2998</td>
<td>6.124</td>
</tr>
<tr>
<td>Dr Thomas Khurana (Research Leave Autumn 2018)</td>
<td>t.khurana</td>
<td>2712</td>
<td>5B.104</td>
</tr>
<tr>
<td>Professor Wayne Martin</td>
<td>wmartin</td>
<td>3405</td>
<td>5B.115</td>
</tr>
<tr>
<td>Dr Irene McMullin</td>
<td>i.mcmullin</td>
<td>2711</td>
<td>5B.141</td>
</tr>
<tr>
<td>Dr Jörg Schaub (Research Leave Autumn 2018)</td>
<td>jschaub</td>
<td>4768</td>
<td>5B.117</td>
</tr>
<tr>
<td>Dr Ellisif Wasmuth</td>
<td>ellisif.wasmuth</td>
<td>2622</td>
<td>6.144</td>
</tr>
<tr>
<td>Dr Dan Watts (Research Leave Spring 2019)</td>
<td>dpwatts</td>
<td>2706</td>
<td>5B.125</td>
</tr>
</tbody>
</table>
### 2.5 Art History contact details

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Tel</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr Lisa Blackmore</strong></td>
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<tr>
<td><strong>Dr Matt Lodder</strong></td>
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<td>Tel: 2953</td>
<td>Room: 6.133</td>
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<td>(Research Leave Autumn 2018)</td>
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<tr>
<td><strong>Dr Caspar Pearson</strong></td>
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<tr>
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<tr>
<td><strong>Dr Natasha Ruiz-Gómez</strong></td>
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<tr>
<td><strong>Dr Michael Tymkiw</strong></td>
<td>Email: mtymkiw</td>
<td>Tel: 2606</td>
<td>Room: 6.129</td>
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### Interdisciplinary Studies Centre key academic contacts

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td><strong>Dr Paola Di Giuseppantonio Di Franco</strong></td>
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<tr>
<td><strong>Dr Jane Hindley</strong></td>
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<td>Tel: 3092</td>
<td>Room: 6.127</td>
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### 2.6 Emeritus Professors

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<th>Name</th>
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<tr>
<td><strong>Professor Dawn Ades</strong></td>
<td>Email: <a href="mailto:dawnadesemail@gmail.com">dawnadesemail@gmail.com</a></td>
</tr>
<tr>
<td><strong>Professor Peter Dews</strong></td>
<td>Email: peted</td>
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<tr>
<td><strong>Professor Valerie Fraser</strong></td>
<td>Email: vfraser</td>
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<tr>
<td><strong>Professor Margaret Iversen</strong></td>
<td>Email: miversen</td>
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<tr>
<td><strong>Professor Jules Lubbock</strong></td>
<td>Email: lubbj</td>
</tr>
<tr>
<td><strong>Professor Peter Vergo</strong></td>
<td>Email: pjvergo</td>
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Non-Essex users should add @essex.ac.uk to the above email addresses. 01206 87 needs to be added to the extension numbers if calling externally.
2.7 Academic Support Hours

All members of the full-time teaching staff (except those on leave) are required to set aside two hours each week, during term-time, when they are available to see students. These times are displayed on the individual's office door, on Moodle and also on the wall outside 6.130.

If you wish to talk to a member of staff, you should go along during their academic support hours whenever possible. Though one may simply drop in during academic support hours, it is often a good idea to email staff in advance to ensure that they have not already booked a meeting with another student at that time. Appointments outside of academic support hours should also be arranged via email.

The Head of School also sets aside time for academic support hours, but to see them outside of these times, you must make an appointment through the School Manager.

2.8 Graduate Teaching Assistants (GTAs)

The University Senate has approved a Code of Practice on Teaching by Graduate Students, which covers the selection and training of GTAs as well as teaching duties and School arrangements. The Code of Practice is available on the Registry web pages at: https://www.essex.ac.uk/about/governance/policies.

The School of Philosophy and Art History sometimes employs research students, once they have reached their second year of study, as graduate teaching assistants on some of their undergraduate modules. Applications are normally invited during the summer term for the following year.

The University provides training, which all new GTAs are required to attend.
2.9 School of Philosophy & Art History administrative staff

**School Manager** | Hannah Whiting

Hannah is responsible for the day-to-day smooth running of the School on the administrative side, and assists the Head of School and GTA Director. She can provide you with general information on the School and deals with queries relating to course structures and pathways, timetabling, and examinations.

Email: hannah.whiting@essex.ac.uk | Tel: 01206 87 2703 | Office: 6.122

**Deputy School Manager** | Sarah Crowther

The Deputy School Manager is responsible for all matters relating to student administration and the smooth running of our student facing operation. They can provide you with general information on the School and they deal with queries relating to course structures and pathways, module enrolment, and examinations.

Email: spahpg@essex.ac.uk | Tel: 01206 87 3845 | Office: 6.132

**Senior Student Services Administrator** | Wendy Williams

Wendy is the first point of contact for matters relating to graduate study in the School, including queries about courses and modules, scholarships, studentships and funding applications. She works closely with the Director of Graduate Studies and PGT Director. Wendy is also responsible for the administration of our PG SSLC (Graduate Feedback Meetings) and can point you in the right direction for other support and help within and outside the School.

Email: spahpg@essex.ac.uk | Tel: 01206 87 2705 | Office: 6.130

**Senior Operations Administrator** | Katherine Bailey

Katherine looks after the finances within the School and can advise on claiming expenses, reimbursement for gallery trips and study trips abroad.

Email: kbailey@essex.ac.uk | Tel: 01206 2688 | Office: 6.132
2.10 Philosophy staff profiles and research interests

**Matt Burch** took his PhD in philosophy at Rice University and spent a postdoctoral year at the University of Wuppertal. His research and teaching interests lie at the intersection of phenomenology and the cognitive and social sciences. And his current research projects focus on failures of agency (e.g., akrasia and addiction), the phenomenology of risk, and the ideal of objectivity in science and law. He has worked on several projects with the Essex Autonomy Project (EAP), including an AHRC-funded project on the compliance of the Mental Capacity Act (2005) and the UN Convention on the Rights of Persons with Disabilities, and the Wellcome Trust-funded Mental Health and Justice project. In September 2018, he will embark on his Early Career Research Fellowship awarded by the Independent Social Research Foundation. That project – ‘The Theory of Risk and the Practice of Care: Bridging the Gap’ – is also associated with the EAP.

**Peter Dews Emeritus Professor**, read English at Queen's College Cambridge, and took an MA in the Sociology of Literature at Essex, before gaining a PhD in Philosophy at Southampton University. Prior to coming to Essex, he taught European thought and literature for two years at Anglia Ruskin University. He is the author of Logics of Disintegration (1987, reissued in the Verso 'Radical Thinkers' series 2007), The Limits of Disenchantment (1995), and The Idea of Evil (2008); he has also edited Autonomy and Solidarity: Interviews with Jürgen Habermas (1986), Habermas: A Critical Reader (1999), and co-edited Deconstructive Subjectivities (1997). He has been a Humboldt Fellow at the Universities of Tübingen and Berlin, and has held various visiting positions, including at the University of Konstanz, at the Graduate Faculty, New School for Social Research, and at Columbia University. Main interests: the history of German Idealism and its aftermath; the Frankfurt School and contemporary Critical Theory; French philosophy from WWII to the present; philosophy and psychoanalysis (especially Lacanian theory). Current research interests include: the relation between transcendental and objective idealism, German Idealist philosophy of religion, and the conception of system in Franz Rosenzweig’s The Star of Redemption. He is also writing a book on Schelling’s late thought as a critique of Hegel.
Lorna Finlayson  
Lorna took both her BA and PhD in Philosophy at King’s College, Cambridge, where she was then appointed to a four-year junior research fellowship, also acting as an affiliated lecturer at the Faculty of Philosophy. She is the author of *The Political Is Political: conformity and the illusion of dissent in contemporary political philosophy* (Rowman & Littlefield, 2015), and *An Introduction to Feminism* (CUP, 2016). She has interests in political philosophy and its methodology, critical theory and theories of ideology, feminist philosophy, philosophy of social science, and Arabic philosophy. As of September 2015, she is Lecturer in Philosophy at the School of Philosophy and Art History.

Fabian Freyenhagen, BA Oxford, PhD Sheffield.  
Fabian read Philosophy, Politics and Economics at Exeter College, Oxford, and then completed a PhD in Philosophy at the University of Sheffield. Before joining the Department, he taught for two years at Cambridge. He is the author of Adorno’s *Practical Philosophy* (CUP 2013) and papers in journals such as *Kantian Review, Hegel Bulletin, Proceedings of the Aristotelian Society and Politics, Philosophy & Economics*. Main Interests: Frankfurt School (especially Adorno), Ethics and Philosophy of Action, Social and Political Philosophy, Philosophy of Psychiatry. Current research: social pathology (can society be ill or make us ill?); reason and language in the early Frankfurt School (and possible parallels to the works of the later Wittgenstein); autonomy and its social conditions; acting without hope; and ethics after Auschwitz. He is Co-Director of the Essex Autonomy Project, an externally funded research initiative concerned with the ideal of self-determination in human affairs.

Steven Gormley, BA Kent, MA Warwick, PhD Essex.  
Steven studied Philosophy and Literature at Kent and Continental Philosophy at Warwick. He completed his doctoral work in philosophy at Essex, and then held a two-year junior research fellowship in the department. Main Interests: Political Philosophy; Critical Theory; Contemporary French Philosophy (particularly Derrida, Foucault, Rancière); Deconstruction; Phenomenology; Current research: democratic theory (agonistic, deconstructive, and deliberative); impossible ideals in ethics and politics; Nietzsche and indirect communication; rhetoric and public deliberation; social pathologies.
Marie Guillot
Marie studied philosophy in France, at the École Normale Supérieure (Fontenay St Cloud), at the École des Hautes Études en Sciences Sociales and at the Institut Jean Nicod, where she did her PhD as well as an M.Sc. in cognitive science. She also studied fine arts at the École Nationale Supérieure des Arts Décoratifs (Paris). Before joining Essex, she was a research fellow at the Institut Jean Nicod, at the Sorbonne (Paris IV), at LOGOS (Barcelona), and at University College London. She has published articles in journals such as *Synthese*, *Teorema*, the *Review of Philosophy and Psychology* and *Philosophical Explorations*. Main interests: philosophy of mind, philosophy of language, epistemology, philosophy of psychology, aesthetics. Current research: the first person (linguistic and mental), indexicality, *de se* content, subjectivity, self-knowledge, phenomenal consciousness, phenomenal concepts.

Béatrice Han-Pile, Ecole Normale Supérieure d'Ulm, Agrégation de Philosophie, Thèse de Doctorat (Université de Paris XII).
Béatrice studied philosophy, history and literature at the École Normale Supérieure and was awarded a Fellowship from the Thiers Foundation while completing her doctoral thesis on Michel Foucault. Before coming to Essex, she taught in France at the Universities of Paris IV-Sorbonne, Reims and Amiens. She was invited as a Visiting Scholar twice by the University of California (Berkeley), and by the Université de Nice (France). She is the author of *L'ontologie manquée de Michel Foucault* (published in the autumn of 2002 by Stanford University Press as *Foucault's Critical Project: Between the Transcendental and the Historical*). She also has published a number of papers, mostly on Foucault, Nietzsche, Schopenhauer, Heidegger and aesthetics. She is currently Principal Investigator on an AHRC-funded three year project on ‘The Ethics of Powerlessness: the Theological Virtues Today’ (EoP). The project will run for three years from July 2015 and investigate the nature of medio-passive agency as well as the possible roles of the theological virtues for ethical guidance in situations of powerlessness. Main interests: Foucault and Continental philosophy, especially phenomenology; Schopenhauer, Nietzsche; past and contemporary theories of art (Heidegger, Merleau-Ponty, Maldiney). Current research: the philosophy of agency, faith, hope and love as well as Nietzsche’s ethical ideals (amor fati and the affirmation of life).
**Fiona Hughes**, MA (Hons) Edinburgh, DPhil Oxford.
Fiona studied at Edinburgh as an undergraduate, at Tübingen, Germany (where she held the Stevenson Research Scholarship), and Merton College, Oxford as a graduate student. She was a junior Research Fellow at Wolfson College, Oxford and lecturer at the universities of Edinburgh and York. She has written articles on Kant, Merleau-Ponty, Nietzsche and philosophical aesthetics in journals such as *Mind*, *The British Journal for the History of Philosophy*, *Inquiry* and *The Journal for the British Society for Phenomenology*. Main interests: Kant, Merleau-Ponty, aesthetics, phenomenology (French and German), Nietzsche. Current research: the relationship between Kant's epistemology and aesthetics, Merleau-Ponty's development of Husserl's phenomenology, the relationship between art and philosophy, in particular, the philosophical implications of cave paintings. Fiona is author of Kant's Aesthetic Epistemology: Form and World (Edinburgh University Press) June 2007 and The Reader’s Guide to Kant's Critique of Judgement (Continuum Press) November 2009. She recently participated in Melvin Bragg’s 'In our Time' on Radio 4, discussing Nietzsche's Genealogy of Morals.

**Timo Jütten**, BA London, MA, DPhil Sussex.
Timo studied Political Studies at SOAS (University of London) and at the Hebrew University of Jerusalem, and Social & Political Thought and Philosophy at Sussex. Before coming to Essex, he taught at University College Dublin and in Groningen. His main research interests are in critical social theory, political philosophy, philosophy and gender, and the philosophical foundations of human rights. He also remains interested in Kant and Post-Kantian European Philosophy (Fichte, Hegel Marx). Timo has published articles in many top journals, including *Ethics*, the *Journal of Political Philosophy*, the *European Journal of Philosophy*, and *Inquiry*. His current research is on competition and competitiveness in modern political thought and in contemporary societies. Timo is the current Head of the School of Philosophy and Art History.

**Thomas Khurana**
Thomas studied Philosophy, Sociology, Literature and Psychology in Bielefeld and Berlin and received his PhD from the University of Potsdam. Before joining the Department, he taught philosophy at the University of Potsdam, the Goethe-University Frankfurt, and the University of Leipzig. He was a Theodor Heuss Lecturer at the New School for Social Research in New York and a Humboldt fellow at the University of Chicago. In 2017, Thomas was awarded a three year Heisenberg Fellowship by the German Research Foundation (DFG) to pursue his new research project on “Norm and Nature.”
He has spent the academic year 2017/18 and will spend the fall term 2018 at the Department of Philosophy at Yale to start this new project. His latest edited collection is “The Freedom of Life: Hegelian Perspectives” (August 2013). Thomas has also published various papers on Kant, Hegel, Heidegger, Wittgenstein, Adorno, Foucault, Derrida, Cavell, Brandom, Agamben, and others. His main areas of interest are: Kant and German Idealism, 19th and 20th century continental philosophy, practical and social philosophy, philosophy of language and mind, philosophy of culture and aesthetics. His current research focuses on the dialectics of second nature, the relation of self-consciousness and self-reification, ethical naturalism and the politics of life.

Wayne Martin, BA Cambridge, PhD Berkeley.
Wayne studied philosophy both in the UK and in the USA and taught for twelve years at the University of California, San Diego, before coming to Essex in 2005. He is Principal Investigator on the Essex Autonomy Project, an externally funded research project concerned with the ideal of self-determination in the context of care relationships. He is the author of *Theories of Judgment: Psychology, Logic, Phenomenology* (Cambridge UP, 2006) and *Idealism and Objectivity: Understanding Fichte’s Jena Project* (Stanford UP, 1997), as well as articles on Frege, Husserl, Lucas Cranach, Dutch Still Life painting, deontic logic and Philosophy of Psychiatry. He is a Workstream Lead on the Wellcome-funded *Mental Health and Justice* project, a member of the Essex Human Rights Centre, and provides research support to the Department of Health and Social Care as part of the government-commissioned independent review of the *Mental Health Act*.

Irene McMullin. MA Toronto, PhD Rice.
Irene joined the department of Philosophy at the University of Essex in 2013 after a Deutscher Akademischer Austauschdienst (DAAD) Postdoc at Bergische Universität, Wuppertal, Germany and 6 years teaching at the University of Arkansas, Fayetteville. She completed her PhD at Rice University and her MA at the University of Toronto. She is the author of *Existential Flourishing: A Phenomenology of the Virtues* (Cambridge University Press, forthcoming) and *Time and the Shared World: Heidegger on Social Relations* (Northwestern University Press, 2013). She has also published articles on Husserl, Heidegger, Kant, Sartre, Arendt, and virtue ethics. Her research interests include phenomenology, existentialism, moral psychology, ethics, and social/political philosophy.
**Jörg Schaub**, Dr. phil. Frankfurt.
Jörg studied Philosophy, Aesthetics, Art and Media Theory at the HfG Karlsruhe, Heidelberg University, the University of North Carolina at Chapel Hill and Cambridge University. He received a doctoral degree in philosophy from Goethe-University, Frankfurt. He was a Visiting Fellow at the Department of Philosophy at Essex University, and DAAD postdoctoral research fellow at the Faculty of Philosophy at Cambridge University. Before joining the Department, he taught at Mannheim University and Goethe-University. Main interests: Social and Political Philosophy (focus on contemporary theories and 19th century German authors), Frankfurt School and Contemporary Critical Theory, and Aesthetics. Current research: the role of aesthetic freedom in democratic life; social pathologies; methodological approaches in contemporary social and political philosophy (ideal/nonideal theory, activist political theory, political realism, Critical Theory, Cambridge School); theories of justice (particularly Rawls).

**Ellisif Wasmuth**, BA NTNU, MPhilSt KCL, PhD Cambridge
Ellisif specialises in Ancient Philosophy, with a particular focus on Plato. Her latest research has centred on Plato’s conceptions of the self and self-knowledge, and she is currently writing a monograph on the Platonic dialogue *Alcibiades I*, which contains Plato’s most extensive treatment of self-knowledge. In addition to Ancient Philosophy, Ellisif has interests in Political Philosophy, Animal Ethics and Environmental Ethics, and she is happy to discuss any of these topics with students during her office hours. Ellisif studied philosophy and engineering in Norway at the Norwegian University of Science and Technology (NTNU). She then moved to London to do an MPhilSt in Philosophy at King’s College London, and then to the University of Cambridge, where she completed her PhD in 2016. Before joining the University of Essex, she worked as a Stipendiary Lecturer at St John’s College, Oxford.

**Daniel Watts**, BA PhD Sheffield.
Before moving to Essex in 2007, Dan was a lecturer in philosophy at Trinity College Dublin where he also enjoyed a postdoctoral fellowship. Before that, he studied history and philosophy at Sheffield. Dan’s main research interests are in Kierkegaard, Wittgenstein and the phenomenological tradition. He also has interests in philosophy of language, religion and ethics. Among the journals in which he has published papers are *Mind, The European Journal of Philosophy, Inquiry, International Journal of Philosophical Studies* and *Philosophical Investigations*. Dan was Co-Investigator on our AHRC research project, *The Ethics of Powerlessness: The Theological Virtues Today*. He’s currently working on various outputs associated with this project.
2.11 Art History staff profiles and research interests

**Dawn Ades, Emeritus Professor**, BA Oxford; MA Courtauld Institute, University of London; **Honorary Doctorate, Essex**

Dawn Ades is a Fellow of the British Academy and a former trustee of Tate (1995-2005) and was awarded a CBE in 2013 for her services to art history. She was co-founder with Valerie Fraser of the University’s Collection of Latin American Art, ESCALA. She has been responsible for some of the most important exhibitions in major London venues and overseas over the past thirty years, including *Dada and Surrealism Reviewed*, Arts Council of Great Britain, 1978; *Art in Latin America: The Modern Era 1820-1980*, Hayward Gallery, London, 1989; *Salvador Dali: The early years*, Hayward Gallery, London, 1994; *Salvador Dalí: centenary retrospective*, Palazzo Grassi, Venice, 2004; *Undercover Surrealism: Georges Bataille and DOCUMENTS*, Hayward Gallery, London, 2006; *The Colour of my Dreams: the Surrealist Revolution in Art*, Vancouver Art Gallery 2011.

Exhibitions she has co-curated include *Art and Power: Europe under the Dictators 1933-1945* (London, Barcelona and Berlin, 1995-6), *Close-Up: Proximity and defamiliarisation in art, film and photography* (Fruitmarket Gallery, Edinburgh, 2008) and *Dali/Duchamp* (Royal Academy, London and Dalí Museum St Petersburg, Florida 2017-18). She has also published on photomontage, Dada, Surrealism, women artists in Latin America and Mexican muralists. She recently completed a collaborative project at the Getty Research Institute on Surrealism in Latin America and co-edited the resulting volume of essays *Vivísimo Muerto: Surrealism in Latin America* 2012. In 2015 Ridinghouse published her selected essays *Writings on Art and Anti-Art*.

**Lisa Blackmore**, (Cantab) Cambridge, MA and PhD Birkbeck College

Lisa joined Essex as a Lecturer in Art History and Interdisciplinary Studies in August 2017. She researches Latin American and Caribbean art, architecture, and visual culture, with two main strands that focus on dictatorship and modernity, and on the role of water in cultural production. She is the author of *Spectacular Modernity: Dictatorship, Space and Visuality in Venezuela, 1948-1958* (University of Pittsburgh Press, 2017) and co-editor of Downward Spiral: El Helicoide’s Descent from Mall to Prison (Urban Research, 2018) and *Environmental Aesthetics After Landscape* (diaphanes, 2018). After living in Venezuela from 2005-2013, where she worked as a curator, journalist and lecturer, she returned to Europe to conduct postdoctoral research at the University of Zurich. As part of her study of the modern landscape as a formation shaped by architectural innovation, violence, ruination and memory politics, Lisa co-directed the research-led documentary, *Después de Trujillo* (2016). She is currently working on new film projects and co-editing the books *Culture and Politics in the Chávez Era* and *Liquid Ecologies in the Arts*.
Valerie Fraser, Emeritus Professor, MPhil, Warburg Institute, University of London; PhD Essex
Valerie Fraser specialises in the art and architecture of Latin America and Spain with particular emphasis on the early colonial period and the 20th/21st centuries. She is Chair of the Essex Collection of Art from Latin America (ESCALA). She has worked on a number of exhibitions including Kahlo’s Contemporaries held at the University Gallery in 2005, and Latin American Art: Contexts and Accomplices at the Sainsbury Centre, University of East Anglia, 2004. She has won a number of major awards from the AHRC including funding for a fully-illustrated online catalogue of ESCALA, and recently completed a three-year AHRC-funded research project (2009-2012) entitled Meeting Margins: Transnational Art in Latin America and Europe 1950-1978, a collaboration between the University of Essex and the University of the Arts London that investigated artistic relations between Europe and Latin America in the post-war period. She is currently researching artistic production in Chile from 1950 until the military coup in 1973.

Gavin Grindon, BA Leeds, MA, PhD Manchester
Gavin is the co-director of the Centre for Curatorial Studies. He specialises in modern and contemporary art, curating and theory. His research focuses on activist-art and institutional critique. He curated the exhibitions Disobedient Objects (V&A 2014-15), Cruel Designs (Dismaland, 2015), and the Museum at Banksy’s Walled Off Hotel in Palestine (2017). He’s working on a book on the history of activist-art, and has published in Art History, The Oxford Art Journal and Third Text. He completed his PhD, an intellectual history of theories of revolution-as-festival, at Manchester University under Prof. Terry Eagleton.

He organised the conferences Art… What’s the Use? (Whitechapel, 2011) and The Politics of the Social in Contemporary Art (Tate Modern, 2012); and has been invited to speak at universities and museums in London, New York, Warsaw, Sao Paulo, Hong Kong and elsewhere. He has also spoken about his work for BBC Radio 4, The New York Times, The Guardian, Le Monde and consulted for arts programming on Channel 4. In 2010, he co-authored a pamphlet on activist-art, A User’s Guide to Demanding the Impossible (Autonomedia/Minor Compositions), which has been translated into eight languages.
Margaret Iversen, Emeritus Professor, MLitt Edinburgh; PhD Essex

Matt Lodder, BA Bradford, MA PhD Reading
Matt completed his PhD in 2010, having submitted a thesis entitled Body Art: Body Modification as Artistic Practice, and has taught contemporary art and theory at the Universities of Reading and Birmingham. His current research is principally concerned with the history of tattooing, and the artistic status of body art and body modification practices. He has also published on contemporary feminist debates about pornography.
At Essex, Matt serves as Director of American Studies, and teaches European, American and Japanese art, architecture, visual culture and theory from the late 19th century to the present, including modern and contemporary art post-1945, digital and "new media" art, and the intersections between art & politics.
Matt has recently curated exhibitions of tattoo history at the Museum of London and at the National Maritime Museum, Falmouth, the latter of which is currently on a nationwide tour. His first book, "Tattoo: An Art History" is currently in production. In 2018 and 2019, Matt will present a major art historical television series entitled "Art of Museums", set to air across Europe.

Jules Lubbock, Emeritus Professor, BA Cambridge University, MA Courtauld Institute of Art
Jules Lubbock is an expert on British architecture and town planning and on the art and architecture of the early renaissance in Italy. His Tyranny of Taste (Yale 1996) explains how British architecture and design has been shaped by economic and moral concerns. He is co-author of a history of British architectural education, Architecture: Art or Profession (Manchester 1995). As architecture and design critic of the New Statesman and a speechwriter to the Prince of Wales he helped promote the policy of New Urbanism. His latest book Storytelling in Christian Art from Giotto to Donatello was published by Yale in 2006.
In 2014 he curated the exhibition 'Something Fierce: University of Essex: Vision and Reality' and published a short guide to the history of the University and its architecture to celebrate our 50th anniversary. He has recently published a couple of articles on the art historian Michael Baxandall. He is currently writing a short book about Ambrogio Lorenzetti's 1338 frescoes of Peace and War in the town hall of Siena.

**Caspar Pearson, MPhil Birmingham, PhD Essex**

Caspar Pearson specialises in the art, architecture and urbanism of the Italian Renaissance. He is particularly interested in the fifteenth-century architect and scholar Leon Battista Alberti. His book on Alberti's urban thought, *Humanism and the Urban World: Leon Battista Alberti and the Renaissance City*, was published by Penn State University Press in 2011. He also works on some aspects of architecture, urbanism, and visual culture in Britain and Europe in the contemporary period, especially in relation to the 'Urban Renaissance' in the UK and the visual imaginary of the European Union. His teaching is mostly focused on the painting, sculpture and architecture of fifteenth and sixteenth century Rome, Florence, and Venice, on the theory and philosophy of art, and on the buildings and spaces of the EU. Before coming to Essex, Caspar lived and worked in Rome for five years, where he was a fellow of the British School at Rome.

**Diana Bullen Presciutti, BA Dartmouth College, MA Syracuse University in Florence, PhD University of Michigan.**

Diana's primary research addresses the visual culture of social problems in late medieval and early modern Italy, with a particular emphasis on intersections between gender, class, and cultural production. Her first monograph, *Visual Cultures of Foundling Care in Renaissance Italy* (Ashgate Press, 2015), explores how visual culture both framed the social problem of infant abandonment and promoted the charitable work of the foundling hospital. She has published articles in *Renaissance Studies, Renaissance Quarterly, the Journal of Medieval and Early Modern Studies, and Artibus et Historiae*, as well as an edited anthology, *Space, Place, and Motion: Locating Confraternities in the Late Medieval and Early Modern City* (Brill Press, 2017). Diana is currently at work on a new book-length project that contends that the visual representation of saints’ miracles served in Renaissance Italy as a vehicle for contesting the public image of a number of social problems—problems like madness, vendetta, and illegitimacy.
**Natasha Ruiz-Gómez**, BA Columbia MA PhD University of Pennsylvania

Natasha specialises in French art of the nineteenth and early twentieth centuries, with a particular focus on the oeuvre of Auguste Rodin, and is particularly interested in the intersection of art and medicine. She has published in *Art History, Medical Humanities, Modern & Contemporary France, Thresholds*, and various anthologies, as well as in a recent exhibition catalogue of the Statens Museum for Kunst, Copenhagen. She is currently completing a book manuscript entitled *The Scientific Artworks of Doctor Jean-Martin Charcot and the Salpêtrière School: Visual Culture and Pathology in fin-de-siècle France*. Natasha has been the recipient of numerous fellowships, including a Research Fellowship from the Leverhulme Trust, a five-year Research Councils UK Fellowship and a Kress Curatorial Fellowship at the Brooklyn Museum. She was also awarded a Medical Humanities Small Grant from the Wellcome Trust.

**Michael Tymkiw**, BA Yale, MBA University of Chicago, PhD University of Chicago.

Michael specialises in modern and contemporary visual culture, with a particular interest in issues of spectatorship in relation to artworks and built environments. Michael's recent research has consisted of three main projects. The first is his recently published book *Nazi Exhibition Design and Modernism*, which considered how Nazi exhibitions drew upon modernist practices and principles in order to motivate audiences to take part in different forms of social and political change. This second, which is currently Michael's main research focus, investigates the phenomenon of walking on art from the 1900s to the present (e.g., by considering carpets, mosaics, and works of fine art by artists such as Carl Andre). Michael's final area of research explores the intersection between digital technology and spectatorship within museums and other sites of cultural heritage (e.g., through the use of eye-tracking technologies to study how display practices may foster normative viewing behaviour).

**Peter Vergo, Emeritus Professor**, MA PhD Cambridge

Peter Vergo is one of Britain's leading experts on modern German and Austrian art. His exhibition *Vienna 1900* was the centrepiece of the 1983 Edinburgh Festival, leading to the award of the Goldenes Verdienstkreuz (Golden Order of Merit) for services to the Republic of Austria. Other exhibitions he has curated include *Abstraction: Towards a New Art* (Tate Gallery, 1980) and *Emil Nolde* (Whitechapel Art Gallery and Arken, Copenhagen, 1995-6). He is also interested in the relationship between art and music - the subject of his two books *That Divine Order: Music and the Visual Arts from Antiquity to the Eighteenth Century* (2005) and *The Music of Painting: Music, Modernism and the Visual Arts* (2010).
He was responsible for cataloguing the modern German paintings in the Thyssen-Bornemisza Collection and for editing the catalogue of the exhibition *Egon Schiele: The Radical Nude*, shown at the Courtauld Gallery in London during 2014-15. His other publications include the 1989 anthology *The New Museology*, which focused debate on museums’ role in society, and his classic text *Art in Vienna: Klimt, Kokoschka, Schiele and their contemporaries*, re-published in a fourth, updated and expanded edition in 2015.

2.12 Interdisciplinary Studies Centre staff profiles and research interests

**Paola Di Giuseppantonio Di Franco**
Paola received a BA, MA and then a Post-graduate Specialisation in Late Antiquity and Medieval Archaeology from Sapienza University of Rome. She then went on to receive a PhD from the University of California, Merced, in 2014. Her research combines material culture, heritage, and cognitive science to explore how new technologies impact heritage making processes and the interpretation processes of the past. Her recent Marie Sklodowska Curie project, titled DIGIFACT: Digital artefacts: How People Perceive Tangible Cultural Heritage through Different Media, has clarified the role of new technologies in the perception and understanding of cultural heritage; specifically how 3D virtual and material replicas can re-define museum practices.

Di Giuseppantonio Di Franco is now developing two new projects to further her line of research aimed at analysing how new technologies impact heritage making and interpretation processes of the past. The first project investigates the role new technologies might play in the rebuilding process societies face after suffering natural disasters or environmental trauma. The second project combines 3D technologies and historical enquiry methods to foster the critical engagement of young children with their heritage in conflict afflicted countries.

**Jane Hindley**
Jane has an interdisciplinary background in anthropology, sociology and government. She has held visiting fellowships in Mexico, the US and Taiwan. Jane’s current research focuses on the politics of climate change in the UK and the exemplary role of small-scale sustainability initiatives in the transition from fossil fuel dependency to a low-carbon economy and society. This current project draws on insights about grassroots agency and mobilisation from Jane’s earlier research projects on social movements and regime transition in Mexico and Taiwan. Her PhD thesis, for example, documented how a grassroots indigenous movement challenged stereotypes and overcame problems of collective action to stop a big dam (which would have been a social and ecological disaster). Jane has published a range of book chapters, journal articles, and review essays relating to her research and also co-edited the book, *Subnational Politics and Democratisation in Mexico*, and a special issue of the journal *Capitalism, Nature, Socialism* on ‘Social Movements, Neoliberalism and the Environment in Taiwan’. Additionally, Jane has carried out consultancy research on the educational, health and social care needs of minority ethnic residents in London and Essex.
2.13 Resources within the School

**Common Room**

The School has a Common Room, which is located in 6.143 (also affectionately known as 'Thomas’ Room' in memory of the late Thomas Puttfarken, who was a Professor of Art History). This room, which is meant for students to relax and meet informally with fellow students and staff, is open from 9.00 am – 5.00 pm. It is also used for various events and meetings throughout the year. Hot and cold drinks are available at reasonable prices – 50p per cup of coffee, tea or hot chocolate!

A sampling of magazines and journals are available to read in the Common Room, though we ask that these are not removed.

**Graduate Rooms**

5B.116 is a Graduate Study Room, which can be used by all graduate students in the School. This room contains tables, bookshelves, connections to the University’s computing network, review copies of books kindly provided by the journal *Inquiry* (which may be signed out by students and staff affiliated with the School) and lockers (keys are available from Wendy Williams in 6.130, for a £5 refundable deposit).

Keys are available for this room from Wendy Williams in 6.130 for a £5.00 refundable deposit per key.

**Essex Collection of Art from Latin America (ESCALA)**

ESCALA is the only public collection in Europe dedicated exclusively to modern and contemporary Art from Latin America. The Collection was founded by the University in 1993 and grew from teaching and research in the Department of Art History and Theory. Today, ESCALA is an officially recognised museum accredited by Arts Council England that, in its new Teaching and Research Space in the Constable Building at the Colchester Campus, functions as both a unique resource for the interdisciplinary study of Latin America and an innovative tool for object-based learning for staff and students of all disciplines. To book an appointment to view an artwork, please consult ESCALA’s online catalogue in advance (www.escala.org.uk) and then email escala@essex.ac.uk.

**re-bus: A Journal of Art History & Theory**

re-bus is a postgraduate journal founded and edited by postgraduate students in art history which publishes peer reviewed papers that present new research and fresh perspectives on art and its histories as well as related aspects of cultural theory. There is further information on our web pages at: https://www1.essex.ac.uk/arthistory/research/rebus.aspx.
Arara: Art and Architecture of the Americas

Arara is a free online journal dedicated to publishing research into the art and architecture of the Americas from all time periods. Arara is published once per year and is compiled and edited by postgraduate students of the School of Philosophy and Art History. For more information, see: https://www1.essex.ac.uk/arthistory/research/arara.aspx.

2.14 Correspondence and communication

Staff Pigeon Holes

Staff pigeon holes are not accessible to students. If you have something you would like to pass onto a member of staff, please leave it with the Senior Services Student Administrator in the School Office.

Notice Boards

General information on the School relevant for all students will be on the notice board opposite 6.130. This will include such information as academic support hours, School seminars and events, etc. The Graduate Notice board outside 6.139 contains module and timetable information. There are also notice-boards on 5B and level 6 announcing seminars and conferences, both at Essex and at other universities, and a variety of other information.

Mail/Email

Official letters will be sent to your contact (term-time) address and via email. It is your responsibility to make sure that the University has your correct contact address. Should you move house then please change your address via your student web portal, http://www.essex.ac.uk/myessex.aspx. School fliers and notices are usually sent via e-mail and are posted on Facebook and the School notice boards. When you first register you will be given an email address. A system of aliases allows members of staff to send messages simultaneously to groups of students registered for a particular course or module so it is vital to check email regularly. We therefore expect you to **check your email at least once a day during term time.** An email will be sent out if a lecture, class or seminar has to be postponed or cancelled. We strongly advise you to arrange for your Essex emails to be forwarded to your personal emails if you are not checking your Essex email regularly – this is especially important after you have submitted your dissertation/portfolio.

2.15 Job references: Requesting references from members of staff

If you require a personal reference, always ask permission from a member of staff before giving his or her name as a referee. You should identify the staff member from whom it would be most appropriate to request a reference. Generally, this is the person best equipped to speak to your character, research and writing ability, or other skills central to the position for which you are applying.
Every reasonable effort will be made to meet a request for a reference for graduates up to three years after they leave the University. Requests received outside of this timescale may, of course, be met if a member of staff is equipped with the necessary information on the student and is willing to provide a reference. In the case of research students, it would be normal to expect to provide a reference for a more extended period of up to ten years.

It is helpful if you can provide the member of staff with details of the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – it is not usually possible for a member of staff to write a reference immediately.

Copies of references

A copy of any reference provided will be retained within our School for no longer than three years for taught students and ten years for research students. If a reference is retained beyond this timeframe, our School will seek explicit consent from the student concerned.

2.16 Ordering important documents

Please use the Student Documentation Ordering System to order academic transcripts, award confirmation letters, bank letters, Certificate of Registration, Council Tax certificates and Degree certificates. It’s online at: https://www.essex.ac.uk/studentdocs/.

2.17 Information about Moodle and FASER

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

FASER is our online coursework submission and feedback system. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

faser.essex.ac.uk

www.essex.ac.uk/it/services/learning-technology/

2.18 SPAH Equality policy

The School of Philosophy and Art History also have a policy on Equality, please see appendix A.
2.19 Who to go to if you need help

The School encourages students to keep staff advised of any academic or personal difficulties they are experiencing. We are committed to supporting our students to the best of our ability, within the available resources. Certain members of staff, by nature of their duties, are more able to provide this support than others, and their names are given below.

If there is a member of staff not listed below, but to whom you would like to talk, then please feel free to do so. All members of the academic staff have two office hours a week. Details of these office hours are posted on office doors and the notice board opposite 6.132. If you are unable to see a member of staff during his/her office hours, then email them directly to make an alternative appointment.

Within the School the main point of contact is the School Office (6.130).

The School provides the opportunity for you to raise with teaching staff any academic problems and personal issues that may affect your academic progress. Research students should speak to their supervisor in the first instance.

The following people will also be able to help you and offer advice:

<table>
<thead>
<tr>
<th>Director of Graduate Studies</th>
<th>Room</th>
<th>Tel.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Irene McMullin</td>
<td>5B.141</td>
<td>2711</td>
<td>i.mcmullin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Tutor/Disability Liaison Officer</th>
<th>Room</th>
<th>Tel.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Timo Jütten (Au)</td>
<td>6.124</td>
<td>2998</td>
<td>tjuetten</td>
</tr>
<tr>
<td>Dr Thomas Khurana (Sp &amp; Su)</td>
<td>5B.104</td>
<td>2712</td>
<td>t.khurana</td>
</tr>
</tbody>
</table>

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<tr>
<th>Senior Student Services Administrator</th>
<th>Room</th>
<th>Tel.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Williams</td>
<td>6.130</td>
<td>2705</td>
<td>spahpg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Manager</th>
<th>Room</th>
<th>Tel.</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Hannah Whiting</td>
<td>6.122</td>
<td>2703</td>
<td>hannah.whiting</td>
</tr>
</tbody>
</table>

We will assist you in:

1. finding sources of further information and help within the University, both academic and pastoral;

2. answering your questions relating to degree schemes, course options and other academic concerns such as progress.

If you have personal problems which are seriously interfering with your work, whether they are medical, emotional, financial or of any other kind, try and talk them over with an appropriate member of staff (for research students, this should be your supervisor), either in the School or, alternatively, outside the School with the University's Student Support Hub (SSH) based on the first floor, Silberrad Student Centre.
2.20 School Seminars and training events

SPAH Seminar Series

All postgraduate students are strongly encouraged to attend the School Seminars. The seminar is an opportunity for scholars to present work in progress, to receive feedback and to engage in productive discussion. Speakers include visitors from universities in Britain and abroad, as well as members of staff and PhD students at Essex. The seminars are an important part of postgraduate study and contribute significantly to the intellectual life of the School.

School Seminars start at 4pm on Thursdays throughout the autumn, spring and first few weeks of the summer term. The locations of the seminars will be announced early in the autumn term.

Look out for posters on our notice boards and email reminders. The programme for the current academic year can also be found on the School website: https://www.essex.ac.uk/departments/philosophy-and-art-history/events.

Philosophy Research Colloquium

The Philosophy Research Colloquium meets three times a year, with the aim of developing the students’ research and oral presentation skills. The Colloquium allows up to three research students to present their current work (a 30-minute presentation followed by 30 minutes of questions). Both staff and students are in attendance and the format is informal. The Colloquium allows research students to improve their confidence, and to gain experience of defending their ideas in discussion. It also allows students to get a better sense of the range of research in philosophy being done across the School. All Research Students must present at the Philosophy Research Colloquium at least once during their second or third year of study.

Doctoral Research Seminars

The Doctoral Research Seminar is a forum for PhD students in Philosophy. It runs in the spring term and offers an introduction to research and research-related skills. The exact content varies from year to year and convenors are happy to accommodate requests from participants. It supplements other venues in which PhD students can develop their skills, such as the Doctoral Research Colloquium, the publication workshop, and the Placement Group. Normally, it is convened by the Director of Graduate Studies.
Doctoral Placement workshops

The Placement Workshop is intended to prepare doctoral students for the academic job market. It meets with students in the Autumn Term of the final year of their PhDs, during which time we prepare CVs, detailed dissertation abstracts, teaching statements, and cover letters. We discuss where to find jobs and strategies for the best way to approach the applications for those jobs. In the spring term students can participate in mock interviews for specific job opportunities.

Other Programmes

As well as the above opportunities, there are opportunities for Essex research students who wish to spend a term or year abroad in Europe, Japan, Latin America, Canada (the University of Guelph only), the Middle East, Russia and some US institutions (Mississippi, New Mexico and Purdue). In some cases there are grants available. The suitability of particular partner universities will depend upon your area of research. For further information and advice, please contact the Study Abroad Office, 1E.3.503 (entrance off square 1), e-mail: saoadmin, or go to: www.essex.ac.uk/studyabroad/.

2.21 Research and Skills training

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

CHASE-funded students also can apply to CHASE for conference funding. Please see www.chase.ac.uk.

2.22 School of Philosophy and Art History Prizes

The Sir Andrew Carnwath Prize

The Sir Andrew Carnwath Prize of £500 is awarded annually to a current Art History PhD student for the best proposal for travel and research related to their thesis. An application of 1,000 words maximum should outline the proposed research including a summary of travel plans and anticipated costs, as well as the name of a referee with whom you have discussed your proposal.

Applications should be sent to the Senior Student Services Administrator and will be considered by a committee made up of our Head of School, and our Postgraduate Taught and Postgraduate Research Directors.
The Committee may decide to divide the prize money to make more than one award. The award is normally tenable during the Easter or summer vacations, and the winner is required to submit a brief report on their travel and research to our Head of School.

**Application deadline: Friday, 10 May 2019.**

### The Thomas Puttfarken Research Prize

This annual prize fund is generously donated by the many friends and colleagues of Professor Thomas Puttfarken (1943-2006). The Prize is for Art History MPhil and PhD students who require funds to support essential research visits to libraries, museums, archives and artist’s studios in fulfilment of the specific needs of their projects, or to present conference papers or attend important conferences. Some of the fund may also be available in some cases to support publication costs, or to assist students with costs associated with the completion of their thesis. Awards to individual students will typically be around £300, though requests for larger amounts will be considered.

**Application deadline: Friday, 10 May 2019.**

### Tim Laughton Travel Fund

The Tim Laughton Travel Fund was established in memory of Dr Tim Laughton, a lecturer in Department of Art History and Theory specialising in mesoamerican art and architecture. Generous donations, especially from Dr Laughton’s family and the artist Michael Aakhus, enable us to offer a bursary of approximately £500 annually. The fund is awarded to the undergraduate or postgraduate art history student who submits the best proposal for travel to Latin America for research related to their BA, MA or PhD dissertation.

An application of 1,000 words maximum should outline the proposed research including a summary of travel plans and anticipated costs, as well as the name of a referee with whom you have discussed your proposal. Applications should be submitted to our Deputy School Manager, and are considered by a Committee made up of our Head of School and our Directors of Undergraduate and Graduate Studies. The award is normally tenable during the summer vacation and the winner is required to submit a brief report on their travel and research to our Head of School.

**Application deadline: Friday, 10 May 2019.**
Section 3: Academic Matters

3.1 Research Student and Staff Expectations

As a Postgraduate Research student, you 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.

Responsibilities of Supervisors

• to establish the student’s training needs and suggest suitable means for meeting these;
• to arrange for the student’s attendance and participation in appropriate modules, seminars and conferences;
• to give guidance about the nature of research and the standard expected, as well as about the best means available to the student for attaining that standard;
• to give detailed advice on the necessary completion dates of successive stages of the work so that the whole may be submitted within the scheduled time and to emphasise that the work must be capable of completion in accordance with University Regulations;
• to arrange, as appropriate, for the student to talk about his or her work to staff or graduate seminars and, as appropriate, to have practice in oral examinations;
• facilitating meetings between the student and other researchers in the field (including opportunities to present work to staff and fellow postgraduates and for attendance and participation in appropriate seminars and conferences);
• to maintain regular contact with the student through such tutorial and seminar meetings as were agreed upon with the student at the Panel meeting and by setting aside further times when he/she will be available;
• to keep the student informed well in advance of any prolonged absences from the University;
• all Supervisors should keep a record of the dates of meetings with the student, which can be produced later if necessary;
• to request written work as appropriate and to return it with comments in reasonable time and to keep a record of work submitted, the dates of submission and when this received a response (in discussion and/or in writing) which can be produced later if necessary;
• convening meetings of the Supervisory Panel (usually two but can be up to three meetings per year for full-time students and usually two meetings per year for part-time students), as well as more frequently when appropriate and/or when determined by the School’s Research Students Progress Board) and where appropriate co-ordinating contact with such associate supervisors as may be appointed;
• to submit a report on the student’s progress to the student’s Supervisory Panel meeting and to attend the meeting;

• to submit, or to arrange for the Research Students’ Progress Board to submit, bi-annual reports on the student’s progress to the Head of School, and at other times as requested to do so;

• to warn a student of foreseeable problems on the horizon and, if necessary, to explain the ways in which the student’s work is not of an appropriate standard;

• to notify the Director of Graduate Studies and/or the student’s Panel if as Supervisor he/she believes that the student is unlikely to reach the standard for the degree for which he/she is registered.

3.2 Integrated PhD

Our Integrated PhD Philosophy is a four-year doctoral programme that provides a rigorous training in philosophy. Your first year consists of an MA Philosophy combining taught modules with writing an MA dissertation, which prepares you for researching and writing a doctoral thesis over your next three years.
3.3 Nature of Doctoral Studies

3.3.1 The Doctoral Thesis

The total word count of your thesis will vary based your research degree scheme:

- Standard PhD in Philosophy or Art History: maximum length of 80,000 words. This word limit is also for students pursuing an Integrated PhD in Philosophy.
- Practice-based PhD in Curating (part of our Art History programme): maximum length of 40,000 words. This shorter length reflects the fact that students must organize a substantial exhibition in addition to writing a thesis.
- MPhil: maximum length of 50,000 words.
- MA by dissertation (also sometimes called MRes): maximum length of 30,000 words.

Examiners look for evidence of training in the appropriate methods, for knowledge of relevant literature concerning the topic in question, and for general competence in background related to the topic. In the case of a PhD thesis, in particular, examiners look for evidence of originality. A doctoral thesis must show evidence of being a significant contribution to knowledge and of the capacity of the candidate to pursue further research without supervision. The thesis should contain a significant amount of material worthy of publication, and presentation and style must meet standards of academic publication. Presentation and linguistic fluency are factors examiners can be expected to take note of and to regard as relevant. Length is not a virtue in itself: unnecessary length is liable to detract from the thesis.

3.3.2 Choice of Research Topic

Students who enter to study for the MA by Dissertation (MRes), MPhil or PhD will arrive with their research topic already chosen. Those who are admitted to the Integrated PhD will be expected to have their research chosen, but it is accepted that this may be subject to change. Although it is always possible to modify or refine your topic later, an early decision helps give your work direction. (Narrow topics tend to broaden out, broad topics often dissipate hopelessly.) Approval of a topic is given by the Director of Graduate Studies and is in every case dependent on the availability of a supervisor who is able and willing to supervise it. The Director of Graduate Studies in giving his or her approval will take into account such questions as whether appropriate supervision will be available over the entire period of the student’s research, whether the student has the basic skills necessary for the topic (e.g. languages) or training can be provided to secure those skills, whether the necessary materials (e.g. relevant books) are readily available, and whether one can reasonably expect that the research will be completed in the time available.

3.3.3 Extensions

Students are expected to complete within the time-frame and will not be allowed to proceed to the completion period, and pay a reduced fee, unless they have written a substantial portion of the thesis in draft, and are likely to submit the thesis within the completion period.
During the final year of the minimum period, the student may request an extension to the minimum period if they need an additional period of study. However, only in exceptional circumstances will an extension to a minimum period be granted. (See also ‘Monitoring Progress’).

If a student comes to the end of the completion period, has not submitted and does wish to register for a further year(s), they will find that the fees rise quite considerably. The maximum period that can elapse from the first date of registration is five years for a full-time PhD (not including periods of intermission).

3.3.4 Getting started

Postgraduate research, whilst exhilarating, also requires a high level of self-direction and organisation. A decision to pursue research implies that you are keenly motivated and interested in your chosen subject. You will already have some ideas about likely sources to be investigated. The opening phase of research can be peculiarly bewildering unless you devise a clear strategy from the outset. This obviously includes the working out of a general plan of research, the initial conceptualisation of the problems likely to arise, and a preliminary review of the most relevant literature. As you move further into the subject, you may well find that the plan changes and that the problems turn out to be somewhat different from those you have initially foreseen. But after a few months’ work, it should be possible for you to have a clear idea of what you are aiming for, and by this stage you should be examining your primary sources. Your major effort at investigating these will probably come between the end of your first year and the end of your second year. This leaves your third year for drafting the thesis and revising it into its final version.

As soon as possible, you should engage in research of an active, productive kind. Fairly early on in the research, usually by the end of the first term, it is appropriate to draft a tentative, but fairly developed synopsis or outline of the thesis you envisage based on your reading to date of the secondary sources and possibly, where appropriate, an overview of the availability of primary sources, the problems that these might create and the issues that they can address. This will provide you (and your Supervisor) with a solid foundation to build on, to see what further evidence you need to look for, what avenues of enquiry are likely to prove fruitful, how the thesis can be organised and, possibly, how the scope of the research may need to be redefined.

Accompanying the synopsis, you should produce a rough thesis plan (e.g., listing potential chapter headings). However, for your own purposes, you should draw up a more detailed plan of the thesis giving indications of the themes to be addressed in each chapter and the relative weight of these as soon as possible. In order for this to be effective, you should break the thesis down into its composite elements. Having done this, make a preliminary decision as to how the content is to be divided into chapters and work out the internal structure of each chapter; then by looking at connections across chapters, determine the order in which they should be presented and at what stage materials should be introduced and analysed. Eventually you should end up with a plan, which is essentially linear. It will likely have to be revised as your research progresses, but at least it will give you a framework within which to work.
When your basic research is completed and you have a clear overall picture of your thesis, you should begin writing the individual chapters, aiming at this stage to produce first drafts for your Supervisor to comment on and discuss with you. There is also no harm in asking other people, including your fellow students, to read and comment, as long as they are willing. It is generally best to give your Supervisor complete chapters, unless he or she requests otherwise. It is not necessary to work sequentially from the first to last chapter; it often proves easier to write first drafts of chapters out of sequence. It is also important to submit work regularly - as a rough guide, in order to complete within two to three years, you will generally need to produce at least one draft chapter per term. In all probability, these drafts will need to be modified, firstly in the light of your Supervisor’s comments and later when you have done drafts of all the chapters (e.g., to iron out inconsistencies, fill in gaps, eliminate repetition, etc.). You should take your Supervisor’s comments seriously and not be over-defensive about what you have written. If your Supervisor (who is fairly familiar with your work) can misunderstand you or fail to be convinced by your argument, it is a fair bet that the examiners, approaching your work for the first time, will do likewise. At the same time, you must remember that the thesis is your responsibility, not your Supervisor’s. Your Supervisor is not infallible and cannot be expected to have a detailed grasp of your research, so it is up to you to evaluate his/her comments.

3.3.5 Permission to carry out research away from the university

University regulations require that students must speak to their supervisor if they are planning a research trip away from the university. Once supervision arrangements have been agreed, permission from the Deputy Dean (Postgraduate Research Education) must be requested. This is especially important for international students who should be aware of the following:

“If you are an international student and have a UK visa, it is very important that you are aware of the immigration rules and requirements that apply to you. Please ensure that you check what action you need to take and if you are able to remain in the UK. Depending on your immigration permission the University may have to report changes in your planned study to the UK Border Agency. Immigration information is available on the University’s website: www.essex.ac.uk/immigration/

Regulation 4.28 relating to permission to carry out research away from the University can be found at http://www.essex.ac.uk/about/governance/documents/regulations/research-degrees.pdf.

The following guidelines have been prepared by the School of Philosophy and Art History with reference to the 2004 QAA Code of Practice: Postgraduate Research Programmes and The University Code of Practice: Postgraduate Research Degrees. These notes are intended as a supplement to the University's Higher Degree Regulations. All research students should familiarise themselves with those regulations.
3.3.6 Supervision

The nature of supervision means that there will be some flexibility about both the number of supervisions and their duration. The basic target is three contact hours a term. Written correspondence on work will count as a mode of supervision.

The point of supervisions is to discuss work previously submitted and, on the basis of this, directions for future. But this should not mean that a student is expected to hand in work for each supervision. Where work submitted merits extended discussion, it will be carried over to a second supervision.

The responsibilities of research students are laid down in the University Code of Practice: Postgraduate Research Degrees. Students should read these and bear them in mind at all times. However, complementary to the University Code of Practice, the School lays particular emphasis on the following responsibilities:

3.3.7 Supervisors and Supervision

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 per month. For part-time students contact should be at least bi-monthly. A record of this monthly contact should be kept in the School.

Supervisors are responsible for making contact with their student if the student fails to meet/communicate with them as expected each month. If the student fails to meet/communicate with the supervisor for three consecutive months, the supervisor should refer the student to the Director of Graduate Studies, who will arrange a meeting with the student to discuss their progress. If the student continues to fail to meet/communicate with the supervisor, their progress remains unsatisfactory, or they fail to attend the meeting with the Director of Graduate Studies, the matter should be considered by the Research Students’ Progress Board.

3.3.8 Confirmation of PhD status

All PhD students will be registered for a standard minimum period (three years for full-time students; six years for part-time students) and initially registered as MPhil/PhD. At the end of the first year of full-time study (or the equivalent for part-timers), students may have their PhD registration confirmed. The Research Students’ Progress Board shall decide that a student’s PhD status be confirmed only if it is satisfied that the student has produced work of sufficient quality and quantity to provide evidence of appropriate PhD-level progress.

The June Supervisory Panel of the first year will be the Confirmation Panel (second year for part time and Integrated PhD students). The Confirmation Panel reviews the evidence to confirm whether or not progress and work is at PhD level and makes a recommendation to the Progress Board. The School’s expectation is that by the time of the Confirmation Panel students will have satisfactorily completed the following elements of their research project:
For a standard PhD:

- Critical Literature Review
- Project Outline
- A substantial piece of research towards the PhD (10,000 words)

For a practice-based PhD in Curating:

- Critical Literature Review
- Project Outline
- Curatorial plan of proposed exhibition project

The Confirmation Panel can make the following recommendations to the Progress Board:

a. Confirm PhD status
b. Defer a decision to the next Panel
c. Downgrading to MPhil
d. Discontinuation

When PhD status has been confirmed, the student will be sent a letter indicating that their formal registration status has been changed to PhD instead of MPhil/PhD. The minimum period will be unchanged. Students will continue to have 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 minimum period or that a subsequent recommendation of downgrading or discontinuation could not be made if good progress did not continue. (On what constitutes good progress in this context, see the milestones specified below under ‘Monitoring Progress”).

If the first Confirmation Panel does not recommend that a student’s PhD status should be confirmed, the student will be permitted to continue as an MPhil/PhD student until the next Supervisory Panel. If, however, a student accepts the assessment that their status be downgraded 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 downgraded to MPhil will have revised minimum and maximum dates.

If the decision regarding PhD status is deferred to a second Confirmation Panel, or a student decides not to accept the recommendation of the first Confirmation Panel of downgrading or discontinuation, then a second Confirmation Panel will be held before the start of the next academic year. If, following the second Confirmation Panel, PhD status is not confirmed, then the Panel will recommend to the Progress Board either downgrading to MPhil or discontinuation. At this point, a student has a right of appeal against that decision.
3.4 PhD Progress

Monitoring Progress

N.B. Special procedures for monitoring progress may be associated with various PhD scholarships, such as AHRC-funded CHASE awards. For details please refer to the terms and conditions of your award and the CHASE website: http://www.chase.ac.uk/.

Each student will meet with a Supervisory Panel, consisting of at least two members of staff; typically, the supervisor and another member of staff as chair. Each Panel will meet with the student at least twice a year, either in November and May or February and June. However, students in their first year of research have their first Supervisory Panel in week 17/18 (January) and their Confirmation Panel in week 37/38 (June).

The purpose of the Supervisory Panel is to form an overview of the student's work and to monitor progress, taking into account both academic and personal issues. The meeting is not normally expected to last more than 45 minutes.

Before every meeting the student will be required to submit an excerpt from the work currently underway. N.B. This need not be a polished piece of work and students should not feel anxious if it is only an initial draft. The aim is to give the Supervisory Panel a sense of your progress. The submission should be no more than 10,000 words in length for the standard PhD. It is not expected that all the work completed will be presented to the Panel, although it should be available to the Panel if required. In addition to the excerpt, which may be no more than a first draft, students will be asked to comment on the context (chapter or paper) from which the excerpt is drawn, and to provide a brief outline of the whole project, explaining the place within it of the work currently underway. Students are also invited to provide a self-assessment of the development of their own research and other relevant skills.

For Philosophy students, the first Supervisory Panel of the third year (or equivalent for part time students) will not involve a written submission but rather will take the form of an oral presentation. The presentation is not intended to be a general overview of the thesis but to set out a specific problem or argument, very much as one would do in a written submission or in giving a conference paper. The presentation should last about 20 minutes, followed by a critical discussion with the members of the Supervisory Panel. Students should provide context by indicating beforehand in the supervisory panel form where the presented content would fit in the thesis, and what part it would play.

For Art History students please see 3.17 Art History PhD 2nd Year Presentations.

Students are required to complete the first part of the appropriate Supervisory Panel Report Form and submit it along with their Panel submission at least two weeks before their Supervisory Panel meeting. Forms can be downloaded via the link below, it should be clear which one you need but if in doubt contact the Senior Student Services Administrator: http://www.essex.ac.uk/arthistory/current_students/resources/default.aspx.
A report of the Supervisory Panel, produced by the Chair, is lodged on file, including an evaluation of progress and a note on the future work schedule from the supervisor. Concern about lack of progress must be noted either in this report, or separately in writing. The Director of Graduate Studies carries out a formal review of the progress of all research students halfway through the academic year.

In June, there is a meeting of a Research Students’ Progress Board (RSPB) comprising the Director of Graduate Studies and two other experienced supervisors. The RSPB will examine the Supervisory Panel reports and decide whether students are allowed to proceed or whether their studies should be discontinued or their status altered.

Supervisory Panels for part-time research students are held twice yearly in November and in May/June. The Confirmation Panel for a part-time student will be in the sixth term (third term for full-time students).

Where the RSPB is considering a recommendation that a student’s studies be downgraded or discontinued, it will invite the student to discuss this with the RSPB before making a final recommendation. If downgrading or discontinuation is confirmed by the RSPB the student may then request a review of the recommendation using the appeals procedure published on the web at http://www2.essex.ac.uk/academic/students/appeals.html.

The RSPB shall, exceptionally, be convened at any other point in the year at the request of a student, Supervisor, the Director of Graduate Studies or the Dean.

3.5 Outline of Examination Arrangements for Research Students

The Registry publishes details of the arrangements for the examination of theses presented by research students, together with notes for guidance on how to present the thesis. These are available on the Registry web pages: http://www.essex.ac.uk/about/governance/regulations/.

Once you have submitted the ‘Approval of Title’ form to the Registry (Silberrad Student Centre), they will send you the document ‘Notes for Guidance on the Submission and Presentation of a Thesis’. All students must present their thesis in accordance with these guidance notes.

3.6 Word Length

Your thesis should include a 300-word abstract that should summarise the contents and main argument of the thesis. The thesis should also include a table of contents, a preface, footnotes (or endnotes), and bibliography; appropriate lists of tables, glossaries of foreign words, technical terms, etc., should also be included where necessary.

As noted earlier, the maximum permitted length is determined by your research degree:

- Standard PhD in Philosophy or Art History: 80,000 words.
- Practice-based PhD in Curating: 40,000 words.
- MPhil: maximum length of 50,000 words.
- MA by dissertation (also known as MRes): maximum length of 30,000 words.
The University checks the length of theses and those which exceed the permitted length are not accepted. The word length refers to the text of the thesis. Therefore it does not include appendices, bibliographies, footnotes (provided that in the latter case the footnotes stand alone and thus do not form an intrinsic part of the argument of the thesis), etc.

### 3.7 Presentation

Using word processing software means that you are able to type and produce the final version of the thesis yourself. While this offers many advantages, e.g., greater control of presentation and easier amendment and editing, it also has some disadvantages. The sheer ease of amendment can tempt you into making set after set of ‘final’ changes; each change, however small, has knock-on ramifications (for example, page numbering, footnote location, etc.). Allow time for meticulous proof-reading (and remember that the examiner can require you to amend any errors before approving a pass).

Above all, keep back-up copies of all your work, and update them frequently.

### 3.8 Appointing examiners

The School procedure for appointing Examiners (internal & external) is that supervisors, after informal consultation with their supervisees, propose possible examiners. These proposals should then be handed in to the Senior Student Services Administrator, for consideration by the Director of Graduate Studies (or the Head of School where the Director of Graduate Studies is the supervisor). The Director of Graduate Studies (or HoS) may decide to approach other examiners, however in all cases students will have the opportunity to comment on the choice of examiners prior to formal appointment. Both examiners will usually, but not invariably, be drawn from either a philosophy or art history department. The Director of Graduate Studies (or HoS) is responsible for writing informally to the proposed examiners asking whether they would be willing to act. Once informal consent has been secured from the examiners, their details are forwarded to Deputy Dean (Postgraduate Research Education) to invite them formally to serve as examiners.

### 3.9 Examination Period

You must remember that examiners need a certain amount of time to read your thesis. The normal time is around three months. In certain circumstances it may be possible to ask the examiners to read your thesis more quickly, but they are under no obligation to do so.

### 3.10 The Examination

A thesis must show evidence of being a significant contribution to knowledge and of the capacity of the student to pursue further research without supervision. The thesis should contain a significant amount of material worthy of publication and must be of good presentation and style.

A thesis must be the sole work of the student; however, if the investigations which it describes are joint work, and other descriptions or publications have derived from this work, they may be referred to in the thesis, and copies of the work may be appended to the thesis (e.g., jointly authored published papers).

Students should be aware that examiners look for evidence of training in the appropriate methods, for knowledge of relevant literature concerning the topic in question, and for general competence in background related to the topic. Especially in the case of a PhD thesis, examiners look for evidence of originality and other particular strengths. They are also
concerned with the quality of presentation of the thesis, including its literary presentation, and note whether the thesis has exceeded the maximum permissible length. The examiners will also need to be convinced that the student has acquired the relevant skills, which may include a reading ability in such languages as are germane to the topic of the thesis.

3.11 Oral Examination (Viva Voce)

The internal examiner will contact the student to arrange an Oral Examination (viva voce), which is held for all PhD and MPhil students. Exemptions from this rule are exceptional, and can only be granted on intellectual grounds, i.e., when the examiners are convinced that the thesis is so excellent that no further discussion of its contents is necessary. The Oral Examination usually takes about one and a half to two hours, and consists of a detailed discussion of the thesis and specific points contained in it. You will normally be told the result at the end (or soon after the end) of the Oral Examination.

3.12 Standards for Postgraduate Research Degrees

General

Examiners look for evidence of training in the appropriate methods, for a scholarly knowledge of literature relevant to the topic of the thesis, and for an awareness of how the research undertaken relates to a wider field of research and to ongoing debates in relevant domains.

MA by Dissertation

In the case of an MA thesis, examiners will expect to find evidence of an advanced and sophisticated understanding of the area of study. The thesis should be well structured, and build towards a clear conclusion. Presentation and style must meet standards of academic publication, and clarity of presentation and linguistic fluency are factors which examiners can be expected to take note of, and regard as relevant.

Master of Philosophy

In the case of an MPhil thesis, examiners will be looking for a presentation of the results of research which forms a well-ordered and critical exposition of existing views and arguments (where ‘existing’ can mean historical as well as current), and/or which makes an original contribution to the topic. Presentation and style must meet standards of academic publication, and clarity of presentation and linguistic fluency are factors which examiners can be expected to take note of, and regard as relevant.

Doctor of Philosophy

In the case of a PhD thesis, examiners will be looking specifically for evidence of originality. A doctoral thesis must show evidence of being a significant contribution to knowledge, and of the capacity of the candidate to pursue further research without supervision. The thesis should contain a significant amount of material that is worthy of publication, or would be so worthy after some further refinement of which the candidate is deemed capable. Presentation and style must meet standards of academic publication, and clarity of presentation and linguistic fluency are factors which examiners can be expected to take note of, and regard as relevant. It should be noted that length is not a virtue in itself; unnecessary length is liable to detract from the thesis.
3.13 Examiners' Recommendations

It is University policy that research degree students are entitled to receive copies of the examiner’s pre- and post-viva reports on their thesis on request, when examining is complete.

The outcomes available for each degree, and any lower award, are specified in the programme requirements below. The outcomes are:

(a) **Pass with no corrections or minor typographical/presentational corrections.** The candidate makes any corrections prior to submission of the final version of the thesis.

(b) **Pass with minor corrections to be made within three months.** The examiners must provide a list of corrections that they wish to see made. Minor corrections should not require the candidate to conduct further research or undertake substantial further work. These include typographical errors, clarifying points, rephrasing, editing/adding paragraphs, correcting references, etc. The internal examiner must confirm in writing that these have been made satisfactorily. Corrections must be made and the thesis submitted within three months.

(c) **Pass with major corrections to be made within six months.** The examiners must provide a list of corrections that they wish to see made. Major corrections require the candidate to undertake substantial further work but the corrected thesis should not require re-examination. Such major corrections include more extensive editorial revisions, the addition of substantial new material, re-writing of substantial parts of the thesis, re-analysis of existing data, etc. The internal examiner must confirm in writing that these have been made satisfactorily. Corrections must be made and the thesis submitted within six months.

(d) **Referral for re-examination in up to 12 months.** The candidate has not met the requirements for the degree examined but may resubmit, on one occasion only, a revised thesis for re-examination within 12 months. The examiners must provide a statement describing the shortcomings of the thesis and the changes required. These may include, amongst other things, editorial corrections and revisions, rewriting a part, parts or the whole of the thesis, the carrying out of further research and/or experimental work. They must also specify the referral period, which should not normally be less than six months or exceed 12 months.

For viva outcomes E, F and G (below) the candidate is awarded a degree at a lower level from the qualification for which they were initially assessed (for example awarding a MPhil to a PhD candidate). In such cases, the examiners must clearly provide in their statement how the candidate has met the criteria for the lower award in addition to the reasons for not meeting the criteria for the higher award.

(e) **Award of a (lower award) with minor corrections to be made within three months.**

The candidate has not met the requirements for the degree examined but has met the requirements for the (lower award) subject to the approval of minor corrections. The examiners must provide a list of the corrections that they wish to see made. Minor corrections should not require the candidate to conduct further research or undertake substantial further work. These include typographical errors, clarifying points, rephrasing, editing/adding paragraphs, correcting references, etc. The internal examiner must confirm in writing that these have been made satisfactorily. Corrections must be made
and the thesis submitted within three months.

(f) **Award of a (lower award) with major corrections to be made within six months.**
The candidate has not met the requirements for the degree examined but has met the requirements for the (lower award) subject to the approval of major corrections. The examiners must provide a list of the corrections that they wish to see made. Major corrections require the candidate to undertake substantial further work but the corrected thesis should not require re-examination. Such major corrections include more extensive editorial revisions, the addition of substantial new material, re-writing of substantial parts of the thesis, re-analysis of existing data, etc. and the internal examiner must confirm in writing that these have been made satisfactorily. Revisions must be made and thesis submitted within six months.

(g) **Referral for a (lower award).** The candidate has not met the requirements for the degree examined but may resubmit a revised thesis for re-examination for a (lower award). The examiners must provide a statement describing the shortcomings of the thesis and the changes required. These may include, amongst other things, editorial corrections and revisions, rewriting a part, parts or the whole of the thesis, the carrying out of further research and/or experimental work. They must also specify the referral period, which should not normally be less than six months or exceed 12 months.

(h) **Fail.** The examiners must provide a clear statement describing the shortcomings of the thesis.
### Milestones

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<tr>
<th>Milestone</th>
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<th>Deliverables</th>
<th>Deadline</th>
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</table>
| M1: Confirmation and Progress to Year 2 (or equivalent for part-time students) | A: Assess training needs and knowledge required to undertake research project and complete the thesis. | ▪ Training Needs Analysis to be completed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | ▪ Term 1 for full-time students;  
▪ Term 2 for part-time students  
▪ By end of Term 3 for full-time students; Term 6 for part-time students. |

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| B: Choose research topic and demonstrate significance/impact of research. | Research Project Proposal, including (dependent on subject area):  
▪ Write central research problem/questions to be answered.  
▪ Methodological considerations.  
▪ Feasibility Report - identifying sources, access and ethical considerations  
▪ Create project plan, outlining objectives for each stage. | A research outline and a critical literature review will be presented at the first supervisory board, i.e. during term 2 for F/T students, or during term 4 for P/T students.  
If the relevant Panel requires it, these submissions can be reworked and resubmitted for the Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students). | |

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<tr>
<td>C: Demonstrate understanding of chosen topic within the context of the field.</td>
<td>Critical Literature Review (where relevant).</td>
<td>Same as M1B.</td>
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<tr>
<td>D: Demonstrate the ability to produce work of the quality and quantity in order to complete within the three year standard PhD period.</td>
<td>Evidence that academic writing is of standard and ability expected at PhD level, including adequate referencing and language skills.</td>
<td>By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students).</td>
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</tbody>
</table>
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students) | A: Review training needs and knowledge required to continue with research project and complete the thesis. | ▪ Training Needs Analysis to be reviewed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate.  
By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students). |
|---|---|---|
|  | B: Demonstrate work of the quality and quantity expected at the end of Year 2. | ▪ Produce another 10000 words in good draft.  
▪ Report on research undertaken to date.  
By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
|  | C: Review significance and impact of research and articulate output. | For example:  
▪ Deliver workshop  
▪ Present research to students and staff at seminar/conferences  
▪ Write journal articles.  
By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
|  | D: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/timetable for Year 3, which demonstrates the ability to submit within the three year standard PhD period (six years for part-time students).  
▪ Produce Supervisory Panel report written in a clear and self-reflective style.  
By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |

This will standardly take the form of a 10000-word document in good draft.
### Milestones

Progress is monitored against the following milestones (pro-rata for part-time students):

**By the end of the first year** MPhil/PhD students should have a clear sense of the research questions that they wish to address and of any research training they need to do. For their first Supervisory Panel (January), students are required to submit material in a specific form: a 5,000-word Critical Literature Review (i.e. an evaluative account of the most relevant scholarly literature in their area of research), and a 2,000-word detailed Project Outline. The Project Outline should locate the student’s research in the field described in the Critical Literature Review. In the case of PhD students, this material will form the basis of the Supervisory Panel's assessment of the student's progress, and, subsequently, of the Progress Board’s recommendation to the Deputy Dean (Postgraduate Research Education) concerning the continuation of the student's studies after the first year. Submission of these two related documents is a minimum expectation, and need not preclude work on draft chapters of the thesis. Further notes pertaining to the Critical Literature Review and Project Outline are

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<tr>
<th>M3: Year 3 (or equivalent for part-time students)</th>
<th>A: Ability to reflect on skills and knowledge development and its application to the research project.</th>
<th>Training Needs Analysis reviewed.</th>
<th>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</th>
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<tr>
<td>B: Demonstrate work of the quality and quantity expected when nearing submission.</td>
<td>▪ Research completed (experimental, empirical and theoretical work, where relevant) ▪ Have a substantial portion of the thesis in good draft (standardly about two thirds of the work).</td>
<td>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</td>
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<tr>
<td>C: Clear evidence of progress towards submission.</td>
<td>▪ Completed final draft of thesis for supervisor(s)/Supervisory Panel.</td>
<td>By interim Supervisory Panel prior to submission: Term 7/8 for full-time students; Term 15-16 for part-time students.</td>
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</tr>
<tr>
<td>If required: M4: Request to enter Completion period</td>
<td>A: Clear plan to submission.</td>
<td>▪ Timeline of work needing to take place before submission ▪ Submission date agreed</td>
<td>Timeline agreed by Supervisory Panel.</td>
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</tbody>
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**By the end of the first year** MPhil/PhD students should have a clear sense of the research questions that they wish to address and of any research training they need to do. For their first Supervisory Panel (January), students are required to submit material in a specific form: a 5,000-word Critical Literature Review (i.e. an evaluative account of the most relevant scholarly literature in their area of research), and a 2,000-word detailed Project Outline. The Project Outline should locate the student’s research in the field described in the Critical Literature Review. In the case of PhD students, this material will form the basis of the Supervisory Panel's assessment of the student's progress, and, subsequently, of the Progress Board’s recommendation to the Deputy Dean (Postgraduate Research Education) concerning the continuation of the student's studies after the first year. Submission of these two related documents is a minimum expectation, and need not preclude work on draft chapters of the thesis. Further notes pertaining to the Critical Literature Review and Project Outline are
included in Appendix A. For their second Supervisory Panel (June), first year PhD students are further required to produce a substantial piece of work toward the PhD (10,000 words).

**By the end of the second year** PhD students will be expected to have completed at least two draft chapters of their thesis or equivalent (15,000 – 20,000 words) and an updated project outline. In considering whether or not to recommend that students proceed to the following year, the Supervisory Panel will consider whether the work submitted demonstrates potential to make a significant contribution to philosophy, the ability to conduct initial research and to test ideas (whether of the student or of other authors in the field), and an understanding of the research context.

**By the end of the third year**, the Progress Board will recommend to the Deputy Dean (Postgraduate Research Education) that the student proceed to the completion period, so long as they are satisfied that a substantial portion of the thesis at a level appropriate for doctoral research is written in draft, and that the thesis will be ready for submission within the completion period. If the Progress Board does not recommend that a student proceed to the completion period because there is no realistic expectation that the student will be ready to present the thesis for examination within the completion period, then the student must apply for an extension to the minimum period and will be required to pay the appropriate full-time or part-time fee.
### 3.15 Standard Milestones for PhD Students 2018-19 entry – Art History
(i.e., not the practice-based PhD in Curating)

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<tr>
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<tbody>
<tr>
<td><strong>M1: Confirmation and Progress to Year 2 (or equivalent for part-time students)</strong></td>
<td>A: Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>▪ Training Needs Analysis to be completed. ▪ Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>▪ Term 1 for full-time students; Term 2 for part-time students ▪ By end of Term 3 for full-time students; Term 6 for part-time students.</td>
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<td></td>
<td><strong>B: Choose research topic and demonstrate significance/impact of research.</strong></td>
<td>Research Project Proposal, including (dependent on subject area): ▪ Write central research problem/questions to be answered. ▪ Methodological considerations. ▪ Feasibility Report – identifying sources, access and ethical considerations ▪ Create project plan, outlining objectives for each stage.</td>
<td>A research outline and a critical literature review will be presented at the first supervisory Panel, i.e. during term 2 for F/T students, or during term 4 for P/T students. If the relevant Panel requires it, these submissions can be reworked and resubmitted for the Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students).</td>
</tr>
<tr>
<td></td>
<td><strong>C: Demonstrate understanding of chosen topic within the context of the field.</strong></td>
<td>Critical Literature Review (where relevant)</td>
<td>Same as M1B.</td>
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<tr>
<td></td>
<td><strong>D: Demonstrate the ability to produce work of the quality and quantity in order to complete within the three year standard PhD period.</strong></td>
<td>Evidence that academic writing is of standard and ability expected at PhD level, including adequate referencing and language skills. This will standardly take the form of a 10000-word document in good draft.</td>
<td>By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students)</td>
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| E: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/timetable for Year 2.  
▪ Produce Supervisory Panel report written in a clear and self-reflective style. | By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students). |
|---|---|---|
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students). | A: Review training needs and knowledge required to continue with research project and complete the thesis. | ▪ Training Needs Analysis to be reviewed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate.  
▪ Term 4 for full-time students; Term 8 for part-time students  
▪ By end of Term 6 for full-time students; Term 12 for part-time students. |
| | B: Demonstrate work of the quality and quantity expected at the end of Year 2 | ▪ Produce another 10000 words in good draft.  
▪ Report on research undertaken to date.  
▪ By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
| | C: Review significance and impact of research and articulate output. | For example:  
▪ Deliver workshop  
▪ Present research to students and staff at seminars/conferences  
▪ Write journal articles.  
▪ By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students).  
Art History research students formally present their research to staff and students in Term 6 for full-time students/Term 12 for part-time students. |
| | D: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/timetable for Year 3, which demonstrates the ability to submit within the three year standard PhD period (six years for part-time students).  
▪ Produce Supervisory Panel report written in a clear and self-reflective style.  
▪ By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
| M3: Progress from Year 3 (or equivalent for part-time students) | A: Ability to reflect on skills and knowledge | ▪ Training Needs Analysis reviewed.  
▪ By Term 7 Supervisory Panel for full-time students; |
<table>
<thead>
<tr>
<th>students)</th>
<th>development and its application to the research project.</th>
<th>Term 15 for part-time students.</th>
</tr>
</thead>
</table>
| B: Demonstrate work of the quality and quantity expected when nearing submission. | ▪ Research completed (experimental, empirical and theoretical work, where relevant)  
▪ Have a substantial portion of the thesis in good draft (standardly about two thirds of the work). | By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students. |
| C: Clear evidence of progress towards submission. | ▪ Completed final draft of thesis for supervisor(s)/Supervisory Panel. | By interim Supervisory Panel prior to submission: Term 7/8 for full-time students; Term 15-16 for part-time students. |
| If required: M4: Request to enter Completion period. | A: Clear plan to submission. | Timeline agreed by Supervisory Panel. |
| | ▪ Timeline of work needing to take place before submission  
▪ Submission date agreed | |
### 3.16 Milestones for practice-based PhD in Curating 2018-19 entry

Students pursuing a practice-based PhD in Curating are expected to have completed their Critical Literature Review, Project Outlines, and a curatorial plan of their proposed exhibition project by their first Supervisory Panel, which will be held in weeks 17/18. If necessary, such students may be asked to revise these materials by the Confirmation Panel, which will be held in week 37/38. For more information regarding the Critical Literature Review and Detailed Project Outline, please see Appendix A.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: Confirmation and Progress to Year 2 (or equivalent for part-time students)</td>
<td>A: Assess training needs and knowledge required to undertake the combined theoretical and practical curatorial project (i.e. a major, research-driven exhibition) and complete the accompanying research-based document.</td>
<td>• Training Needs Analysis to be completed.</td>
<td>Term 1 for full-time students; Term 2 for part-time students</td>
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<td></td>
<td></td>
<td>• Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
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<td>By end of Term 3 for full-time students; Term 6 for part-time students</td>
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<tr>
<td>B: Choose a curatorial theme and demonstrate the wider significance/impact of the theme and curatorial approach with respect to contemporary discourses concerning the production, distribution, and reception of exhibitions.</td>
<td></td>
<td>A research outline, preliminary curatorial plan of the exhibition project (e.g., a project timeline identifying next steps, and assessing the available resources to do the project) and a critical literature review will be presented at the first Supervisory Panel. i.e. during term 2 for F/T students, or during term 4 for P/T students.</td>
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<td></td>
<td></td>
<td>• Describe curatorial thesis and exhibition contents (this should include a provisional working title, a detailed explanation of the general concept, and a list and brief discussion of proposed or potential artists/works).</td>
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<td></td>
<td></td>
<td>• Write central curatorial problems/strategies to be addressed.</td>
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<td></td>
<td></td>
<td>• Methodological considerations.</td>
<td></td>
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<td></td>
<td></td>
<td>• Feasibility Report – identifying sources, access and ethical considerations</td>
<td></td>
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<td></td>
<td></td>
<td>• Create project plan, outlining objectives for each stage.</td>
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</tbody>
</table>
| C: Demonstrate understanding of chosen curatorial topic/approach within the context of the field. | Critical Literature Review (where relevant).  
Critical review of selected curatorial topic/approach with regard to contemporary discourses of exhibition practice. | Same as M1B. |
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<tbody>
<tr>
<td>D: Demonstrate the ability to produce work of the quality and quantity in order to complete within the three year standard PhD period.</td>
<td>Evidence that theoretical/practical curatorial skills and academic writing (including adequate referencing and language skills) are of standard and ability expected at PhD level.</td>
<td>By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students).</td>
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</tbody>
</table>
| E: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | Create a detailed, realistic plan of work/timetable for Year 2.  
Produce Supervisory Panel report written in a clear and self-reflective style. | By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students). |
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students) | A: Review training needs and (theoretical/practical) knowledge and skills required to continue with the independent curatorial project and complete the accompanying research-based document. | Training Needs Analysis to be reviewed.  
Attend Proficio courses and plan for further courses to attend, as appropriate. | Term 4 for full-time students; Term 8 for part-time students  
By end of Term 6 for full-time students; Term 12 for part-time students. |
<p>| B: Demonstrate work of the quality and quantity expected at the end of Year 2. | Produce c. 10,000 words in good draft, outlining the curatorial project's specific goals, storyline, provisional educational plan, promotional strategies and estimate costs. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |</p>
<table>
<thead>
<tr>
<th><strong>M3: Year 3 (or equivalent for part-time students)</strong></th>
<th><strong>A: Ability to reflect on skills and knowledge development and its application to the independent curatorial project.</strong></th>
<th><strong>B: Demonstrate work of the quality and quantity expected when nearing</strong></th>
<th><strong>Training Needs Analysis reviewed</strong> <strong>Enter production stage: Implement the promotional plan, develop the educational programme, prepare the exhibition components, organise shipping, mounting and installation of loaned works.</strong> <strong>Enter functional phase: Present the exhibition to the public, implementing</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>C: Review significance and impact of curatorial theme and approach, and articulate output.</strong></td>
<td><strong>For example:</strong> <strong>Deliver workshop</strong> <strong>Present research to students and staff at seminars/conferences</strong> <strong>Write journal articles.</strong></td>
<td><strong>By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students).</strong> <strong>Curating students formally present their research to staff and students in Term 6 for full-time students/Term 12 for part-time students.</strong></td>
<td><strong>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</strong></td>
</tr>
<tr>
<td><strong>D: Demonstration of effective project management as well as an understanding of the inner mechanisms required to prepare and present a curatorial project through producing an outline of the exhibition development, identifying tasks and deadlines, and prioritisation of activities.</strong></td>
<td><strong>Research/Planning stage completed, prepare for production stage.</strong> <strong>Create a detailed, realisable exhibition, an educational plan, and a promotional plan/timetable for Year 3, which demonstrates the ability to submit within the three year standard PhD period (six years for part-time students).</strong> <strong>Produce Supervisory Panel report written in a clear and self-reflective style.</strong></td>
<td><strong>By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students).</strong></td>
<td><strong>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</strong></td>
</tr>
</tbody>
</table>
3.17 Art History PhD 2nd Year Presentations

Students are expected to present an aspect of their work to staff and other students for discussion during their second year (or third year for part-time students). These presentations are usually timetabled in week 34 and should be short – 30 minutes maximum - to allow for presentations plus discussion per session. The presentation should be a close-focus analysis of a particular problem or issue you have encountered in your research. It could be a problem you have already solved, in which case you can take us through the process by which you solved it, or it can be something as yet unsolved and on which you need help. It could be a methodological issue, a difficult text, an ethical question or the matter of how best to structure your argument. (It might be the problem of finding that you don't seem to have an argument any longer!)

The important point is that it should NOT be a general survey of your progress so far - that is the function of the Progress Reports. The purpose of these presentations is to help you to assess your progress so far (about half way through your minimum period). It will help you to clarify or resolve a particular problem you may have and will help other students, especially first year PhD students, by presenting ideas and raising issues which may be of use to them and to give you experience of presenting a brief, informal paper.
3.18 Completing your Thesis on Time

If your original research proposal was realistic and feasible, and if you abide by the general timetable suggested above, then you should be in a position to submit the finished thesis within three years. However, a number of students do experience difficulties achieving this.

For some, delay in completion is due to unforeseen circumstances - illness, unexpected closure or restriction of archives, etc. There are, however, a number of common problems, which can be avoided:

- A lack of planning and focus in the early stages of research. Three years may seem a long time, without regular 'hurdles' in the form of examinations. Supervisory Panels will help you focus on the progress of your work, but above all remember that time passes very quickly.

- Distraction from the main line of research. Here, it is important to strike the right balance. Many scholars will arrive at fresh insights as a consequence of reading a 'peripheral' document, but you must keep sight of your main objective.

- Poor record-keeping. It is not unknown for research students to find that notes taken in the first stages of research are inadequate. If those notes were taken in a foreign archive, the consequences can be serious. At an early stage, you need to work out how to ensure that your notes are suitably organised, indexed and referenced. If you have already written an undergraduate project or postgraduate dissertation, you should have some experience to draw upon.

- Perfectionism. There are always ways of improving your work, whether at the research or writing stage. However, you need to recognise the point at which to move on to the next stage or chapter, rather than continually seeking to polish and perfect work you have already done. This is particularly important at the writing stage.

- Other demands on your time. You may need to undertake some paid employment to assist with costs. Teaching experience can be very valuable, but, with all outside work, the financial and other benefits need to be weighed against the impact upon your research. Remember that a full-time research student is a student for twelve months of the year.
3.19 Submission of the thesis

Notice of Intention to submit

You must give the Postgraduate Research Education Team at least two months’ notice that you intend to submit your thesis. When the intention to submit is acknowledged it begins the examination process and the seeking of Examiners. Students will be emailed their Submission form (RD1) for a thesis to be presented for a Research Degree.

If adequate notice is not provided by the candidate, the examination is likely to be delayed. Students can obtain the ‘Approval of Title’ form here: http://www.essex.ac.uk/staff/exams/postgrad.aspx

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

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.

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.

3.20 Appeals, complaints and fitness to practise

If the recommendation of your Research Students' Progress Board is that your degree should be downgraded or your studies discontinued, and you want to appeal, you must do so within 10 working days of receiving the formal 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 may also appeal against an examination decision. ‘Failed’ or ‘referred’ candidates may submit their appeal no later than 40 working days after the formal notification of the decision.

You should read carefully the Progress and Appeals Procedures for research degree students at: www.essex.ac.uk/about/governance/policies/research-progress-appeals

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.

3.21 Registration, intermitting, changes to studies

All new students and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year - 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/)

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>Minimum</th>
<th>Maximum</th>
<th>Standard</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters by Dissertation (MA or MPhil)</td>
<td>FT</td>
<td>One year</td>
<td>Two years</td>
<td>One year</td>
<td>Up to one year</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Two years</td>
<td>Three years</td>
<td>Two years</td>
<td>Up to one year</td>
</tr>
<tr>
<td>Doctor of Medicine (MD)</td>
<td>PT</td>
<td>Two years</td>
<td>Three years</td>
<td>Two years</td>
<td>Up to one year</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>FT</td>
<td>Three years</td>
<td>Four years</td>
<td>Three years</td>
<td>Up to one year</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>FT/PT</td>
<td>See individual programmes</td>
<td>See individual programmes</td>
<td>See individual programmes</td>
<td>See individual programmes</td>
</tr>
</tbody>
</table>

3.22 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 Student Support 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)

3.23 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.
3.24 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.

3.25 Student representation

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

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

3.26 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

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 Esther Wilkinson – contact her at ewilkin@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
Section 4: Assessment

4.1 Principal Regulations for Research Degrees and the Code of Practice for Research Degrees/ Code of Practice for Professional Doctorates

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

The Principal Regulations and the Codes 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.

4.2 Extenuating Circumstances, withdrawing and intermitting

**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](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/](http://www.essexstudent.com/services/advice_centre/)) or the Student Services Hub ([www.essex.ac.uk/students/contact/default.aspx](http://www.essex.ac.uk/students/contact/default.aspx)).

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.

### 4.3 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

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

### 4.4 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 6. **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

### 4.5 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.'
Section 5: Referencing and good academic practice

5.1 Academic practice

Good academic practice means meeting the standards of independence, honesty, and style essential to high-quality research. It involves using appropriate referencing and acknowledging all of your sources.

5.2 Guidance on referencing

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

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

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

5.3 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/ideas and 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; (please insert department variation here) and for help with referencing, visit the library website: http://libwww.essex.ac.uk/referencing.htm
Section 6: Practicalities: Getting started and IT matters

6.1 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.

6.2 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.
6.3 IT support, 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 in Colchester. 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.

6.4 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.

6.5 On-campus facilities

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

6.6 Graduation

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

Section 7: Skills, Employability and Experience

7.1 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.

7.2 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. www.essex.ac.uk/study/why/languages

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

7.3 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/

7.4 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

7.5 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/frontrunners

7.6 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

7.7 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.
7.8 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)

7.9 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 8: 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.

8.1 Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues

If you need practical advice, a confidential conversation or general information, no matter what the issue is, our **Student Services Hub** is the place to go. Ask us about health and well-being, accommodation, money matters and much more. Your questions matter and you'll get answers from our team of experts

Colchester email: [askthehub@essex.ac.uk](mailto:askthehub@essex.ac.uk) / 01206 874000

[www.essex.ac.uk/students/contact/](http://www.essex.ac.uk/students/contact/) and [www.essex.ac.uk/students/health-and-wellbeing](http://www.essex.ac.uk/students/health-and-wellbeing)

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.


8.2 Harassment Report and Support Service

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.
8.3 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

8.4 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

8.5 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.

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

8.6 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
8.7 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

8.8 Students’ Union Advice Centre

Our SU Advice service offers free, confidential, independent and impartial advice on many issues 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
Colchester students - suadvice@essex.ac.uk, 01206 874034

8.9 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/policies/students.aspx

Section 9: Essex Matters

The Essex Experience

9.1 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

9.2 Freedom of speech policy and the Code of Conduct

For regulations relating to the Code of Student Conduct, see the University’s website:

www.essex.ac.uk/students/study-resources/handbooks/default.aspx
https://www.essex.ac.uk/governance/regulations
9.3 Essex Spirit, social media and other channels of communication with students

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin. http://blogs.essex.ac.uk/essexspirit/ www.essex.ac.uk/students/new/

We have more than 60 Facebook pages, including one for each department. We’re also on Twitter. www.facebook.com/uniofessex/ https://twitter.com/Uni_of_Essex

Our ‘What’s on?’ calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex. http://www.essex.ac.uk/events

9.4 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.

9.5 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
Appendix A: School of Philosophy and Art History Policy on Equality

The School of Philosophy and Art History aims to treat all staff and students who are part of the School, and also visitors to the School, equally in all relevant respects. We acknowledge that historically women and minorities have been disadvantaged in many aspects of university and academic life, through both conscious and unconscious assumptions, biases, and prejudices, and through unfavourable practical arrangements. We are committed to changing this situation. We believe that the School in general will benefit academically, intellectually, and socially from an energetic commitment to promoting equality.

1. This commitment entails that all students and staff of SPAH should strive to be conscious of ways in which their behaviour may be disrespectful, detrimental or damaging to the activities and equal status of women and other underrepresented groups.

2. It is part of the responsibility of everyone in the School to maintain an atmosphere for work and study in which equality is the norm. On occasions, this may require us to bring contrary behaviour to the attention of the person concerned, as well as to accept appropriate criticism of our own behaviour.

3. Within the School our commitment to equality involves consideration of the following (non-exhaustive) list of issues:
   a) Ensuring a female presence on committees and decision-making bodies within the School.
   b) Ensuring female participation in selection processes (e.g. regarding applications for PGT and PGT studentships, regarding posts – academic and administrative – within the School).
   c) Giving consideration to the representation of female and minority thinkers, writers, and artists on the syllabi for modules within the School.
   d) Taking measures to allow female and underrepresented voices to be adequately heard during seminars, discussions, question and answer sessions, etc.

4. In terms of broader professional activities, our commitment to equality involves consideration of the following (non-exhaustive) list of issues:
   a) Invitation of female and minority speakers when setting up conferences.
   b) Inclusion of female and minority authors when editing collections of articles.
   c) Inclusion of female and minority representation on editorial/advisory boards.
   d) Awareness of possible implicit bias when refereeing/assessing non-anonymized work.

What is Implicit Bias?

Controlled research studies demonstrate that people typically hold unconscious assumptions about groups of people that influence their judgments about members of those groups in negative ways. This is particularly true for traditionally discriminated-against groups like women, minorities, and disabled people. All people display these biases, including those who belong to the discriminated-against groups. Counteracting these biases requires us to become aware of the ways they might be affecting our assessments of our colleagues, teachers, and students.
Examples of Implicit Bias:

- Recommendation letters for women tend to be shorter, provide ‘minimal assurances’ rather than solid recommendation, raise more doubts, portray women as students rather than professionals, and mention their personal lives more (Trix and Psenka 2003).
- Job applicants with “white-sounding” names are more likely to be interviewed for open positions than equally qualified applicants with “African-American-sounding” names (Bertrand & Sendhil 2004)
- When the same CV is randomly assigned a female or a male name, both male and female assessors rate male applicants better in terms of teaching, research, and service experience, and are more likely to hire them (Steinpreis et al 1999).
- Female post-doc applicants to the Medical Research Council of Sweden needed substantially more publications to achieve the same rating as male applicants (Wenneras & Wold 1997).

Counteracting Implicit Bias

Remember that you are not immune.

A recent meta-analysis of 122 research reports (involving a total of 14,900 subjects, revealed that implicit bias scores better predict stereotyping and prejudice than explicit self-reports (Greenwald et al 2009.).

Promote diversity
Research shows that assumptions are more likely to negatively affect evaluation of women and minorities when they represent a small proportion (less than 25%) of the relevant group. Exposure to “positive” exemplars (e.g. Martin Luther King in history class) decreased implicit bias against Blacks (Dasgupta & Greenwald 2001).

Work on your own prejudice:
Awareness of statistical discrepancies between the ideal of impartiality and actual performance – coupled with a commitment to that ideal – helps counteract implicit bias. E.g. in one study, a mental imagery exercise of imagining a professional business woman decreased implicit stereotypes of women (Blair et al 2001).
E.g. contact with female professors and deans decreased implicit bias against women for college-aged women (Dasgupta & Asgari 2004)
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Campus map