



University of Essex

WE ARE ESSEX ARE YOU?

WORKING AT THE
UNIVERSITY OF ESSEX

WHERE WE'RE HEADING

We are a university going places. 50 years ago, our founding vision was to be “freer, more daring, more experimental”, a principle to which we still hold true. Our bold agenda, set out in our Strategic Plan, focuses on a very clear mission: to contribute to society through excellence in education and excellence in research.

We will judge our success against our goal of being placed in the top 25 of UK universities and to have all our subjects in the top 20% of their discipline within the UK by 2019, and to have grown in size and student numbers by 50%.

Our ambitions are being realised through the commitment and dedication of every member of the University community, and we celebrate our most recent achievements in our Year of Success video.



OUR VALUES

The pursuit of our mission to contribute to society through excellence in research and excellence in education is underpinned by our core values, shared across our community and evidenced in our activities and behaviours. If you share our values, you will be at home at Essex.

Do you strive for excellence? We aim to achieve excellence in both education and research, ensuring that all of our activities support these two, equal priorities.

Do you long for the freedom to question and test received wisdom? All members of our University are empowered to put forward new ideas.

Do you value openness? We insist on integrity, honesty and openness in all our activities.

Would you like to be part of a community where the pursuit and dissemination of knowledge is valued for its own sake and which provides all members with the opportunity to fulfil their potential?

Do you value inclusivity, diversity and equality and treat people with dignity and respect?

Are you innovative and creative? Can you harness these skills in ways that address the new challenges and needs of a rapidly changing world?

Can you look beyond borders to share our global outlook which allows us to collaborate and co-operate internationally, and ensures we draw on a diverse range of perspectives to enrich our own academic community and global society?

Can you spot opportunities for partnership working regionally, nationally and internationally? We want to develop relationships which are of mutual benefit to both our University and its partners.

Are you prepared to take responsibility and embrace accountability and transparency in relation to decision-making?

If you answered “**Yes**” to all these questions, welcome home.



WHAT WE BELIEVE

We believe a person's potential is not simply defined by grades or background but by an attitude of mind: a willingness to question, to collaborate and to push at the frontiers of knowledge.

These are the kinds of staff you will work with and students you will encounter at Essex. There is more to learn than we can ever be taught, so we want our staff to inspire our community to want to explore and embrace new ideas and values.

WHY WE ARE DIFFERENT

The Essex Experience is built on four pillars: the Essex Spirit, a culture of membership, a global community and outlook, and a research mindset and skills. Our **manifesto video**, *We are Essex*, encapsulates what we are about.

The Essex Spirit

Essex provides a home for the tenacious, the bold, the inquisitive and those impatient for change. By asking difficult questions, we break intellectual boundaries and challenge the status quo. Whether that's a ground-breaking piece of research or developing a process which improves the student experience, we want to appoint staff who will relish the challenge of delivering our commitment to excellence.

A culture of membership

Our staff and students are members of our University – for life. Together we form a mutually supportive community where we build friendships, develop interests and embrace values which transform our lives, and those of others. We believe that the idea of the 'alma mater' extends to those who work at Essex. The University has a formative and transformative role to play in the lives and careers of our staff and being part of the Essex community is as important to them as it is to our students.

A global community and outlook

We offer an environment that reflects and supports our founding philosophy: an intimate yet genuinely international setting that fuses ideas, cultures and a breadth of perspectives, where internationalism is central to who we are and what we do. At Essex, you will discover the world in one place, full of people who hold a genuine worldview, with the integrity, awareness and tolerance that makes for a better world.

A research mindset and skills

At Essex we don't just teach what others think, our staff are themselves leading thinkers and practitioners. We cannot educate global citizens without our students having direct interaction with staff who are at the leading-edge of their disciplines, creating knowledge and directly engaged in research, and in scholarly and policy debates. We like to question conventional wisdom, stimulate curiosity and nurture our members' desire to pursue new ideas, whatever their field of work or study. Research underpins everything we do regardless of the activity or the research-profile of the job role: our professional services staff are likewise expected to balance creativity with an evidence-based approach to their work to ensure that what we do is innovative and has impact.



OUR PEOPLE SUPPORTING STRATEGY 2015 - 2019

The People Supporting Strategy sets out what building and sustaining partnership working means for the University of Essex as an employer and for our staff as its members. Its purpose is to identify how the University will develop the capacity and capability within our staff to deliver the goals we have set in our Strategic Plan; to live the values we have embraced and to support each other in contributing individually and collectively to the best of our ability and to develop our own potential. The strategy is based upon five underpinning principles.

Five Underpinning Principles

1. Developing our membership

We are committed to learning and will promote staff engagement in maintaining and further developing knowledge, expertise and skills irrespective of role and career stage. To support this the University will provide a safe environment in which staff and students can learn and make mistakes, where blame is absent because people take responsibility when something goes wrong and where each person's individual improvement raises the performance of the whole.

2. Individual contribution

To maximise individual contributions we will place emphasis upon outcomes and value creativity. In return staff will be clear about expectations, how individuals contribute to collective goals and be prepared to accept challenge where contributions fall short of expectations. It requires each one of us to be responsible and accountable for our actions and performance and for us all to trust each other.

3. Justice in the workplace

For our staff to reach their potential, the workplace must be free from discrimination, harassment, bullying and unfair treatment irrespective of grade or contract. Our staff are entitled to natural justice in the workplace, including the avoidance of bias and the right to a fair hearing. Our staff will work in an open way, expect honest and constructive feedback, protection from unjust or malicious treatment and have access to proper processes to address concerns.

4. Mutuality of obligation

The relationship between the University and members of staff is one of mutual obligation and trust based upon work to deliver the goals of the University in return for remuneration. This is a multi-dimensional relationship in the form of a partnership between the employee and the University that is implicit within the contract of employment and recognised by law. Our commitment to mutuality of obligation means we want to be the employer of choice, by making meaningful how we help staff to be the best that they can be in delivering on our shared aspirations set out in the Strategic Plan. This is what the People Supporting Strategy aspires to do.

5. Fit for work

We will build on these principles more easily in a safe and healthy environment with a work force which is resilient. Whilst safety is not optional, other choices around healthy living are. It is the University's intention to develop a culture which enhances the health and well - being of its staff.

People Supporting Strategy

More information about the People Supporting Strategy can be found here:

www.essex.ac.uk/hr/policies/docs/people-oct15.pdf

COMMITMENT TO EQUALITY AND DIVERSITY

The University has a strong commitment to diversity and this means actively helping staff to combine work and home life effectively. The University recognises the importance of maintaining a healthy balance between work and other aspects of life and offers a comprehensive [work life balance policy](#) including a career break scheme.

We are proud to have a number of Equality and Diversity staff networks including:

- [Essex Women's Network](#)
- [Parent's Network](#)
- [Access Forum](#)
- [Global Forum](#)
- [Essex LGBT Alliance](#)
- [Dignity and Respect Group](#)



OUR STRENGTHS

EXCELLENCE IN EDUCATION



We scored 90% for overall **student satisfaction** in the 2014 National Student Survey (NSS) placing us 8th amongst more than 100 mainstream UK universities.



In 2013 we were awarded the prestigious Times Higher Education Award for **Outstanding Support for Students**.



Our Students' Union is on a mission to become the world's most student-centred organisation.



Our students enjoy a range of **sports** activities at no extra cost.



We have invested heavily in facilities to enhance the Essex Experience.

Our state-of-the-art facilities include a £1.5m **Networked Media Laboratory**, a £3m **Centre for Brain Science**, and a new £13.2m **STEM teaching facility** (to be completed by 2017)



New residential developments, **The Meadows** and **University Square**.



An innovative **new building** to house Essex Business School.



Ultramodern teaching and learning spaces in the new **Forum, Southend-on-Sea**.



The new **Silberrad Student Centre** at our Colchester Campus.



A new integrated public and academic library in Southend at The Forum and an extension to our **Albert Sloman Library** in Colchester.

EXCELLENCE IN RESEARCH

TOP

20

We are ranked in the **top 20 in the UK** for our research (Research Excellence Framework 2014)

TOP

10

Our Art History department is in the **top 10 in the UK** for its **research excellence**

#

1

Our politics research has been **first in the UK** since rankings began in 1986.



We are ranked top 4 in the UK for social science research, with politics 1st, economics 7th and linguistics 8th



Our research had **global impact** 30% of our research is rated as world-leading, 78% as internationally excellent and 98% as internationally recognised.



Out-running the field: we are 13th (top 20) in the UK for our sports and exercise science research excellence

STRONG FINANCIAL PERFORMANCE

£198m

With a turnover in excess of £198m we are generating strong surpluses and are nearing completion of a capital investment programme in the region of £177m.

WORLD LEADER IN THE SOCIAL SCIENCES



Our concentration of world-class social science research has established Essex in the top 4 of UK universities for the social sciences.

1ST

We are ranked 1st for receipt of funding from the Economic and Social Research Council.

LARGEST COLLECTION

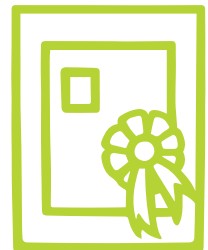
Our [UK Data Archive](#) is the UK's largest collection of digital research data in the social sciences and humanities.



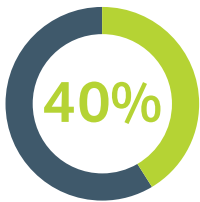
WORLD'S LARGEST

We are home to [Understanding Society](#), at the internationally-acclaimed [Institute for Social and Economic Research](#), the world's largest and most ambitious longitudinal survey finding out how people really live in Britain.

In 2013 Her Majesty The Queen awarded our University a [Regius Professorship in Political Science](#) – one of only two universities in the social sciences and one of the youngest universities to hold such an award.



THE UK'S INTERNATIONAL UNIVERSITY



40% of our students are from overseas and we have one of the most diverse faculties in the UK.

2%
↑

A truly international reputation – we are ranked in the top 2% of world universities.



Internationalism is key to enhancing the diversity and equality of our community.



QUEEN'S ANNIVERSARY PRIZE

In 2009 we were awarded the Queen's Anniversary Prize for pioneering work in international [human rights](#).



All students can study a language at no extra cost with our award-winning [Languages for All](#) programme.



Many courses offer our students the opportunity to [study abroad](#).



We are joining [UNESCO's](#) University network for our work in analytic and data science.

150

Over 150 countries are represented on campus.

EQUALITY AND DIVERSITY



Holders of an Athena SWAN Bronze Institution Award.

1ST

One of the first universities to achieve an [Institutional Gender Equality Charter Mark](#).



One of only six universities to achieve ten out of ten in Stonewall's [Gay by Degree](#) Guide 2015.

OUR FACULTIES AND PROFESSIONAL SERVICES

Our University is organised around **three academic faculties**, each led by an Executive Dean with specific responsibility to the Vice-Chancellor for budget, education and research performance and staffing issues, and **nine professional services sections**, each led by a Head of Section, responsible to the Registrar and Secretary.

Faculty of Humanities

Our Faculty of Humanities fosters creative and critical thinking applied to human practices and the creative arts, taking an interdisciplinary approach to address the fundamental ethical and cultural challenges of the 21st century through theoretical and practice-led inquiries. The Faculty's world-class research strength was confirmed by the 2014 Research Excellence Framework which ranked Art History in the top 10 for research excellence and quality, Philosophy in the top 10 for research quality and Law and Human Rights in the top 20 for research excellence.

The **Faculty of Humanities** comprises: East 15 Acting School, Department of History, Human Rights Centre, The International Academy, School of Law and Human Rights Centre, Department of Literature, Film, and Theatre Studies, School of Philosophy and Art History and the Centre for Interdisciplinary Studies in the Humanities. Some 201 academic and research staff work in these departments and schools, supported by 106 administrative, technical and other staff. The Faculty hosts 3,907 students and has an annual income of ££38m.

Faculty of Science and Health

Our Faculty is outward facing, collaborating in research and exploring innovative ways of working to improve society. With world-leading and internationally excellent Research and Impact in health, life sciences, psychology, artificial intelligence, robotics, mathematics and Big Data, our strategy is to ensure that our research and education activities are mapped onto national and international research priorities. Our state-of-the-art facilities include our £1.5 m Networked Media Laboratory, our £3m Centre for Brain Science, a new £14m STEM teaching facility to be completed by 2018, membership of three RCUK Doctoral Training Centres, and a diversity of expertise, infrastructure, and new technologies. Essex scientists are at the heart of interdisciplinary and collaborative national and international academic and industrial networks, such as with BT, Intel, NHS Trusts, environmental organisations and local SMEs.

The Faculty of Science and Health comprises: School of Biological Sciences, School of Computer Science and Electronic Engineering, School of Health and Social Care, School of Sport, Rehabilitation and Exercise Sciences, Department of Mathematical Science, Department of Psychology. Some 333 academic and research staff work in these departments and schools and are supported by 141 administrative and technical staff. The Faculty hosts 4,669 students and has an annual income of £49m.

Faculty of Social Sciences

Our Faculty of Social Sciences boasts an outstanding international research reputation that places the University 4th for social sciences in the UK, as confirmed by the 2014 Research Excellence Framework, and in the top 100 in the world. Subject rankings include 1st for politics, 5th for economics, 12th for Sociology, and 24th for business and management. The University has three internationally renowned ESRC- funded centres – The Institute for Social and Economic Research (ISER), is home to the Research Centre on Micro-Social Change and the UK Longitudinal Studies Centre. ISER hosts *Understanding Society* which is the largest household panel survey in the world. The ESRC Business and Local Government Data Research is based in Essex Business School. In addition the UK Data Archive is funded by the ESRC and is the largest collection of digital research data in the social sciences and humanities, providing a unified point of access to data from ESDS, the Census Programme and Secure Data Service. The University also co-hosts the National Administrative Data Research Network. . In 2013 Her Majesty the Queen awarded the University of Essex a Regius Professorship in Political Science, one of just two UK universities to receive the accolade in a social science subject, and one of the youngest. The University receives the largest amount of research funding from the ESRC of any university in the UK.

The **Faculty of Social Sciences** comprises: Department of Economics, Essex Business School, Department of Government, Department of Language and Linguistics, Centre for Psychoanalytic Studies, Department of Sociology, Institute for Social and Economic Research, and the UK Data Archive. Some 328 academic and research staff work in these departments and centres, who are supported by 243 administrative, technical and other staff. The Faculty hosts 5,270 students and has an income of £76m.



Professional Services sections

Our Professional Services support the University in achieving excellence in education and research, through the delivery of efficient and effective services to the University community and the provision of an environment in which excellence can be achieved.

There are nine sections within Professional Services, aligned to the principal areas of the University's business operations: Academic Section, Campus Services, Communications and External Relations, Finance, Estate Management, Human Resources, Information Systems Services, Strategic Planning and Change, Research and Enterprise Office. Some 1,031 staff work within these sections.

Professional services staff share a commitment to deliver integrated partnership working, based on a mutual respect for the essential but different roles of our academic and professional communities. Our central teams focus on institution-wide or specialist services, while members of professional services working within departments and faculties deliver subject-specific support. A number of roles are co-located in both a central team and an academic area to ensure the optimum impact of professional services in those areas which require very close partnership working. With this range of models, we can ensure that the expertise and experience within professional services can be deployed effectively to support the provision of excellent education and research.



A GREAT PLACE TO WORK

Our community comprises 14,000 students and 2,500 staff based at three distinctive campuses each with their own individual atmosphere and characteristics, but all offering a friendly and supportive community. Watch our **We are Essex – are you?** video to hear why our staff love working here.

Colchester Campus

Our original campus is set in the historic Wivenhoe Park, painted by Constable, and is located two miles from Colchester, Britain's oldest recorded town. In the 1960s, it was the site of a radical new project for higher education and is now home to more than 11,000 students. The architecture of Essex was designed to embody the ideals of the campus university and town planning principles were used to create a new academic city. At the heart of the campus are five interlinked squares, designed to remove barriers between staff and students, to take learning outside the confines of the classroom and to engender community spirit – all things that you still find here today. Watch our Colchester Campus time lapse video for a flavour.

Loughton Campus

At the eastern end of the London Underground's Central Line is our Loughton Campus, providing dedicated facilities and resources for 500 East 15 Acting School students. Set in the grounds of a Georgian dower house, it is an energetic and inspiring environment, with staff and students able to immerse themselves in the creative setting to which they all contribute.

Southend Campus

Our newest campus is located in the heart of Southend-on-Sea, which combines the charms of a traditional seaside resort with a modern and lively university town where everything is on your doorstep. Our University occupies a pivotal role in the development and prosperity of Southend, being prominently embedded within the community. 1,250 students study across the town centre in our campus buildings. Watch our Southend Campus time lapse video for a taster.

Professional development

We are committed to ensuring that everyone is encouraged to maximise their potential and provided with many opportunities for [training and development](#). Employees based at any of our locations can participate in the courses.

Staff Benefits

We are committed to providing an excellent working environment for all members of the University. There are a number of policies, services and terms and conditions of employment which are designed to help maintain and support your general well-being and assist work life balance. These include:

- Competitive salaries which take into account market rates, individual experience, qualifications and contribution
- A generous holiday entitlement of 23 days (for Grades 1-6) or 28 days (for Grades 7-11), pro rata for part-time staff (plus a further 8 bank holidays and an extra 3 days when closed during the Christmas vacation)
- Membership to an occupational pension scheme, either USS (Grades 7-11) or SAUL (Grades 1-6)
- A generous removal and relocation scheme for eligible staff
- A [purpose-built nursery](#) set in the peaceful surroundings of Wivenhoe Park at Colchester offering outstanding day care to children from three months to five years
- Concessionary course fees
- University staff can take advantage of the Government's tax initiative 'Cycle to Work' scheme aimed at encouraging more people to cycle to work; and
- Interest-free season ticket loans and a range of other optional salary exchange tax benefits
- Staff membership rates for the [on-campus gym facilities](#) at Colchester and Southend
- [Childcare vouchers](#)



A GREAT PLACE TO LIVE

Essex is a county of enormous contrasts and surprising variety; it has rural, urban and coastal habitats with distinct cultures and histories.

Colchester

Colchester, Britain's oldest recorded town and Roman capital, offers a rich mix of history and culture; the cobbled lanes in the Dutch Quarter and the historic Roman remains nestled among modern architecture are constant reminders of Colchester's past.

Colchester's flourishing arts scene has been further enhanced recently by the development of firstsite, a contemporary visual arts facility. Only five minutes away, Colchester Arts Centre, housed in a converted church, promotes an eclectic mix of contemporary performance arts, comedy and music, and has a reputation for presenting cutting-edge work and high quality artists. Colchester is also home to a Norman keep and the Castle Museum which takes you through 2,000 years of British history. Slightly further afield, the north Essex landscape of picturesque villages and rolling countryside challenges commonly held preconceptions of our county and is a peaceful and interesting place to explore.

Colchester boasts one of the top state schools in the country being ranked 1st nationally for A-level results and 7th for GCSEs. It also has good transport links, having a fast train line into London, and is only 35 miles from London Stansted airport.

Loughton

Loughton offers easy access to the rich, cultural diversity of London on the one hand and to the natural beauty of the ancient Epping Forest on the other, ideal for leisure pursuits including walking, running, cycling and horse riding. The residential area around Loughton offers a wide variety of shops, restaurants, pubs and cafés and has a leisure centre providing gym and pool facilities.

Loughton is located close to the M25 and M11, giving direct access to airports and the rest of the UK. Getting into central London is easy too; Debden underground station is just a five minute walk away from where it takes under 30 minutes to reach the city.

Southend

Affectionately known as 'London's playground', Southend attracts over six million visitors a year who come for its promenade, beaches, amusements and world-famous pier. With three Blue Flags and seven Quality Coast Awards, this is one of the cleanest stretches of seaside in the UK.

Southend has a burgeoning cultural scene, with three theatres, numerous art galleries, fledgling creative industries businesses, and is home to arts organisation Metal. There is a thriving live music scene and the town also holds the purple flag – the gold standard for night time destinations. Slightly further afield, visitors and residents can discover the fishing and arts communities in Leigh-on-Sea and enjoy its independent shops and café culture.

Southend has an unusually high proportion of grammar schools, with three being ranked in the top 75 nationally for A-level performance. Southend boasts two train lines and two arterial roads into central London, which is just 40 miles away, and an airport from where you can fly to a range of European destinations.



OUR FACILITIES, SERVICES AND SUPPORT

Sports Facilities

Colchester

We are renowned for our research on the benefits of green exercise and we practise what we preach! We have a wide range of both [indoor and outdoor facilities](#). The outdoor sport area covers 40 acres and includes various sport pitches, courts and an 18-hole disc golf course. There is definitely something for everyone.

The Sports Centre supplements these facilities with a large sports hall, [Evolve Gym](#), squash courts, activity studios for [fitness classes](#), and is the home to our [Performance Sport](#).

Southend and Loughton

You can access a number of sports [facilities in Southend and Loughton](#).

Students and staff can enjoy a wide range of sports sessions at no cost as part of your membership of the University of Essex. This pioneering development gives you easy access to entry level sport activities, sport clubs, offering unrivalled opportunities for everyone to stay healthy and try new sports. Free activities at the [Colchester Campus Sports Centre](#) include:

- squash
- climbing wall
- badminton
- basketball
- volleyball
- table tennis
- martial arts
- tennis courts

Included in this free package is insurance (BUCS) and off-campus sport where there is no external charge.

Library

All students and staff of the University are entitled to use the Library. When you register as a student at the University, the registration card you receive also serves as a Library card. New staff members will be issued with a staff card when they sign their contract at Human Resources this card also serves as a Library card. Only registered students and staff of the University can access online resources.

Day Nursery – Colchester Campus

Set in the peaceful surroundings of Wivenhoe Park, the purpose built Day Nursery offers outstanding day care to children from 3 months to 5 years, as well as holiday clubs for children from 5-11 years. Places are open to all, including the public. - www.wivenhoeparkdaynursery.co.uk

Catering for all

You won't go hungry at Essex - we offer a wide choice of cafés, restaurants and bars to suit all tastes and budgets both on our campuses and close by. We aim to cater for all, including those with special dietary requirements through religion, health needs or simply lifestyle choice.

Counselling and support services

The University has arrangements in place to provide a free and confidential counselling and support service for staff through our Employee Assistance Programme (EAP) with Validium.



Staff wellbeing

The EAP service is a confidential, self-referral counselling and information service designed to help you with personal or work-related problems that may be affecting your health, wellbeing or performance. The counselling service is available to all current employees who are on the University of Essex payroll.

The service offers access, 24 hours a day and 365 days per year, to telephone counselling, information services and short term, face-to-face counselling with professional counsellors, close to where you live or work, at no cost to you.

Support available:

- Counselling
- Legal guidance
- Financial information
- Debt counselling
- Health and wellbeing information
- Younger care
- Elder care

Lakeside Theatre

Lakeside Theatre is part of the University of Essex and the 200-seat Theatre was built in 1971 and opened in 1972. In 2009, Lakeside Theatre completed an ambitious refurbishment programme, enabled through generous support from the Foyle Foundation, Garfield Weston Foundation and the Winsten Legacy. Staff receive a reduced fee on the price of tickets, upon presenting their staff card.

staffing@essex.ac.uk

www.essex.ac.uk/hr/prospective-staff



University of Essex

FAMILY LEAVE POLICY

**MATERNITY, ADOPTION, PATERNITY, PARENTAL
AND TIME OFF FOR DEPENDANTS**
HUMAN RESOURCES

FAMILY LEAVE POLICY

AIM

The University is fully committed to helping working parents to balance work and family life, whilst this is compatible with the interests of the University.

This suite of family leave policies aims to ensure that employees are able to take appropriate leave at the birth – or placement for adoption – of a child in accordance with their legal entitlement, and that Departments¹ are able to make arrangements in good time to provide appropriate cover.

All our family-friendly policies are inclusive and apply to everyone including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



¹ For the purposes of these procedures, 'Department' shall mean Departments, Schools, Centres and Sections. 'Head of Department' shall mean 'Head of Department or Head or Director of School or section or Director of a Centre'.

SUMMARY

Maternity leave and pay

Employees may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period. The level of pay depends on the length of service.

- Employees with 26 weeks' service (but less than 1 years' service) at the 15th week before the Expected Week of Childbirth (EWC) are entitled to Statutory Maternity Pay (SMP) for 39 weeks.
- Employees with more than one year's continuous service at the expected week of childbirth who intend to return to work are entitled to Occupational Maternity Pay (OMP), which is an enhanced provision inclusive of the statutory provision.
- Employees with less than 26 weeks' service at the 15th week before the expected week of childbirth may be entitled to Maternity Allowance (MA).

Adoption leave and pay

One parent may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period.

The level of pay depends on the length of service:

- Employees with 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption are entitled to Statutory Adoption Pay (SAP) for 39 weeks.
- Employees with more than one year's continuous service before the commencement of Adoption Leave who intend to return to work are entitled to Occupational Adoption Pay (OAP) which is an enhanced provision inclusive of the statutory provision.
- The parent not taking adoption leave may take paternity leave.

① The University is fully committed to helping working parents to balance work and family life.

① Throughout these policies, 'mother' means the biological mother who gives birth regardless of their gender identity and 'father' means the biological parent who does not give birth regardless of their gender identity.

Paternity leave and pay

Employees with at least 26 weeks' service by the end of the 15th week before the expected week of childbirth (matching week in the case of adoption) are entitled to two weeks' Paternity Leave and Statutory Paternity Pay.

Employees with one years' continuous service by the birth or adoption of their child are entitled to Occupational Paternity Pay (OPP) which is inclusive of any statutory provision.

Shared Parental Leave and Pay

From 5 April 2015 Shared Parental Leave is the new way for parents to share statutory leave and pay on the birth/adoption of a child. It replaces Additional Paternity Leave but it is separate from the right to unpaid Parental Leave (below) and will not replace the current Maternity/Adoption schemes. To opt into Shared Parental Leave and Pay the parent/adopter must have ended their Maternity/Adoption Leave.

Parental Leave (unpaid)

Employees with at least one year of service are entitled to a total of 18 weeks' unpaid parental leave for each child, which can be taken before their child's 18th birthday. The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child.

The following information has been prepared for you as guidance. You must make an appointment with HR before you go on any period of leave.

Time off for Dependants (unpaid)

Time off for dependants allows employees the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements. The right does not include a statutory right to pay.

Keeping in Touch (KIT) Days and Shared Parental Leave in Touch (SPLIT) Days

KIT days are available to employees on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to employees on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

This document sets out arrangements for employees. For information about casual workers, please contact HR.

You may also be interested in the following:

[Childcare Vouchers](#)
[Special Leave](#)
[Equality and Diversity](#)
[Parents' Support Network](#)
[Parent Mentoring Scheme](#)
[Pregnancy, Maternity and Returning to Work Booklet](#)
[Wivenhoe Park Day Nursery](#)

HR can answer any questions you may have on this document.

Key to abbreviations contained within this document:

AAL	Additional Adoption Leave
AML	Additional Maternity Leave
EWC	Expected Week of Childbirth
KIT	Keeping in Touch Day
MA	Maternity Allowance
MATB1	Maternity certificate provided by your GP/Midwife
OAL	Ordinary Adoption Leave
OAP	Occupational Adoption Pay
OML	Ordinary Maternity Leave
OMP	Occupational Maternity Pay
OPP	Occupational Paternity Pay
OshPP	Occupational Shared Parental Pay
SAP	Statutory Adoption Pay
ShPP	Shared Statutory Parental Pay
SMP	Statutory Maternity Pay
SPL	Shared Parental Leave
SPP	Statutory Paternity Pay

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SECTION 1: MATERNITY LEAVE AND PAY

1.1 MATERNITY LEAVE

Employees are entitled to 52 weeks' maternity leave irrespective of length of service. This is made up of 26 weeks' Ordinary Maternity Leave (OML) and 26 weeks' additional Maternity Leave (AML). AML follows immediately on from OML and there can be no gap between the two. The maternity leave period cannot be broken by any other manner of leave and must be a continuous period.

By law the minimum time that you must take is two weeks immediately following the birth of your baby, this is known as compulsory maternity leave.

Only one period of leave will be available irrespective of whether you have a multiple birth (e.g. twins).

Your contract of employment continues throughout your maternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

The earliest you can start your maternity leave is 11 weeks before the expected week of childbirth (EWC). The EWC can be worked out from your due date or when your midwife or doctor has issued your MAT B1 form. This form is usually issued in the 20th week of your pregnancy.

Should you become ill with a pregnancy related illness after the start of you 4th week before EWC, your maternity leave will automatically begin.

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave.

You will not qualify for sick pay while you are on maternity leave.

Once you have returned to work your Maternity Leave will have ended and cannot be re-started.

1.2 MATERNITY PAY

What will I be paid during my maternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Maternity Pay (SMP)
- Occupational Maternity Pay (OMP), an enhanced provision inclusive of SMP.
- Maternity Allowance (MA)

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave and to Statutory Maternity Pay or Occupational Maternity Pay, provided you meet the qualifying conditions. You will get a certificate of stillbirth; this is the evidence you need to claim Statutory Maternity Pay or Maternity Allowance. If you have a miscarriage (before the 24th week of pregnancy), you will not be entitled to maternity leave or pay.

Payment details can be found in [Table 1](#).

Am I eligible for Statutory Maternity Pay?

Statutory Maternity Pay (SMP) is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have been continuously employed by the University for 26 weeks at the 15th week before your expected week of childbirth (EWC) known as the qualifying week. Your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your qualifying week.

SMP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks maternity leave irrespective of your length of service.

ⓘ The minimum time that you must take is two weeks. This is known as compulsory maternity leave.

ⓘ Your contract of employment continues throughout your maternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Maternity Pay?

Occupational Maternity Pay (OMP) is an enhanced pay provision provided by the University. To qualify for OMP you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

If you do not intend to return to work, you will not qualify for OMP.

For the purposes of the Occupational Maternity Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay; or
- b) from the amount of 6 weeks' pay received by an employee who does not intend to return to work.

If you are not eligible for SMP, any maternity allowance (MA) paid by the Jobcentre Plus will be offset as above against OMP.

SMP will not normally be offset against occupational maternity half pay. However, if during the course of occupational maternity leave, payment of half pay and SMP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SMP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SMP paid plus a pay adjustment to bring the payment up to the level of OMP.

How will Statutory Maternity Pay and Occupational Maternity pay be paid to me?

Your SMP/OMP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Maternity Pay?

Should you not be eligible for SMP, Payroll will issue you with a form (SMP1) which may enable you to get a Maternity Allowance (MA). Take the SMP1 form to your local Jobcentre Plus.

You can be paid MA for up to 39 weeks, but this will be stopped if you return to work before the end of the MA period.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OMP and/or SMP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken maternity leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

ⓘ To qualify for Occupational Maternity Pay you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

1.3 NOTIFICATION AND EVIDENCE OF PREGNANCY

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an application form to give written notification of your intention to take maternity leave and the date on which you intend this to start and send it to HR with a copy to your Line Manager/Head of Department. Your MATB1 form should also be attached to this form unless you are only eligible to claim Maternity Allowance for which you should retain your MATB1 for the Jobcentre Plus.

Before you submit your MATB1 form, take a photocopy for your partner, as it may be needed for their employer should your partner wish to take paternity leave.

The application form should be provided no later than the end of the 15th week before your expected week of childbirth. Note that for these purposes a week begins on a Sunday. However, in order to discharge the university's responsibilities with regards to health and safety it is advisable that written notification is made at an early stage in the pregnancy.

If you change your mind about the date on which you want to start your leave, you must give your line manager at least 28 days' written notice of the new date. Please note also that if you are eligible for SMP payments, you must give us at least 28 days' written notice of the date on which you wish your SMP payments to begin.

If you give birth before the commencement of your Maternity Leave, you should notify your Head of Department and HR as soon as is reasonably practical after the birth. In these circumstances, maternity leave will start automatically on the day after the birth.

Human Resources will write to you to accept notification of your pregnancy.

If you are taking maternity leave you are encouraged to contact HR to arrange an informal discussion as early as possible regarding your potential entitlement, to talk about your plans and to enable the University to support you.

1.4 HEALTH AND SAFETY

Do I have to complete a pregnancy risk assessment?

You should arrange to review your work activities in consultation with your line manager/supervisor immediately upon becoming aware that you are pregnant using the risk assessment form. Where this may present personal difficulty, you are urged to discuss the matter with HR at the earliest opportunity.

In a few cases, where the risks cannot be controlled, it may be necessary to significantly adjust your working conditions or hours, give you alternative work or suspend you from work on full pay. If you think this may be necessary speak to your line manager/supervisor in the first instance who will discuss your situation with HR.

ⓘ Book a meeting with HR as early as possible to enable the University to support you.

ⓘ To give notification of your intention to take maternity leave you must complete an application form.

ⓘ Arrange to review your work activities with your line manager and complete a risk assessment form.



1.5 ANNUAL LEAVE

Will I accrue any annual leave during my Maternity Leave?

Annual leave accrues throughout the full period of maternity leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of maternity leave.

Annual leave may only be taken before you start your maternity leave or at the end of your maternity leave. It is not possible to take annual leave whilst you are on maternity leave.

Any annual leave accrued before maternity leave starts should be taken during that leave year.

Any annual leave or statutory public holiday/ Christmas closure day that will accrue whilst on maternity leave during the annual leave year in which maternity leave begins should be taken:

- either before maternity leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from maternity leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

Any annual leave or statutory public holiday/ Christmas closure day accrued whilst on maternity leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from maternity leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the maternity leave falls may be used in lieu of an equivalent amount of unpaid maternity leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

1.6 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any KIT day taken will not bring your maternity leave period to an end, and payment of SMP/OMP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT Day Information](#).

What if I want more time off after the end of my paid OML?

You are also eligible to take unpaid [Parental Leave](#).

ⓘ Annual leave accrues throughout the whole period of maternity leave.

ⓘ You are permitted to use 10 KIT days.



1.7 RETURNING TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Maternity Return to Work Form](#) and send it to [HR](#) with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

You may return to work anytime within the 52 weeks of the commencement of the maternity leave period (with the exception of the first 2 weeks known as compulsory maternity leave).

If you have chosen to take OMP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OMP that you have received in excess of the SMP entitlement.

If you wish to consider the possibility of working part time, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OMP you will have to repay the difference between the OMP and the SMP.

If you have only received SMP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my maternity leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your maternity leave. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

1.8 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to maternity leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

1.9 ANTE NATAL APPOINTMENTS

Am I entitled to time off to attend ante natal appointments?

You have a statutory right to reasonable paid time off work to attend appointments for antenatal care prescribed by a doctor, midwife or health visitor, irrespective of your length of service. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

Partners and fathers also have the right to take unpaid time off work to accompany expectant mothers to up to 2 antenatal appointments. The time off is capped at 6 and a half hours for each appointment and there is no qualifying period before employees can take up the new rights. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

1.10 ANNUAL INCREMENTS

Will I still receive my annual increment on my pay scale during my maternity leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

1.11 SHARED PARENTAL LEAVE

From April 2015, you can elect to bring your maternity leave to an end early and opt-in to a period of Shared Parental Leave and Pay instead. However, the first two weeks of maternity leave are compulsory maternity leave and cannot be shared. You must give the University eight weeks' notice to end your entitlement to maternity leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme. This notice can be given before or after the birth. If it is given after the birth, the notice is binding. However, if notice is given before the birth, you are able to revoke the notice up to six weeks after the birth – this is in case an unplanned situation arises following the birth of the child.

ⓘ At least 8 weeks before you return to work you must complete the [Maternity Return to Work form](#).

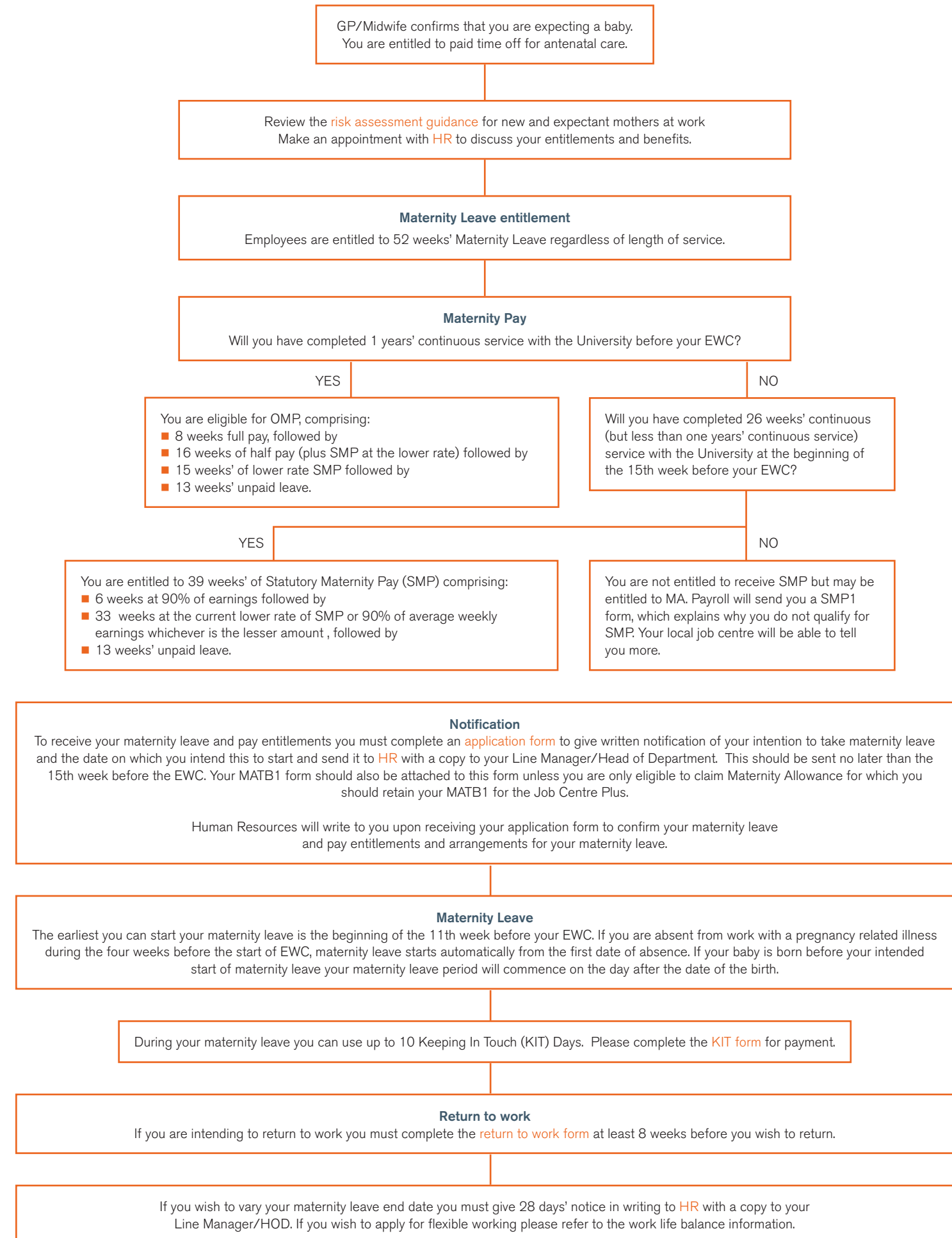
ⓘ If you wish to consider the possibility of part-time working, please review our [Work-Life Balance policy](#).

ⓘ You have a statutory right to reasonable paid time off work to attend antenatal appointments.

TABLE 1: MATERNITY LEAVE AND PAY

LENGTH OF SERVICE	MATERNITY/ ADOPTION LEAVE ENTITLEMENT	MATERNITY/ADOPTION PAY
One year's continuous service before the Expected Week of Childbirth (EWC).	Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave).	<p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Maternity Pay (OMP), which is inclusive of SMP as follows:</p> <ul style="list-style-type: none"> 8 weeks full pay, followed by 16 weeks of half pay (plus SMP (£140.98 or 90% of your average weekly earnings, whichever is lesser amount) followed by 15 weeks' of lower rate SMP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 13 weeks' unpaid leave.
26 weeks' continuous service (but less than one years' continuous service) at the 15th week before EWC (known as the Qualifying Week).	Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave).	<p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Maternity Pay (SMP) as follows:</p> <ul style="list-style-type: none"> 6 weeks at 90% of earnings followed by 33 weeks at the current lower rate of SMP/SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by 13 weeks' unpaid leave. <p>Please note: To receive SMP your normal weekly earnings during the Qualifying Week must be above the lower weekly earnings limit for national insurance contributions in force during the 15th week (i.e. above £113 per week).</p>
Less than 26 weeks' service at the 15th week before the EWC.	Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave).	<p>You do not have an entitlement to SMP or OMP.</p> <p>Maternity allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p>

MATERNITY LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 2: ADOPTION LEAVE AND PAY

2.1 ADOPTION LEAVE

Employees are entitled to 52 weeks' adoption leave irrespective of length of service. This is made up of 26 weeks' Ordinary Adoption Leave (OAL) and 26 weeks' additional Adoption Leave (AAL). AAL follows immediately on from OAL and there can be no gap between the two. The adoption leave period cannot be broken by any other manner of leave and must be a continuous period.

The main adopter can take adoption leave, with the partner or secondary adopter having the right to [paternity leave](#).

Only one period of leave will be available irrespective of whether more than one child is placed for adoption as part of the same arrangement.

Your contract of employment continues throughout your adoption leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

You can start adoption leave up to 14 days before date of placement or on the date of placement (whether this is earlier or later than expected). For overseas adoption, leave cannot begin before child enters Great Britain and latest it can begin is 28 days after child enters Great Britain.

You will not qualify for sick pay while you are on adoption leave.

The same principles apply for surrogacy arrangements.

Dual approved prospective adopters (also known as fostering for adoption) may be eligible for adoption leave and pay where they have agreed to have a child placed with them in accordance with section 22C of the Children Act 1989 with a view to them adopting that child. To be eligible for adoption leave and/or pay the child must be matched with the dual approved prospective adopter on or after 5 April 2015.

Once you have returned to work your Adoption Leave will have ended and cannot be re-started.

2.2 ADOPTION PAY

What will I be paid during my adoption leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Adoption Pay (SAP)
- Occupational Adoption Pay (OAP), an enhanced provision inclusive of SAP.

Payment details can be found in [Table 2](#).

Am I eligible for Statutory Adoption pay (SAP)?

SAP is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption (the 'matching' week). This is known as the 'continuity of employment test'. In addition, your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week. This is known as the 'earnings test'.

If you are adopting under a surrogacy arrangement you must have been continuously employed by the University for 26 weeks up to and including the 15th week before the expected week of childbirth (EWC) and meet the 'earnings test' above.

SAP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks' adoption leave irrespective of your length of service.

ⓘ Your contract of employment continues throughout your adoption leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Adoption Pay (OAP)?

OAP is an enhanced pay provision provided by the University. To qualify for OAP you must have been employed continuously with the University for a minimum period of 12 months before the commencement of adoption leave.

If you do not intend to return to work, you will not qualify for OAP.

For the purposes of the Occupational Adoption Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) if you are intending returning to work, during the period of 8 weeks that you are receiving full pay; or
- b) if you are not intending to return to work, from the amount of 6 weeks' pay you receive.

SAP will not normally be offset against occupational adoption half pay. However, if during the course of occupational adoption leave, payment of half pay and SAP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SAP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SAP paid plus a pay adjustment to bring the payment up to the level of OAP.

How will SAP and OAP be paid to me?

Your SAP/OAP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Adoption Pay or Occupational Adoption Pay?

Should you not be eligible for SAP or OAP, Payroll will issue you with a form (SAP1) which may enable you to get support from your local Job Centre Plus instead.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OAP and/or SAP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.



2.3 NOTIFICATION OF ADOPTION LEAVE

How do I notify Human Resources and my Line Manager?

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an [Adoption Application Form](#) and send it to HR, together with your matching certificate/official notification, within 7 days of being notified by your adoption agency that you have been newly matched with a child for adoption; providing at least 28 days' notice of the date on which you wish the adoption pay period to start where reasonably practicable. It is recognised that this may not always be practicable, given that there may be a relatively short period of time between when you receive notification of being matched with a child for adoption and the child being placed with you.

The expected date of placement is the expected date that the child will start living with you.

The actual date of placement may be the same as the expected date of placement or it may be different. This is the date that the child is actually placed with you.

If you change your mind about the date on which you want to start your leave, you must give your line manager and HR at least 28 days' written notice of the new date, if reasonably practicable. Please note also that if you are eligible for SAP payments, you must give us at least 28 days' written notice of the date on which you wish your SAP payments to begin.

Matching certificate

A matching certificate is documentary evidence from your adoption agency which provides:

- name and address of adoption agency
- the adopter's name and address
- the date on which the 'matching' occurred
- the expected date of placement or date placement occurred.
- In cases of adoption of a child from overseas, you should be in receipt of an official notification showing their eligibility for adoption.

Overseas adoptions

If you are adopting a child from overseas the conditions are the same except, you:

- must have 'official notification' (permission from a UK authority) that you can adopt from abroad
- must have worked for the University continuously for at least 26 weeks by the time you get your official notification
- must fill in the declaration on form SC6 if you are adopting a child with your partner. [Form SC6](#) confirms you are not taking paternity leave or pay.

2.4 ANNUAL LEAVE

Will I accrue any annual leave during my Adoption Leave?

Annual leave accrues throughout the full period of adoption leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of adoption leave.

Annual leave may only be taken before you start your adoption leave or at the end of your adoption leave. It is not possible to take annual leave whilst you are on adoption leave.

Any annual leave or statutory public holiday/Christmas closure day that will accrue whilst on adoption leave during the annual leave year in which adoption leave begins should be taken:

- either before adoption leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from adoption leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

🕒 Book a meeting with HR as early as possible to talk about how the University can support you.

🕒 To give notification of your intention to take adoption leave you must complete an [Adoption Leave Application Form](#).

🕒 Annual leave accrues throughout the full period of adoption leave.

Any annual leave or statutory public holiday/Christmas closure day accrued whilst on adoption leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from adoption leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the adoption leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

2.5 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on adoption leave. Any KIT day taken will not bring your adoption leave period to an end, and payment of SAP/OAP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT day information](#).

What if I want more time off after the end of my Adoption Leave?

You are also eligible to take unpaid [Parental Leave](#).

2.6 RETURN TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Adoption Return to Work Form](#) and send it to HR with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

Once you have returned from adoption leave, you must remain in the University's employment for a minimum of 3 months; otherwise you will be expected to repay any amount of OAP that you have received in excess of the SAP entitlement.

If you wish to consider the possibility of working part time, please look at the University [work life balance](#) information.

You may return to work anytime within the 52 weeks of the commencement of the adoption leave period (with the exception of the first 2 weeks known as compulsory adoption leave).

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OAP you will have to repay the difference between the OAP and the SMP.

If you have only received SAP and you decide not to return to work you will not need to repay anything.

What happens if either I or my child is sick after my adoption leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your adoption leave. You must produce a fitness to work certificate after your sickness absence for any period longer than 7 calendar days.

🕒 You are permitted to use 10 KIT days.

🕒 Before you return to work you should complete the [Adoption Return to Work Form](#).

2.7 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to adoption leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

ⓘ You may take paid time off work to attend up to five adoption appointments.

2.8 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the main adopter can now take reasonable paid time off work to attend up to five adoption appointments in the period between being notified of a match and the child being placed with the family. The secondary adopter is entitled to take unpaid time off for up to two appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

ⓘ The secondary adopter is entitled to take unpaid time off for up to two adoption appointments.



2.9 ANNUAL INCREMENT

Will I still receive my annual increment on my pay scale during my adoption leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

2.10 SHARED PARENTAL LEAVE

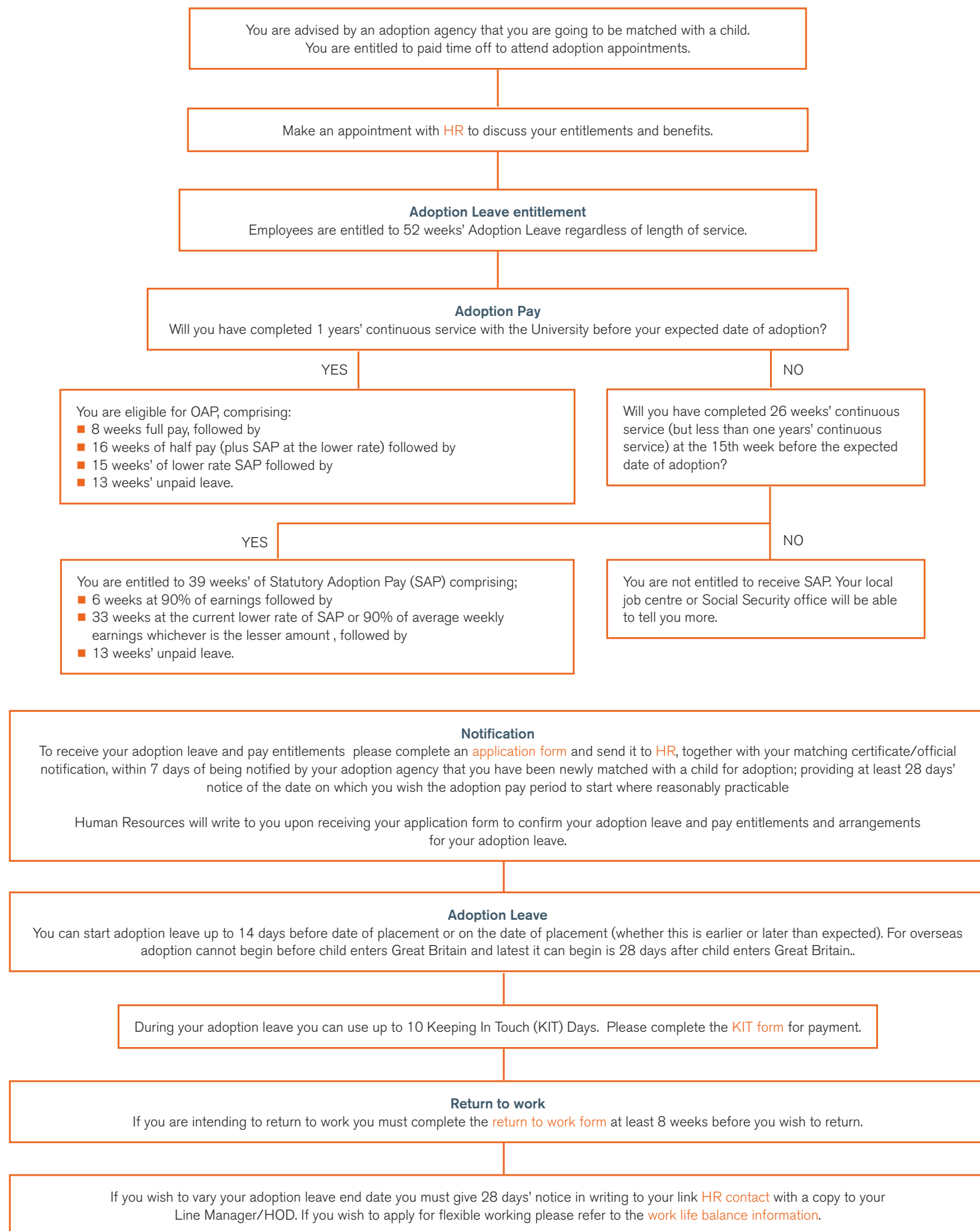
From April 2015, you can elect to bring your adoption leave to an end early and opt-in to a period of [Shared Parental Leave and Pay](#) instead. However, the first two weeks of adoption leave are compulsory and cannot be shared. You must give the University eight weeks' notice to end your entitlement to adoption leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme.

**TABLE 2:
ADOPTION LEAVE AND PAY**

LENGTH OF SERVICE	ADOPTION LEAVE ENTITLEMENT	MATERNITY/ADOPTION PAY
One year's continuous service or more before the commencement of Adoption Leave.	Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave).	<p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Adoption Pay (OAP), which is inclusive of SAP, as follows:</p> <ul style="list-style-type: none"> ■ 8 weeks full pay, followed by ■ 16 weeks of half pay (plus SAP (£140.98 or 90% of your average weekly earnings, whichever is lesser) followed by ■ 15 weeks' of lower rate SAP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave.
26 weeks' continuous service (but less than one years' continuous service) continuing into the week in which you are notified you are being 'matched' with a child.	Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave).	<p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Adoption Pay (SAP) as follows:</p> <ul style="list-style-type: none"> ■ 6 weeks at 90% of earnings followed by ■ 33 weeks at the current lower rate of SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. <p>Please note: To receive SAP your average weekly earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week.</p>
Less than 26 weeks' continuous service by the week you are notified that you are being 'matched' with a child for adoption.	Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave).	<p>You do not have an entitlement to SAP or OAP.</p> <p>An allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p>

Please note that statutory pay rates are often increased annually in April.

ADOPTION LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 3: PATERNITY LEAVE (INCLUDING AFTER ADOPTION)

3.1 PATERNITY LEAVE

Am I entitled to Paternity Leave?

In order to take Paternity Leave, employees must:

- have, or be expecting to have, responsibility for bringing up the child, and
- be either the biological father or be married to the mother of the child or be the partner of the mother or adoptive parent of the child, and
- be taking this leave to care for the child or support the mother or other adoptive parent.

How many weeks leave am I entitled to?

Employees are entitled to a maximum of 2 weeks paternity leave irrespective of length of service (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff) if your partner is pregnant, or you plan to adopt a baby.

The length of statutory paternity leave is unaffected by multiple births or if more than one child is adopted as part of the same placement.

Your contract of employment continues throughout your paternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of paternity leave will not be lost.

There are differences in when and how you can take your paternity leave depending on your length of service and whether you qualify for Occupational Paternity Leave (OPL) or Statutory Paternity Leave (SPL). For more information on paternity leave entitlements please see [Table 3](#).

3.2 PATERNITY PAY

Will I get paid during my paternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Paternity Pay (SPP)
- Occupational Paternity Pay (OPP), an enhanced provision inclusive of SPP.
- Paternity Allowance (PA)

Full payment details can be found in [Table 3](#)

Am I eligible for Statutory Paternity Pay?

Statutory Paternity Pay (SPP) is paid for 2 weeks and is paid on behalf of the state by the University. In order to claim SPP, you must have been continuously employed by the University for 26 weeks at the 15th week before the expected week of childbirth (EWC) (the qualifying week), or in the case of adoption have 26 weeks continuous service by the end of the week you are 'matched' with the child for adoption.

Your average earnings must be at least as much as the lower earnings limit (currently £113 per week) for National Insurance contributions, which applies at the end of your qualifying week.

Will I receive any Occupational Paternity Pay (OPP)?

OPP is an enhanced pay provision provided by the University and is inclusive of any statutory pay. To qualify for OPP you must have been employed continuously with the University for a minimum period of 12 months before the EWC or the adoption of your child.

As payment of SPP is a statutory requirement, SPP must be offset against any entitlement to OPP. Your payslip will, therefore, show the amount of SPP paid plus a pay adjustment to bring the payment up to the level of OPP.

No combinations of payments will exceed full pay.

ⓘ You are entitled to a maximum of two weeks paternity leave irrespective of your length of service (pro rata for part-time staff).

ⓘ Your contract of employment continues throughout your paternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

3.3 NOTIFICATION AND EVIDENCE OF PATERNITY LEAVE

When should I inform my Line Manager?

In order to take paternity leave after the birth/adoption of a child you must notify HR and your Line Manager of your intention to take paternity leave using the Paternity Leave Application Form .

This date can be changed, as long as at least 28 days' written notice is given to HR and your Line Manager, if reasonably practicable.

If the baby comes early, what should I do?

If the baby comes early and you were therefore unable to give the required notice, you need to inform HR and your Line Manager as soon as possible.

If the baby comes late, what should I do?

If the baby comes late, you must delay the start of your paternity leave or take the leave from the birth of the baby. Leave cannot start before the birth. Notify HR and your Line Manager as soon as possible.

3.4 ANTENATAL APPOINTMENTS

Can I accompany my partner to ante-natal care appointments?

Yes, you are entitled to take unpaid time off work to accompany your partner to up to 2 of her ante-natal appointments. Up to 6.5 hours is allowed for each appointment. With prior approval from your Line Manager extra time off may be taken as annual leave.

ⓘ To take paternity leave you must complete the Paternity Leave application form.

ⓘ If the baby comes early or late, and you need to change your leave request, please notify your link HR contact and line manager.

3.5 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the secondary adopter has the statutory right to reasonable paid time off work to attend up to two adoption appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours. With prior approval from your Line/ Manager extra time off may be taken as annual leave.

TABLE 3: PATERNITY LEAVE AND PAY (INCLUDING AFTER ADOPTION)

LENGTH OF SERVICE	PATERNITY LEAVE ENTITLEMENTS/ REQUIREMENTS	PATERNITY PAY
One year's continuous service or more by the EWC, or 'matching week' in the case of adoption of a child in the UK.	<p>Employees may take up to 2 weeks' paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p>	<p>Employees are entitled to Occupational Paternity Pay (OPP) as follows: 2 weeks at full pay (inclusive of statutory paternity pay SPP).</p>
26 weeks' continuous service (but less than one years' continuous service) at the 15th week before the EWC, or 'matching week' in the case of adoption of a child in the UK.	<p>Employees may take up to 2 weeks paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p>	<p>Employees are entitled to Statutory Paternity Pay (SPP) as follows:</p> <ul style="list-style-type: none"> 2 weeks at the current lower rate of SPP (£140.98 or 90% of average earnings whichever is the lesser amount).



SECTION 4: SHARED PARENTAL LEAVE AND PAY

4.1 SHARED PARENTAL LEAVE (SPL)

From 5 April 2015, Shared Parental Leave (SPL) will be the new way for parents to share statutory leave and pay during the first year of birth or adoption. It is separate from the right to [unpaid parental leave](#) and will not replace the current [maternity leave and pay](#) or [adoption leave](#) and pay regimes.

The new right allows the mother/adopter to choose to bring the maternity/adoption leave to an end (known as 'curtailing') at any point after the initial two week compulsory maternity/adoption leave period. The parents can then choose how to split up the remaining weeks of leave and pay between them. Any time spent on maternity or adoption leave by the mother or the primary adopter will reduce the amount of SPL available.

Where a mother/adopter takes 51 or more of the 52 weeks of maternity/adoption leave that is available, then no shared parental leave can be created.

The mother/adopter must take two weeks' compulsory maternity/adoption leave immediately following the birth/placement of the child, which may not be shared with the father/partner.

The mother/adopter can elect to bring their maternity/adoption leave to an end early and opt-in to a period of shared parental leave and pay instead.

The two week period of [paternity leave](#) will continue to be available.

Your contract of employment continues throughout SPL and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of SPL will not be lost.

Example: An adopter and their partner are both eligible for SPL. The adopter ends their maternity leave after 12 weeks, leaving 40 weeks (of the total 52 week entitlement) available for SPL. They take 30 weeks and their partner takes the other 10 weeks.

Who does this policy apply to?

This policy only applies to employees of the University, whether you are the mother/adopter or the partner.

If you are the mother/adopter (and are employed by the University), your partner must (where relevant) submit any notifications to take shared parental leave to their own employer, which may have its own shared parental leave policy in place, if they want to take a period of shared parental leave.

If you are the partner (and are employed by the University), the mother/adopter must (where relevant) submit any notifications to take shared parental to their own employer. If both you are employees of the University each of you should submit the required notifications to the University.

The mother/adopter and the partner should ensure that they are each liaising with their own employer to ensure that requests for shared parental leave are handled as smoothly as possible.

Who is eligible for shared parental leave?

SPL can only be used by two people.

Eligibility for birth parents: to be eligible for SPL, both parents must share responsibility for the child at birth.

Eligibility for adopters: to be eligible for SPL, both adoptive parents must share responsibility for the child.

For employees to be eligible to take SPL, both parents must meet certain eligibility requirements.

ⓘ The mother/adopter can bring the maternity leave to an end early and opt into a period of shared parental leave and pay instead.

ⓘ Your contract of employment continues throughout shared parental leave and continuity of service will not be broken.

Mother's/adopter's eligibility for shared parental leave

The mother/adopter is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth and remains in continuous employment with the University until the week before any period of shared parental leave that she takes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- are entitled to statutory maternity/adoption leave in respect of the child; and
- comply with the relevant (or has returned to work before the end of statutory maternity/adoption leave), and shared parental leave notice and evidence requirements.

In addition, for the mother/adopter to be eligible for shared parental leave, the partner must:

- have been employed or a self-employed earner in at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother/adopter, for the care of the child.

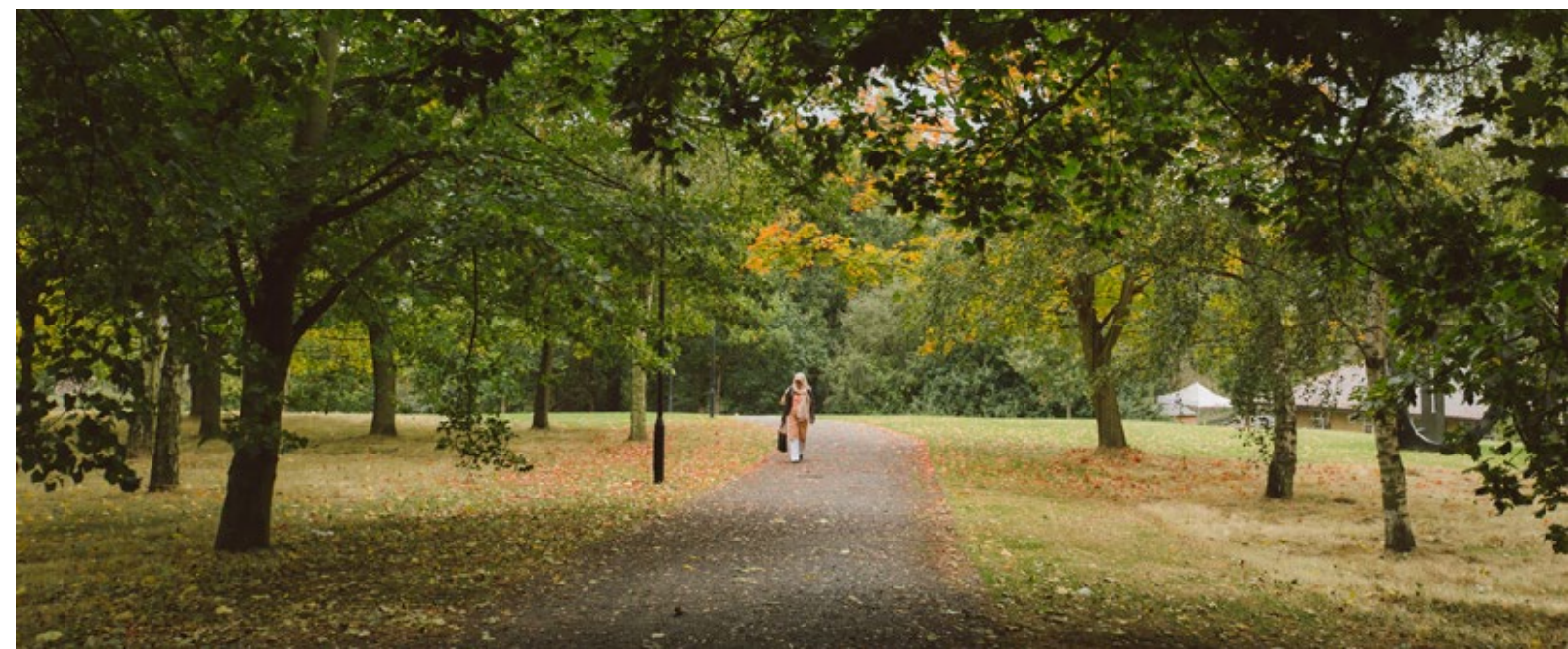
Partner's eligibility for shared parental leave

The partner is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental leave that they take;
- have, at the date of the child's birth, the main responsibility, apart from the mother/adopter, for the care of the child; and
- comply with the relevant shared parental leave notice and evidence requirements.

In addition, for the partner to be eligible for shared parental leave, the mother/adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- be entitled to statutory maternity/adoption leave, statutory maternity/adoption pay or maternity/adoption allowance in respect of the child; and
- comply with the relevant maternity/adoption leave or pay curtailment requirements (or have returned to work before the end of statutory maternity/adoption leave).



How many weeks of Shared Parental Leave am I entitled to?

You may take up to 50 weeks SPL during your child's first year in your family. The number of weeks available is calculated using the mother's/adopter's entitlement to maternity/adoption leave, which allows them to take up to 52 weeks' leave. If the mother/adopter reduces their maternity/adoption leave entitlement then you may opt in to the SPL system and take any remaining weeks as SPL. A mother/adopter must take a compulsory period of at least two weeks maternity/adoption leave after the birth/adoption of the child. This compulsory period cannot be shared.

A mother/adopter may reduce their entitlement to maternity/adoption leave by returning to work before the full entitlement of 52 weeks has been taken, or they may give notice to curtail their leave at a specified future date.

SPL leave can be taken during the 12 months following the birth or date of placement for adoption, but cannot begin earlier than two weeks following the child's birth/placement date. SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

If the mother/adopter is not entitled to maternity/adoption leave e.g. they are a casual worker but is entitled to Statutory Maternity Pay (SMP), Statutory Adoption Pay (SAP) or Maternity Allowance (MA), they must reduce their entitlement to less than the 39 weeks. If they do this, their partner may be entitled to up to 50 weeks of SPL. This is calculated by deducting from 52 the number of weeks of SMP, SAP or MA taken by the mother/adopter.

How can the leave be taken?

Those in receipt of occupational shared parental pay (enhanced provision)

If you are eligible for, and intend to take, **occupational shared parental pay** (OshPP) you are only permitted to make one, single request for leave and this leave must be taken in one, continuous block with no breaks in between (e.g. 4 weeks in a row). This leave must not exceed the total number of weeks of SPL available to you and you must have given at least 8 weeks' notice before commencing the period of leave. Only in exceptional circumstances may the Executive Deans or the Registrar and Secretary agree in advance to a discontinuous period of leave.

Those in receipt of 'statutory' shared parental pay only

If you are not entitled to OshPP, or do not intend to take it, and are eligible for **statutory shared parental pay** (ShPP) only you may request either:

- a continuous period of leave (e.g. 4 weeks in a row) so long as it does not exceed the total number of weeks of SPL available to you and you have given at least 8 weeks' notice, or
- a discontinuous period of leave, which means asking for a set number of weeks of leave over a period of time, with breaks between the leave where you return to work (for example, an arrangement where you will take six weeks of SPL and work every other week for a period of three months).

ⓘ You may take up to 50 weeks of shared parental leave during your child's first year.

ⓘ If you are eligible for Occupational Shared Parental Pay you may only make a single request for leave and this leave must be taken in one continuous block.

Does my request for leave have to be approved?

Any request for continuous leave must be approved (providing you have given the correct 8 weeks' notice before the start of the leave period).

The University will consider a discontinuous leave notification but has the right to refuse it. All requests for discontinuous leave will be carefully considered, weighing up the potential benefits to you and the University against any adverse impact to the business, for example:

- the burden of additional costs
- inability to reorganise work amongst existing staff,
- inability to recruit additional staff,
- a detrimental impact on quality
- a detrimental impact on performance
- detrimental effect on ability to meet customer demand.
- insufficient work for the periods the employee proposes to work
- a planned structural change to the business

It is best to discuss any planned discontinuous periods of leave with your line manager and HR in advance of submitting any formal request. This will give the University more time to consider your request and hopefully give you some idea whether your plans may be agreed.

Where there is concern over accommodating the notification, HR and your Line Manager may seek to arrange a meeting to discuss your notification within 14 days of the request being received. If the leave pattern is refused, you can either withdraw it within 15 days of giving it, or can take the leave in a single continuous block.

When can SPL commence?

SPL can commence as follows:

- The mother can take SPL after they have taken the legally required two weeks of maternity leave immediately following the birth of the child
- The adopter can take SPL after taking at least two weeks of adoption leave
- The father/partner can take SPL immediately following the birth/placement of the child, but may first choose to exhaust any paternity leave entitlements (as the father/partner cannot take paternity leave or pay once they have taken any SPL or ShPP).

Where a mother/adopter gives notice to curtail their maternity/adoption entitlement then the mother/adopter's partner can take leave while the mother/adopter is still using their maternity/adoption entitlements.

SPL will generally commence on your chosen start date specified in your SPL application or in any subsequent variation notice.

If you are eligible to receive it, Shared Parental Pay (ShPP) may be paid for some, or all, of the SPL period (see 'Shared Parental Pay' below).

When must SPL end?

SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

4.2 NOTIFICATION OF SHARED PARENTAL LEAVE

How do I give notice of my intention to take Shared Parental leave and how do I book this leave?

It is advisable to book a meeting with your **HR contact** as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

To request shared parental leave, the following three notifications must be provided within the required timescales.

1. Maternity/adoption leave curtailment notice

Firstly, before the mother/adopter or partner can take shared parental leave, the mother/adopter must either return to work before the end of the maternity/adoption leave period (by giving the required 8 weeks' notice) or provide HR and your Line Manager with a **maternity/adoption leave curtailment notice** if the mother/adopter is employed by the University.

The maternity leave curtailment notice must be in writing and state the date on which maternity leave is to end. That date must be:

- after the compulsory maternity leave period, which is the two weeks after birth;
- at least 8 weeks after the date on which the mother/adopter gave the maternity leave curtailment notice to their employer; and
- at least one week before what would be the end of the additional maternity leave period.

ⓘ It is advisable to book a meeting with HR to talk about how the University can support you.

ⓘ To request shared parental leave you must provide three notifications:
- maternity curtailment notice
- notice of entitlement and intention to take shared parental leave
- notice to book leave.



2. Notification of Entitlement and Intention to take shared parental leave

Secondly, a [Notice of Entitlement and Intention](#) to take SPL must be submitted to [HR](#) and your Line Manager to provide an indication of start and end dates of any SPL that is to be requested. This should be submitted at least 8 weeks before the start date of the period of SPL and may be submitted at the same time as the Maternity/adoption leave curtailment notice. The Notice also requires confirmation of eligibility, entitlement and signed declaration and consent from partners.

At this stage you are only notifying the University of your 'intention' to take leave. As such this is a non-binding agreement and does not create actual certainty for your Line Manager or give you the entitlement to take the leave specified. The intention is to encourage you and your Line Manager to have an early discussion about your intentions.

3. Notice to Book Leave

Thirdly, a [Notice to Book Leave](#) is required and may often be submitted at the same time as the Notice of Entitlement and Intention is submitted. However, this may be submitted afterwards. A notice to book leave must be given at least 8 weeks before leave can be taken. Please ensure your Maternity/Adoption leave curtailment notice has either already been submitted or is submitted with this form.

Is there a limit on the number of Notices to Book Leave?

If you are eligible for, and intend to take, Occupational Shared Parental Pay (OshPP) you are only permitted to make one 'Notice to book leave' request.

If you are not entitled to, or do not intend to take, OshPP you may submit up to three separate 'Notices to Book Leave' requests.



Will the University require evidence of my eligibility?

The University may within 14 days of your notification being given, request:

- the name and business address of your partner's employer (where your partner is no longer employed or is self-employed their contact details must be given instead).
- in the case of biological parents, a copy of the child's birth certificate (or, where one has not been issued, a declaration as to the time and place of the birth).
- in the case of an adopted child, documentary evidence of the name and address of the adoption agency, the date on which they were notified of having been matched with the child and the date on which the agency expects to place the child for adoption.

In order to be entitled to SPL, you must produce this information within 14 days of the University's request.

Can I vary or cancel agreed arrangements for Shared Parental Leave?

You are permitted to vary or cancel an agreed and booked period of SPL, provided that you advise [HR](#) and your line manager in writing at least 8 weeks before the date of any variation using the Notice to Cancel or Vary a Shared Parental Leave Request. Any new start date cannot be sooner than 8 weeks from the date of the variation request.

You do not need to give 8 weeks' notice if you are changing the dates of your SPL because your child has been born earlier or later than the EWC. In such cases please notify us in writing of the change as soon as you can.

A notice to cancel or change a period of leave, including notice to return to work early, will count as one of your three period of leave notices, unless:

- the variation is a result of your child being born earlier or later than the EWC;
- the variation is at our request; or
- we agree otherwise.

If you have used up all of your notifications the University is under no obligation to agree to vary/cancel the leave but will consider the request and decide whether it is reasonably practicable to grant it.

ⓘ The University may request: the name and address of the partner's employer; a copy of the child's birth certificate or the name and address of the adoption agency and the date on which they were notified of having been matched/expects to place the child.

ⓘ You may vary or cancel an agreed period of shared parental leave, provided that you advise your link HR contact and your line manager in writing at least 8 weeks before the date of any variation.

Can I withdraw my notice to end (curtail) my maternity/adoption leave?

If you have given notice to curtail your maternity or adoption leave (as above) and wish to withdraw the notice, as long as you have not returned to work and one of the following circumstances applies you may do so:

- where it is discovered in the 8 weeks following the notice that neither you (the mother/adopter) nor your partner has any entitlement to Shared Parental Leave or pay
- in the event of the death of your partner;
- (for mothers only) if your notice was given before the birth, and you wish to withdraw your maternity curtailment notice in the six weeks following the birth.

With the first two circumstances there will be no further opportunity to opt into Shared Parental Leave at a later date with the same child. However, in the third circumstance the mother would be able to opt into Shared Parental Leave at a later date.

You must inform [HR](#) and your line manager in writing if you wish to withdraw a leave curtailment notice.

4.3 SHARED PARENTAL PAY

What is Shared Parental Pay and how many weeks of pay are available?

If you are eligible you may be entitled to take up to 37 weeks of Shared Parental Pay (ShPP) while taking SPL. The amount of weeks available will depend on the amount by which the mother/adopter reduces their maternity/adoption pay period or maternity allowance period. The untaken weeks of ShPP or OshPP can be taken by the parent who is on SPL if they meet the qualifying criteria. Shared parental pay may be payable during some or all of SPL, depending on the length and timing of the leave. For example if shared parental leave starts 8 weeks after the birth, the partner will be eligible for only the remaining pay entitlements.

If both parents take leave and pay at the same time, the pay entitlement (which will not exceed 37 weeks and if eligible will include 22 weeks of OshPP) must be shared between them.

[Shared parental leave and pay examples.](#)

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Shared Parental Pay (ShPP)
- Occupational Shared Parental Pay (OshPP), an enhanced provision inclusive of ShPP.

Payment details can be found in [Table 4](#).

Am I eligible for statutory shared parental pay (ShPP)?

For employees to be eligible for statutory shared parental pay (ShPP), both parents must meet certain eligibility requirements.

Mother's/primary adopter's eligibility for statutory shared parental pay

The mother/primary adopter is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth or adoption matching and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for a period of eight weeks ending with the 15th week before the expected week of childbirth or adoption matching of at least the lower earnings limit for national insurance contribution purposes;
- have at the date of the child's birth or adoption matching, the main responsibility, apart from the partner, for the care of the child;
- are absent from work and intends to care for the child during each week in which they receive statutory shared parental pay; and
- are entitled to statutory maternity/adoption pay in respect of the child, but the maternity/adoption pay period has been reduced.

In addition, for the mother/adopter to be eligible for statutory shared parental pay, the partner must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth or adoption matching, the main responsibility, apart from the mother/adopter for the care of the child.

ⓘ If you are eligible you may take up to 37 weeks of shared parental pay.

Partner's eligibility for statutory shared parental pay

The partner is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for 8 weeks ending with the 15th week before the expected week of childbirth/matching date of at least the lower earnings limit for national insurance contribution purposes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother, for the care of the child; and
- are absent from work and intend to care for the child during each week in which they receive statutory shared parental pay.

In addition, for the partner to be eligible, the mother/primary adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child; and
- be entitled to statutory maternity/adoption pay or maternity/adoption allowance in respect of the child, but the maternity/adoption pay period or maternity/adoption allowance period has been reduced.

SMP is payable whether or not you intend to return to work.

Am I eligible for Occupational Shared Parental Pay?

Occupational Shared Parental Pay (OshPP) is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth/commencement of adoption leave. In addition, you and your partner must meet the appropriate [eligibility requirements for ShPP](#) outlined above.

If you do not intend to return to work, you will not qualify for OShPP.

For the purposes of OShPP you will be deemed to be in receipt of ShPP. ShPP will be offset against OShPP during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay.

ShPP will not normally be offset against OshPP half pay. However, if during the course of SPL, payment of half pay and ShPP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which ShPP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of ShPP paid plus a pay adjustment to bring the payment up to the level of OshPP.

How will Statutory Shared Parental Pay (ShPP) and Occupational Shared Parental Pay (OshPP) be paid to me?

Your ShPP/OshPP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

ⓘ Occupational Shared Parental Pay is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum of 12 months before the expected week of childbirth/commencement of adoption leave

ⓘ Statutory Shared Parental Pay is payable whether or not you intend to return to work.

ⓘ If you do not intend to return to work you will not qualify for Occupational Shared Parental Pay.

What about my pension contributions?

For the time you are in receipt of either ShPP or OshPP pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

4.4 ANNUAL LEAVE

Will I accrue any annual leave during my Shared Parental Leave?

Annual leave accrues throughout the full period of Shared Parental Leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of Shared Parental Leave.

Annual leave may only be taken before you start your Shared Parental Leave or at the end of your Shared Parental Leave. It is not possible to take annual leave whilst you are on Shared Parental Leave.

All annual leave is subject to the rule on 'no-carry-over' from one leave year to the next. In some cases it may be possible at Department level to agree a small carry-over of leave (no more than 5 days), subject to the business need of the employing unit and at the discretion of the Head of that unit.

Any leave accrued during the leave year in which the Shared Parental Leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

4.5 SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

What are SPLIT days?

Shared Parental Leave In Touch (SPLIT) days allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any SPLIT day taken will not bring your Shared Parental Leave to an end, and payment of ShPP/OshPP will not be affected. Each parent will be entitled to up to 20 SPLIT days. For further information please see SPLIT day information.

What if I want more time off after the end of my paid Shared Parental Leave?

You are also eligible to take unpaid [parental leave](#).

4.6 RETURNING TO WORK

If you have chosen to take OshPP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OshPP that you have received in excess of the ShPP entitlement.

If you wish to consider the possibility of working part time on your return to work, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OshPP you will have to repay the difference between the OshPP and the ShPP.

If you have only received ShPP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my shared parental leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your SPL. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

What if I am no longer responsible for the care of the child?

If circumstances change and you are no longer responsible for caring for the child (unless it is because the child has died) your entitlement to SPL and any ShPP/OshPP will immediately cease and you must notify [HR](#) and your Line Manager.

ⓘ Annual leave continues throughout the full period of shared parental leave.

ⓘ If you have chosen to take Occupational Shared Parental Pay you must return to work for a minimum period of three months.

ⓘ If you wish to consider the possibility of working part-time on your return to work, please review the [Work Life Balance](#) information.



TABLE 4: SHARED PARENTAL PAY

STATUTORY SHARED PARENTAL PAY (SHPP)	OCCUPATIONAL SHARED PARENTAL PAY(OSHPP)
ShPP is paid at the rate of £140.98 a week or 90% of your average weekly earnings, whichever is the lesser amount.	<p>OShPP is inclusive of statutory shared parental pay (ShPP) as follows:</p> <ul style="list-style-type: none"> ■ 6 weeks full pay, (please note only 6 weeks at full pay are available as the first 2 weeks must be taken by the mother/primary adopter as compulsory maternity/adoption leave and pay) followed by ■ 16 weeks of half pay (plus ShPP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by ■ 15 weeks' of lower rate ShPP (£140.98 or 90% of your average weekly earnings whichever is the lesser amount).

SHARED PARENTAL LEAVE AND PAY EXAMPLES

EXAMPLE 1:

In this example - both parents are employees of the University and are entitled to OshPP. They both decide to take shared parental leave and pay at the same time.

Mother goes on maternity leave for the first two weeks after the baby is born at full pay.

Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother ends their maternity leave after a total of two weeks' maternity leave. SPL begins immediately with a total of 50 weeks' leave entitlement and 37 weeks' pay, to be shared by both parents.

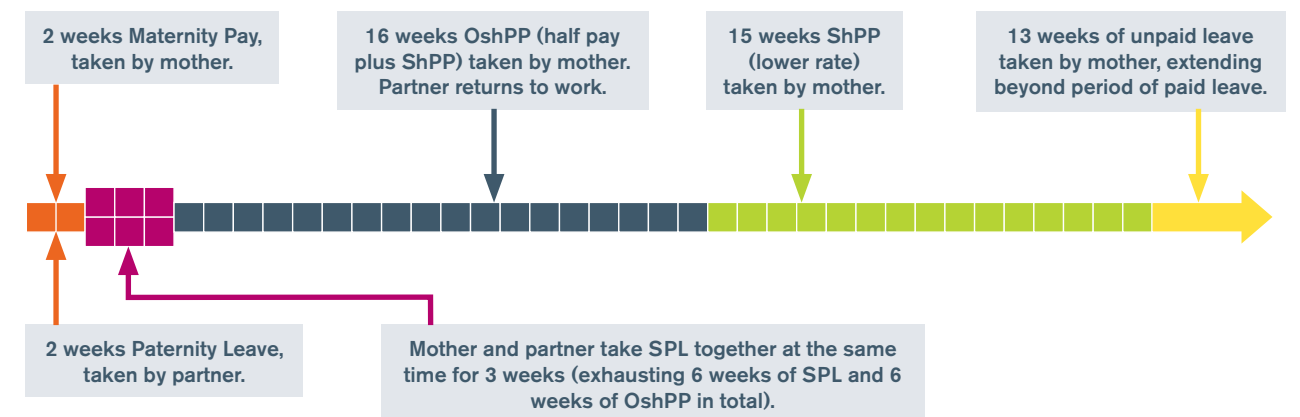
Mother and partner take SPL together at the same time for 3 weeks (exhausting 6 weeks of SPL and 6 weeks of OshPP in total).

Partner returns to work. The mother remains on SPL for a further 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
Two weeks' maternity leave at full pay, 3 weeks of shared parental leave at full pay, 16 weeks at half pay (plus ShPP), 15 weeks of lower rate ShPP.

The partner's department will pay:
Two weeks' Paternity at full pay and 3 weeks of Shared Parental Leave at full pay.



Acronyms:

OMP	occupational maternity pay	ShPP	statutory shared parental pay
OPL	ordinary paternity leave	SMP	statutory maternity pay
OshPP	occupational shared parental pay	SPL	shared parental leave

EXAMPLE 2:

In this example - both parents are employees of the University and are entitled to OshPP. After the mother has curtailed (ended) their maternity leave the partner enters into the shared parental leave and pay arrangement.

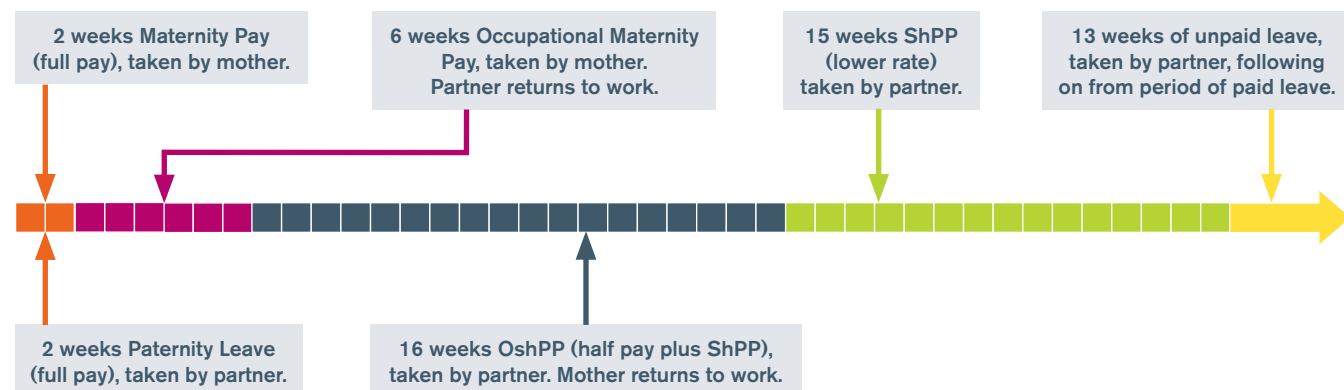
Mother goes on maternity leave for the first two weeks after the baby is born at full pay. Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother remains on maternity leave for another 6 weeks and continues to take the remaining 6 weeks of her full OMP. Partner returns to work.

Mother ends their maternity leave after a total of 8 weeks' maternity leave and returns to work. SPL begins immediately with a total of 44 weeks' leave entitlement and 31 weeks of pay. Partner begins SPL for the remaining 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
8 weeks' maternity leave at full pay.

The partner's department will pay:
31 weeks' of Occupational Shared Parental Pay (16 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP).



EXAMPLE 3:

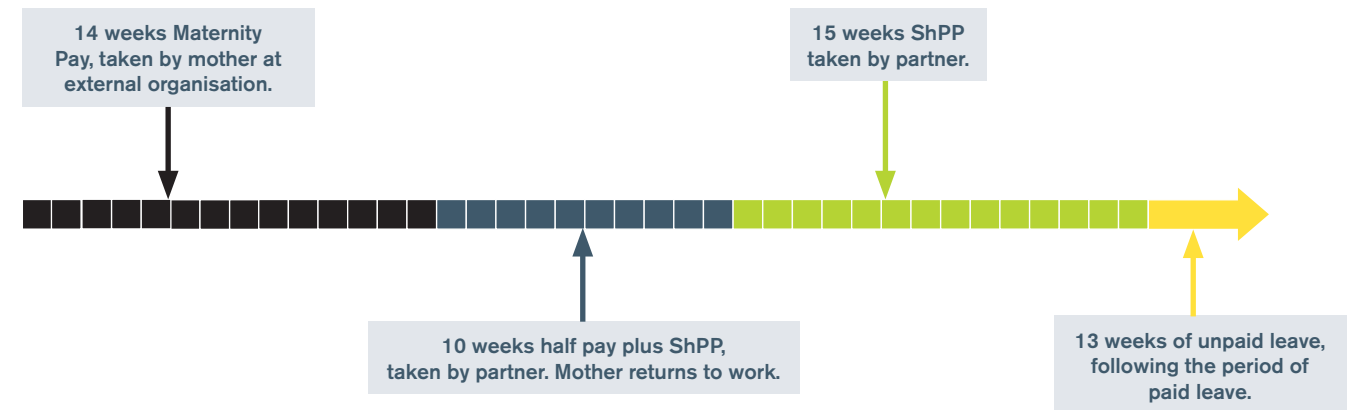
In this example - the partner is an employee of the University but the mother is employed by another organisation. The partner is entitled to OshPP.

Mother takes 14 weeks of maternity leave before curtailing their leave and pay. Mother returns to work. Partner begins SPL for the remaining 38 weeks (10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's organisation will pay:
14 weeks of maternity pay

The University will pay the partner:
10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave.



EXAMPLE 4:

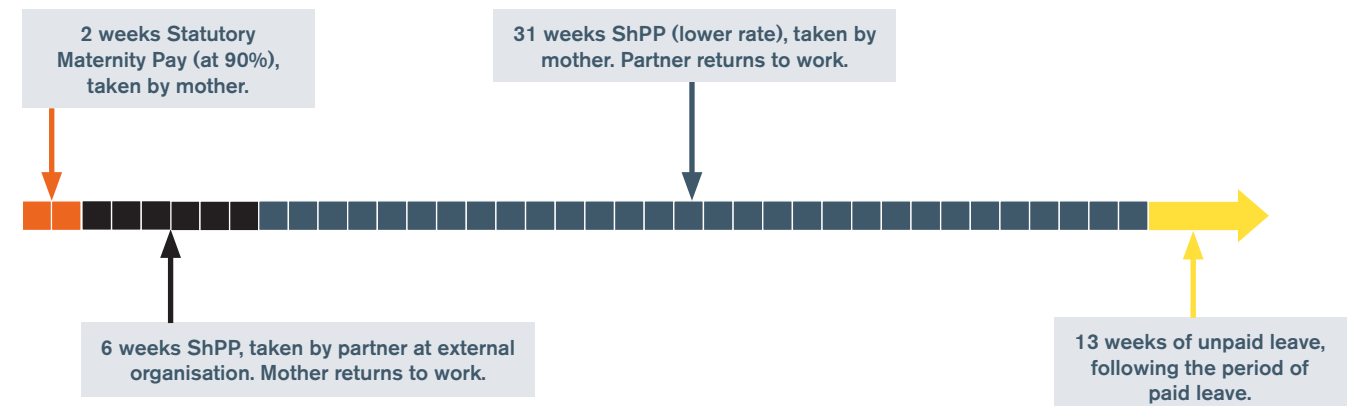
In this example - the mother is an employee of the University but the partner is employed by another organisation. The Mother is entitled to ShPP only.

Mother takes maternity leave for 2 week's then curtails her maternity leave allowing her partner to enter into the SPL arrangement. Mother returns to work. Partner takes 6 week's of SPL before returning to work. Mother takes a further 44 week's of SPL (31 week's of ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's department at the University will pay:
2 weeks of SMP
31 weeks of ShPP

The partner's organisation will pay the partner:
6 week's of OshPP.



SECTION 5: PARENTAL LEAVE (UNPAID)

5.1 PARENTAL LEAVE (UNPAID)

Parental Leave is a right to take time off work to look after a child or to make arrangements for a child's welfare. You can take unpaid parental leave to look after your child's welfare, for example to:

- spend more time with your children;
- look at new schools;
- settle children into new childcare arrangements;
- spend more time with family – e.g. visiting grandparents.

You will remain employed while on Parental Leave. At the end of the period of Parental Leave you will be entitled to return to the same job as before.

Parental Leave will be subject to agreement with the University on the timing and duration of the leave. Such agreement will not be unnecessarily withheld but will take into account service provision.

Am I entitled to take parental leave?

You are entitled to take Parental Leave if you have a child and have completed one year's qualifying service with the University at the time you wish to take the leave. The leave is available for each child up to their 18th birthday.

How many weeks can be taken?

18 weeks of unpaid leave can be taken per child. A 'week' equals the length of time you normally work in a week.

Is the leave with pay?

No, parental leave is unpaid.

Is there a limit to how much leave I can take per year?

The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child (unless we agree otherwise).

How can the leave be taken?

Unless the child is disabled, or the University agrees otherwise, leave should be taken in blocks or multiples of one week. Parents with disabled children can take parental leave in periods of less than one week (e.g. an 'odd' day off).

5.2 NOTIFICATION TO TAKE UNPAID PARENTAL LEAVE

You must give 21 days' notice before the intended start date. Please complete an parental leave application form to give written notification of your intention to take unpaid Parental Leave and the date on which you intend this leave to start and send it to [HR](#) with a copy to your Line Manager/Head of Department.

What if you are unreasonably refused time off?

If you feel you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

ⓘ You are entitled to take Parental Leave if you have had at least one year of service with the University at the time you wish to take the leave.

ⓘ 18 weeks of Parental Leave can be taken per child.

ⓘ The leave is available for each child up to their 18th Birthday.

SECTION 6: KEEPING IN TOUCH (KIT) DAYS AND SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

6.1 KIT/SPLIT DAYS

KIT days are available to you if you are on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to you if you are on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

KIT/SPLIT days allow you to do some limited work under the terms of your contract of service for the University. Any KIT/SPLIT day taken will not bring your maternity/ adoption/ shared parental leave period to an end, and payment of any statutory or occupational pay will not be affected but it will be offset against pay for the KIT/SPLIT days.

KIT/SPLIT days can either be taken as blocks of days, or as individual days.

KIT/SPLIT days may be taken at any point during maternity/adoption leave (except in the case of maternity leave for the first two weeks directly after the baby is born known as compulsory maternity leave).

These days are optional and the decision to undertake a KIT day must be made by agreement between you and your Line Manager/Head of Department. There is no obligation for either you or the University to agree to a KIT day(s). You must give your manager at least two weeks' notice of your intention to use your KIT day, unless agreed otherwise.

6.2 PAYMENT FOR A KIT/SPLIT DAY

What payment will I receive for working a KIT/SPLIT day?

If you work during a period of full pay, no additional payment will be made. If you work during a period of half maternity/adoption/ shared parental leave pay or SMP/SAP/ ShPP pay will be 'topped up' so that you receive full pay for the hours worked. If you work for less than your normal full day, this will count as one KIT/SPLIT day for the purposes of the 10 KIT/20 SPLIT days allocated, although payment will only be made for actual hours worked. On no occasion will you receive more than a full day's pay.

Payment examples

Payment will be made as follows:

- Payment for KIT/SPLIT days will not exceed full pay. If a KIT/SPLIT day occurs during a period of full maternity/adoption pay then no additional payment will be made.
- If a KIT/SPLIT day occurs during a period of half pay or SMP only, this will be effectively "topped-up" so that you receive full pay at your normal hourly rate for the hours worked on the day in question.
- If a KIT/SPLIT day occurs during a period of unpaid leave you will receive full pay at your normal hourly rate for the hours worked on that day.
- Payment for KIT/SPLIT days will only be made after completion of the day's work.

How do I receive payment for my KIT days?

To receive payment for any KIT/SPLIT day worked you need complete a KIT/SPLIT form and send this to your line manager/ Head of Department to agree and sign. Your Line Manager should send this to [HR](#) to process payment.

ⓘ KIT days are available to you if you are on Maternity/Adoption leave. You may take up to 10 days.

ⓘ SPLIT days are available to you if you are on Shared Parental Leave. Each parent is entitled to take up to 20 SPLIT days.

ⓘ KIT/SPLIT days can be taken as blocks of days or as individual days.

6.3 HOW DO KIT/SPLIT DAYS WORK?

If I attend work for half a day or less is this classed as one of my KIT/SPLIT days?

Yes, as soon as you enter work, even if it's for only a few hours, this is counted as one of your 10 KIT/SPLIT days allowed. The number of hours that you attend work can be up to the maximum of the full time equivalent (7.2 per day for a full-time employee). However, you will only get paid for the hours you work.

What are the advantages of using KIT days?

KIT/SPLIT days can provide a number of advantages for both you and the University and can provide a smooth transition back to work after a long period of maternity/adoption leave. Some of the many advantages are; training and development can continue during maternity/adoption leave; you can stay in touch with workplace issues and changes or finish the completion of a project.

Will I be placed at a disadvantage on my return if I don't come into work prior to the end of my maternity/adoption/shared parental leave?

You are encouraged to make use of KIT/SPLIT days as a positive way to keep in contact with developments in your area of work. As work during maternity/adoption leave may only take place with the agreement of both parties, you will not be at any disadvantage regarding the options you choose. If you are unable, or decline the opportunity, to work any KIT/SPLIT days then they will do so without suffering any detriment.

What type of work will I be expected to undertake whilst working a KIT/SPLIT day?

You will be expected to undertake any work duties normally performed under your contract of employment. The purpose of these days is to allow you to be kept informed and up to date on developments within your own workplace or within the University. This may include attending a conference, undertaking training or a team event.

I have been asked to be an external examiner for another University, can I use a KIT/SPLIT day to undertake this work?

No, because this is paid work for another employer and therefore will affect your maternity/adoption/shared parental pay arrangements.

ⓘ Even if you work for only a few hours on your KIT/SPLIT day this will be counted as one of your days. You will only be paid for the hours you work.

ⓘ You do not have to use your KIT/SPLIT days but they are a positive way of keeping in touch with developments in your area of work (particularly before you are due to return).



**SECTION 7:
STAFF ON FIXED-TERM CONTRACTS**

I am on a fixed-term contract. Do I still have the same entitlement to maternity 'leave' as other employees?

If you are on a fixed-term contract you still have the same entitlement to maternity 'leave' as other employees, 52 weeks commencing anytime from the 11th week before the EWC.

Will I receive maternity 'pay' if I am on a fixed-term contract that expires before the 15th week before the expected week of childbirth?

Where a fixed term contract ceases before the qualifying week (15th week before the expected week of birth), you will not be entitled to maternity pay from the University but may be entitled to Maternity Allowance from the Government.

What maternity 'pay' will I receive if I am on a fixed-term contract that expires after the 15th week before the expected week of childbirth?

Where a fixed term contract ceases after the qualifying week (15th week before the expected week of birth), the University will honour your entitlement to pay. Your contract of employment will still end on the original end date. Contracts are not usually extended unless an extension can be agreed for other reasons.

What if my fixed-term contract expires whilst on maternity leave?

If your fixed-term contract expires whilst you are on maternity leave and you cannot return to the University because of the expiry of a fixed-term contract, providing you state your intention to return to work before commencing maternity leave, your maternity pay will be calculated on the basis that you will be returning to work, therefore you will not need to repay the occupational element of the pay.

I am on a fixed-term contract and am the main adopter. Do I have the same rights as an employee on a fixed-term contract taking maternity leave?

If you are on a fixed-term contract and are the main adopter you have the same entitlements to leave and pay as an employee on a fixed-term contract taking maternity leave.



SECTION 8: TIME OFF FOR DEPENDANTS

8.1 DEFINITION

What is Time off for Dependants?

Time off for dependants allows you the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements.

Who counts as a dependant?

A dependant is your partner, child or parent, or someone who lives with you as part of your family. For example, this could be an elderly aunt or grandparent who lives in your household. It does not include tenants or boarders living in your family home, or someone who lives in your household as an employee, for example, a live-in housekeeper.

In cases of illness, injury or where care arrangements break down, a dependant may also be someone who reasonably relies on you for assistance. This may be where you are the primary carer or the only person who can help in an emergency. For example, a parent or grandparent who lives elsewhere but who relies on you for assistance when problems arise.

8.2 TIME OFF

Under what circumstances can you take time-off?

The right allows you to deal with an unexpected or sudden problem and make any necessary longer term arrangements, for example:

- if a dependant falls ill or has been involved in an accident or assaulted, including where the victim is hurt or distressed rather than injured physically;
- to make longer term care arrangements for a dependant who is ill or injured;
- to deal with the death of a dependant; for example, to make funeral arrangements or to attend a funeral;
- to deal with an unexpected disruption or breakdown in care arrangements for a dependant; for example, when the childminder or nurse fails to turn up;
- to deal with an incident involving your child during school hours; for example, if the child has been involved in a fight or is being suspended from school.

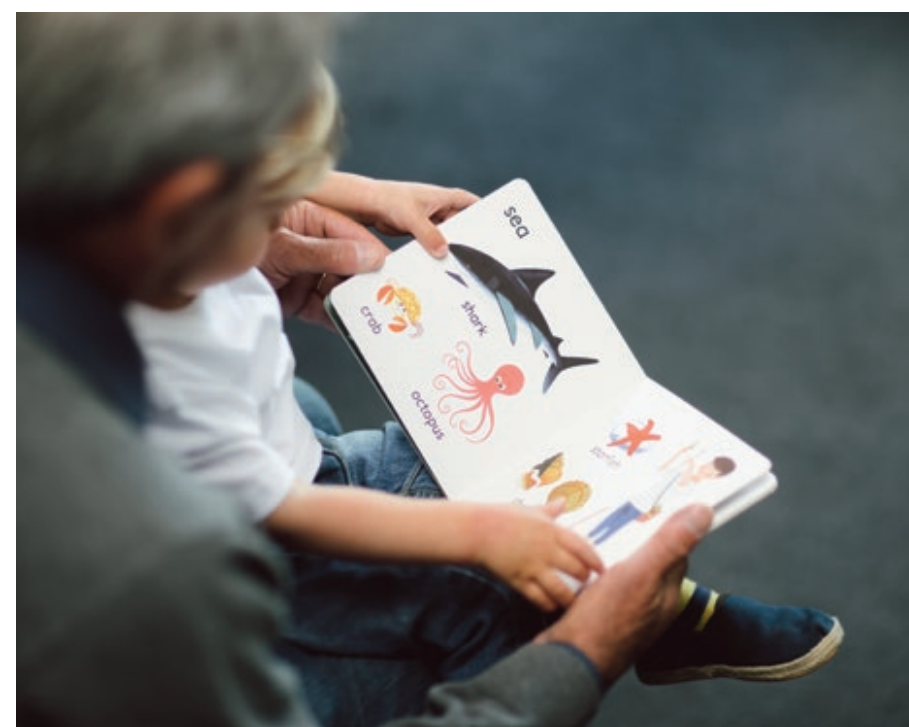
How much time off is allowed?

There is not a set limit to the amount of time off which can be taken. In most cases, the amount of leave will be one or two days at the most, but this will depend on your individual circumstance, although you may be able to take a longer period of leave under other arrangements. For example, if your child falls ill, the leave should be enough to help you cope with the crisis - to deal with the immediate care of your child, visiting the doctor if necessary, and to make longer term care arrangements. It does not mean that you may take two weeks leave to look after your sick child.

ⓘ Time off for Dependants allows you to take a reasonable amount of time off work to deal with unexpected or sudden emergencies.

ⓘ There is not a set limit to the amount of time off however in most cases the amount of leave will be one or two days.

ⓘ There is not a statutory right to be paid for your time off, however in some cases a request may be made to your HoD or line manager.



8.3 PAYMENT

The right does not include a statutory right to pay. There may, however, be some circumstances when you will be entitled to paid leave to deal with sudden or unexpected family/dependant problems. In cases of serious urgent domestic distress, requests should be made to the Head of Department who will consult with HR and consider such requests via the [Special Leave policy](#).

8.4 NOTIFICATION

How much notice do you need to give the University of your intention to take 'time off'?

If you need time off to care for a dependant/s you should inform your Line Manager/Head of Department as soon as possible – you should give details of your absence, the reason for it and how long you expect to be absent from work. You should make every effort to inform your Line Manager/Head of Department (or another responsible person) if absence from work is required. A message via telephone, fax or email will be sufficient if a person is facing an urgent/crisis situation and time-off work is needed at very short notice. It is acknowledged however that there may be a rare occasion when you are unable to contact your Line Manager/Head of Department or another appropriate person. In such circumstances you should, at the earliest opportunity, inform your Line Manager/Head of Department of the reason for your absence from work. Your Line Manager/Head of Department may wish to discuss your absence with you upon your return to work.

8.5 WHAT IF YOU ARE UNREASONABLY REFUSED TIME OFF?

If you believe you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

8.6 WHAT HAPPENS IF A MEMBER OF STAFF NEEDS LONGER TIME OFF, OR KNOWS IN ADVANCE THAT THE PROBLEM IS GOING TO ARISE?

The new right is intended to cover unforeseen matters. If you know in advance that you are going to need time off, it may be possible to arrange a longer period of unpaid leave or a combination of unpaid leave and annual leave. If the reason you need leave relates to your child, you may be entitled to take [unpaid parental leave](#).

POLICY CREATOR: HUMAN RESOURCES

Updated: September 2018
Review date: July 2020

Manager's Guide

To Supporting Staff Who Are Transitioning

Why it matters?

Transitioning is the term used to describe the process and steps an individual takes in order to live in the gender they identify as.

For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want, or are able to have this.

The decision to transition is not something an individual undertakes lightly. The support of managers and colleagues is vital. The process of transitioning is unique for each individual. Some people will transition to their preferred gender full time and others will choose to live in their preferred gender part- time.

Whatever the individual's circumstances, it is important that the University is supportive, and makes clear that discrimination and harassment against trans people will not be tolerated.

What do I need to do?

As a manager you will play a vital role to supporting the employee through their transitioning. Creating an action plan will enable you to manage key periods and questions throughout the transition. The action plan should include the dates or expected timescales of:

- appointments with doctors
- when colleagues will be informed
- the start of any hormone therapy and/or medical procedures
- any change of name or personal details, such as title
- change of gender

The action plan should also consider:

- which amendments to records and systems will be required
- whether training or briefing of colleagues, students or service users will be necessary, when this will occur, and who will carry this out
- whether the individual wants to inform relevant people (line manager/colleagues/students) in person or for this to be done on their behalf
- whether they want to continue in their current role or consider redeployment or another arrangement
- ways to minimise disruption in the workplace
- You can find a template for the action plan [here](#).

How it works



- **Arrange an initial meeting.** Once the employee has notified the University of their intent to transition or that they are transitioning; it is important to have a meeting in a private space to talk to them about what support is available .

- **Agree on an action plan:** an action plan should include timescales to consider any necessary arrangements for time off work and any changes to records that are likely to be required. It should be kept confidential.

- **Manage the reactions of others:** Agree with the trans person if and how they want to tell people about their upcoming transition. Be prepared to respond to questions by familiarising yourself with the university's code of practice and other available guidance.

Transphobia, bullying and harassment

Transphobia is defined as hatred or fear of trans people – this can sometimes lead to hostility and acts of violence

In a work environment it can lead to instances of harassment and bullying by colleagues, managers and service users.

The university has a zero tolerance approach to instances of bullying and harassment

So as a manager it is important that you:

- Challenge transphobic language, jokes, behaviour, assumptions and culture within your department regardless of whether this is from employees, managers or service users.
- Take the time to read and learn more about gender reassignment and the needs of trans employees
- Plan how you will support your trans employee(s) and deal with concerns of your team and service
- Some instances of harassment because of an individual's gender identity, expression and history may constitute a hate crime. It is vital that you report any hate crime or malicious behaviour.

Confidentiality

No records should be changed without the permission of the staff member concerned. It is not necessary to ask a trans person to provide any documentary evidence in order to change their name, gender and title on University records.

When a member of staff discloses to the University that they are trans this information will be treated confidentially. Disclosing that someone is trans without their permission to do so is illegal. Any member of staff who does so will be subject to disciplinary action. This information is held securely and treated as 'sensitive personal data' in accordance with the requirements of the Data Protection Act 1998.

Managing Changes

As someone with managerial responsibility, you will need to ensure that changes within a team are managed sensitively and effectively.

- Colleagues should receive consistent messages about the changes to help them to understand the situation and continue to treat their transitioning colleague with respect and dignity.
- Managers should attempt to support all team members to adjust to the changes and help employees to understand the situation
- If the individual wishes you can hold a team meeting to give a briefing to all members of the team, explaining what will happen, explain what transitioning is and provide an opportunity for them to ask questions they may have. This may or may not include the trans employee .
- When decided by the individual, the trans employee will need to be addressed by their new name and pronoun for their preferred gender. If any colleagues repeatedly refuse to do this, they will be deemed to be harassing the trans person and appropriate action will need to be taken.
- **IMPORTANT:** the timescales should be actively led and communicated by the transitioning employee.

Terms You Should Know

Tips for the meeting

Having the initial meeting is a vital step to supporting your employee during and after their transition

- The trans member of staff should have the option to be accompanied by a colleague, friend or trade union representative during the meeting.
- During the meeting you should discuss how in their view, their transition may impact upon their work and inform them of the support available.
- This is also a chance to ask about timescales of any dates set (e.g. for medical appointments).
- Discuss what support the university can provide.
- At this stage, before developing the action plan you should consider who else needs to know.
- Agree on next steps which can be aided by setting the action plan

Transitioning: Adopting the outward or physical characteristics of the gender one identifies with as opposed to the one assigned at birth.

Gender Identity: An individual's personal sense of gender.

Transgender: The term for a broad range of people whose gender identity or expressions is different to the one assigned to them at birth. This includes transsexual people, cross-dressers and those who are gender nonconforming.

Transsexual: A medical term for people whose gender identity and sex do not line up. Typically the person will seek medical treatment to align their body and gender identity. Avoid using the term unless the individual self-identifies as such.

Genderqueer: How some people describe themselves when they present themselves in a gender-nonstandard way. Avoid using the term unless the individual self-identifies as such

Gender Expression: How a person communicates gender identity to other through behaviour, clothing, hairstyle, voice or body characteristics.

Further Resources:

The Equality Challenge Unit have developed comprehensive [guidance for those who manage staff or support or teach students](#)

The University has [Code of Practice](#) for each characteristics including supporting an employee who is transitioning

The Government and Equalities Office has extensive [guidance](#) for employers which includes a template for an action plan

LGBT+ Toolkit: Supporting Inclusivity in our curriculum and practices

You can find further information and resources on our [webpage](#)

Come to work at Essex
Benefits
Salary
Diversity and inclusion
Diverse, international and multicultural community
Frequently asked questions

from outside the UK.

But the diversity of our community is more than where our staff and students come from. More than 1000 of our staff and students identify as LGBT+, more than 1300 have declared a disability and many members of our community follow a religion or belief.

We recognise the value that diversity brings and so we want to recruit, develop, retain and motivate an increasingly diverse workforce. We also want to attract people who will be good citizens; who will contribute to the life of the University and whose behaviour will have a positive impact on those around them. Our [People Supporting Strategy \(.pdf\)](#) sets out how we will do this through delivery of a fair and supportive working environment for all.

Our inclusive practice

Access and disability

We are proud to be a [Disability Confident Employer](#) and have agreed to take action to meet the commitments regarding the employment, retention, training and career development of disabled staff. We guarantee an interview to all applicants with a disability who meet the essential requirements as outlined in the person specification for the job.

Information, advice and support relating to all aspects of access and disability at Essex can be found on the [Access@Essex](#) website and for a guide to the accessibility of various locations at each of our three campuses please visit, [DisabledGo](#), one of the largest disability organisations in Europe, with whom we are working to continually improve our access-related information.

Engagement with external equality Charters

Through our participation in the [Athena SWAN Charter](#), we have identified some of the barriers to progression that affect women, men and those who identify as non-binary, and have agreed a plan of action to tackle them. We have been recognised for our work to date through gaining a [Bronze Institution Award](#) and all our academic departments are working towards achieving a departmental award by the end of the academic year 2019-20.

In May 2017 we joined the Equality Challenge Unit's [Race Equality Charter](#) which provides us with a framework through which we can work to identify and self-reflect on the barriers standing in the way of minority ethnic staff and students.

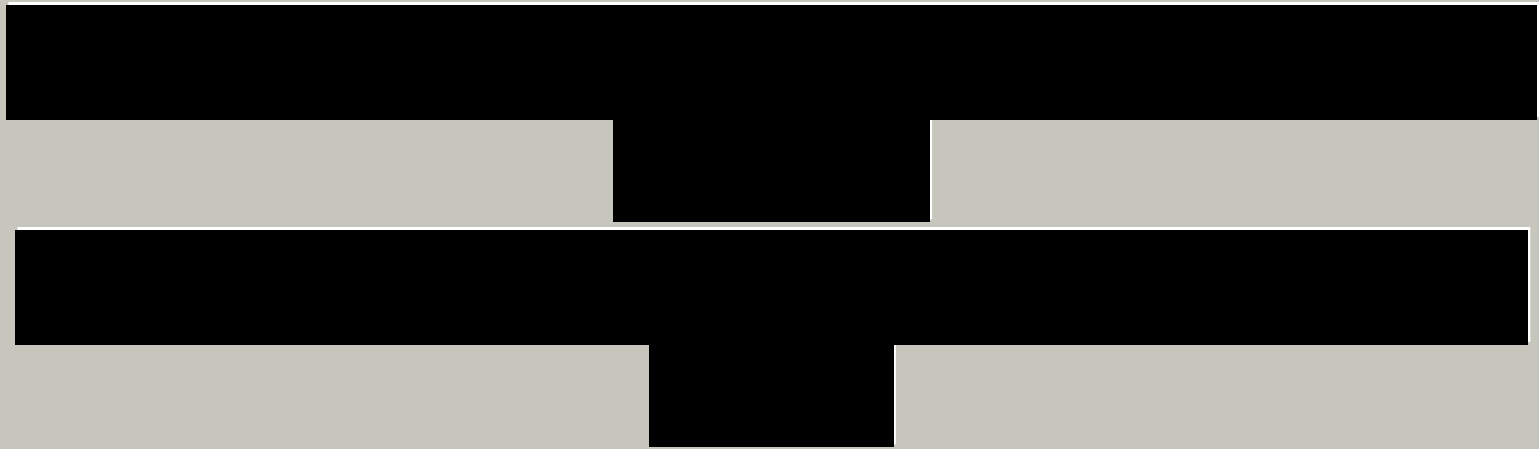
Employee Networks

We have a range of equality and diversity-related staff networks including the [Essex Women's Network](#), [Parent's Support Network](#), [Essex Access Forum](#), [Essex LGBT Alliance \(ELGBTA\)](#) and the [Global Forum](#). Our networks provide opportunities to meet members of our community you may not otherwise come across in your work, discuss issues that affect you or that you're interested in and gain support from others who may be facing challenges similar to the ones you are facing.



University of Essex

Exploring Unconscious Bias



Session content and objectives

Content

What is unconscious bias?

What impact could it be having on you and/or the University?

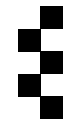
What can you do to guard against it?

Objectives

To explore the brain's processing shortcuts

To become aware of how that processing impacts on our behaviour and decision-making

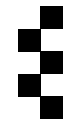
To increase our awareness of strategies to manage our brain's shortcuts

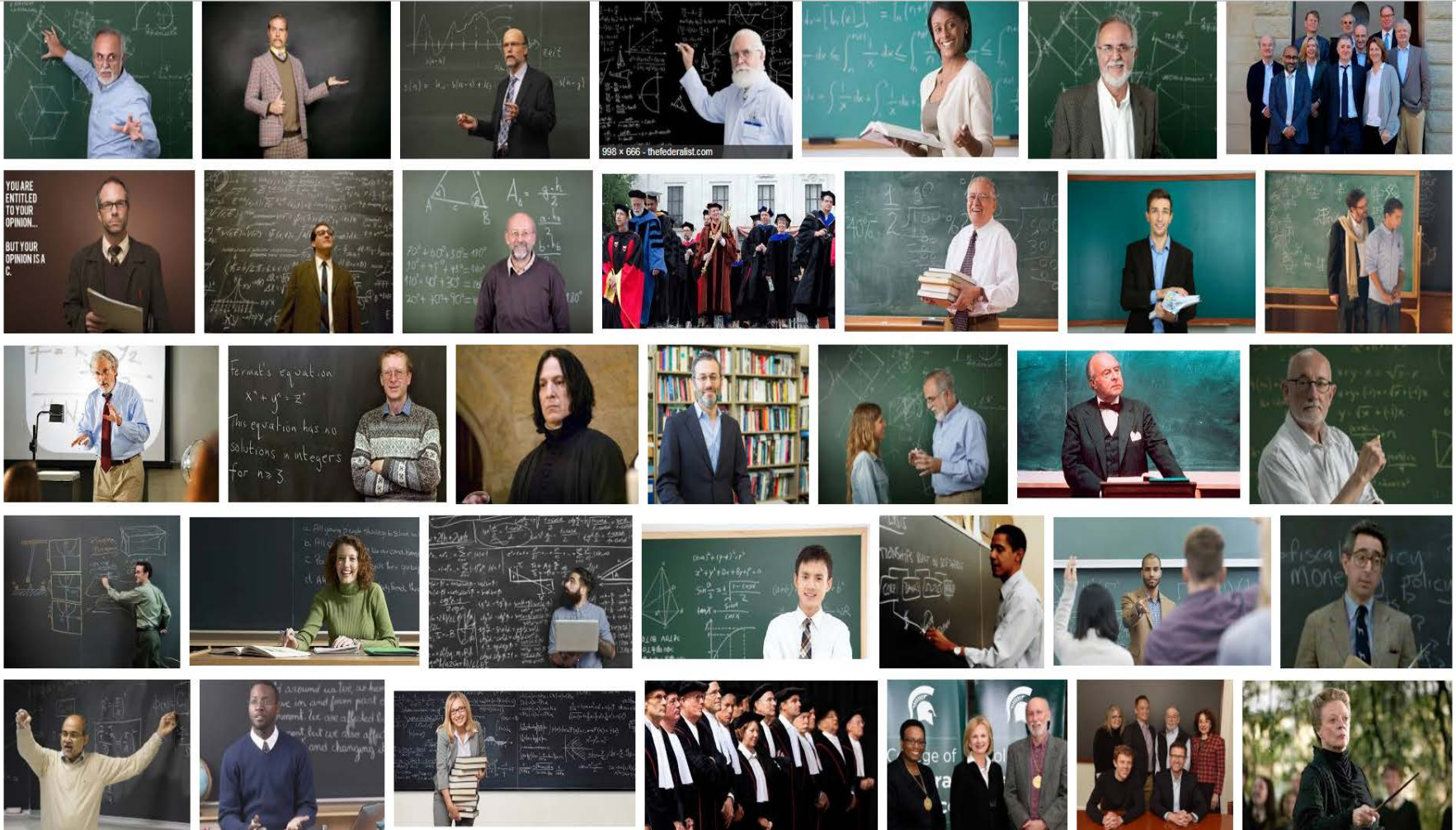


Draw a professor!

Imagine you are 12 years old and your only knowledge of professors is through what you have seen on television or in films.

What does a professor look like through your 12 year old eyes...?





Who are professors in reality?

At Essex (as at 10/4/18)

32.4% of our professors are female

16.5% are from a BaME background

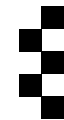
3.4% have declared a disability

Nationally (in 2015-16, the latest date for which data is available)

23.9% of professors were female

9.3% were from a BaME background

4.9% had a declared disability



What does my headscarf mean to you?

Yassmin Abdel-Magied challenges us to look beyond our initial preconceptions and to open doors to new ways of supporting others.

Yassmin wears many hats, including a hijab. She heads up Youth Without Borders, the organisation she founded to enable young people to work for positive change in their communities.

https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?language=en

Definition of unconscious bias

A bias that we are unaware of, and which happens outside of our control. A bias that happens automatically and is triggered by our brain making quick judgements and assessments of people and situations, influenced by our **background, cultural environment and personal experiences**

(Equality Challenge Unit: 2013 Unconscious bias in higher education)

A bias that influences our thoughts and behaviours without our awareness

(TMP Worldwide)

Types of unconscious bias

Affinity bias – the tendency to warm to people like ourselves and leads to having ‘**in groups**’.

Influenced by shared interests/hobbies, similar lifestyle (e.g. having children or pets), similar background (being from the same place, having a similar family background)

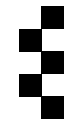
And ‘**out groups**.....

<http://www.bbc.co.uk/news/uk-43784802> 22/4/18

Crossing Divides: The benefits of having friends who aren’t ‘just like us’

Halo effect – the tendency to use one trait of a person to make an overall judgement of that person

Can be both positive and negative. If you like/dislike one aspect of someone, you’ll have a positive/negative predisposition to everything about them



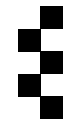
Types of unconscious bias

Perception bias – The tendency to form stereotypes and assumptions about certain groups that make it impossible to make an objective judgement about members of those groups

Our approach and treatment of members of these groups is based on belief rather than fact.

Confirmation bias - the tendency for people to people to seek information that confirms pre-existing beliefs or assumptions

Being selective when searching for information, interpreting information and remembering/recalling information



Unconscious bias in action

<https://www.youtube.com/watch?v=JFW2cfzevio>

Have you experienced or observed the types of assumptions/stereotypes/biases highlighted in this clip?

If so, did you challenge it? If not, why not?

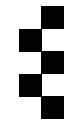
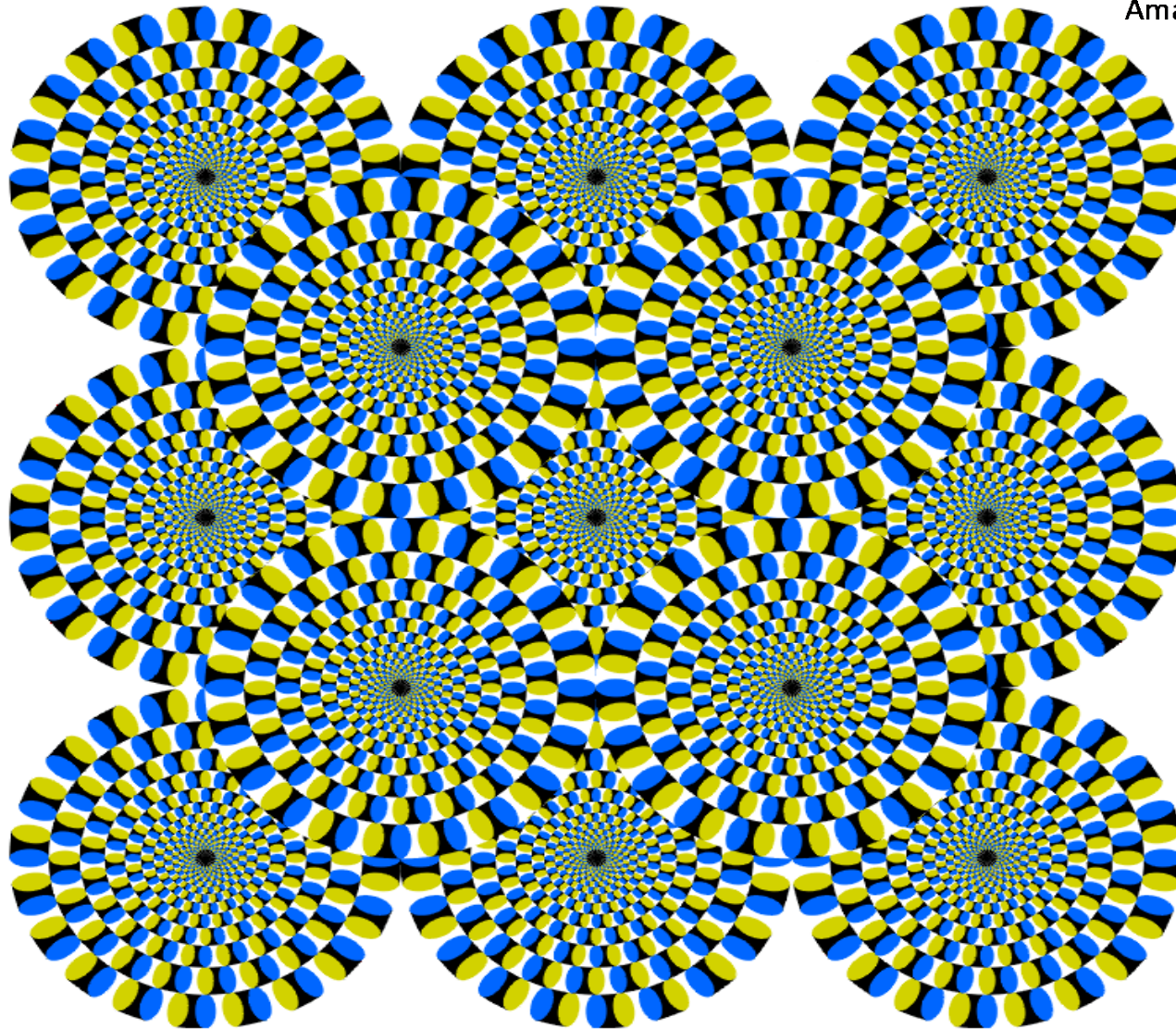
If you haven't experienced or witnessed these types of assumptions/stereotypes/biases, would you challenge it if you did? If not, why not?

The Hollow Mask





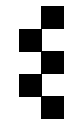
Amazing AUDIO illusion.mp3



University of Essex

What might trigger our biases?

- Gender
- Ethnicity
- Age
- Religion or belief, or someone's lack of religion or belief
- Sexual orientation, actual or perceived
- Attractiveness
- Disability
- Clothing
- Piercings/tattoos
- Haircut
- Body language
- Accent/how someone talks
- Personality
- Friends/family



	Very intelligent	Fairly intelligent	Neither intelligent nor unintelligent	Not very intelligent	Not at all intelligent	Don't know	NET: intelligent	NET: unintelligent
Received pronunciation/ Queen's English	31%	32%	27%	2%	1%	7%	62%	3%
Edinburgh	8%	30%	44%	7%	2%	9%	38%	9%
Devon	5%	23%	46%	12%	3%	10%	28%	15%
Belfast	4%	19%	48%	14%	5%	10%	23%	19%
Cardiff	4%	19%	52%	12%	4%	9%	23%	16%
Manchester	4%	16%	50%	17%	5%	8%	20%	22%
Newcastle	4%	15%	46%	19%	7%	9%	19%	26%
London (Cockney)	3%	14%	43%	25%	7%	7%	18%	32%
Birmingham	3%	12%	44%	22%	11%	8%	15%	33%
Liverpool	3%	12%	40%	24%	13%	8%	15%	37%

www.itv.com/news/2013-09-25/28-of-britons-feel-discriminated-against-due-to-accent

<https://moodle.essex.ac.uk/mod/book/view.php?id=369045&chapterid=8357>

The influence of the media

Unconsciously, or consciously, the information we read and images we see, influence our behaviour and decision-making and can have a profound effect on how we see the world and our role in it.

31 percent of headlines and 53 percent of text about asylum across all newspapers has negative connotations. Language used to describe immigration is highly hostile across all newspaper types, with 'illegal' and 'bogus' the most commonly used terms to describe immigrants and asylum seekers.

How particular groups of people are portrayed in film can perpetuate stereotypes. The US gay rights campaigning organisation GLAAD found that of the 125 films released by major US studios in 2016, only 23 (18.4%) of 102 in 2013 featured openly LGBT+ characters.

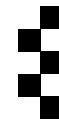
The influence of the media

Or indirect e.g. increasing sexualisation of content in advertising, magazines, television shows and music videos aimed at teenagers which show 'sexy' women with unrealistic body types.

For every hour of television a girl watches, the fewer opportunities she thinks she has in life and the more likely she is to link her physical appearance to self-worth. Conversely for every hour of television a boy watches, the more sexist his views become. (McKinsey&Company, February 2015).

It can also negatively portray particular groups of people. According to research commissioned by Women in Journalism, more than half of the stories about teenage boys in national and regional newspapers in 2009 (4,374 out of 8,629) were about crime. The word most commonly used to describe them was "yobs" (591 times), followed by "thugs" (254 times), "sick" (119 times) and "feral" (96 times).

Other terms often used included "hoodie", "louts", "heartless", "evil" "frightening", "scum", "monsters", "inhuman" and "threatening".



Decisions /activities that could be effected by our biases

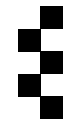
- Career decisions
- Who we vote for
- Who we choose as our solicitor/hairdresser/doctor
- Where we live
- How we handle money
- Who we recruit
- The marks we assign to exams/coursework
- Who we socialise with
- Conducting performance reviews

Etc, etc, etc!

Turning theory into practice

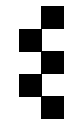
What can you do to guard against your biases having a negative effect on your decision making?

Discuss.



Reducing the impact of your biases

1. Accept we are all biased
2. Acknowledge our own biases
3. Try to break the links in the way we interpret and process information
4. Challenge stereotypes and counter-stereotypical information e.g. think about the use of imagery
5. Use context to explain a situation
6. Change your perception and relationships with out-group members – talk to unfamiliar people!
7. Be an active bystander



Summary

We all have unconscious biases and we are all affected by bias

We can take action to manage the impact of our biases on our behaviour and decision-making

It's up to us to take responsibility for 'taking off the labels we have assigned to people'

We can choose to be an 'active bystander' and if we observe unacceptable or inappropriate behaviour we can take steps to make a positive difference

For more information – look at the unconscious bias resources on Moodle!



Induction checklist for managers

To ensure that each induction programme has a positive impact on every new employee, it is vital that the induction process is managed effectively at a local level. For this reason, an induction checklist for managers has been developed and included here to provide managers with appropriate information to manage the process so that every new employee has the best possible start to working at Essex.

You may also find it useful to explore the Management Toolkit. This resource introduces you to the University's expectations of line managers, provides an opportunity to complete a self-assessment diagnostic related to your management training and development opportunities, as well as an awareness of the policies and procedures available to support you in your role.

It is important to take the opportunity, through inducting new staff, to champion equality and diversity and check that your new member of staff understands our institutional values and professional behaviours in the context of their roles. In practice, this could involve highlighting relevant policies and our commitment to ensuring all our policies inclusive in terms of language i.e. all language should be gender-neutral, promoting and supporting the well-being of your team through helping them to maintain a healthy balance between work and other aspects of life.

Before arrival

- Inform the new employee of the date, time and where to report on their first day.
- Plan an induction programme for the first few weeks of employment to introduce them to their role.
- Identify and brief people who will be responsible for the induction and ensure that they schedule a time to meet the new employee.
- Identify a main point of contact for the induction.
- Schedule time for the Head of Department to meet with the new employee, preferably within the first week.
- Arrange for the new employee to meet with key people in the University with whom they will be working in relation to their role.
- Arrange for the new employee to be allocated an induction mentor.
- Inform colleagues the date that the new employee is due to start their employment.
- Ensure email account is set up and working and that the new employee has access to appropriate University systems, especially Moodle for the ['Welcome to Essex'](#) resource where they will need to complete their essential training.
- Arrange any necessary equipment: stationery, keys, name/ door plate, uniform, induction pack (including departmental/ section information).



First day

- Welcome the new employee and introduce them to colleagues that will be involved in the early stages of their induction.
- Ensure that the new employee has received documents and information from Human Resources regarding their appointment including their contract of employment and web link to complete their New Employee Health Questionnaire. The department should provide the new employee with a payroll form to complete which can be found [here](#).
- Confirm that IT account is working and that they can access email and other required IT systems.
- Explain induction process and provide them with information relevant to their role. This includes information about the University's values, our commitment to ensuring the working environment is inclusive and comfortable for all and where to find HR policies.
- Ensure that the new employee is aware of travel arrangements (including car parking if based at Colchester campus).
- Ensure that the new employee has been given a tour of their local workplace.
- If the new member of staff is based at Southend campus, ensure they can access the Building User Guide on the Southend SharePoint site, which contains essential information.

First week

- Ensure that the new employee is aware of their essential training requirements as part of their induction programme.
- Ensure the new employee has booked onto an induction event (required for academic and research staff and line managers, respectively), and encourage attendance at monthly induction networking events.
- Ensure that the new employee is aware of the importance of completing the induction checklist.
- Meet at the end of the first week to discuss the induction experience so far.
- Arrange times to meet regularly for the following few months.

First six months

- Ensure that sufficient time is allocated for the new employee to complete their essential training within the first six months of employment.
- Conduct regular reviews with the new employee to discuss progress in their role.
- Log the content of the review meetings.



First year

- Continue to conduct regular reviews (monthly - quarterly) with the new employee to discuss progress in their role.
- Log the content of the review meetings.

Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - Our policies & guidelines



Our Policies & Guidelines



In order to ensure we meet our legal obligations and achieve the highest possible standards of good practice, we've developed our own policies and guidelines.

- [Our zero tolerance approach to harassment and bullying](#)
- [Complaints of bullying or harassment procedure](#)

It's important you understand and follow these at all times, so please take the time to read through them carefully.

"I hereby acknowledge that I have read, or shall read, understand and agree to follow the standards, processes and procedures set forth in the policies and guidelines that have been provided to me."

ACCEPTED ✓

Select **Home** to return to the course menu.





Special Leave

Compassionate leave, care leave, medical appointments, fertility treatment, adverse weather, public duties, volunteer reserve forces, jury service

Special leave

Aim

The University understands that there may be times when employees need time off from work for reasons that do not fall under the normal leave provisions. This special leave policy sets out guidance on how to respond in such situations. It applies to all staff regardless of length of service.

As a general principle, the University wants to support staff in maintaining a good work life balance. In line with the principle of mutual obligation, both managers and staff must consider together how to balance the needs of the individual with the need to maintain the work of the University.

Where employees experience urgent domestic need and personal distress, the University wants to support employees by granting reasonable time off. It is not our intention to set a prescriptive policy but to provide guidance. Managers must consider what is reasonable and offer the flexibility they can to safeguard the well-being of staff. It is also important to consider what else can be done to support staff in these situations, for example our Employee Assistance Programme and the option of working flexibly.

Voluntary public service has social, personal and workplace benefits for members of staff, the University and the community. The University is committed to supporting staff who wish to undertake public service duties, taking into consideration the business needs of the University.

All our policies are inclusive and apply to lesbian, gay, bisexual and transgender staff and same-sex couples as well as heterosexual individuals and couples.

Contents

1. [Introduction](#)
2. [Compassionate leave](#)
3. [Care leave](#)
4. [Time off for medical or dental appointments](#)
5. [Fertility treatment](#)
6. [Adverse weather conditions](#)
7. [Paid time off to perform public duties](#)
8. [Unpaid time off to perform public duties](#)
9. [Volunteer reserve forces](#)
10. [Jury Service, Court and Tribunal attendance](#)

You may also be interested in these policies:

[Family Leave](#), covering Time off for Dependants and Parental Leave

[Flexible Working](#)

[Time off for religious observance](#), part of the Equality and Diversity codes of practice

1.0 Introduction

1.1 The provision of special leave recognises that employees will sometimes need time off work for reasons that do not fall within normal leave provisions. Managers will need to balance the needs of the individual with the requirement to maintain the work of the university. Employees can appeal to the next level of management if they are unhappy with a decision. All leave will need to be given within existing budgets and resources. There is also a requirement to record all special leave through HR Organiser and People Manager to ensure that the University has a record of the impact of these provisions.

2.0 Compassionate leave

2.1 Compassionate leave is usually intended to cover bereavement, serious illness of a close relative/dependant/friend, or another urgent or unforeseen circumstance which may prevent someone from coming to work.

Bereavement

2.2 Where someone has suffered the loss of someone close to them, it is important that managers consider how best they can offer support. The usual amount of paid leave would be **up to 5 days** (pro rata for part-time staff). However, managers must treat all requests with sympathetic consideration and use discretion to increase paid leave where reasonable and in line with the business needs of the University, taking into account the relationship between the employee and the deceased, involvement in funeral preparations, the distance that may have to be travelled from the local area and so on.

2.3 Should additional extended time off be required, where possible and at the discretion of the line manager (taking into account the needs of the Section/School/Department) employees could arrange to do one (or, where appropriate, a combination) of the following:

- Take the day(s) as annual leave from the current year's entitlement.
- Take the day(s) as unpaid leave.¹
- Make up the time over an agreed time period (up to 3 months) if it is feasible to do so, taking into account the needs of the Department/School/Section.

2.4 If a member of staff has been severely affected by the bereavement, a period of sick leave may be appropriate.

2.5 Any member of staff needing time off for compassionate reasons should inform their line manager (or other appropriate person) as soon as possible, giving the details of the proposed absence.

2.6 When staff return to work, managers should consider whether any additional support needs to be provided. For example, it may be appropriate for someone to work flexibly for a short while. The University's Employee Assistance Programme and Occupational Health team will provide support to managers and individuals.

Serious illness

2.7 Where employees suffer the serious illness of someone close to them, managers should discuss with the individual how best to provide support. It may be that a short period of paid leave is necessary at the outset, usually a period of **1-3 days** (pro rata for part-time staff). However, where there is a long term illness, a temporary flexible working arrangement might be more appropriate. The Occupational Health team and the Employee Assistance Programme are on hand to advise and help.

Other urgent or unforeseen circumstances

2.8 This is intended to cover urgent and unexpected emergencies such as fire or flood, burglary, car theft, road accident which creates transport difficulties. Usually, a period of **1–3 days** (pro rata for part-time staff) would be appropriate in such circumstances. Managers will need to consider the following factors in deciding whether to grant such leave: the nature and extent of the emergency, the support available to help deal with the emergency, and the impact of the emergency on the individual.

2.9 If the incident has caused any illness or injury to the individual, then a period of sickness leave may be appropriate. Managers and individuals should consider the services of Occupational Health and the Employee Assistance Programme.

3.0 Care leave

3.1 The University wishes to support staff in managing work alongside caring responsibilities and recognises the value of retaining staff who are also carers.

3.2 Carers are people who spend unpaid time looking after, or supporting, a relative, child, partner, neighbour or friend who is frail, ill, has a physical or learning disability, mental health problems or substance misuse problems.

3.3 Staff may be granted **up to 5 days** (pro rata for part-time staff) of care leave with full pay within any 12 month period on a rolling basis. They may also be granted up to a further 5 days unpaid care leave per year. This will not affect annual or sick leave provisions and staff are not required to exhaust their annual leave before care leave is granted.

Applying for care leave

3.4 Any member of staff applying for care leave must put their request in writing to their manager giving as much notice as possible. An application for care leave should, where possible, be supported by evidence such as a hospital letter or appointment card.

Long-term care leave

3.5 If a member of staff with caring responsibilities is faced with a particularly intensive period of caring requiring complete absence from work for a significant period of time, they must discuss the situation with their line manager. All feasible options should be explored. For example, a temporary reduction in hours or a temporary job-share.

3.6 Long-term care leave can only be granted if the University is satisfied that the member of staff's workload can be appropriately covered. The maximum period for which long-term care leave can be granted is **13 calendar weeks in any 12 month period**.

3.7 Long-term care leave is unpaid and the period of leave does not count as pensionable service. Staff considering applying for long-term care leave should ensure they are aware of the implications of taking this leave with regard to pension benefits and membership.^{i ii}

3.8 Staff granted long-term care leave are entitled to return to work in the same job at the end of the period of agreed leave.

3.9 Any period of long-term care leave counts towards continuous service. Annual leave entitlement accrues during any period of unpaid long-term care leave in accordance with the Working Time Regulations.

4.0 Time off for medical, dental or related appointments

4.1 Generally routine appointments (e.g. dentist, optician, and non-urgent doctor's appointments) for both full and part-time staff should normally be made outside of work hours. If this is not possible, for full time staff for example, the appointment can be made and taken during work time. This would usually be as near to the beginning or end of the day as possible, although this may not be the best time in all departments. Individuals and managers should consider together how best to arrange the appointment to minimise work disruption. This would be paid authorised absence for part of a working day.

4.2 Where staff need to accompany dependants to medical or dental appointments, managers can exercise discretion and allow paid absence if disruption to work is minimal. Otherwise, time off will usually need to be taken using annual leave, unpaid leave or making up the time over an agreed period.

5.0 Fertility treatment

5.1 The University wishes to support members of staff who decide to undertake fertility treatment. **Up to 5 days** of paid leave (pro rata for part-time staff) in any 12 month period can be granted to undergo fertility treatment. However, should additional time off be required, this will need to be taken using annual leave, unpaid leave, or making up the time over an agreed period (usually 3 months).^{i ii}

5.2 In all cases the member of staff should give their line manager as much notice as possible of unavoidable absences of this type. If a member of staff has an ongoing health problem they should discuss it with their manager so that any necessary adjustments can be made, in consultation with Occupational Health if required.

5.3 Managers have the right to request documentary evidence of any of the medical appointments stated above.

6.0 Adverse weather conditions

6.1 A degree of flexibility will be required from all staff during adverse weather conditions. Unless specifically broadcast to the contrary, the University will stay open where possible to ensure a normal level of service is maintained. Staff will be informed by the Registrar and Secretary, or their nominee, of any decision to reduce services, and send staff home early during adverse weather conditions.

6.2 It is expected that all staff will make every reasonable effort to get to work. If a member of staff is unable to attend their normal place of work or is likely to be significantly delayed, they should speak directly with their line manager if possible (or in their absence, another senior member of staff). The individual should agree with their line manager how to treat the absence for payment purposes. The following options can be considered:

- A day's paid annual leave
- A day's unpaid leave
- A paid day with the agreement to make up the lost hours on a later date

- If appropriate, the member of staff may work from home.

7.0 Paid time off to perform public duties

7.1 The University will grant, subject to the demands of the service, leave with pay, for a period not exceeding 18 days in any period of 12 months (calculated on a pro rata basis for part time employees) for the purpose of carrying out voluntary public duties as:

Magistrates/Justice of the Peace (JP)

Local Councillors

Membership of any statutory tribunal (e.g. an Employment Tribunal)

7.2 Any leave authorised for public duties may be taken in days or half-days, as required, with the prior agreement of the member of staff's line manager for each absence from work. Such agreement will not be unreasonably withheld. Additional leave may be granted on an unpaid basis.^{i ii}

7.3 Staff who are appointed as Chairperson, or equivalent, of a public body, and thereby attracts additional duties, may be granted up to an additional 6 days' paid leave for carrying out such additional duties, including any magisterial duties.

7.4 Members of staff who are granted leave should undertake to refund to the University any fees or attendance allowances received other than fees or allowances paid specifically as travelling and subsistence expenses. No travelling or subsistence allowance will be paid by the University.

[Part 7, 8, 9 are currently under review and may be revised]

8.0 Unpaid time off to perform public duties

8.1 The University may permit staff to take unpaid time offⁱ to carry out the following public duties:

Members of a National Health Service Trust

School Governors

Prison Visitors

Lay visitors to police stations/member of police authority

8.2 This is not an exhaustive list. Members of staff who are unsure as to whether an activity may be considered under these guidelines should consult Human Resources.

8.3 In addition to unpaid leave, line managers may wish to consider flexible working arrangements to accommodate the period of leave.

[Part 7, 8, 9 are currently under review and may be revised]

9.0 Volunteer reserve forces

9.1 The University will grant, in addition to the normal annual leave entitlement, 5 days with pay (pro rata for part-time staff) for employees who have volunteered for the Territorial Army or Reservist Training and is required to attend training exercises, summer camps, etc. Should a member of staff be mobilised an appropriate period of unpaid leave of absence will be granted.^{i ii}

[Part 7, 8, 9 are currently under review and may be revised]

10.0 Jury Service, Court and Tribunal Attendance

10.1 Employees who are called for jury service or as a witness in a court or tribunal case should inform their line manager immediately providing confirmation of their attendance. If the attendance is during a pre-arranged holiday, employees may attend and take annual leave at a later date provided that they provide confirmation of their attendance. If the member of staff is not required to attend court every day, or for only half of a day, they must return to work wherever practicable.

10.2 An employee on jury service is able to claim “loss of earnings” from Her Majesty’s Courts Service (HMCS) to cover their salary or part of their salary. The University will pay the difference between this compensation and normal average earnings – it will not pay for the proportion of salary covered by “loss of earnings”. Employees should forward a HMCS “Certificate of Loss of Earning or Benefit” to Human Resources for completion then pass the completed form to the Court.

10.3 To ensure that the employee is not disadvantaged by any delay in the payment by the Court of loss of earnings and to recognise that the actual loss of earnings is unlikely to be certain at the time of the University’s payroll is run, the University will continue to pay the employee their normal pay until they have received notification from HMCS of the loss of earnings.

10.4 Employees are under a duty to promptly notify Human Resources of all loss of earnings compensation received from HMCS. They will need to send Human Resources the original copy of the remittance advice sent by HMCS.

ⁱ To ensure your pension entitlement is not affected, the University will automatically take pension contributions from you for short periods of unpaid leave. For longer periods, you would be given the opportunity to make voluntary contributions to maintain your pensionable service. If you choose not to make voluntary contributions, then your pensionable service will be reduced by the amount of time you take unpaid leave.

ⁱⁱ If you are eligible to be submitted in the REF, you should consider the implications of long-term leave on the number of research outputs you will require for submission. You may want to discuss the implications with your Head of Department, departmental Director of Research or the Research Governance and Planning Manager in the Research and Enterprise Office.

Policy Information

Policy Creator: Human Resources

Updated: March 2016

Review date: March 2019

ESSEX LGBT Alliance Terms of Reference

Aim

The aim of the of the Essex LGBT Alliance (ELGBTA) is to promote equality and wellbeing, raise awareness of Lesbian, Gay, Bisexual and Trans (LGBT) issues and to share best practice in dealing with issues relating to sexual orientation and gender identity within the workplace. All staff within our organisations should be offered confidential support.

Objectives

To raise issues relevant to LGBT people for comment, discussion, recommendation and to promote sexual orientation and gender identity equality.

To seek to involve all member institutions and the wider community in the promotion of equality, and the avoidance of discrimination at all levels.

Terms of reference

- Issues to be discussed by ELGBTA will normally be related to LGBT.

Membership

- ELGBTA will be open to any member of staff within any interested organisation and will have a 'no outing' policy. Efforts will be made to have a diverse as possible representation within the Alliance.

Operation and representation

- The ELGBTA will have a Chair and rolling Secretary system.
- Any member of staff from the member institutions can raise issues to be discussed.
- The ELGBTA will meet three times a year with the agreement of members.
- The ELGBTA will be self-supporting.

The terms of reference will be reviewed annually by ELGBTA members.

Pay data as at 31 March 2017 (extract from wider equal pay report)

The information below provides details of the spread of LGB employees at different pay grades and analyses the pay gap between employees who declare themselves as LGB and those who declare themselves as heterosexual. There is no data in relation to gender identity due to the low numbers of employees disclosing their gender identity is different to the one they were assigned at birth.

In summary, employees who have disclosed as LGB have on average 10% higher pay than those who have disclosed as heterosexual. This is largely because LGB staff are more likely to be in higher grades (40% of LGB staff are in grades 9-11 compared with 35% of heterosexual staff). There are no significant differences within grades except that the small number of LGB grade 11 staff have substantially higher pay than heterosexual grade 11 staff (not shown in Table 3 because calculations have been suppressed where the number is less than 5).

Table 1

Sexual orientation	Freq.	mean(Ordinary ¹)	med(Ordinary)
Heterosexual	968	37591.038	32958
LGB	60	41333.233	37091.5
Not known	1,540	37266.027	32004
Total	2,568	37483.567	32004
Pay gap: LGB-Heterosexual		9.955019066	12.54171976

Table 2

Heterosexual			
Grade	Freq.	mean(Ordinary)	med(Ordinary)
UEG01	13	15452.615	15486
UEG02	9	15942	15976
UEG03	17	17201.353	16920
UEG04	75	20127.68	20046
UEG05	123	23414.171	23880
UEG06	71	27038.915	26829
UEG07	155	30655.413	30176
UEG08	164	36071.866	36000
UEG09	177	44251.045	44240
UEG10	87	55575.942	55999
UEG11	75	80549.667	72910
Total	966	37600.63	32958

Table 3

¹ Ordinary pay includes salary plus any allowances.

LGB

Grade	Freq.	mean(Ordinary)	med(Ordinary)
UEG03	1		
UEG04	5	19515.2	19486
UEG05	5	23636.6	23880
UEG06	5	26056.6	26052
UEG07	10	30363.8	30176
UEG08	10	36745.3	38183
UEG09	16	44188.375	43597.5
UEG10	4		
UEG11	4		
Total	60	41333.233	37091.5

Table 4**Not known**

Grade	Freq.	mean(Ordinary)	med(Ordinary)
UEG01	66	15444.485	15486
UEG02	22	15962.091	15976
UEG03	15	17284.933	17399
UEG04	122	19448.516	18941
UEG05	180	23811.094	24565
UEG06	93	27086.344	26829
UEG07	282	30332.113	30176
UEG08	229	35301.559	34956
UEG09	267	44771.065	45562
UEG10	141	55224.988	55999
UEG11	122	83367.959	76471
Total	1,539	37268.826	32004

Stonewall praises the university's efforts

PUBLISHED: 00:06 21 January 2019 | **UPDATED:** 15:32 21 January 2019

David Vincent



Any staff, students or visitors to the campuses of the University of Essex can report an incident under their name or anonymously Picture: UNIVERSITY OF ESSEX

The University of Essex has been named in the top 100 employers in the country for its efforts to create an inclusive workplace for all staff, whatever their sexual orientation or gender identity.





Karen Bush, Head of Equality, Diversity and Inclusion at the University of Essex, Picture: SIMON ROGERS

This is the third time the University has featured in Stonewall's Top 100 list of employers who have demonstrated their commitment to lesbian, gay, bi and trans (LGBT) equality.

Karen Bush, head of Equality, Diversity and Inclusion at the University, said: "We are delighted to be named in the Stonewall Top 100 for the third time as we have worked hard to create an LGBT inclusive culture at the University of Essex.

"As well as enabling staff to identify as non-binary, we have introduced diversity champions and provided safe forums where staff can share experiences, support each other and contribute to developing inclusive policies."

ADVERTISING

"We are now moving into a new phase of work which places as much emphasis on how people behave as it does on policy and process. We will continue to raise awareness of LGBT issues and will support staff to challenge inappropriate behaviour."

Darren Towers, Stonewall's executive director, added: "More than a third of LGBT staff still hide their identity at work for fear of discrimination. That has an impact on productivity, wellbeing and more, and shows we still have lots to do.

"However, with organisations like the University of Essex displaying such a strong commitment to LGBT equality, we are one step closer to creating a world where all lesbian, gay, bi and trans employees are welcomed and accepted without exception."

We are delighted to have been named in the Stonewall Top 100 for the third time. We have worked hard to put in place the foundations needed to create an LGBT+ inclusive culture. For example, we have developed LGBT+ inclusive policies and processes, provided safe forums for LGBT+ staff to discuss their experiences, support each other and contribute to policy development, introduced senior LGBT+ Diversity Champions and enabled staff to identify as non-binary.

We are now moving into a new phase of work which places as much emphasis on how people behave as it does on policy and process. Throughout this phase we will continue to engage with LGBT+ communities both within and outside the University and we will raise awareness of LGBT+ issues and support staff to challenge inappropriate behaviour through our Gender Identity and Sexual Orientation and Bystander Intervention workshops and through our Athena SWAN (gender equality) work.

ESSEX LGBT Alliance Terms of Reference

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- The ELGBTA will be self-supporting.

The terms of reference will be reviewed annually by ELGBTA members.

Data as at 20/08/2018

Sexual orientation
Heterosexual
Bisexual
Gay man
Gay woman/lesbian
Other
I prefer not to say
Blank
Grand Total
<i>Overall Response Rate</i>
<i>Overall Disclosure Rate</i>

Number of Staff	% of staff
1179	27.5%
25	0.6%
33	0.8%
21	0.5%
12	0.3%
100	2.3%
2915	68.0%
4285	100.0%
	32.0%
	29.6%

Data as at 20/08/2018

Gender Identity
My gender identity does not match my sex as registered at birth
I prefer not to say
My gender identity matches my sex as registered at birth
Blank
Grand Total
<i>Overall Response Rate</i>
<i>Overall Disclosure Rate</i>

Number of Staff	% of staff
8	0.2%
53	1.2%
1937	45.2%
2287	53.4%
4285	100.0%
	46.6%
	45.4%

UG Applications and Offers by Gender and Sexual identity 2014 – 2017

Sexual Identity

Applications	Year of Entry				Grand Total
	14	15	16	17	
Bisexual		36	58	85	179
Gay man		12	26	34	72
Gay woman/lesbian		7	12	13	32
Heterosexual		2215	2972	3201	8388
I prefer not to say		107	136	151	394
NULL	18719	18287	17942	18927	73875
Other		21	47	50	118
Grand Total	18719	20685	21193	22461	83058

Offers	Year of Entry				Grand Total
	14	15	16	17	
Bisexual		32	50	69	151
Gay man		11	24	31	66
Gay woman/lesbian		7	10	13	30
Heterosexual		1967	2611	2800	7378
I prefer not to say		95	115	129	339
NULL	5677	4110	3675	3984	17446
Other		21	39	38	98
Grand Total	5677	6243	6524	7064	25508

Gender Identity

Applications	Year of Entry				Grand Total
	14	15	16	17	
I prefer not to say		20	37	34	91
No		2344	3215	3507	9066
NULL	18719	18280	17933	18914	73846
Yes		41	8	6	55
Grand Total	18719	20685	21193	22461	83058

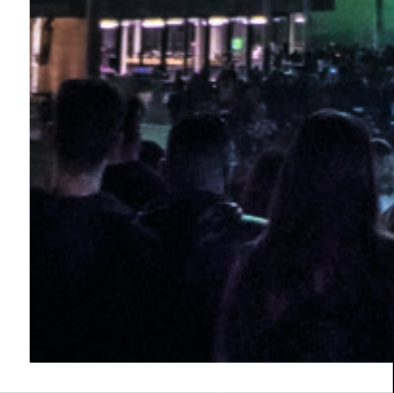
Offers	Year of Entry				Grand Total
	14	15	16	17	
I prefer not to say		18	32	33	83
No		2087	2819	3055	7961
NULL	5677	4100	3665	3971	17413
Yes		38	8	5	51
Grand Total	5677	6243	6524	7064	25508



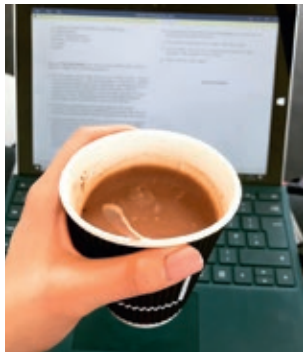
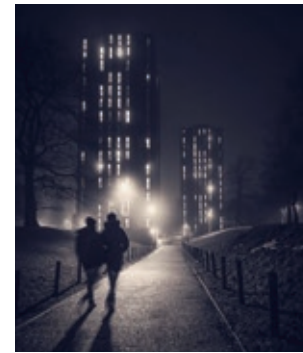
University of Essex



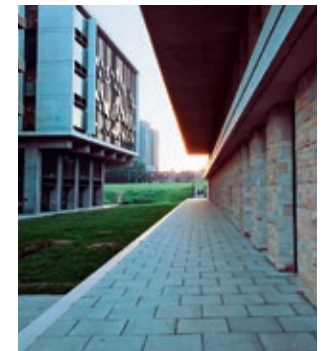
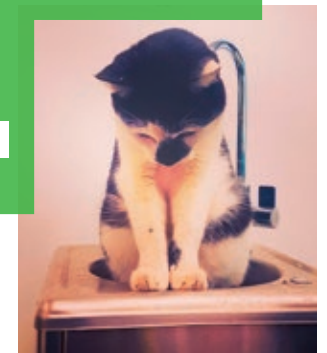
ESSEX



Postgraduate Prospectus 2019



For you.
By us.



Rated Gold

Teaching Excellence Framework 2017



Top 20

for the most international student community

Times Higher Education World University Rankings 2018



Top 15

in England for student satisfaction

NSS 2018, overall student satisfaction, mainstream universities*



Queen's Anniversary Prize 2017

World-leading social science research by the Institute for Social and Economic Research



Top 25

for research quality

Times Good University Guide 2018



Ranked 22nd in the UK

Times Good University Guide 2018



But what are the stories behind the statistics? Meet our game-changers on pages 6-19.

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MEET OUR GAME- CHANGERS

Our students are always finding innovative ways to break boundaries, challenge stereotypes and change the world for the better. The impact our research has is international in scale and our researchers are some of the best in the UK. Discover the difference our global community is making. Be part of our journey – study at Essex.





SHAPING INTERNATIONAL REFUGEE LAW

Essex graduate Anna Magdalena Ruesch has been recognised as an expert on de-escalation zones in Syria.

Anna Magdalena's journey started at Essex.

While studying *LLM International Human Rights and Humanitarian Law* at Essex, Anna Magdalena worked as an intern at the United Nations High Commissioner for Refugees (UNHCR) headquarters in Geneva in the Public and National Security Unit in the Division of International Protection. She worked on an intervention with the Supreme Court of Canada on the issue of exclusion from refugee status.

Since graduating in 2012, her career has been influential. In 2013 she was part of the Essex team for the closed symposium on the exclusion guidelines. Over the next four years she contributed to a policy brief on creative safe zones and corridors for the Kaldor Centre for International Refugee Law, UNSW; has co-written a report with Geoff Gilbert, Professor of Law at Essex, to help shape the UNHCR's approach to protracted displacement; and has published work in the areas of international refugee law, international criminal law and, more recently, on UN interoperability in situations of displacement. So it's no wonder she is recognised as an expert in her field.

"I never really understood how people could be so cruel to each other so that they would drive others out of their own country. Working in this field allows me to make a contribution to bettering the situation of those who have been displaced, and to maybe restore their belief in humanity."

"Working with refugees ensures that those who are unable to return home are given the opportunity to find roots again. I think that if we make an effort to integrate them, we are not only helping these individuals, but we are also contributing positively to the society we live in, because people who have been uprooted and traumatised can be vulnerable to extremist ideologies."

Anna Magdalena is currently based in Bangkok, Thailand, and works for the UNHCR as an Associate Refugee Status Determination (RSD) Officer.

"My job is to determine whether or not an asylum seeker qualifies as a refugee. As Thailand has not signed the 1951 Convention, this is the sole responsibility of UNHCR."

"I am responsible for adjudicating cases at the appeal or re-opening stage which includes reviewing the previous stages of the determination procedure, eventually conducting an interview, carrying out research and making a recommendation. With respect to cases at first instance, I am reviewing the decisions recommended by my colleagues. In addition I am also acting as the point of contact for our unit's intern and I advise colleagues who require psychological assessments of their applicants."

Thanks to people like Anna Magdalena, refugees who have been through trauma are finding somewhere to call home.



ROBOTIC ASSISTANTS, AT YOUR SERVICE

"When I studied at Essex I worked with Professor Huosheng Hu on three EU-funded research projects which enhanced my theoretic and engineering skills in robot design. The experience I gained from these projects was essential in order to found and develop my own company."

Ricky is the Chief Roboticist at AMY Robotics and was a finalist in the Professional Achievement category in the British Council Alumni Awards, 2018. AMY robots are designed using artificial intelligence to mimic a human conversation, and they can even follow you around. They can book you a table at your favourite restaurant, teach you another language and remind you to run errands. From domestic service to business service, rehabilitation, healthcare and customer service guides at hotels and museums – these robots can be used for almost anything.

"Our first AMY-A1 has been exhibited all over the world and has had coverage on ABC, CNN, Bloomberg, China Daily and many other global networks. We also became the first Chinese company to ship service robots for businesses worldwide."

Ricky's contribution to artificial intelligence means people around the world can enjoy an enhanced quality of life. His success has meant that AMY has won a number of awards including *Best Growth Award* at the China Financial Summit and has subsequently received significant investment for development.

"In 2017 we received more than £3 million to expand the product line, and our research and development centre. We plan on expanding to the UK and creating employment for robotics research and development, sales, marketing and customer service."

Thanks to Ricky's work, we may see a future in which robots make a greater contribution to healthcare and everyday life. Could this see a reduction in daily hassles and stress? We'll soon find out...

K9. R2-D2. Wall-E. Recognise these names? Robots used to be science fiction, but now they're science fact. Essex graduate Ricky Li has been recognised for co-founding the hugely successful AMY Robotics in China.



Essex graduate and medical expert Ugonnaya Igwilo studied public health at Essex in 2013 and has since worked in many high-pressure situations treating and preventing serious disease from spreading.

The Ebola virus epidemic of 2014-16 claimed many lives and had to be controlled to prevent the outbreak from spreading further. Without people like Ugonnaya, this wouldn't have been possible. She was announced as the Regional Winner for Africa in this year's British Council Alumni Awards for her work supporting public health campaigns against Ebola and AIDS.

During her time as a student at Essex, Ugonnaya served as the student representative for her class, and played an active role in both the Model UN Society and the Human Rights Society.

"Being a member of the Human Rights Society at Essex built on my knowledge base and changed my perception of my role as a public health physician."

After graduating, she became a Volunteer Medical Officer and provided care to over 500 patients living with AIDS. As well as delivering clinical care to patients, Ugonnaya provided emotional support through counselling to patients and families affected by the virus and administered Anti-Retroviral Therapy to pregnant women and newborns living with HIV/AIDS.

During the Ebola outbreak she was at the Emergency Operations Centre to deliver care, whilst simultaneously working at Lagos International Airport as a Screening Medical Officer. At the airport she screened over 5,000 passengers and provided real-time data that helped improve public

health information about the virus through an awareness campaign. The campaign successfully reached over 21 million Lagos residents and subsequently helped curb the outbreak.

Ugonnaya also supervised the tracking of HIV patients who stopped receiving treatment. She identified the reasons why they left and encouraged them back into care. She has taught thousands of medical students and community health officers in Lagos and has recently worked with the state's Ministry of Health to provide technical support and expertise in the prevention of the Monkey Pox outbreak.

Currently, Ugonnaya is undergoing a six-year residency training programme at the Lagos University Teaching Hospital as a Senior Registrar and also works in a clinic providing maternal and child health services to over 10,000 patients a year.

Thanks to the work of Ugonnaya and her colleagues, a greater awareness and understanding of disease outbreak could soon change the perception and treatment of life-threatening illnesses.

The British Council Alumni Awards celebrate the outstanding achievements of alumni, and showcases the impact and value of higher education in the UK. Now in its fourth year, more than 1,700 entries from 125 countries representing 140 UK higher education institutes were received.

PREVENTING THE SPREAD OF DISEASE ACROSS THE GLOBE



Essex graduate Kanatip Soonthornrak is the founder of one of the most renowned English tutorial schools in Thailand and has had huge success launching language tutorial videos on YouTube.

GAME-CHANGING ENGLISH TUTORIALS VIEWED BY OVER 30 MILLION



"I was born and raised in a Thai-speaking family and grew up in a very small village. Learning English wasn't easy, but spending just a year in the UK broadened my horizon and changed my life forever."

After completing his postgraduate degree, MA Theatre Directing, at East 15 Acting School at our Loughton Campus, Kanatip returned to Bangkok.

"I dreamt of running a school that would change the way Thai kids thought about learning English. I wanted to create an ideal classroom where no one would be judged, mocked or teased."

Determined to help others learn, he set up ANGKRIZ, an English tutorial school in Thailand.

The school has now celebrated its 8th anniversary and has nearly 50,000 students worldwide. Kanatip also hosts an online English talk show, *LoukGolf's English Room* on YouTube which has over 130 episodes with over 30 million total views.

Kanatip is also working with GoUni to encourage students to study in the UK, has been chosen by British Council Thailand to

represent the Study UK Education Fair in Bangkok, and is the first openly gay brand ambassador for laundry detergent brand OMO. In partnership with OMO, Kanatip has produced one million free English course DVDs which are given to all purchasers of the brand's products.

He credits his studies at Essex for shaping his successful career: "Teaching is like performing. Every time I teach, it's like I am on stage. Directing taught me to guide students more effectively and studying at East 15 allowed me to learn from professional directors. I learned that as a teacher it's not enough to just perform well; I must be able to direct, guide and lead students too."

"Each of us has different roots, education backgrounds and places that make us who we are today. For me I would say the UK was the most important crucible that made me who I am today."

For his incredible work promoting English language learning in Thailand, Kanatip has been chosen as a finalist in the British Council Alumni Awards. Thanks to him, thousands of young Thai children now have the opportunity to learn English.



Essex graduate Dr Andrew Starkey has forged a path to be proud of. He was named Data Scientist of the Year at the *The Big Data Excellence Awards 2018*, and secured his place out of hundreds of applicants to present his research to Parliament at the Science, Technology, Engineering and Maths (STEM) for Britain event.

THE FUTURE WILL BE HERE FASTER THAN YOU THINK

Andrew, who studied for his Bachelors, Masters and research degrees in computer science at Essex, used artificial intelligence to develop a workforce optimisation tool called iPatch, which improves overall efficiency for his employer BT. It works by planning the movement of staff so that the right engineers are in the right place at the right time.

His revolutionary work has transformed the way BT deploys engineers and, in turn, has saved the company time and money, improved productivity and customer satisfaction, and reduced costs and their carbon footprint.

At the STEM event, Members of Parliament (MPs) heard about his AI research, and how it can benefit both business and the national economy.

"I applied to take part in STEM for Britain to showcase to MPs the incredible opportunities and benefits of combining artificial intelligence with human experts. This is a great example of how man and machine can work together to enhance

decision making. There is quite a bit of negativity about AI, so I wanted to demonstrate its benefits and how it can improve customer service."

Andrew studied for his PhD at Essex while working for BT as a Senior Research Scientist. "The opportunities for my career actually came from within the School. I learned research skills, gained additional programming experience, did practical applications of artificial intelligence and improved my presentation skills"

During his career at BT he has reduced CO2 emissions by over 2,500 metric tonnes, whilst also maintaining and upgrading the network infrastructure at the company.

He describes himself as a futurist and is working on a number of research projects from Neighbourhood Based Clustering to Robotics and Multi-Objective Genetic Algorithms.

Thanks to Andrew and his research on AI, we could see a future in which productivity and efficiency is improved throughout society.

OUR RESEARCH IMPACT

Our researchers are daring, visionary thinkers, constantly asking difficult questions, and providing fresh and thought-provoking answers. We are ranked top 25 for research quality in the UK (Times Good University Guide 2018).



Why research?

There are 101 different reasons to pursue research at university. You may want to satisfy your personal and professional curiosity, stimulate your passion for your subject, or contribute to an ever-growing global bank of knowledge. You might want to change the world for the better, develop high-level skills, build networks and enhance your professional development. At Essex, you become part of a world-renowned research community that will allow you to achieve all of these goals.

“Research study enables you to contribute to the academic and local community with projects of local, regional, and global importance.”

Dr Gina Reinhardt

Department of Government

Why Essex?

In today's world, we are faced with major global challenges. We need to build a world that can tackle these challenges, and being part of the Essex research community will give you the support and resources needed to make a difference. You'll receive world-class support, training and supervision, and we'll keep pushing you to reach your potential. Furthermore, the Quality Assurance Agency recognised the high-quality research environment and opportunities for professional development in their last review.

Research showcase

We're home to some of the most talented researchers on the planet. Across our many academic departments our students and staff are finding innovative ways to challenge the status quo and create new knowledge. Here's a snapshot of the work that we're involved in right now.

Charting the face of UK life

The biggest longitudinal study of its kind, *Understanding Society*, is following the lives of 40,000 households. This wealth of data can deliver powerful insights into everything from attitudes to family, education and employment to health and wellbeing. It provides important evidence for policy makers and resources for researchers, and also helps the public understand the impact of shifting social and economic trends.

Getting under the skin with biomarkers

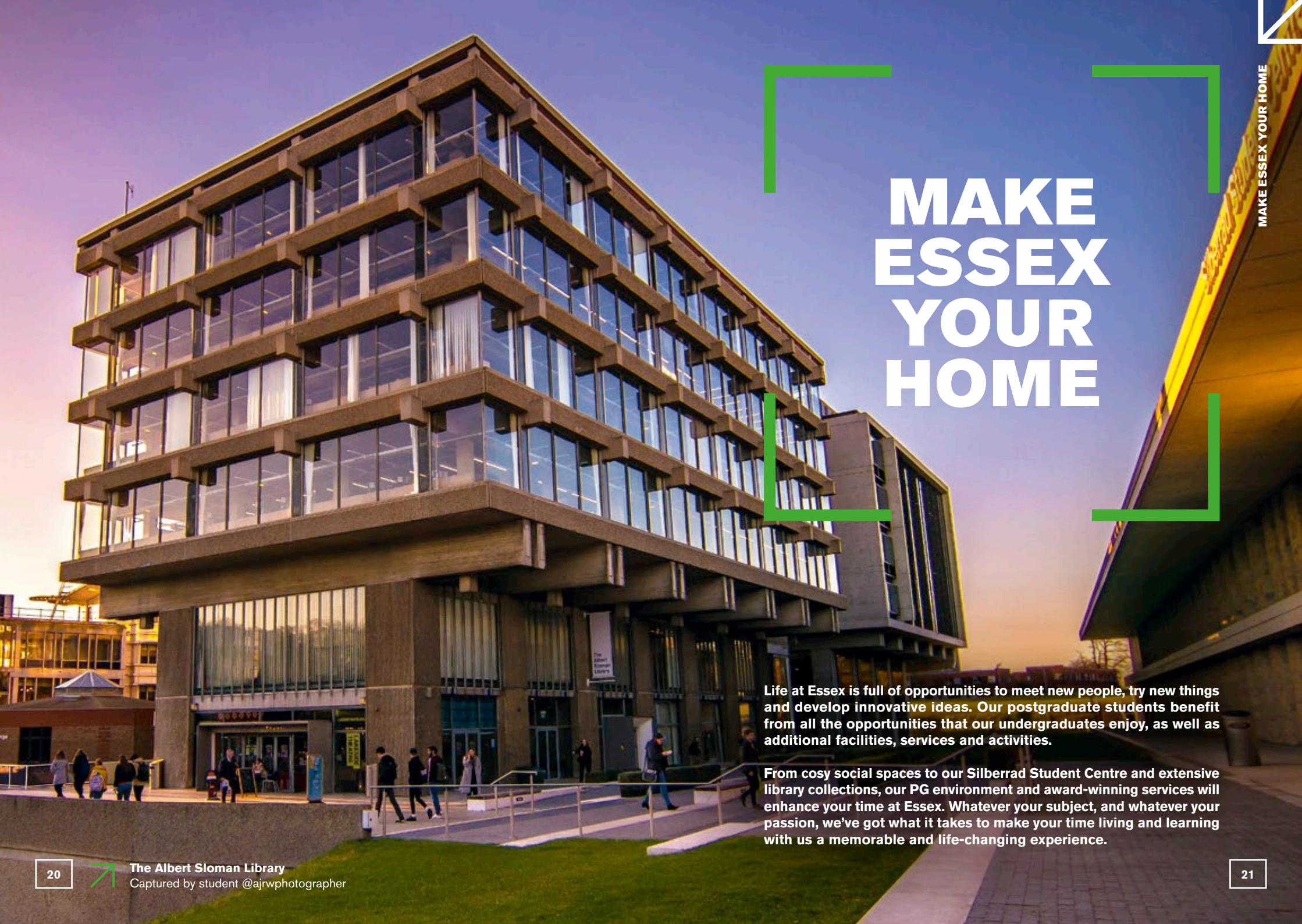
Our researchers are linking genomics expertise with social and economic data to get a complete picture of us as individuals as never before. To understand the two-way relationship between our circumstances and our health, we need to understand the biological pathways that link them. Essex researchers are analysing socio-economic characteristics, behaviours and biomarkers to answer fundamental questions about nurture and nature, and to understand how different factors influence life chances.

Fighting for access to justice

Essex lawyers are showing how government reforms to judicial review have limited access to justice for the most vulnerable. For the first time, they showed a direct link between claimants receiving legal aid and the tangible benefits of judicial review. Denying those people, who are most dependent on public services, access to legal aid denied them access to justice.

Bringing history to life

Henry VIII, Anne Boleyn and Shakespeare all starred in a sequence of playlets created for *Encounters with the Past* by Dr Elizabeth Kuti, Senior Lecturer, Head of our Department of Literature, Film, and Theatre Studies, and writer-in-residence at Hampton Court. The lively, authentic dialogue Dr Kuti created helped visitors understand the stories of the monarchs, courtiers and servants who once inhabited the palace, the wider sweep of history and their own place within it.



MAKE ESSEX YOUR HOME

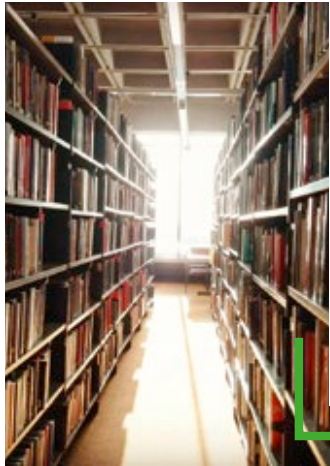
Life at Essex is full of opportunities to meet new people, try new things and develop innovative ideas. Our postgraduate students benefit from all the opportunities that our undergraduates enjoy, as well as additional facilities, services and activities.

From cosy social spaces to our Silberrad Student Centre and extensive library collections, our PG environment and award-winning services will enhance your time at Essex. Whatever your subject, and whatever your passion, we've got what it takes to make your time living and learning with us a memorable and life-changing experience.



YOUR PG EXPERIENCE

You will have the opportunity to be part of and contribute to our internationally acclaimed and well-connected research community. You'll have access to all of our on-campus facilities, from technology-rich study areas to creative Students' Union social spaces. Here are a few of the perks that make being a postgraduate at Essex special.



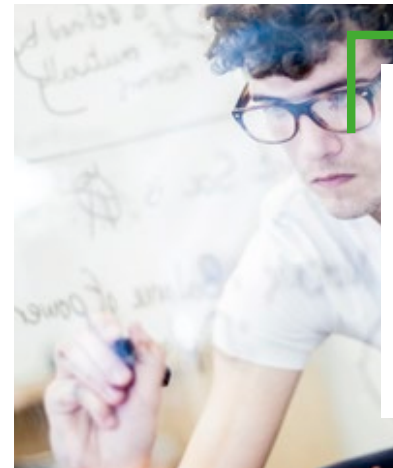
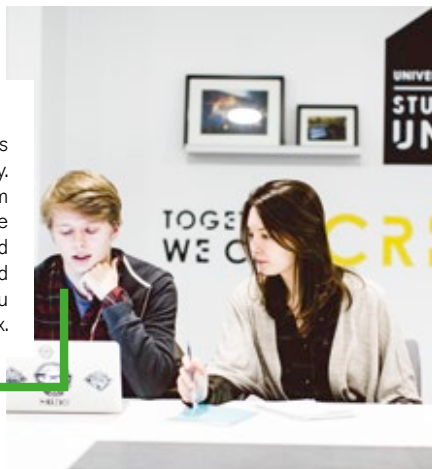
The Albert Sloman Library

In the heart of our Colchester Campus, our large library has a spacious, modern study room (open 24/7) where you can work alongside other postgraduates. Our staff can help you in person, via email or by phone, and we have Subject Librarians for specialist enquiries. There's even an overnight chat line if you're a night owl! Our online resources are available 24/7 and we're a member of the SCONUL Access scheme, meaning you can borrow books from other participating libraries – which is great if you're studying away from campus.

When you graduate, sign up for an Alumni card which allows you to continue using the library and maintains your access to JSTOR, which is a scholarly database. We're all for lifelong learning at Essex!
libwww.essex.ac.uk

Silberrad Student Centre

Our Silberrad Student Centre at our Colchester Campus provides a contemporary space for students to study. You have 24-hour access to study pods, a reading room overlooking the lake, and our Students' Union Creative Studios which contain two radio studios, a newsroom and a TV studio. The Centre also houses our IT Helpdesk and our helpful Student Services Hub, who can provide you with guidance on all the practicalities of studying at Essex.



A boost for researchers

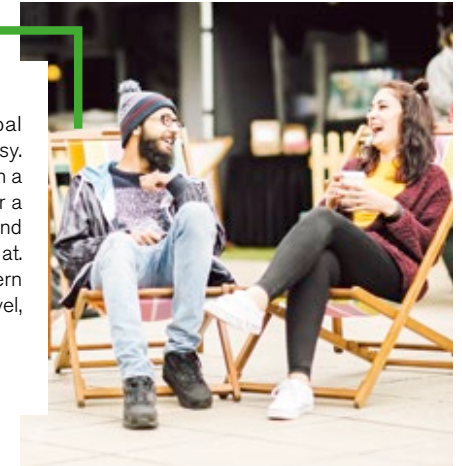
Why limit your learning to the classroom? We want our postgraduate students to leave Essex with as broad a range of experience as possible, so we give all of our research students up to £2,500 to access a variety of courses as part of our innovative research training scheme, Proficio. These courses cover everything from languages and IT, to research skills and public engagement, so that you develop skills that you can use in academia and industry. This also allows you to network with other doctoral students.

essex.ac.uk/students/study-resources/research.aspx

Languages for All

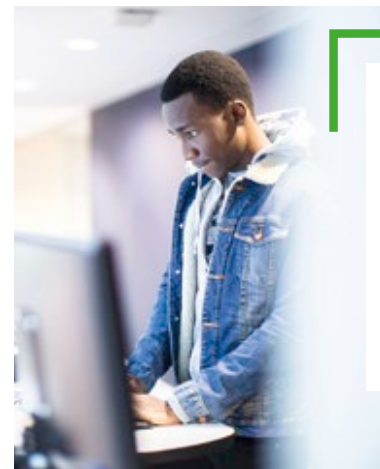
We want you to add your voice to today's global conversation, so we make language learning easy. With our Languages for All programme you can learn a language alongside your course at no extra cost for a year. You can choose from a variety of languages and courses depending on which campus you're studying at. You can also learn a language through Essex Modern Language Certificates, from beginner to mastery level, on a fee-paying basis or via Proficio.

essex.ac.uk/life/student-services/learn-a-language



The Forum

Perfectly positioned in the centre of Southend, The Forum houses an integrated public and academic library – the first of its kind in the UK. It also houses our Learning Hub, plus all of our student support services in one convenient place. Our Learning Hub is open 24-hours a day. From quiet reading spaces to technology-driven group working pods, there are a range of diverse spaces, each dedicated to a different style of learning and studying. Having all of our support services together means you don't have to waste time trekking from place to place when searching for support or advice.



Essex Business School (EBS)

We organise industry-focused careers events for our EBS postgraduate students. In Colchester we have dedicated study areas, an MBA syndicate room, a fully-equipped PhD study space, plus specially designed work pods for our Graduate Teaching Assistants (GTAs). Our virtual trading floor is supplied with Bloomberg business data and a trade simulation system attached to live markets. In Southend, the Gateway Building provides a shared office for use by EBS PhD students, and office space for GTAs.

essex.ac.uk/departments/essex-business-school



Our scientific community

Our exciting facilities include our Networked Media Laboratory, our Centre for Brain Science, and a new purpose built £13.2m STEM Centre, which includes a 180-capacity wet lab and a 200-seat IT-rich exploratory learning space. We are members of Research-Council-funded Doctoral Training Partnerships, and have a diverse research expertise, infrastructure, and new technologies, including world-leading data analytics. Essex scientists are at the heart of interdisciplinary and collaborative national and international academic and industrial networks, such as with BT, Intel, NHS Trusts, environmental organisations and local SMEs. Be a part of our vibrant community.

EssexLAB

Researchers from all over the UK benefit from ESSEXLab's large participant database and configurable environment. Our lab allow us to learn more about peoples' attitudes, behaviours and decisions, and we've had a major impact on economics and politics. Our postgraduates have recently been using the lab to investigate important questions in sociology, psychology and economics on the role of power in group settings. One researcher focused on whether power can lead group leaders to act only in self-interest, potentially undermining the group and harming its other members.

essex.ac.uk/essexlab



Essex Sport Arena

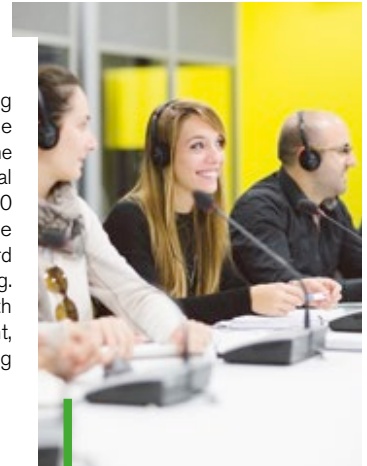
Our brand new multi-million pound sports facility is competition-standard, the biggest of its kind in the country, and provides space for twelve badminton courts, three basketball courts, three netball courts or five volleyball courts. It's also the home of our School of Sport, Rehabilitation and Exercise Sciences.

essex.ac.uk/sport/essex-sport-arena

Interpreting lab

We're helping people connect around the world. Our interpreting lab gives our postgraduate students the opportunity to become experts in professional interpreting. With 10 booths, a 20-microphone delegation table, the latest recording software and a sound/visual system, the lab allows for interpreting conferences of up to 20 delegates to practice simultaneous interpreting at the same time. This pioneering facility is European Commission standard and a vital resource for advanced level of learning and teaching. Together with our media studios, translation labs equipped with the industry-leading software, and virtual practice environment, you'll have everything on hand to master translation, interpreting and subtitling.

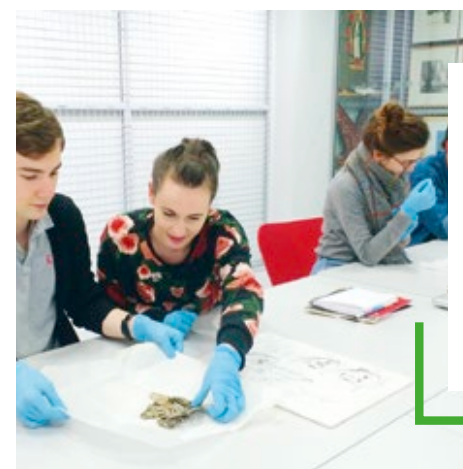
essex.ac.uk/departments/language-and-linguistics/facilities



ESCALA

The Essex Collection of Art from Latin America (ESCALA) is unique in Europe, offering unparalleled access to art from Latin America for researchers of all disciplines. Our teaching and research space gives students the opportunity to experience our innovative object-based learning approach as part of taught modules or extracurricular activities. ESCALA also offers a Frontrunners internship opportunity and access to professional networks.

escala.org.uk



COLCHESTER CAMPUS

With so much going on, it's impossible to get bored. Bag a bargain at our bustling Thursday street market. Settle into an afternoon of people-watching by the lake. Explore the Latin American artworks hidden in the midst of our bold, brutalist architecture. You'll always find something to do, whatever your mood.



Community on campus

The squares are always full of life. Get cakes and curries on market day, tasty hot food on the No. 64 campus bus or amazing milkshakes in our Buffalo Joe's diner. There are a broad range of international foods available on campus, and you can even request specific foods through the Students' Union.

Join in with karaoke, quizzes and a game of pool in one of our many bars, catch a film in our cinema Cine 10, or dance the night away in our award-winning nightclub, Sub Zero.

Sports, societies and volunteering

We understand that exercise improves your wellbeing, and keeps you calm during stressful deadline periods and can help you do better in your studies. So we provide access to a whole range of sports with almost 50 sports clubs and over 100 societies, as well as our Essex Blades teams who compete across the country. We provide opportunities for everyone to get involved with sport, from high-performing athletes to those wishing to take part occasionally for fun. With our

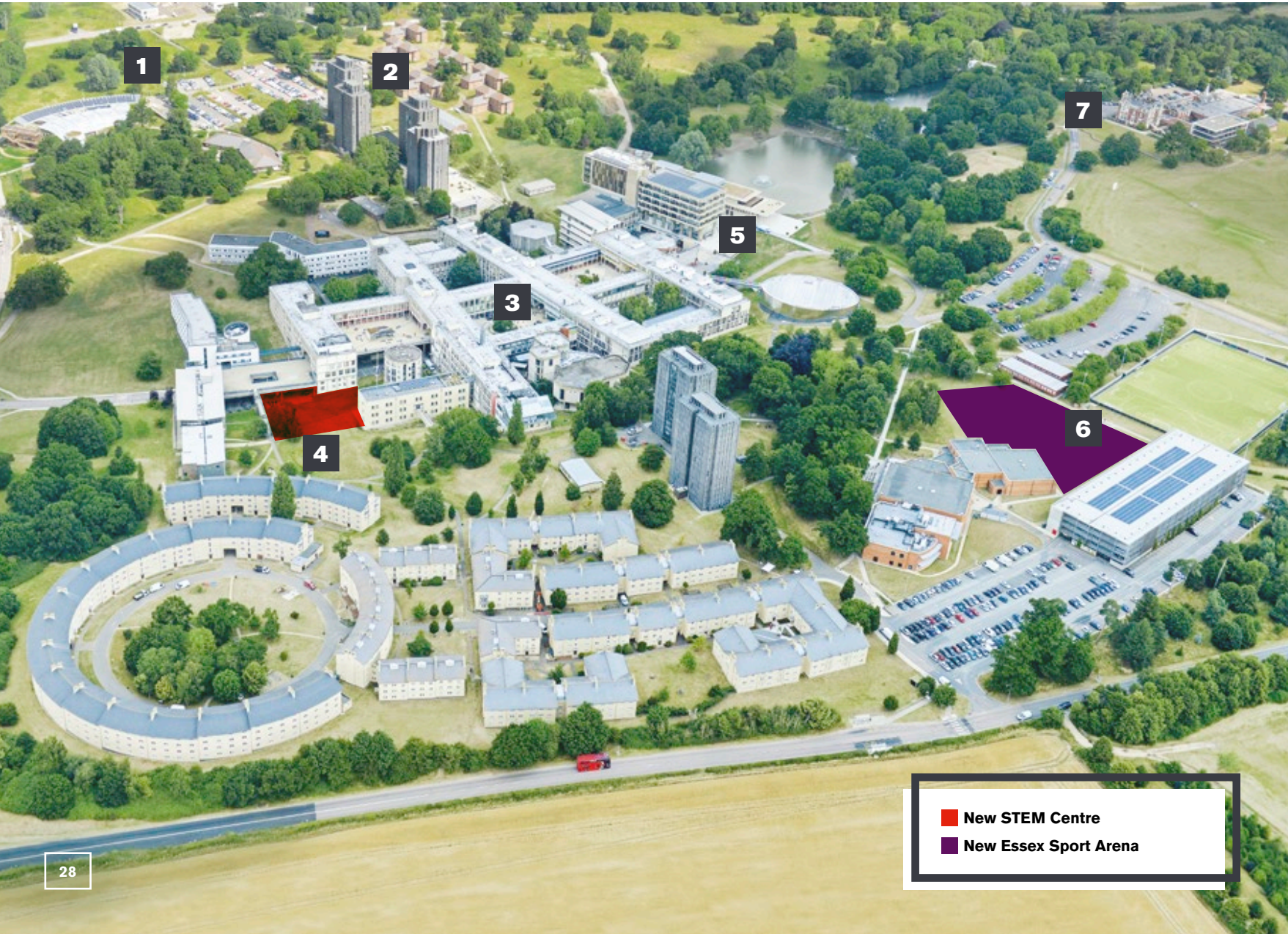
first-class gym and professional fitness staff, as well as regular leagues and tournaments, there really is something for everyone. If sports or societies aren't your thing, there are loads of volunteering projects to get involved with, from helping in local schools, to volunteering at Colchester Zoo.

Creative Colchester

We bring both internationally famous and emerging artists into the heart of our campus, and offer you the chance to work with them. We're the proud home of ESCALA, a world-renowned Latin American art collection, and Art Exchange, a gallery which hosts exhibitions by artists who push the boundaries of contemporary art and make poignant and politically charged statements.

Our Lakeside Theatre also hosts internationally acclaimed plays, live music, performances by our own (incredibly talented) students, and you can get involved through the regular open mic nights, show auditions and creative workshops.

COLCHESTER CAMPUS



- 1 North-west campus**
- University Quays accommodation (10-min walk to campus)
 - The Meadows accommodation (5-min walk to campus)
 - **New** accommodation, The Copse (5-min walk to campus)
 - Essex Business School
 - Day Nursery
 - Knowledge Gateway

- 2 North campus**
- North Towers accommodation
 - The Houses accommodation
 - Health Centre
 - Tony Rich Teaching Centre
 - The North Teaching Centre

- 3 Central campus**
- Lecture Theatre Building
 - Academic departments
 - Lecture and seminar rooms
 - Students' Union (SU)
 - Bars, cafés and restaurants
 - Shops, banks and Post Office
 - Information Centre

- 4 South campus**
- South Towers accommodation
 - South Courts accommodation
 - **New** STEM Centre

- 5 East campus**
- Ivor Crewe Lecture Hall
 - Silberrad Student Centre, ESCALA Gallery, and SU Creative Studios
 - Albert Sloman Library
 - Lakeside Theatre and Café
 - Art Exchange
 - Waterstones bookshop
 - Parkland and lakes

- 6 South-east campus**
- Tennis courts
 - Synthetic turf pitch
 - Sports Centre
 - **New** Essex Sport Arena
 - Evolve Gym

- 7 Wivenhoe Park**
- Wivenhoe House restaurant and hotel
 - Edge Hotel School
 - ESCALA Space
 - Campus Garden
 - Sports pitches and parkland

- **New STEM Centre**
- **New Essex Sport Arena**

SOUTHEND CAMPUS

Southend-on-Sea is a vibrant and modern seaside town that boasts the world's longest pleasure pier and seven miles of stunning coastline. Sail, kitesurf or cycle along the coast, take a ride on the rollercoasters at Adventure Island, or enjoy fish and chips on the beach. Our campus is based in the heart of the town, where there are over 300 places to eat, amazing nightlife, museums, and even an international airport.



Social Southend

Our social venue, the SU Lounge, is fully owned and run by students and is the ideal place to catch up with friends. This is your home-from-home for studying, grabbing a coffee and a snack, playing video games, or just relaxing between classes. Southend has also been awarded a prestigious purple flag award for its nightlife. With great comedy shows, seafront pubs, bars and clubs, Southend is hard to beat.

Theatre

You'd expect a thriving theatrical scene where so many of our acting and drama students are based, and Southend doesn't disappoint. Our Clifftown Theatre and Studios provides rehearsal space for our East 15 Acting School students within a renovated gothic-style church. It hosts regular public performances which range from the extraordinary to the absurd as well as performances by five-star professional touring companies.

And you don't have to spend your time waiting in the wings – there are plenty of opportunities for you to get involved too, with workshops, summer schools, and community events where you can show off under the spotlight. Alternatively, why not check out a show at the Cliffs Pavilion and The Palace Theatre, just ten minutes away.

Arts and music

Studying in the centre of town means that you're immersed in a creative space throughout your time here. We've got an incredible live music scene, from classical music at Concert in the Park to fresh talent at Battle of the Bands. The Focal Point Gallery in The Forum, in addition to the many other galleries dotted around town, provides inspiration to pick up a paintbrush or camera. All of this, plus numerous film, book, and cultural festivals, make Southend a hotbed of creative activity.

SOUTHEND CAMPUS



1 Southend Pier



2 The Gateway Building



3 Southend High Street



4 Prittlewell Square gardens



5 The Forum



6 University Square accommodation

1 Seafont

- Southend Pier
- Adventure Island amusement park
- Beach and promenade

2 The Gateway Building

- Academic departments
- In-house doctor and dentist
- Lecture and seminar rooms
- Southend Central train station (50 minutes to London)

3 Southend High Street

- Cinema
- Cafés and restaurants
- Post Office
- Chain stores and independent shops

4 Clifftown

- Clifftown Theatre and Studios
- Prittlewell Square gardens
- The Railway Hotel music venue

5 The Forum

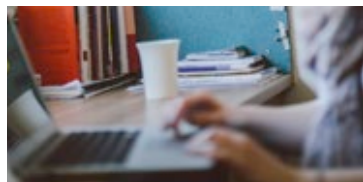
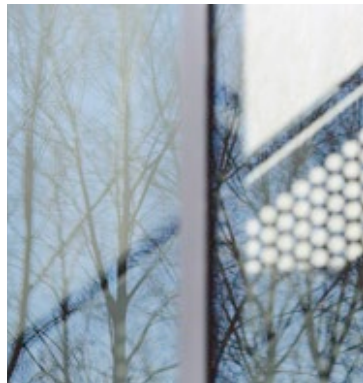
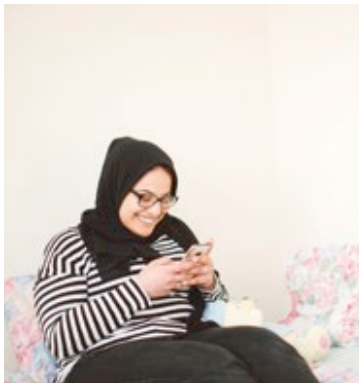
- 24/7 access to The Learning Hub
- Student Services
- Public and academic library
- Lecture and seminar rooms

6 University Square

- University Square accommodation
- Supermarket
- International shops

7 Victoria Gateway

- Southend Victoria train station for travel to Colchester, London, and Southend Airport, for flights all over Europe



ACCOMMODATION

We place as much importance on living as we do on learning, so all postgraduate students are guaranteed accommodation for their first year of study. To guarantee yours, just make sure you've had your place confirmed, you accept your offer of study, and your accommodation application is received by the published deadline.

Living on campus

We offer a range of accommodation to suit your needs and budget, all within walking distance of your department and facilities. We mainly provide single study-bedrooms, grouped in self-contained flats of varying sizes, with communal kitchen-dining facilities. You can choose between en suite or shared bathrooms. You'll also share your accommodation with other like-minded postgraduate or mature students, which we feel is beneficial to all postgraduates.

Included in your rent is WiFi, heating, hot water, electricity and the cleaning of communal areas (such as kitchens). Rooms are normally let for the full academic year from early October to the following September, which means that even if you're away from Essex during the winter, spring and summer vacations, you don't have to remove your things from your room.

Most flats are mixed-gender, although single gender flats are available, and we offer some single-occupancy adapted rooms. We have limited availability of self-contained accommodation which is suitable for either single or double occupancy. We cannot guarantee accommodation for first-year students who are accompanied by a partner, but we'll do our very best to help. Just make sure you get in touch as early as you can if you think you need to talk any of this through with us.

Living nearby

SUHome is a house-finding service run by the Students' Union from our Colchester Campus. They provide support in living off-campus, carry out complete property and

landlord checks to ensure your safety, help you to find a guarantor and they'll even give you a lift to property viewings.

Living at home

While there are lots of benefits to living on campus, you may decide that it makes more sense for you to stay at home. With a jam-packed programme of social events, plus hundreds of clubs and societies to join, you'll still be as much a part of student life as your friends who live on campus.

Settling in

We understand how important it is for you to be happy in your new home. We offer a safe and secure living environment with support available 24-hours a day.

At Essex, everything is at your fingertips, with launderettes and convenience stores close at hand, and we are continually upgrading our residences to create vibrant living and learning environments.

Our Residence Life team creates a harmonious community in which you can live and learn. You'll have a Residents' Assistant based in your accommodation who will meet you soon after you arrive. They'll make sure that you have opportunities to get involved in university life and social activities, and provide support outside of office hours.

If you have any questions about accommodation, get in touch.

E askthehub@essex.ac.uk

ACCOMMODATION

Feeling at home is an important part of university life; it's your home away from home, and we provide a range of accommodation options to suit every budget and personality.

The costs listed here are for the 2018-19 academic year. It is likely that our rental charges for the 2019-20 academic year will increase. We will publicise these on our website as soon as they are available.



University Quays

Size: 766 rooms
Location: Colchester Campus
Cost per week: £133.49-£144.34

8 rooms per flat
En suite facilities

North Towers

Size: 1,142 rooms
Location: Colchester Campus
Cost per week: £93.87

13 rooms per flat
Shared showers and toilets



The Meadows (en suite)

Size: 420 rooms
Location: Colchester Campus
Cost per week: £147.63

5-7 rooms per flat
En suite facilities



The Meadows (townhouses)

Size: 228 rooms
Location: Colchester Campus
Cost per week: £140.63

12 rooms per flat
2 students per bathroom



University Square

Size: 497 rooms, 64 studio flats
Location: Southend Campus
Cost per week: £143.92 (normal rooms) and £177.59 (studios)

8-10 rooms per flat
En suite facilities
Studio flats have their own kitchenette



OUR STUDENTS' UNION



Our Students' Union (SU) is made up of students and staff from all walks of life. We're an unconventional family who work together to make Essex the best it can be for postgraduates. At Essex we're not like other SU's and we don't want to be.

We're here for everyone

Whatever your age, gender, nationality, faith, sexuality or shoe size, we make sure that you're represented on campus. We have an elected Postgraduate Officer and a team of staff in the SU who are on a mission to look out for you.

We also have Postgraduate Course Reps who serve as the direct link to your department, helping to ensure that you get the best facilities and resources, and that information is fed back to the department to make sure your academic experience reaches its full potential.

Get networking!

Our Postgraduate Students' Network brings together all postgraduate students from all three campuses. We're a support hub, a research sharing platform, and a social group. It's free and anyone can join.

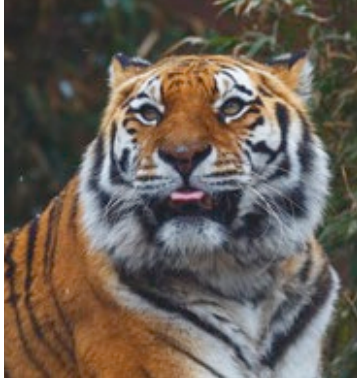
Join in

Postgraduates lead all of the work we do for postgraduate students. If there's an event you think we should run, let us know and we can give you the support to make it happen. After all, you are the Students' Union. You're in charge of what events we run, what drinks we stock in the bar and what we sell in our shops. Just tweet, Facebook or email the SU and we'll get on to it.

We run postgraduate events throughout the year including quiz nights, cinema nights, academic networking and more. We've also given students the tools to run over 50 sports clubs and 100 societies. There's always something to do and places to go on campus.

This is just the start. Hopefully we've given you an idea of how we'll help you have a great time at Essex. Welcome to the family.





ESSEX LIFE

Let's face it – the county of Essex has got it all. From arts and culture to water sports, vintage shopping to ghost walks, and high tea in country estates to some great music concerts. The hardest bit will be fitting it all in. Explore some of the other exciting things to do in the local area around our campuses.

Festivals and arts

There are bags of arts opportunities in both Colchester and Southend. We've got galleries, live music venues, and theatres aplenty, so you can enjoy music, comedy, photography and art every day. Essex is a festival-goer's paradise, too, from big newcomers, RiZE Festival in Hylands Park, to smaller, creative events such as the Southend Carnival, Leigh-on-Sea folk festival and the Colchester Oyster festival.

Eating and drinking

Award-winning Rossi ice cream. Tea in the park. A slap-up meal somewhere swanky. Chips on the seafront. Local beers by the pretty Wivenhoe waterside. Where do we even start? Essex is a food-lovers' dream. At night, the county really lights up, catering for everyone. Whether you want a chilled catch up or a fun night out, we've got bars that serve cocktails in teapots, craft beer pubs, wine bars and top nightclubs. Life in Essex doesn't stop just because the sun's gone down.

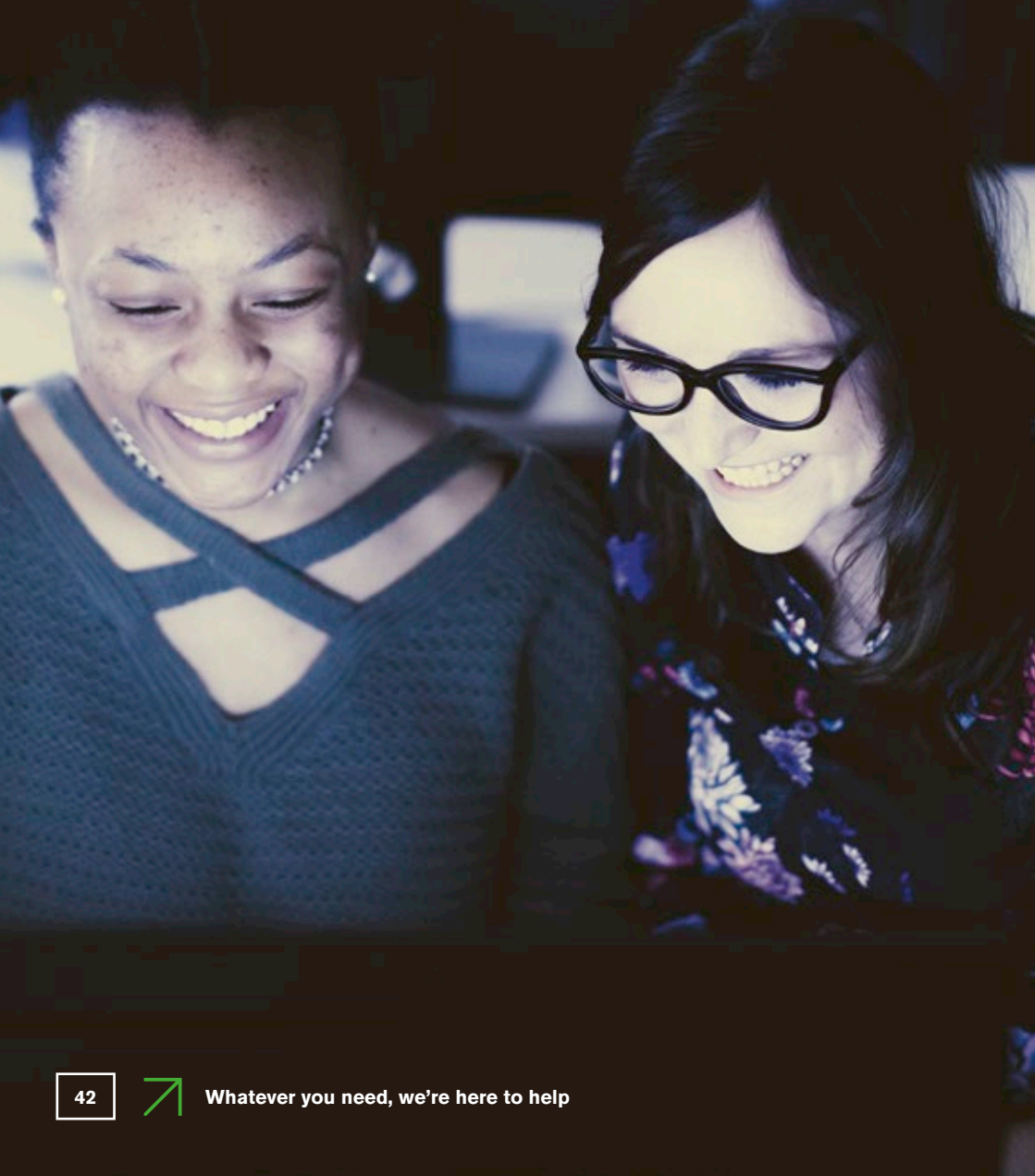
History and culture

Essex is full of hidden historical gems. Colchester Castle gives you the chance to discover our incredible local history. It's surrounded by a gorgeous park where you can watch fireworks in autumn or cricket in summer, and tucked away in other corners of the town are Roman walls, priory ruins, and our iconic water tower 'Jumbo'. Colchester was once the capital of Roman Britain, and is hailed as the oldest recorded town in the country.

Out and about

When you're in Colchester, make sure you visit Sir Isaac's Walk, Eld Lane and Trinity Street, three of the most characterful streets in the town centre, where you'll find retro clothing, old-school sweet shops and quaint tearooms. Trinity Street has even been likened to Diagon Alley from the wizarding world of Harry Potter! For the animal-lovers among you Southend has a fab aquarium and Colchester Zoo is definitely worth a visit – it's one of the best in Europe. Meanwhile, just along the coast from Southend, Leigh-on-Sea boasts a wealth of independent shops and eateries.

OUR SUPPORT SERVICES



Support and wellbeing

We have Student Services Hubs at all three campuses. They provide you with one place to go in person, online or by phone for practical advice, to arrange a confidential conversation, or for general information and guidance on university life. Speak to them for advice on immigration, healthcare and funding, amongst other things.

We also have Nightline, our well-established night-time support service, a multi-faith chaplaincy, accessible to students from all faiths and none, a high-quality nursery providing childcare, and an NHS health centre. Most academic departments also run additional student mentoring schemes and offer one-to-one guidance.

Accommodation

Our Residence Life team creates a harmonious community in which you can live and learn. You'll have a Residents' Assistant based in your on-campus accommodation who will meet you soon after you arrive. They'll make sure that you have opportunities to get involved in university life and social activities, and provide support outside of office hours.

Intellectual and professional development

Although your degree is about gaining specialist knowledge, we also equip you with a range of skills tailored to your chosen career path. Aspiring researchers are guided by an experienced supervisor, and the majority of our postgraduate taught students benefit from modules designed to boost research skills.

Postgraduate research students also benefit from up to £2,500 to spend on a wide range of advanced training schemes, known as Proficio.

Essex Startups

If you're planning a future as an entrepreneur or have a great idea you want to turn into a business, Essex Startups can help you. The team offers a series of interactive sessions to help you develop your idea, create a business plan, streamline your brand and secure funding.

Celebrating diversity

We're proud of our global community and our inclusive spirit, and we work hard to create a living, learning and working environment that enables you to bring your whole self to university. So whatever your age, gender identity, ethnicity or sexual orientation; wherever you come from; whether you have a disability or not; whether you follow a religion or not; you can be yourself at Essex and expect to be treated with dignity and respect.

Our commitment to gender equality is recognised through holding an Athena SWAN Bronze Institution Award. In the last few years we've established the Essex Women's Network which provides staff and research students with a forum to share ideas and support each other; using positive action in recruitment to address gender imbalances in our workforce; and taking action to address the gender pay gap.

Alumni

Although your time on campus may be temporary, you are a member of our University for life. The minute you graduate, you join a network of over 100,000 alumni, including award-winning actors and directors, members of parliament, and two Nobel Prize winners.

You'll receive invitations to exclusive events in the UK and around the world, and a lifetime membership to online journals through JSTOR means you'll always be up to speed with your subject.



YOUR CAREER



My time working at the Centre for Research in Economic Sociology and Innovation (CRESI) at Essex was one of the most fulfilling internships I've ever experienced. I was able to write a number of research briefs that helped me build a portfolio of work before applying for jobs.



Gaining a postgraduate qualification is instrumental to getting your foot on the career ladder, but other factors can be just as important. At Essex you'll find a range of opportunities to help build your career.

Become a member of staff

There are many opportunities to work part-time while you study. Research students may work as Graduate Teaching Assistants (GTAs) and gain experience of teaching in higher education. And better still, our graduate teachers are on the same pay scale and receive the same benefits as other staff.

We'll help you find suitable part-time jobs such as a web designer or sports coach to roles in retail or administrative work.

And if you're looking to give something back to the local community, while building up transferable skills for your CV, our SU volunteering team, vTeam, can help you secure work experience in loads of different areas.

Employability and careers

Our careers team provide one-to-one support throughout your time at Essex. We offer friendly, professional advice to help you enhance your employability.

We help you gain valuable skills and experience for your CV through work and volunteering opportunities, advertising local and part-time work as well as internships throughout the UK that are only available for our students. Our multi-award-winning Frontrunners scheme also gives you the opportunity to undertake paid, challenging, career-relevant work within the University which helps you develop the higher-level skills you need to compete for the best jobs when you graduate. And our Big Essex Award recognises extra-curricular and voluntary activities that you complete during your time at Essex, both on and off campus. It aims to help identify the skills you've developed so you can show future employers why they should hire you.

And even when you leave Essex, you can still benefit from our support for the rest of your life!

Postgraduate careers support

Postgraduate study is an investment in your future career. We'll match the commitment you make to your further studies through providing opportunities for support such as enterprise grants and tutoring, peer support and mentoring, as well as enterprise support through our state-of-the-art Innovation Centre designed to support student and graduate entrepreneurs launch cutting-edge enterprises.

Our Employability and Careers Centre have engaged with employers and professional bodies such as Rolls Royce, Defra, and Transperfect to set up Employer Advisory Boards. These boards enable us to check the relevance of the postgraduate curricula with employer requirements to ensure workplace-relevant content.

We've also created Employability Toolkits to help your department enhance the employability activities open to you while at Essex.

As an Essex postgraduate you can make use of all the support of our Employability and Careers Centre, and we can also put you in touch with alumni and employers. In particular, we'll give you access to:

- workshops and employer events, such as our large annual Career Fair;
- our online vacancy service Essex CareerHub;
- and our specialist information team and resources.

Our research students can also access Proficio, the University's Professional Development Scheme which offers learning and development courses that can lead to further qualifications, professional memberships, and new skills.

WORKING WITH INDUSTRY



Our business links

At Essex, we're committed to building strong links with industry and sharing expertise to help businesses flourish. We've developed the thriving Knowledge Gateway Research and Technology Park at our Colchester Campus, and we are currently building the Innovation Centre that will accommodate over 50 start-ups. Our Southend Campus is home to the Business Incubation Centre that offers facilities for start-ups and SMEs with a range of specialist research facilities.

Our students and graduates can apply their skills and research working with businesses in the Knowledge Gateway, in areas as diverse as data analytics, artificial intelligence, logistics, open source technology and renewable energy solutions.

As well as working with local start-ups, we've carried out commissioned and collaborative research alongside big businesses including Leonardo, BT, Honda, Intel, HSBC, Unilever, the UK Department of Health, and the UK Department of Work and Pensions.

Knowledge Transfer Partnerships (KTP)

We're proud of the collaborative projects we've been working on as part of the national KTP scheme, which connects UK companies and universities to solve real business problems.

We work with businesses to recruit high-calibre graduates, who work as Associates managing the KTP project under supervision from our academics and company supervisors. Around 52% of Associates are offered a full-time role within the company post-KTP, and they are integral in lending business experience to our postgraduate community. Associates often further their studies at Essex alongside the KTP project. Here are a few of the projects we've been working on.

Big data

Our modern world is witnessing an exponential growth in online data, which can provide valuable information about emerging opinions in social networks, trends from search engines, and consumer purchasing behaviour. Signal

Media, a company providing automated media monitoring reports to large corporations including Apple, Tata and Virgin, needed a high-tech system to retrieve, clean and analyse vast amounts of data. We worked alongside Signal Media on a KTP, and the project was so successful that the graduate hired as the KTP Associate, Dr Miguel Martinez, is now Chief Data Scientist at Signal Media, and the company has grown to almost 70 employees (from two).

Thanks to the success of the first project, Signal Media are starting their second KTP with Essex and will use artificial intelligence to extract and visualise insights from unstructured text files.

Developing new tech

We have hired an Essex PhD graduate to work with Leonardo, a global high-tech company and one of the key players in aerospace, defence and security. Their KTP project is focused around exploiting machine vision technology that can detect critical movement, and summarise that activity into visual video sequences. Using our leading expertise in computational intelligence and video summarisation, we are developing a system able to capture video data that can be analysed and used to evaluate situations, such as monitoring elderly or infirm people, or surveillance in sensitive locations.

Business innovation

BT wanted to exploit cutting-edge computational techniques in order to develop a remote workforce management system for its employees, so we set up a KTP with BT and Innovate UK to add the latest technology, and drive business innovation. One of our PhD graduates has been working with BT, and using our leading expertise in fuzzy logic and augmented reality, we are devising a system that enables senior BT field engineers to guide and advise junior colleagues remotely from the base office, using augmented reality headsets.

 [/showcase/expertise-for-business](#)

 [/UoE_Business](#)

PROFESSIONAL DEVELOPMENT

Stay at the forefront of business or healthcare with the latest developments by studying at Essex.

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You don't have to stop working to develop new skills – tailor your learning around existing commitments

Maintain your practice registration or business knowledge by engaging in Continuing Professional Development (CPD) at Essex. We offer a broad range of learning opportunities that can be adapted to suit your professional needs, including workshops, bespoke learning, credit-bearing modules and degree pathways. We offer both on-site and off-site training to enable you to fit your study around your work and life. Our adaptable, bespoke CPD courses have been created to suit your professional role. Our staff are academically and clinically qualified, and many are also practising clinicians or business professionals.

Our courses

Our CPD courses are offered by our School of Health and Social Care, our School of Sport, Rehabilitation and Exercise Sciences, and our Essex Business School. For more information, including entry requirements, visit our website.

HEALTH AND SOCIAL CARE

PG Cert, PG Dip, MSc Health Care Practice

Advance your knowledge of factors that influence patient care, service provision, and of problem-solving skills to affect best use of resources and improve clinical outcomes for all.

PG Cert, PG Dip, MSc Medical and Clinical Education (MaCE)

Consolidate your role and emerge as an educational leader, able to design, implement and coordinate educational initiatives that can transform learning and make an impact on your organisation.

PG Cert, PG Dip, MA Professional Practice

Advance your understanding of professional practice, your professional reasoning and decision-making and your insight into identity as a health or social care professional with this dynamic and flexible course that can be tailored to support your career development in your field. Focus on leadership, practice education or, where relevant, clinical areas such as respiratory or end-of-life care.

SPORT, REHABILITATION AND EXERCISE SCIENCES

PG Cert, PG Dip, MSc Advanced Musculoskeletal Assessment and Practice

Learn how to assess and manage patients with a range of musculoskeletal conditions beyond the scope of your normal practice.

PG Cert, PG Dip, MSc Musculoskeletal Ultrasound Imaging

Become competent at assessing patients using musculoskeletal ultrasound imaging. These CASE-accredited courses are appropriate for sonographers, physiotherapists, radiologists and other health care practitioners in musculoskeletal medicine.

BUSINESS

The Essex Executive MBA

Whether you want to be an executive or entrepreneur, we can accelerate your career by developing your capacity to innovate, think and act strategically. Executive Study gives you the flexibility to complete your Essex MBA alongside employment or running your own business. You can study part-time over two or three years, and take two or three one-week modules per term.

Summer schools, modular and short courses

We also offer a range of other short courses and summer schools in the areas of law, psychosocial and psychoanalytic studies, human rights, and politics. Our School of Health and Social Care also offers CPD on a modular basis which can be taken as stand-alone courses as part of modular degree pathways.

essex.ac.uk/cpd

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GET IN TOUCH

We think our vibrant, colourful campuses are perfect for students to live and learn. But don't just take our word for it, find out for yourself!



Visit us

Our open events are the ideal opportunity to explore our campuses, meet our academics, have a look around our accommodation and chat to current students.

[essex.ac.uk/visit-us](https://www.essex.ac.uk/visit-us)

Postgraduate Open Evening – Wednesday 7 November 2018

Come and talk to us at our Colchester Campus. Experts from all academic departments will be on hand, as well as representatives from our accommodation services, Employability and Careers Centre, Graduate Admissions and Student Support teams. We also hold Open Days on three Saturdays – in June, September and October – which are open to students enquiring about both undergraduate and postgraduate study.

Campus tours

If you can't make it to an open event, or just fancy something more low-key, send us an email and we'll get something sorted. Our campus tours are led by our fantastic student ambassadors, but if you would like to meet a specific member of staff, let us know and we'll try to organise a time.

[E \[tours@essex.ac.uk\]\(mailto:tours@essex.ac.uk\)](mailto:tours@essex.ac.uk)

(Colchester Campus)

[E \[southend@essex.ac.uk\]\(mailto:southend@essex.ac.uk\)](mailto:southend@essex.ac.uk)

(Southend Campus)

Got a question to ask?

You can contact us via Live Chat every week day from 8am-10pm GMT, giving you the opportunity to ask any questions you may have about living and learning at Essex.

[essex.ac.uk/about/contact](https://www.essex.ac.uk/about/contact)

Take a tour online

Our Colchester and Southend Campus pages have lots of useful and interesting information, as well as videos and virtual tours. So pop online and get exploring!

[essex.ac.uk/life/colchester-campus](https://www.essex.ac.uk/life/colchester-campus)
[essex.ac.uk/life/southend-campus](https://www.essex.ac.uk/life/southend-campus)

Come and have a look inside

If you're going to be living on campus, it's a good idea to take a peek inside our accommodation. Watch our accommodation tours on our Vimeo channel.

You can also check out [#MyEssexRoom](https://www.instagram.com/MyEssexRoom) on Instagram to see how our creative students have made their room feel like home.

Chat with us

Follow us on social media to find out more about Essex, our events, and our latest news. We're always happy to respond to any questions you have, so feel free to get in touch with us by private message or by commenting on any of our posts!



[/uniofessex](https://www.facebook.com/uniofessex)



[/Uni_of_Essex](https://twitter.com/Uni_of_Essex)



[/uniessex](https://www.youtube.com/uniessex)



[/uniessex](https://www.instagram.com/uniessex)



[/uniofessex](https://twitter.com/uniofessex)



[/school/12814](https://www.linkedin.com/school/12814)

NEXT STEPS

Whether you're interested in a Masters course or a research degree, making the decision to do postgraduate study is definitely a big one. It'll likely come with extra commitments, such as paying fees or finding more time for learning or research. But we don't want to stress you out over it. So across the next few pages we've included some important next steps for you to consider.

Discover our fees and how much it's going to cost to study at Essex, how you could fund your studies, and how to apply for a postgraduate degree with us. We've also included a guide to our qualifications, so you can get to grips with some of the terminology you'll see throughout this prospectus, such as MSc, PG Dip and PhD.



FEES AND FUNDING

We make sure you've got the opportunity to be part of and contribute to our internationally acclaimed and well-connected research community. The Quality Assurance Agency commended us for our focus on improving the learning experience in their last review.



What are fees spent on?

We re-invest our students' fees to employ some of the best academic minds in the UK, and improve our facilities. Recent additions to our campuses include the Essex Sport Arena, the STEM Centre (for science, technology, engineering and mathematics students), and The Copse student accommodation. We're also taking significant steps to develop the Knowledge Gateway at our Colchester Campus with additional Parkside office space and a brand new Innovation Centre.

Payment of tuition fees

Your fees can be paid in full at the start of the academic year, or in three equal instalments in October, January and April. If you are a non-EEA student requiring our sponsorship for a Tier 4 visa application, you must pay your first instalment of £1,000 as a non-refundable deposit in order to be assigned your Confirmation of Acceptance for Studies (CAS), or show proof that you are being sponsored by a body recognised by our University.

Student visa requirements

As part of the visa application process, you'll need to be able to provide evidence of your ability to pay tuition fees and to cover living expenses.

[essex.ac.uk/immigration](https://www.essex.ac.uk/immigration)

Living expenses

The estimated average amount required for living expenses in the 2018-19 academic year is £13,212 for both our Colchester and Southend campuses. This includes the cost of University accommodation and an allowance to cover food and other expenses, such as travel, leisure activities and study-related books. Expenses are higher for families. Living expenses may be higher in the 2019-20 academic year.

The table below shows our full-time (except where indicated) fees for the 2018-19 academic year. Our fees for 2019-20 will be published online by October 2018.

Postgraduate taught (PGT) fees

[essex.ac.uk/fees-and-funding/masters](https://www.essex.ac.uk/fees-and-funding/masters)

Postgraduate research (PGR) fees

[essex.ac.uk/fees-and-funding/research](https://www.essex.ac.uk/fees-and-funding/research)

PROGRAMME	UK/EU FEE PER ANNUM*	INTERNATIONAL FEE PER ANNUM*
Masters courses (except East 15)	£7,560-£11,500	£15,500-£19,300
Masters courses (East 15 only)	£12,650-£13,755	£13,800-£15,175
The Essex MBA	£19,000	£19,000
Postgraduate Diploma	£6,048	£12,980
Postgraduate Certificate	£3,024	£6,490
Graduate Diploma	£4,990	£10,710
Graduate Certificate	£3,024	£6,490
Research degrees (except Refugee Care taught first year below)	£4,410	£14,020-£16,225
MPhil, PhD Refugee Care (taught first year only)	£8,610	£16,225
Professional Doctorates (Psychosocial and Psychoanalytic Studies) (part-time only)	£3,780	£7,010
Professional Doctorates (Health and Social Care) (part-time only)	£3,100-£3,400	£16,225

For our Doctorate in Clinical Psychology (DClinPsych), fees for funded places paid for by Health Education East of England are £17,061. Self-funded places are £17,061 for UK/EU students, and £25,000, which includes £5,000 for bench fees, for international students.

Fees for part-time courses are calculated pro-rata to the relevant full-time fee.

* Tuition fees may be subject to annual increases in each year of study in line with inflation. For more information on tuition fee increases see page 246.

The prospect of sourcing postgraduate funding can be daunting. But there are many ways to fund your study, from loans to scholarships, and more.

Postgraduate Masters Loan

If you're a home or EU student and looking to study a Masters degree (taught or research), you may be entitled to a government-backed loan of up to £10,609. The loan has no subject restrictions (MBAs are included), isn't means tested (ie not dependent on your or your family's income) and is available for full-time, part-time and distance learning courses. [essex.ac.uk/masters/fees-and-funding](https://www.essex.ac.uk/masters/fees-and-funding)

Postgraduate Doctoral Loan

If you're a home student and you're keen to start a PhD programme at Essex, you may be in luck! The UK Government has introduced new loans of up to £25,000 for students applying for PhDs and equivalent qualifications (up to eight years in length, in any subject). [essex.ac.uk/postgraduate-research-degrees/fees-and-funding](https://www.essex.ac.uk/postgraduate-research-degrees/fees-and-funding)

Scholarships

We want talented people from all backgrounds to be able to benefit from an Essex Education, so we offer a range of scholarships and bursaries for both Doctoral and Masters-level students. To find out more and check your eligibility, visit our website.

Scholarships for Masters students:

[essex.ac.uk/fees-and-funding/masters/scholarships](https://www.essex.ac.uk/fees-and-funding/masters/scholarships)

Scholarships for research students:

[essex.ac.uk/fees-and-funding/research/scholarships](https://www.essex.ac.uk/fees-and-funding/research/scholarships)

You can also check out our Scholarship Finder, which might help pinpoint the most appropriate scholarship for you to apply for. [essex.ac.uk/fees-and-funding/scholarship-finder](https://www.essex.ac.uk/fees-and-funding/scholarship-finder)

Loyalty discounts

If you're an Essex alumnus you can save up to 25% on one year of postgraduate study at either Masters or research level. We also offer a 10% discount if you previously studied at Essex on a study abroad programme for at least one term.

[essex.ac.uk/fees-and-funding/masters/loyalty](https://www.essex.ac.uk/fees-and-funding/masters/loyalty)

Proficio funding for research students

If you're applying for research study, you'll be able to benefit from our innovative research training scheme, Proficio. Receive up to £2,500 which you can spend on all sorts of tools and training which will give you the skills needed to be successful in both academia and industry.

[essex.ac.uk/students/study-resources/research.aspx](https://www.essex.ac.uk/students/study-resources/research.aspx)

Research studentships

If you're wondering how you're going to pay for your research study, take a look into Doctoral Training Partnerships (DTPs) which are usually funded by UK Research Councils. These partnerships will:

- give you funding to enable you to do a research degree
- enable you to work alongside leading academics in your subject
- offer opportunities for a variety of research training and skills development
- offer cross-institutional collaboration with other consortium member institutions

Doctoral Training Partnerships (DTP)

There are several DTPs that Essex belongs to which might be able to fund your studies.

CHASE (funded by AHRC) offers studentships in the arts and humanities, including art history, film, history, human rights, languages, law, linguistics, literature, philosophy, politics, sociology, and theatre studies.

[essex.ac.uk/dtc/chase](https://www.essex.ac.uk/dtc/chase)

Eastern ARC has provided studentships in quantitative social science, digital humanities and synthetic biology.

[essex.ac.uk/dtc/eastern-arc](https://www.essex.ac.uk/dtc/eastern-arc)

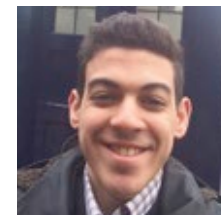
Env East (funded by NERC) offers studentships in climate, marine and atmospheric systems, biodiversity, ecosystem services and sustainable development, and natural hazards.

[essex.ac.uk/dtc/enveast](https://www.essex.ac.uk/dtc/enveast)

SeNSS offers studentships in a range of disciplines in the social sciences, including economics, politics and international studies, business and management, linguistics, sociology, psychology and socio-legal studies. [essex.ac.uk/dtc/senss](https://www.essex.ac.uk/dtc/senss)

All of these DTPs offer you the same benefit – they enable you to gain advanced skills and knowledge whilst receiving funding to support your research.

Check out each Doctoral Training Partnership to see whether they can fund your research. Get in touch with the DTPs directly to find out more.



“I decided to stay at Essex because of the Alumni Loyalty Discount. I was interested in going to London but it's just too expensive. Getting a discount at Essex was perfect – it enabled me to afford PG study!”

Neil Lorente Cobo
MSc Molecular Medicine

APPLYING TO ESSEX

In these pages, we give you the information you need to make your application. This includes general entry requirements, which documents are required to support your application, and how to write a research proposal. Visit our website or get in touch for more detailed information.

General entry requirements

Taught courses (PGT)

We will consider a 2:2 or above (or international equivalent). For some courses there may be additional requirements. See our subject pages or visit our website for more information.

Research degrees (PGR)

In most cases you will need:

- A good performance in a Masters degree (in order to study for a PhD, in most disciplines).
- A 2:2 or above (or international equivalent).
- A well-developed research proposal in an area in which we can offer supervision.
- Evidence of research capability.

We interview all research applicants as part of our selection process so that we can discuss your area of research.

English language requirements

- If English is not your first language, you need to provide evidence of your ability to understand and express yourself in English for academic purposes.
- If you have a score which is less than two years old in an internationally recognised test, such as IELTS, TOEFL or Pearson Test of English (Academic), please supply a copy with your application.
- If you have taken a Pearson Test of English (Academic), please authorise Pearson to allow us to verify your test results.
- Your offer will be conditional upon you achieving an acceptable English language qualification if you do not have a current score.
- The score required will vary by subject (see individual subject pages).

- If you have successfully and recently completed a university-level degree in English, taken in a country that predominately speaks English, this may be sufficient proof of proficiency.

The following score equivalence for English language tests serves as a guide:

IELTS	TOEFL (INTERNET)	PEARSON
5.5	72	51
6.0	83	51
6.5	88	60
7.0	100	65
7.5	113	75
8.0	116	80

Pre-sessional English language courses

We offer pre-sessional English language courses which can be taken before your degree if you are an EU or international student and do not meet our English language entry requirements. Our courses will help you improve your English. Upon successful completion of the pre-sessional course you will be able to proceed on to your degree course without having to retake IELTS. Our pre-sessional courses are delivered in partnership with Kaplan International College.

Further information about the English language courses offered can be found online.

[kaplanpathways.com/colleges/university-essex-international-college](https://www.kaplanpathways.com/colleges/university-essex-international-college)



How to apply

You can complete your Essex application online.

essex.ac.uk/pgapply

With your application you'll need to provide the supporting documents listed below; however, documents can vary depending on the course you wish to apply for, so please check your course requirements before making an application.

Supporting documents for PGT applicants include:

- a copy of your degree transcripts;
- a personal statement (Tier 4 visa applicants only); and
- your CV (but only if you're applying for law, human rights, health and social care, and The Essex MBA).

If you are offered a place on a taught course, your offer may be made conditional upon additional documents such as references, a certificate of English language proficiency, final transcripts and degree certificates.

In addition, PGR applicants must also supply:

- a research proposal; and
- two verifiable references.

For some PhD courses you may also have to supply an up-to-date CV.

Full details, including where to send information, are available online.

essex.ac.uk/masters/applying-to-essex

essex.ac.uk/postgraduate-research-degrees/applying-to-essex

Application deadline

We advise you to apply by 1 July for a taught course or research degree starting in October. Please check our website for details on specific application deadlines. You should also take into account any deadlines for funding applications, such as scholarships, or time needed to obtain a student visa, if required.

Track your application

We aim to respond to applications for taught courses within two weeks, and for research degrees within four weeks, once we have received all the relevant documents from you and your referees (if applicable).

If you are offered a place, we will send you an email requesting that you check your myEssex portal to view and download your offer letter. Your offer letter will be uploaded to your myEssex portal within 24 hours of you receiving the email.

Applicants who will require a Tier 4 visa

If you will be using a secure English language test, such as IELTS*, you will need to meet the UK Home Office's minimum English language requirements. If you have not taken a test, or have not yet met these requirements, at the point you apply to us, then any offer made will include a condition relating to English language proficiency.

* International students that need to apply for a Tier 4 visa will need to take the UKVI Academic IELTS exam to meet the language condition for 'pathway programmes' including pre-sessional English. More information can be found online.

essex.ac.uk/immigration/studies/english.aspx

References

References should be recent, on letterhead or institution paper, and signed and dated by the referee. We can also accept an email directly from your referee.



Research proposals

Your research proposal is an important part of your application for a research degree. Use it to:

- explain your personal and academic goals in undertaking an extended piece of research;
- reflect on the contribution you will make to the development of new knowledge, ideas and solutions;
- and comment on how your research interests fit with the academic focus and expertise at Essex.

Your research proposal should be 800-1,000 words in length and include:

- a working title and key words;
- a summary of the aims and objectives of your research;
- an outline of the ways you meet these aims and objectives, referring to the research methods and specific resources you will use;
- evidence of your awareness of relevant literature and theoretical approaches;

- an overview of the expected outcomes and the original contribution your research will make to existing bodies of knowledge;
- and a brief statement on how your research interests tie in with those found in your department, school or centre.

The quality of your writing is important and a good research proposal may be rejected if it is poorly expressed or badly presented.

Contact our Graduate Admissions Office for all enquiries about applying to Essex.

E pgquery@essex.ac.uk

QUALIFICATIONS GUIDE

In this guide you will find a short summary of the types of postgraduate taught and research degrees that we offer at Essex.

Postgraduate taught degrees (PGT)

Master of Arts (MA)/Master of Science (MSc)

By far the most popular postgraduate qualification, a taught Masters degree is designed to develop your knowledge of a specific subject and boost your career prospects. Although course content usually includes an element of independent research, the emphasis is on learning by teaching, and methods vary depending on the course, but you can expect to learn through a combination of lectures and seminars, and sometimes workshops and practical sessions. An MA usually covers humanities subjects while MScs are awarded in scientific disciplines, or for courses with notable quantitative content. A typical Masters course, when studied full-time, lasts for one academic year.

Master of Business (MBA)

An MBA is the most widely recognised business degree in the world. The Essex MBA gives you first-rate skills and knowledge of business management practice.

Master of Law (LLM)

An LLM allows you to become a specialist in a particular area of law. It can be a useful stepping stone to a PhD or solicitor/barrister training programmes.

Master of Fine Art (MFA)

A creative degree at the same level as an MA or MSc, MFAs traditionally include a strong practical element. Our MFAs are delivered by our East 15 Acting School.

Masters of Research (MRes)

An MRes is delivered at the same level as an MSc. Although course content includes some taught components, the emphasis is on learning by independent research. An MRes is a good choice if you wish to pursue a PhD or a career in academic research.

Graduate Certificate/Diploma

Graduate Certificates (Grad Cert) and Diplomas (Grad Dip) are ideal if you want to gain a UK qualification, or prepare for a Masters degree. A certificate can be awarded upon successful completion of 60 credits (the equivalent of one-third of a full-time academic year), and a diploma can be awarded upon successful completion of 120 credits (the equivalent of two-thirds of a full-time academic year).

Postgraduate Certificate/Diploma

Postgraduate Certificates (PG Cert) and Diplomas (PG Dip) are delivered at the same level as a Masters course, but constitute a lower volume of work. These qualifications are a good choice if you wish to gain specialist course content and further your career, but do not need a full MA or MSc to do so. A certificate can be awarded upon successful completion of 60 credits (the equivalent of one-third of a full-time academic year), and a diploma can be awarded upon successful completion of 120 credits (the equivalent of two-thirds of a full-time academic year).

Postgraduate research degrees (PGR)

Master of Arts by Dissertation (MAD)/ Master of Science by Dissertation (MSD)

A Masters by Dissertation sits at the same level as a taught Masters degree (MA/MSc), but is purely research-based. Although these courses do not include any taught components, modules designed to enhance your understanding of research methods are usually optional. You are examined by viva*. A Masters by Dissertation is a good choice if you have a specific research interest, or already have a topic in mind. They can also prove good precursors to a PhD.

Master of Philosophy (MPhil)

With an MPhil you will scrutinise a particular topic, independently producing a single large research project, and are examined by viva*. Throughout your studies you will be supported to gain a range of research skills; in some instances, if you are making good progress, you could convert to a PhD.

Doctor of Philosophy (PhD)

A PhD is one of the highest forms of degree that can be awarded, and results from you making a unique and meaningful contribution to your field. As well as undertaking a large, independent research project throughout your studies, you will also be examined by viva*. You are supported by a dedicated member of academic staff, known as a supervisor, to gain a range of research skills. A PhD typically takes between 3-6 years to complete.

Integrated Doctor of Philosophy (PhD)

An integrated PhD enables you to undertake a selection of taught modules during your first year, designed to prepare you for your PhD, by enhancing your knowledge of a specific subject. Depending on which department you belong to, you may be able to also gain a Masters qualification on successful completion of your first year. As well as undertaking a large, independent research project throughout your studies, you will also be examined by viva*.

Doctor of Medicine (MD)

The equivalent of a PhD, but available only in the fields of biotechnology and molecular medicine, our MD degrees are open to medically qualified staff working at an NHS Trust which is linked with the University of Essex. You are examined by viva*.

Professional Doctorates

Professional Doctorates are equivalent to a PhD in level and are the ideal choice for experienced professionals who wish to progress in their chosen careers, or for recent graduates who are hoping to establish themselves within a specific industry. Our Professional Doctorates are delivered by our School of Health and Social Care and our School of Sport, Rehabilitation and Exercise Sciences, and combine professional training, teaching and research in a way that is relevant to current practice. Your thesis is examined by viva*.

*The viva (short for viva voce) is an oral examination in which examiners (usually two) poses questions to the candidate about their thesis.

Accounting, finance and banking	66	Latin American and Caribbean studies	152
Acting and directing	70	Law	156
Actuarial science	74	Linguistics	160
Art history	78	Literature	164
Biology: environmental and marine	82	Marketing	168
Biology: molecular and cell	86	Mathematics	172
Business and management	90	MBA	176
Computational finance	94	Nursing	180
Computer science	98	Occupational therapy	184
Creative writing	102	Oral health sciences	188
Criminology	106	Philosophy	192
Data analytics	110	Physiotherapy	196
Drama	114	Politics and international relations	200
Economics	118	Psychological therapies and clinical psychology	204
Electronic engineering and communications	122	Psychology	208
English language and English language teaching	126	Psychosocial and psychoanalytic studies	212
Film studies	130	Social and economic research	216
Health and social care (research)	134	Social work	220
History	136	Sociology	224
Human resource management	140	Speech and language therapy	228
Human rights	144	Sport and exercise	232
Journalism	148	Translation and interpreting	236

OUR SUBJECTS



ACCOUNTING, FINANCE AND BANKING



Our graduates do more than empower decision-making through financial information.

They understand the impact that their decisions can have on society and take actions for the good of their employer and stakeholders. At Essex Business School we deliver modules which combine professional relevance, academic rigour and critical thinking, with the aim of developing 'business-minded, socially driven' accounting, finance and banking professionals.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc, MRes Accounting	We will consider a 2:2 or above (or international equivalent) in accounting or a related subject.
MSc Accounting and Finance	
MSc Accounting and Financial Management	We will consider a 2:2 or above (or international equivalent) in a social science, or a subject with numerate content.
MSc International Accounting and Banking	
MSc International Accounting and Banking with Professional Placement	
MSc Banking and Finance	We will consider a 2:2 or above (or international equivalent) in a degree which contains core modules relating to economics, finance, banking, or investment.
MSc Finance	
MSc Finance and Data Analytics	
MSc Finance and Global Trading	
MSc Finance and Investment	
MSc Finance and Management	
MSc Financial Engineering and Risk Management	
MSc International Finance	

RESEARCH

MPhil, PhD, Integrated PhD Accounting	You will need a good Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.
MPhil, PhD Accounting and Finance	
MPhil, PhD, Integrated PhD Finance	

All of the above degrees are based at our Colchester Campus. For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

Popular modules

- Audit Theory
- Bank Strategy and Risk
- Behavioural Finance
- Cases in Corporate Governance
- Corporate Reporting and Analysis
- Data Analytics in Finance
- Derivative Securities
- International Management Accounting
- Management Accounting
- Portfolio Management
- Research Methods in Accounting
- Trading Global Financial Markets

Current research

- Accounting, accountability and governance
- Banking: Do financial networks affect the price and quantity of lending?
- Behavioural finance: Does investor sentiment affect the pricing of stocks?
- Financial econometrics: How can we test for the presence of bubbles in financial markets?
- Fixed income: What are the determinants of sovereign risk in fixed income markets?
- International corporate accounting and governance mechanisms in action
- Regulation: the interactions between regulation – from the stock market, the profession or the law – and accountancy

For more information, and for detailed entry requirements, go to

[essex.ac.uk/pg/afb](https://www.essex.ac.uk/pg/afb)

Our Bloomberg Financial Market Lab

This state-of-the-art virtual trading floor will give you access to Bloomberg business data, information and analytics used by accountants, managers and finance professionals across the globe.

The Bloomberg network stretches to over 2.5 million professional users in organisations around the world, meaning that Essex Business School graduates have a significant advantage over their peers when progressing to future employment in the banking and finance sectors.

What else is going on? Discover more online.
essex.ac.uk/departments/essex-business-school/news

GRADUATE PROFILE

“I’m putting the knowledge I gained from my Masters to daily use in my current role working as a Risk Specialist in the Central Bank of the Republic of Azerbaijan.”

Orkhan Mehdiyev
 MSc Accounting and Financial Management, 2015

ACADEMIC INSIGHT



“I’m researching the segregation of women within the accounting profession in developing and non-Western countries, which is entrenched in practices of the Big Four audit firms and others.”

Dr Dila Agrizzi
 Lecturer in Accounting and Financial Management

Career destinations

- Bank of England
- Bloomberg London
- Deloitte
- Deutsche Bank
- EY
- HSBC
- IBM
- KPMG
- PricewaterhouseCoopers (PwC)
- Shanghai Futures Exchange



WHY ESSEX?

- 1** Work with thought-leaders – our teaching combines academic and industry expertise with lectures delivered by city experts
- 2** Our academics regularly present at the Bank of England, the European Central Bank and the Federal Reserve
- 3** Choose an Association of Chartered Certified Accountants (ACCA) accredited Masters to receive exemptions from some professional exams

ACTING AND DIRECTING

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Acting	You are required to have a successful live or online audition (via Skype, YouTube or alternative online platform), plus a 2:1 degree or above (or international equivalent), or suitable previous experience.
MA, MFA Acting (International)	
MA, MFA Theatre Directing	You are required to submit a written application, plus a 2:1 degree or above (or international equivalent), or suitable previous experience. A CV or resume (recommended) and a portfolio of work (optional) may be submitted as part of an online application. Candidates may also be invited to interview but most applications will be decided on the basis of the written application.

All applicants must complete the East 15 on-line application form.
All of the above courses are delivered at our Loughton Campus.
For all our taught courses, if English is not your first language, we require IELTS 6.0, or equivalent.

Popular modules

- Acting for the Camera
- Acting Techniques
- Contemporary British Drama
- Contemporary UK Texts
- Improvisation and Devising Techniques
- Introduction to Directing Film
- Musical Theatre and Opera
- Research Performance (including our Living History Project)
- Shakespeare (including workshops and performance at Shakespeare's Globe Theatre)
- Stanislavskian Acting Methodology
- World Theatre (in Bali)

“Since I was a student I’ve been fascinated by East 15’s extraordinary legacy and its reputation for rigorous and inspired teaching. The students consistently display an unusual degree of courage, vision and versatility. It’s very exciting to watch.”

Colin Firth CBE

For more information about acting and directing, go to

essex.ac.uk/pg/acting

For over 50 years East 15 Acting School has produced some of the most distinctive practitioners in the industry.

East 15 grew from the work of Joan Littlewood's internationally acclaimed and ground-breaking Theatre Workshop. With a reputation extending far beyond the UK, it's a home for excellence in performing and media arts globally.



Find your voice

A ground-breaking book which integrates vocal training with the acting process has been written by Head of Voice at East 15 Acting School, Christina Gutekunst, in collaboration with actor, director and teacher, John Gillett.

The book, *Voice into Acting – Integrating Voice and the Stanislavski Approach*, is targeted at actors seeking to develop their vocal skills and characterisation, as well as voice teachers looking for alternative approaches that harmonise with the actor's process. Jan Haydn Rowles and Edda Sharpe, authors of *How to do Accents*, say the book "breathes new life, purpose and imagination into the underlying principles of voice training".

Discover more about East 15 Acting School.

www.east15.ac.uk

GRADUATE PROFILE

"Attending East 15 was the greatest decision I ever made. I have achieved goals at East 15 that I never thought possible, most notably devising new work."

Kimberly Hoffman

MFA Acting (International), 2016

ACADEMIC INSIGHT



"Our theatre directing course is a profound and intensive exploration of the role of the theatre director. Students rehearse actors, devise new material, work with designers and deliver performances."

Matthew Lloyd

Head of MA/MFA Theatre Directing

Career destinations

Our acting graduates pursue careers in theatre, film, TV and radio throughout the world. They gain an understanding of how to create their own work, including how to form companies and gain funding, as well as a variety of methodologies for developing their own artistic practice. Our theatre directing graduates now direct professionally, function as artistic directors and teach directing across the world.

WHY ESSEX?

- 1** Our exceptional industry links offer you access to distinguished visiting actors and directors from UK theatres and beyond
- 2** We are ranked 2nd in the UK for drama (Guardian University Guide 2019)
- 3** We provide a platform by which our actors and directors are encouraged to develop collaborative projects and create new work



ACTUARIAL SCIENCE

Use mathematical expertise to predict uncertain events.

Actuaries and financial analysts apply mathematical skill to the social sciences, resulting in high-level strategic decisions and solutions for industries. These industries can range from insurance, government, business and academic research, and influence legislation, business strategy and people's lives. Using statistics and economics, actuaries and financial analysts quantify risk in financial situations, for example insurance, policy income, pension scheme payouts and stock market performance. Actuaries are also adept in communicating findings to non-specialists, and designing tactics to reduce predicted risks.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

PG Dip, MSc Actuarial Science

We will consider a mid 2:2 or above (or international equivalent) in mathematics, statistics, operational research, finance, economics, business engineering, computing, biology, physics, or chemistry.

Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

PG Dip, MSc Mathematics and Finance

We will consider applicants with an unrelated degree which contained at least three modules in calculus, algebra, differential equations, probability and statistics, optimisation, or other mathematical modules.

RESEARCH

MSD, MPhil, PhD Actuarial Science

You will need a good Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.0, or equivalent.

Popular modules

- Contingencies
- Finance and Financial Reporting
- Financial Derivatives
- Mathematics of Portfolios
- Statistical Methods
- Stochastic Processes
- Survival Analysis

Current research

- Actuarial mathematics and actuarial modelling
- Asset-liability management for pension funds
- Enterprise risk management
- Financial mathematics
- Performance evaluation of pension funds, hedge funds and mutual funds
- Pricing of life and general insurance contracts
- Survival analysis

For more information about actuarial science, go to

essex.ac.uk/subjects/actuarial-science

Real-world benefits

Sometimes it can be hard to see what the true benefits to society academic research can have. **MSX International, a company that specialises in finding solutions to a range of problems for businesses, has partnered with Essex and can demonstrate how academic research can make a big difference.**

Together our Department of Mathematical Sciences and MSX International are developing a predictive model for automotive warranty expenditure using actuarial science, data science and operations research methods and techniques. The model aims to lead in significant cost reductions and increased product quality and will benefit MSX International's broad client base.

Discover our research online.

essex.ac.uk/departments/mathematical-sciences/research

STUDENT PROFILE



“Actuarial science is constantly changing and adapting to the times. Many insurance companies are now using exciting new machine learning techniques.”

George Brooks
MSc Actuarial Science

ACADEMIC INSIGHT



“We provide you with a great opportunity to master the cutting-edge actuarial techniques used in insurance and finance, and we give you the means to develop further your analytic and problem-solving skills.”

Dr Spyridon Vrontos
Director of MSc Actuarial Science

WHY ESSEX?

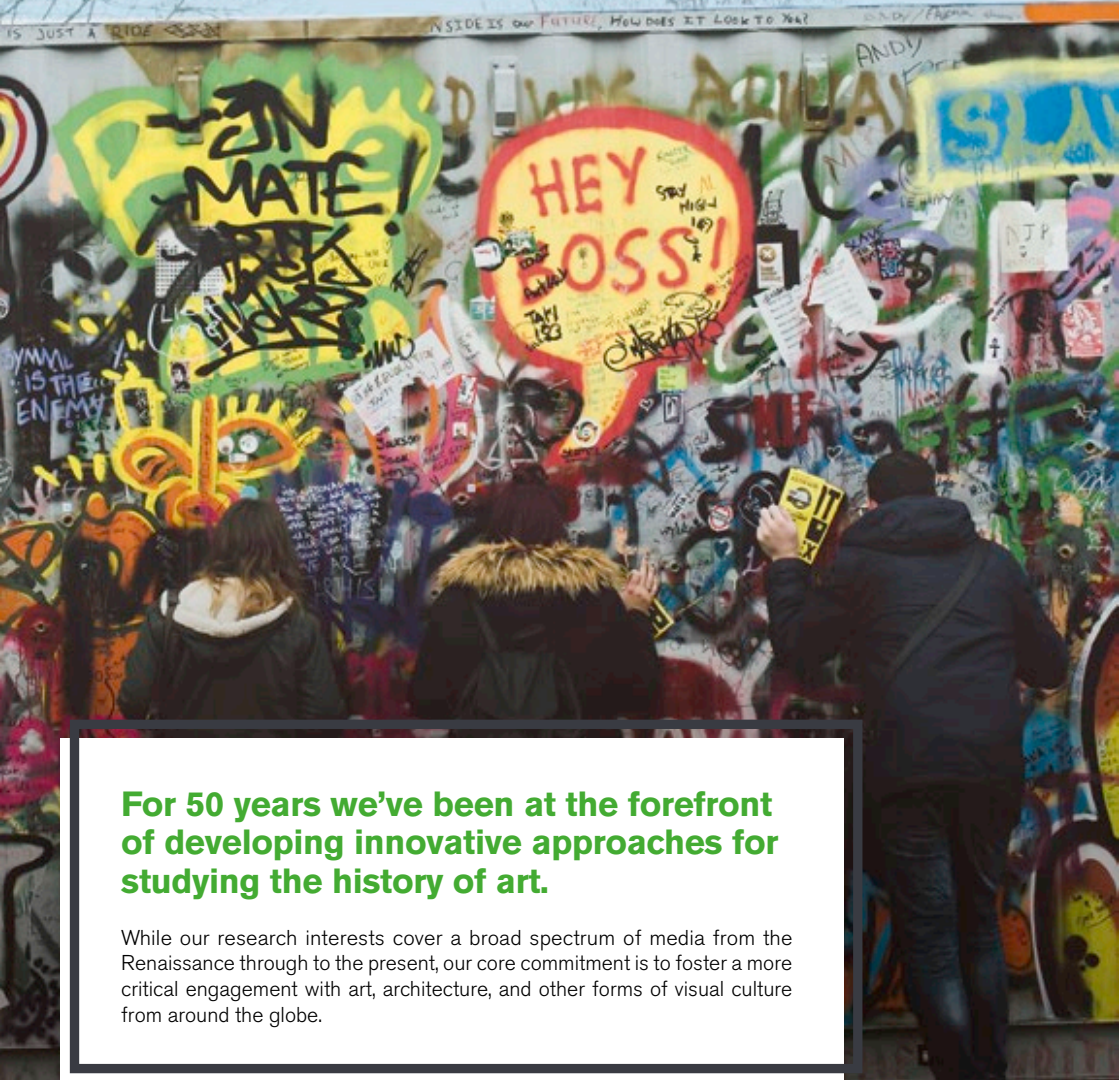
- 1** Our MSc Actuarial Science is based on the syllabus of the majority of the Core Technical subjects of the Institute and Faculty of Actuaries, giving you a solid training in actuarial modelling and analysis
- 2** Work alongside expert academics and practicing actuaries who give insight into up-to-date research findings in actuarial and financial methodologies and applications
- 3** We are ranked top 15 in the UK for mathematics (Guardian University Guide 2019)

Career destinations

Every area of business is subject to risk. An actuarial or financial analyst career, therefore, is not limited to one industry or the financial world. Banking, insurance, healthcare, pensions and investments are just a few employment opportunities for professional actuaries. Our graduates have gone on to work in:

- Actuarial consultancy
- Asset management and investment
- General insurance and life insurance
- Pension funds

ART HISTORY



For 50 years we've been at the forefront of developing innovative approaches for studying the history of art.

While our research interests cover a broad spectrum of media from the Renaissance through to the present, our core commitment is to foster a more critical engagement with art, architecture, and other forms of visual culture from around the globe.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

Grad Dip, MA Art History and Theory

MA Curating

MA Curating with Professional Placement*

We will consider a 2:2 or above (or international equivalent) in any subject, but which contains at least three modules in visual culture.

RESEARCH

MAD, MPhil, PhD Art History and Theory

MPhil, PhD Curating

You will need a good honours degree and a Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

* Subject to approval.

All of the above degrees are based at our Colchester Campus.

For all our taught courses, if English is not your first language, we require IELTS 6.5 overall and 6.0 in writing and a minimum of 5.5 in all other components, or equivalent. For all our research degrees, if English is not your first language, we require IELTS 7.0, or equivalent.

Popular modules

- Art and Politics
- Art, Architecture and Urbanism
- Art, Science, Knowledge
- Collecting Art from Latin America
- Critique and Curating
- Managing Galleries and Exhibition Projects

Current research

- 19th and 20th century visual culture, from sculpture and exhibition design to everyday objects
- Activist art
- Aesthetics, politics, and modernity in Latin American art, 1930s–present
- Art and science
- Contemporary art and architecture, 1960s–present
- History of photography
- History of tattooing
- Renaissance art and architecture
- Spectatorship in art, architecture and design
- Visual culture and social problems in Europe (1300-1700)

For more information about art history, go to

essex.ac.uk/subjects/art-history

Skin Digging

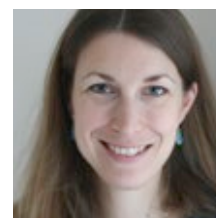
Essex art historian **Dr Matt Lodder** and PhD student **Ingrid Marvin** recently designed an exhibition on the history of female tattoo artists.

Skin Digging told the story of Jessie Knight (1904-1992), part of an eccentric family including knife throwers, a cowboy act and a poet, who took over her father's tattoo shop aged 18. Ingrid said: "Knight's gender made her an outsider in her own industry and her choice of career made her an outsider in a world that often saw tattoos as transgressive; but we mustn't let our emphasis on her gender take away from the significance of her art. Her work stood out at a time when traditional tattoo art focused on simplicity."

Discover our research online.

essex.ac.uk/departments/philosophy-and-art-history/research

GRADUATE PROFILE



"I had the opportunity to co-edit re-bus, the department's online peer-reviewed journal, and to co-organise an international conference. I now work at King's College Cambridge."

Dr Aline Guillermet

PhD Art History and Theory, 2015

ACADEMIC INSIGHT

"Our courses combine disciplines to investigate the past, present and potential futures of our world. You'll enjoy flexibility and independence as well as sustained supervision."

Dr Caspar Pearson

Senior Lecturer in Art History

Career destinations

- Aigaia School of Art and Design
- BBC
- British Film Institute
- Estorick Collection of Modern Italian Art
- Firstsite gallery
- Hellenic Ministry of Culture
- Los Angeles County Museum of Art
- Museums Association
- Royal Albert Memorial Museum and Art Gallery
- The Art Academy
- Victoria and Albert Museum
- Visual and Material Culture Research Centre, Kingston University London

WHY ESSEX?

- 1** We are 6th among art history departments in the UK for research excellence (REF 2014, mainstream universities, THE 2014)
- 2** We provide our students with unique opportunities to curate exhibitions, to conduct placements at major museums, and to organise their own research conferences
- 3** We are home to ESCALA (Essex Collection of Art from Latin America) which houses over 750 pieces of art

BIOLOGY: ENVIRONMENTAL AND MARINE

The natural world provides us with the essentials for life.

The interaction between people and our planet is an increasingly complex issue, and the question of how to manage our environment presents a global challenge. Our curriculum is constantly evolving to reflect the latest findings in the field across the vast expanse of plant, environmental and marine biology, from the impact of climate change on coral reefs to sustainable crop yields. There has never been a more exciting time to study biology.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Tropical Marine Biology

We will consider a mid 2:2 or above (or international equivalent) in a relevant subject, such as marine biology, marine chemistry, oceanography, environmental sciences, or tropical biology. Your degree should contain some ecology components, including aquatic/marine ecology, biodiversity or conservation.

Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

RESEARCH

MSD, MPhil, PhD Biological Sciences

MSD, MPhil, PhD Environmental Biology

MSD, MPhil, PhD Environmental Sciences

MSD, MPhil, PhD Marine Biology

MSD, MPhil, PhD Microbiology

MSD, MPhil, PhD Plant Biology

You will need a good honours degree or a Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

Popular modules

- Methods in Tropical Marine Biology
- Professional Skills in Tropical Marine Biology
- Tropical Marine Resources
- Tropical Marine System

Current research

- Aquatic community ecology
- Biogeochemistry
- Climate science
- Coastal ecosystems
- Crop productivity
- Environmental microbiology
- Marine biology
- Mathematical ecology
- Photosynthesis
- Sustainable use of natural resources

For more information about environmental and marine biology, go to

essex.ac.uk/subjects/marine-biology

Protecting rare populations

Our marine biologists are working with the Essex Wildlife Trust and the Blackwater oystermen to help protect and preserve the world-famous Mersea oyster.

The native oyster population has reduced by 99% around the UK and Europe, and is Britain's most vulnerable species. The native oyster's habitat has equally been threatened. The partnership is helping to protect this species, and it plans to make the fishery sustainable.

Discover our research online.

essex.ac.uk/departments/biological-sciences/research

STUDENT PROFILE



“I’m going to Indonesia with the University soon where we’ll dive in the coral triangle. It’ll be really interesting and it’s a good break from my thesis!”

Harriet Tyley
MA Tropical Marine Biology

GRADUATE PROFILE



“Essex offered me a once-in-a-lifetime chance to study coral reefs in Indonesia. I’m now at Defra solving some of the UK’s biggest environmental challenges.”

Julius Piercy
PhD Marine Biology, 2014

WHY ESSEX?

- 1** Our Coral Reef Research Unit is the most extensive of its kind in the UK
- 2** We study the interactions between microbes, animals and plants, working from the genetic and cellular level, right through to whole organisms and ecosystems
- 3** Network with internationally recognised researchers at the forefront of their field



Career destinations

- Campaign to Protect Rural England (CPRE)
- Centre for Environment, Fisheries and Aquaculture Science (CEFAS)
- Department for Environment, Food and Rural Affairs (Defra)
- Horizon Survey, Dubai
- Marine Optics and Remote Sensing Lab
- Massachusetts Institute of Technology (MIT)
- Nature Uganda
- River Thames Conservation Trust
- Scottish Environment Protection Agency
- Sustrans
- The Wilderness Foundation UK
- Zoological Society London (ZSL)

BIOLOGY: MOLECULAR AND CELL



Transforming the way we understand and treat human diseases.

These sciences are rapidly expanding and there has never been a more exciting time to study biology. Our curriculum is constantly evolving to reflect the latest findings and their applications in biomedical sciences and biotechnology, from cancer to synthetic biology. At Essex you learn in a friendly and supportive atmosphere and benefit from a research-led education, taught by world-leading experts.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Biotechnology

We will consider a 2:2 or above (or international equivalent) in biological sciences or a related subject.

MSc Molecular Medicine

RESEARCH

MSD, MPhil, PhD Biochemistry

MSD, MPhil, PhD Biological Sciences

MSD, MPhil, PhD Biological Sciences: Immunology

MSD, MPhil, PhD Cell and Molecular Biology

MSD, MPhil, PhD Microbiology

MSD, MPhil, PhD Molecular Medicine

MSD, MPhil, PhD Molecular Medicine: Medical Microbiology

You will need a good honours degree or a Masters degree, or equivalent, in a related subject. The outline of a research proposal is also essential.

MD Doctor of Medicine

Medically qualified staff working at a NHS Trust linked with the University may apply.

All of the above degrees are based at our Colchester Campus. For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

Popular modules

- Gene Technology and Synthetic Biology
- Genomics
- Industrial Biotechnology
- Molecular Medicine and Biotechnology
- Plant Biotechnology
- Post-Genomic Technologies and Bioinformatics
- Professional Skills and the Business of Biosciences
- Protein Technologies
- Research Skills and Data Analysis

Current research

- Advanced microscopy and bioimaging
- Cancer biology, therapeutics and biomarkers
- Chromatin and epigenetics
- Computational chemistry and drug design
- Genetic and chronic diseases
- Genomics and computational biology
- Infection and immunity
- Metals in biology
- Molecular mechanisms of disease
- Protein structure and dynamics
- Proteomics

For more information about molecular and cell biology, go to

[essex.ac.uk/subjects/biological-sciences](https://www.essex.ac.uk/subjects/biological-sciences)

Creating artificial blood

Led by Professor Chris Cooper, the Haem02 project and research team are developing an artificial blood substitute that is a safe, long-lasting, virus-free alternative to current blood transfusions available to all countries and immediately accessible at the site of natural disasters.

The team aim to create an artificial haemoglobin-based oxygen carrier (HBOC) that acts as a substitute for blood lost in surgery or trauma. Their engineered haemoglobin product has already been granted patents in the US and Australia. "This is an exciting time for artificial blood research in Britain," says Professor Cooper, "our team are taking the first step on the road to bridging the gap between top-class research and the commercialisation of a product".

Discover our research online.

essex.ac.uk/departments/biological-sciences/research

GRADUATE PROFILE

"I was able to spend a lot of time in the lab, both during practical classes at Essex and whilst on placement at Cancer Research UK."

Marisa Di Monaco

MSc Molecular Medicine, 2015

GRADUATE PROFILE

"I did my research project at the National Institute for Biological Standards and Control investigating typhoid vaccines and anthrax vaccine candidates."

Matthew Lee

MSc Biotechnology, 2014

WHY ESSEX?

- 1** Carry out your own 16-week research project based in an academic, industrial or clinical setting, at the cutting-edge of research
- 2** Study specialist modules taught by academic staff, industry experts and clinicians within the academic and hospital environment
- 3** Graduate with the skills and expertise in demand from the biotechnology and biomedical industries



Graduate roles

- Leadership positions in industry and academia
- Research degrees in UK and international universities
- Postdoctoral research positions in universities and research institutions in the UK and around the world

Career destinations

- Arla Foods
- European Molecular Biology Laboratory
- Global Engineering Systems
- Integrated Biobank of Luxembourg (IBBL)
- NHS
- The Mars Society
- Thermo Fisher Scientific

BUSINESS AND MANAGEMENT



Business as usual? Not at Essex.

Essex Business School promotes critical reflection on the effect that business management has on countries, cultures and individuals. We encourage you to push the boundaries of knowledge and become a leader who can help organisations to innovate and thrive.

As a signatory of the UN Principles for Responsible Management Education (PRME), we aim to nurture responsible business graduates, and you'll acquire the skills to deliver sustainable value for business, society and the economy.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

- Master in Business Management (MBM) **S**
- MSc Entrepreneurship and Innovation **S**
- MSc Global Project Management **S**
- MSc International Business and Entrepreneurship **S**
- MSc Management** **C**
- MSc Management (International)** **C**
- MSc Management (Leadership)** **C**
- MRes Management and Organisations** **C**

We will consider a 2:2 or above (or international equivalent) in any subject.

- MSc Business Analytics **S**

We will consider a 2:2 or above (or international equivalent) in business, engineering, computing or a science. Your degree must include algebra, calculus and statistics. If you have a degree in another subject, we require two years of relevant work experience.

- MSc International Logistics and Supply Chain Management **S**

RESEARCH

- PhD Business Administration **S**
- PhD Business Analytics[†] **S**
- MSD, MPhil, PhD Entrepreneurship **S**
- MPhil, PhD, Integrated PhD Management Studies **C S**

You will need a good Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

C Colchester Campus **S** Southend Campus

* Subject to approval.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

■ You also need at least IELTS 6.0 in writing, or equivalent.

† You also need a Masters degree, or equivalent, in a related quantitative subject such as economics, statistics, or mathematics.

■ You will need a degree in a management-related subject.

Popular modules

- Creating and Managing the New and Entrepreneurial Organisation
- Managerial Economics
- Financial Analysis and Decision Making
- Principles of International Marketing
- Innovation Management
- Strategic Management

Current research

- Contemporary working lives and organisational practices
- Critical marketing, consumption and branding
- Organisational architecture
- Supply chain and operations

For more information about business and management, go to

essex.ac.uk/pg/business



Tackling poverty through social enterprise and innovation

Dr Diane Holt, Professor in Management at Essex Business School, is leading a South African research partnership that uses Essex's expertise in business research methods to tackle poverty through innovation and social enterprise.

Ten students from South Africa will travel to Essex and ten students from Essex will travel to South Africa to undertake advanced training in research methods. The programme aims to develop a group of early career academics across the two nations with the skills, network and experiences to produce research that helps to relieve poverty and facilitate sustainable development in South Africa, particularly through supporting social enterprise.

Discover our research online.

essex.ac.uk/departments/essex-business-school/research

GRADUATE PROFILE



“The quality of teaching was really high and studying at Essex helped me perfect my research and reviewing skills.”

Xi Wei

MSc International Business and Entrepreneurship, 2014

ACADEMIC INSIGHT



“We give you the knowledge and skills to manage effectively, so organisations can work better and compete in increasingly challenging markets.”

Professor Geoffrey Wood

Dean and Professor of International Business at Essex Business School

WHY ESSEX?

- 1** Our new management courses allow you to study a specialist area with no prior background in business or management
- 2** We have excellent, modern facilities at both our Colchester and Southend campuses
- 3** Gain a CILT(UK) accredited degree with our MSc International Logistics and Supply Chain Management

Career destinations

- Bank of New York
- Centrica PLC
- Hewlett-Packard (HP)
- Menzies LLP
- PetroleumBRUNEI
- PWC
- Tiffany and Co.
- Voyage Global Energy

COMPUTATIONAL FINANCE

Computational finance is a blend of computation, economics and finance.

The explosion of data and computer power has made classical quantitative finance techniques obsolete. To succeed in the finance industry, you need a mixture of competences rooted in finance, economics and computer science. We deliver rigorous training in these disciplines by covering principles of quantitative finance and microeconomics alongside current computational skills. We focus on established and emergent technologies to deal with big data, such as machine learning, and decentralised exchanges, including blockchain.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Algorithmic Trading

We will consider a 2:2 or above (or international equivalent) in a related subject.

MSc Computational Finance

RESEARCH

PhD Computational Finance

You will need a good Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential. You must be experienced in at least one high-level programming language (such as Matlab, Java or Python).

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.0 overall, or equivalent.

Popular modules

- Big Data for Computational Finance
- Computational Models in Economics and Finance
- Financial Engineering and Risk Management
- High Frequency Finance and Empirical Market Microstructure Trading
- Industry Expert Lectures in Finance
- Introduction to Financial Market Analysis
- Quantitative Methods in Finance and Trading

Current research

- Agent-based computational economics
- Algorithmic game theory
- Algorithmic trading
- Computational finance
- High frequency finance
- New financial econometric models

For more information about computational finance, go to

essex.ac.uk/pg/comp-finance

Advances in algorithmic technology

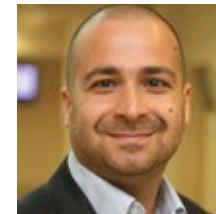
Dr Carmine Ventre was invited as a keynote speaker at the 5th International Conference in Algorithmic Decision Theory in 2017.

He discussed the foundations for a more applied use of algorithms that are incentive-compatible. These include, for example, clearing algorithms that disincentive "toxic" flows from high frequency traders. The great theoretical findings in the fields of economics and computer science have not been accompanied so far by notable technological advances, due to a number of unrealistic assumptions made. Dr Ventre has shown a way forward by discussing ways to overcome these barriers and run these algorithms for real.

Discover our research online.

essex.ac.uk/departments/computer-science-and-electronic-engineering/research

ACADEMIC INSIGHT



"We provide you with a great opportunity to become the multi-skilled data scientist required by the modern financial industry. Our summer internships give our top students the means to apply their knowledge to current, cutting-edge and challenging industry problems."

Dr Carmine Ventre

WHY ESSEX?

- 1** You will be taught by experts from industry, including HSBC, Deutsche Bank, Credit Suisse, Invesco and Bank of England
- 2** Take a summer internship with a leading fintech company hosted by established banks such as BNP Paribas and JP Morgan
- 3** Our research-led teaching looks at innovative computational models for the financial markets, such as blockchain



Career destinations

- Central Bank of Mexico
- Citibank
- Deutsche Bank
- HSBC
- ING Investment Management
- Mitsubishi UFJ Securities
- Old Mutual Asset Management
- Prudential
- Quant Capital
- Trade Solutions

COMPUTER SCIENCE



Computing is essential. Computing is everywhere.

Information systems make businesses run properly. Computer games create imaginary worlds. Artificial intelligence and robotics enable you to understand how things, people and countries behave and evolve. At Essex we give you a thorough and up-to-date grounding in all of these areas and more, while allowing you to develop your imagination, creativity and in-depth specialisation. Our cutting-edge research is changing people's lives.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Advanced Computer Science

MSc Artificial Intelligence

MSc Big Data and Text Analytics

MSc Computer Engineering

MSc Computer Games

MSc Intelligent Systems and Robotics

MSc Internet of Things

We will consider a 2:2 or above (or international equivalent) in computer science, computer games, electronic and electrical engineering, or mathematics.

RESEARCH

**MSD, MPhil, PhD, Integrated PhD
Computer Science**

You will need a good honours degree or a Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degree are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.0 overall, or equivalent.

Popular modules

- Advanced Embedded Systems Design
- High-level Logic Design
- High Performance Computing
- Intelligent Systems and Robotics
- Machine Learning and Data Mining
- Mobile and Social Application Programming
- Mobile Robotics
- Natural Language Engineering
- Programming Embedded Systems
- Text Analytics

Current research

- Artificial intelligence
- Assistive technology
- Brain-computer interfaces
- Computational intelligence
- Computer games
- Evolutionary computation
- Embedded systems
- Human language technology
- Intelligent inhabited environments
- Machine learning and data science
- Robotics
- Software agents and multi-agent systems

For more information, and for detailed entry requirements, go to

essex.ac.uk/subjects/computer-science

Could you be behind the next Netflix?

Students at the University of Essex have the unique opportunity to join our Digital Accelerator at our brand new £12m Innovation Centre (opening 2019).

Through the Digital Accelerator students benefit from in-depth support, workshops led by digital innovators and mentoring from business leaders. Students also have access to our dedicated digital creative space fitted out with the latest kit including high-specification computers, industry-standard software, 3D headsets and 360 degree cameras. Our Digital Accelerator is for anyone who has ever dreamed of developing the next 'must-have' app, hit game or disruptive start-up. You'll be part of a vibrant community on our Knowledge Gateway research and technology park so you can connect with our researchers and other start-ups working on digital and creative projects. We want you to accelerate your ideas to the next level. Our Digital Accelerator we'll help you develop prototypes, test concepts, investigate your market, put together a business plan and build your confidence to pitch your ideas.

What else is going on? Discover more online.

essex.ac.uk/departments/computer-science-and-electronic-engineering/news

GRADUATE PROFILE



"I am currently working as a Senior Researcher at BT, looking into ways of improving the delivery of video content across the internet."

Paul Farrow

PhD Computer Science, 2016

ACADEMIC INSIGHT



"Our students enjoy an amazing learning experience and excellent links with industry which provides first-class career prospects."

Dr Luca Citi

Career destinations

- Alcatel Submarine
- Bank of Mexico
- BT Group
- Eurostop Limited
- Fujitsu
- IBM
- Oracle
- Pfizer Pharmaceuticals
- QinetiQ
- Royal Air Force

WHY ESSEX?

- 1** We are leaders in AI, assistive technologies, brain-computer interfaces, computer games, evolutionary computation, human language technology, and robotics
- 2** You have access to our exceptional facilities and labs – join us in our robot arenas and our Digital Accelerator
- 3** Our curriculum is closely aligned to the needs of industry and also provides an ideal preparation for further study

CREATIVE WRITING



Unleash your imagination and write new worlds into existence.

Let us hand you the tools you need to hone your craft. At Essex your writing will grow within a unique context of innovative, interdisciplinary practice. Read inspirational texts, discover other literary cultures and experiment with different forms, whether poetry, prose, drama or something entirely new. Be bold, explore unknown terrains and find your voice within a supportive and creative community.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Creative Writing

MA Playwriting

MA Wild Writing: Literature, Landscape and the Environment

We will consider a mid 2:2 or above (or international equivalent) in a related subject, such as creative writing, theatre/drama studies, literature, film and media studies, modern languages, or art history. Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

RESEARCH

MPhil, PhD Creative Writing

You will need a good Masters degree, or equivalent, in a related subject. Some applicants may be accepted on the basis of an outstanding honours degree. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 7.0 overall and 6.5 in writing, or equivalent.

Popular modules

- Creative Writing Workshop
- Dramatic Structure
- Literature and the Environmental Imagination
- Memory Maps
- New Nature Writing
- Playwriting in the Community
- United States Avant-Garde Poetry since 1950
- Wild Writing
- Writing, Poetry, Performance
- Writing Magic
- Writing Radio Drama
- Writing the Novel

Current research

- Contemporary theatre
- Creative non-fiction
- English poetic form
- Experimental translation
- Feminist experimental writing
- Folklore
- Immersive performance
- Nature writing
- Performance poetry
- Psychogeography
- Science fiction
- Song lyrics
- The poetry of Stevie Smith
- Travel writing
- The works of WG Sebald

For more information about creative writing, go to

essex.ac.uk/subjects/creative-writing

Essex Book Festival

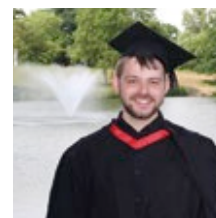
Our Centre for Creative Writing is one of the forces behind the Essex Book Festival. This annual celebration of literature plays host to some of our best-known writers, with playwright Michael Frayn and *Eleanor Oliphant is Completely Fine* author Gail Honeyman appearing in 2018. Sarah Perry, the author of the highly praised *The Essex Serpent*, was the Festival's 2017 Writer-in-Residence.

This year the Festival saw science fiction author and creative writing lecturer Matthew De Abaitua host a writing workshop within the Secret Nuclear Bunker at nearby Kelvedon Hatch. This site-specific writing event is just one example of how our teachers seek to inspire and challenge their students.

What else is going on? Discover more online.

essex.ac.uk/departments/literature-film-and-theatre-studies/news

STUDENT PROFILE

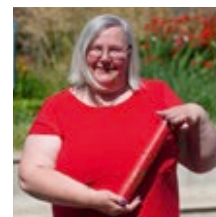


"I've had the freedom to be imaginative and creative, but also that you can turn your creativity into something that can have real-world applications."

John Stammers

MA Playwriting

GRADUATE PROFILE



"I found my own creative voice whilst studying wild writing, nature writing and psychogeography. The support and feedback I received gave me the confidence to move forward and conduct my own independent research."

Ruth Raymer

MA Creative Writing, 2016

WHY ESSEX?

- 1** We've proudly housed great writers, including Robert Lowell, Michèle Roberts, and Booker Prize winner Ben Okri
- 2** You'll be taught by professional writers and have the opportunity to see your work published in our anthology, *Creel*
- 3** We set our students on the path for professional writing, with many going onto be published and to win awards

Career destinations

- Academia or teaching
- Acting
- Festival project management
- Playwriting

One of our recent students, Alexia Casale, had her novel *The Bone Dragon* published, and was shortlisted for the Waterstone's Children's Book Prize 2014. It was also hailed as Book of the Year 2013 by the Financial Times and Independent.

CRIMINOLOGY

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Criminology

We will consider a 2:1 or above (or international equivalent) in sociology or a related subject.

MSc Criminology and Socio-legal Research

Applications from students with a 2:2 or equivalent, or a non-social-sciences degree, will be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

MSc Organised Crime, Terrorism and Security

RESEARCH

PhD, Integrated PhD Criminology

You will need a good Masters degree, or equivalent, in criminology, sociology or a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus. For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall and a minimum of 6.0 in all components, or equivalent.

Popular modules

- Capitalism, Slavery and Race in the Americas
- Colonialism, Culture and Human Rights
- Consumption, political economy and sustainability
- Critical Perspectives on Terrorism and Counter Terrorism
- Current Controversies in Criminology and Criminal Justice Policy
- Formative Debates in Criminology
- Interviewing and Qualitative Data Analysis
- Organised Crime: Global and Local
- Sociological Research Design

Current research

- Anti-social behaviour
- Corruption and economic crime
- Criminal justice policy
- Drug use and markets
- Green criminology and crimes against the environment
- Organised crime
- Policing
- Security and surveillance
- Sexual labour, regulation and human rights
- Terrorism and counter-terrorism

Developing a criminological imagination will help you to see the world in a completely different way.

Understanding crime, criminals, justice and power is central to understanding the modern world. At Essex, we take a sociological approach to criminology and encourage you to critique concepts of inequality, punishment and social control. Our courses are contemporary and informed by global theory and practice. You also have the opportunity to attend many guest-speaker seminars, events and conferences.



For more information about criminology, go to

essex.ac.uk/subjects/criminology

Debating links between domestic abuse and housing policy

According to a jointly hosted conference by our Centre for Criminology and the Chartered Institute of Housing, domestic abuse and housing policy are closely linked.

Professor Nigel South said: "At a time when funding for refugees is being cut, we wanted to shine a light on the many connections between, and good practice in, the fields of domestic abuse and housing."

"We also wanted to highlight the role academic research can play. For example, in illustrating the significance of how we count and record incidents – it really matters whether government statisticians count the number of victims or the number of incidents. Research can also help us to identify links between, for example, rent arrears and abuse."

Discover our research online.

essex.ac.uk/departments/sociology/research

GRADUATE PROFILE

"My work helps refugees to better understand the system in Germany. We also help individuals to use their own resources to improve their situation."

Rahel Ruth Koepf

MSc Criminology and Socio-legal Research, 2015

ACADEMIC INSIGHT



"We'll introduce you to the 'criminological imagination' and leave you thinking about crime and justice in ways you never have before."

Professor Nigel South

Career destinations

- Home Office
- Ministry of Justice
- Pineland MH/MR/SA Treatment Centre
- Police
- Probation and Community Rehabilitation Services
- Prison Service
- SCC IT GroupUK Power Network
- Academic research

WHY ESSEX?

- 1** You're taught by staff who conduct world-leading research and are experts in their field
- 2** We pioneered sociologically informed approaches to criminology
- 3** Be part of our innovative community – we are ranked top 10 for criminology (TGUG 2018)

DATA ANALYTICS



We look beyond the hype and focus on the real challenges, opportunities, commercialisation and use of data.

Modern technologies are constantly changing and reshaping the way we interact with the world and each other. The speed at which individuals, businesses, organisations and governments are generating data is increasing at an unprecedented rate. Making sense of all this data, deriving new insights and supporting better decisions requires not just new methods and techniques, but also posing smarter questions.



Gain hands-on experience using Bloomberg business data, information and analytics

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Data Science

MSc Data Science with Professional Placement

PG Dip, MSc Statistics

PG Dip, MSc Statistics and Operational Research

We will consider a mid 2:2 or above (or international equivalent) in mathematics, statistics, operational research, finance, economics, business engineering, computing, biology, physics, or chemistry.

Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

We will consider applicants with an unrelated degree which contained at least three modules in calculus, algebra, differential equations, probability and statistics, optimisation, or other mathematical modules.

RESEARCH

MSD, MPhil, PhD Bioinformatics

MSD, MPhil, PhD Biostatistics

MSD, MPhil, PhD Operational Research

MSD, MPhil, PhD Statistics

You will need a good Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.0, or equivalent.

Popular modules

- Applied Statistics
- Bayesian Computational Statistics
- Combinatorial Optimisation
- Data Science and Decision Making
- Introduction to Programming in Python
- Modelling Experimental Data
- Natural Language Engineering
- Neural Networks and Deep Learning
- Statistical Methods
- Text Analytics

Current research

- Classification and clustering
- Data visualisation
- Evolutionary computation
- Explorative data analysis
- Financial forecasting
- Machine learning

For more information about data analytics, go to

essex.ac.uk/subjects/data-analytics

Collaborate with high-profile businesses

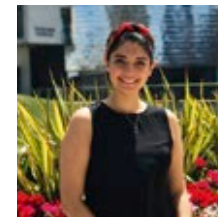
We are the leading university across the East of England and London for Knowledge Transfer Partnerships (KTPs). The scheme ensures collaboration between high-profile businesses and the University, generating exclusive opportunities for our students and graduates.

Data science experts from our Department of Mathematical Sciences have joined forces with leading companies such as Profusion, Mondaq and MSX International through KTPs. The collaborative partnerships help to solve real-life problems and improve competitiveness, productivity and performance of the industries involved.

What else is going on? Discover more online.

essex.ac.uk/departments/mathematical-sciences/news

STUDENT PROFILE



“Data science is one of the most exciting fields to be a part of right now. Essex students are well-prepared to be competitive in the field because the degrees on offer are so high quality.”

Tanya Ramirez
MSc Data Science

WHY ESSEX?

- 1** You're introduced to a range of topics, such as maths, stats, programming, software engineering, databases, data mining, web development, and AI
- 2** You'll study in our brand new £13.2m STEM Centre as well as our innovative zero-carbon business school
- 3** We are ranked top 15 in the UK for mathematics (Guardian University Guide 2019)

Career destinations

Common destinations include data science companies and business analytics companies. However, data scientists are required in every sector, carrying out statistical analysis or mining data on social media, so our courses open doors to almost any industry, such as health, government, finance and publishing. Our students have gone on to work for high-profile companies such as:

- BT
- EDS
- IBM
- Mondaq
- Profusion
- Royal Bank of Scotland
- Accenture
- Google
- Force India F1

DRAMA

The theatre has always been a revolutionary space. We believe drama should never be less than truthful, inspirational and life-changing.

Our courses will refine your approach to theatre-making and offers a valuable skill set for any career. Through research and practice, you'll explore and critique traditional and contemporary dramatists and practitioners from all over the world. Your studies will develop your understanding of the purpose and impact of performance.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Theatre Practice

We will consider a mid 2:2 or above (or international equivalent) in creative writing, theatre/drama studies, literature, film and media studies, modern languages, or art history.

Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

RESEARCH

MAD, MPhil, PhD Theatre Studies

MAD: We will consider a 2:1 or above (or international equivalent) in a relevant subject such as creative writing, theatre/drama studies, literature, film and media studies, modern languages, and art history.

MAD, MPhil, PhD Theatre Studies (Playwriting)

MPhil, PhD: You will need a good Masters degree, or equivalent, in a relevant subject. Some applicants may be accepted on the basis of an outstanding Bachelors degree. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus. If English is not your first language, for all our degrees, we require IELTS 7.0 overall, or equivalent, with a minimum of 6.5 in writing and 5.5 in all other components.

Popular modules

- Applied Theatre Making: Writing in the Community
- Art and Politics
- Critique and Curating
- Dramatic Structure
- Film Workshop
- Literature and Performance in the Modern City
- Philosophy and Aesthetics
- Research for Creative Practice
- Theatre-Making
- Writing Radio Drama

Current research

- Chinese and East-Asian theatre
- Contemporary theatre practices
- Devised theatre
- Gender studies
- Immersive performance
- Migrant and refugee experiences
- Protest theatre
- Representing trauma
- Science-art interdisciplinarity
- Verbatim theatre
- World and global theatres

For more information about drama, go to

essex.ac.uk/subjects/drama



Theatre in conflict zones

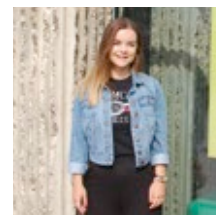
How are women theatre artists using theatre to provoke and inspire peace among conflict and its aftermath? Dr Liz Kuti and Dr Anney Lax set up the AHRC Global Challenges funded *The Tales of Spring and Winter* research project to find out.

Inspirational women theatre makers from around the globe – including Rwanda, Serbia, Sri Lanka, India and Palestine – took part in debates, panels, interviews, workshops and a culminating performance and symposium led by Dr Kuti and Dr Lax. All 22 artists who were involved in the residency at the University of Essex either make theatre in conflict zones, or else they explore the legacy of historical conflict in their work. The residency was filmed and the results will be published later this year along with further publications and journal articles.

Discover our research online.

essex.ac.uk/departments/literature-film-and-theatre-studies/research

STUDENT PROFILE



“My practical piece is called *Thirteen Reasons Why Not*. It’s a comedic take on ways to keep yourself happy but is also designed to get feedback from the audience.”

Grace Durbin
MAD Theatre Studies

ACADEMIC INSIGHT



“Our degrees are challenging and our expertise in intercultural performance-making, immersive and interactive techniques and playwriting, devising and directing stretch our students artistically and intellectually.”

Dr Liz Kuti
Head of Department

WHY ESSEX?

- 1** We are ranked 2nd in the UK for drama (Guardian University Guide 2019)
- 2** Our lecturers are working theatre professionals, and our internationally renowned Lakeside Theatre hosts student productions throughout the year
- 3** We are well known for promoting human rights through drama and have a strong tradition of creating politically engaged theatre



Career destinations

Our graduates will be equipped to enter the entertainment industry as actors, directors, producers, writers, stage-managers, and backstage crew. Your Essex training will unlock your ability to innovate and you may find yourself establishing an entirely new role within the performing arts. Our MA Theatre Practice course builds your powers of creativity and communication, skills that many employers value.

ECONOMICS

Dual Award Option

Get two Masters degrees in two years. Study at Essex and in Germany.

Financial crises. Unemployment. Immigration. Market competition.

Economics is concerned with the material wellbeing of human societies and how societies solve the problem of scarcity. It examines the decisions of individuals, the strategies of firms, and the policies of governments. Economics at Essex is a home for determined and inquisitive students who like to ask difficult questions, break intellectual boundaries and create new solutions to issues of global concern.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Economics	We will consider a 2:2 or above (or international equivalent).
MA International Development	
MSc Quantitative International Development	
MRes Economics	We will consider a first-class honours degree (or international equivalent) in economics or a related subject. Strong quantitative skills are recommended.
MSc Economics and Econometrics	We will consider a 2:1 or above (or international equivalent) in economics or a related subject.
Grad Dip, MSc Economics	We will consider a 2:2 or above (or international equivalent) in economics, or a related subject.
MSc Economics with Professional Placement	
MSc Financial Economics and Accounting	
MSc Applied Economics and Data Analysis	
MSc Behavioural Economics	
MSc Computational Economics, Financial Markets and Policy	
MSc Financial and Business Economics	
MSc Financial Econometrics	
MSc Financial Economics	
MSc Financial Economics and Econometrics	
MSc International Economics	
MSc Management Economics	
MSc Money and Banking	

RESEARCH

MPhil, PhD Economics (3 years)	You will need a good honours degree in economics and a good Masters degree in economics.
PhD Economics (4 years Integrated; MRes plus PhD)	You will need a good first-class honours degree, or equivalent, in economics or a related subject.

All of the above degrees are based at our Colchester Campus. If English is not your first language, for all our taught courses, we require IELTS 6.0 overall, or equivalent, and for all our research degrees, we require IELTS 6.5 overall, or equivalent.

Popular modules

- Behavioural Economics
- Economics of Financial Markets
- Economics of Organisational Management
- Microeconomics
- Monetary Economics
- Theory of Industrial Organisation
- Time Series Econometrics
- Trade and Development

Current research

- Behavioural and experimental economics
- Development and migration
- Economics of networks
- Equilibrium search and matching
- Family and labour economics
- Financial economics
- Macroeconomics and policy
- Microeconometrics
- Time series and financial econometrics

Understanding data in a connected world

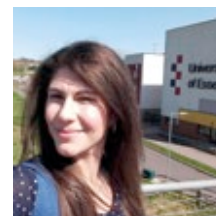
Essex Economist Abhimanyu Gupta is developing a new way of assessing data which could improve our understanding of financial crises.

"One of the criticisms levelled at economists after the last financial crisis was that their predictions largely failed to take into account the extent to which one bank's liabilities linked to another - instead each was looked at in isolation. The reality is we live in a highly inter-connected world, which affects us both as individuals and as institutions." By putting together a mathematical toolkit, which takes into account our joined-up world, he aims to make more reliable information available to decision-makers.

Discover our research online.

essex.ac.uk/departments/economics/research

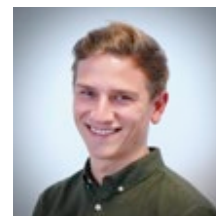
STUDENT PROFILE



"Economics gives us the tools to read between the lines, think critically, predict and analyse the effects of a policy or a structural change in the environment."

Annalivia Poliselli
MRes Economics

GRADUATE PROFILE



"I work as a Data Scientist in the sport betting industry, which is a dream job because it combines my passion for data and sport."

Luke Redman
MSc Economics, 2016

WHY ESSEX?

- 1** Essex is in the top 10 for the value added to the earnings of our economics graduates (The Economist, 2017)
- 2** We're ranked among the top 150 economics departments in the QS World University Rankings (2018)
- 3** We work closely with ISER and the UK Data Archive, giving you access to research materials, datasets, archives and resources



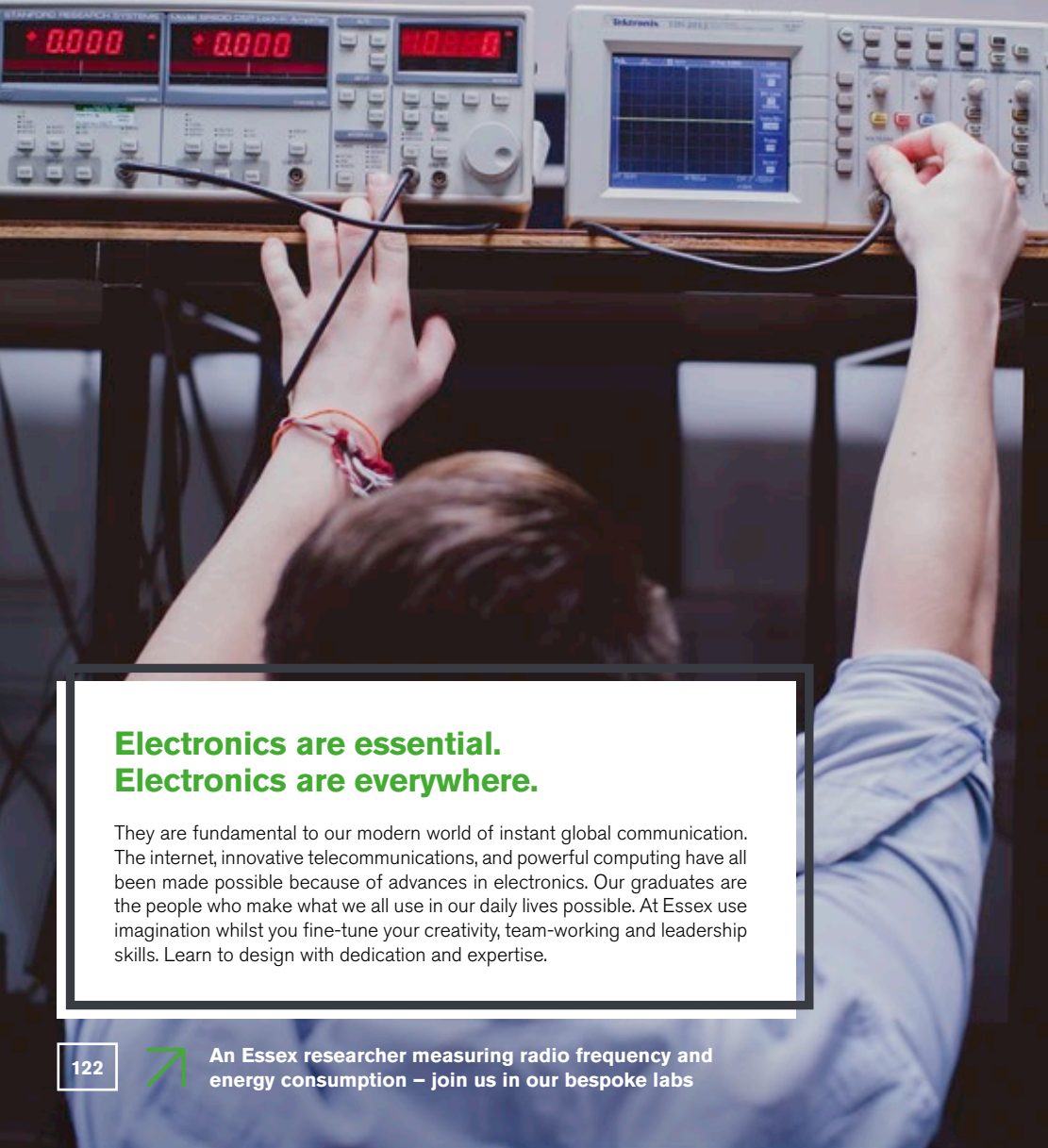
Career destinations

- International banks and firms, such as Ernst & Young
- Central banks, such as the European Central Bank, the Bank of England, and the Bank of Mexico
- UK Office for National Statistics
- International Monetary Fund (IMF)
- The Organisation for Economic Co-operation and Development (OECD)
- Further study and academic posts at Mannheim, UCL, LSE, Oxford and Essex

For more information about economics, go to

essex.ac.uk/subjects/economics

ELECTRONIC ENGINEERING AND COMMUNICATIONS



Electronics are essential. Electronics are everywhere.

They are fundamental to our modern world of instant global communication. The internet, innovative telecommunications, and powerful computing have all been made possible because of advances in electronics. Our graduates are the people who make what we all use in our daily lives possible. At Essex use imagination whilst you fine-tune your creativity, team-working and leadership skills. Learn to design with dedication and expertise.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Global Communication Systems

MSc Computer Engineering

MSc Computer Networks and Security

MSc Electronic Engineering

We will consider a 2:2 or above (or international equivalent) in computer science, computer games, electronic and electrical engineering, or mathematics.

RESEARCH

MSD, MPhil, PhD Applied Physics

MSD, MPhil, PhD Computing and Electronic Systems

MSD, MPhil, PhD Electronic Systems Engineering

You will need a good honours degree or a Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.0 overall, or equivalent.

Popular modules

- Advanced Transport Networks
- Computer Security
- Digital System Processing
- Electronic Systems Design and Integration
- IP Networking and Applications
- Mobile Communications
- Network Security
- Networking Principles
- Theory of Signals and Systems
- Transmission Systems

Current research

- Analogue and digital systems architectures
- Data communications and networking
- Design and construction of ultrafast systems for terahertz studies
- Human-computer interfaces
- Mixed reality
- Optical and semiconductor devices
- Radio, radar and electromagnetics
- Rehabilitation robotics
- Semiconductors: theory and experiment
- Signal processing
- Terahertz spectroscopy of molecules

For more information about electronic engineering and communications, go to

[essex.ac.uk/pg/electronics](https://www.essex.ac.uk/pg/electronics)

Robotic prostheses of tomorrow

Researchers from our School of Computer Science and Electronic Engineering work on cutting-edge technology to create advanced robotic prostheses.

They are part of an international consortium led by Superiore Sant'Anna Pisa (Italy) working on the development of prostheses which are directly attached to the bone for transradial amputees. This objective will be targeted by developing a novel prosthetic hand with improved functionality, smart mechatronic devices for safe implantable technology, and by studying and assessing paradigms for natural control (action) and sensory feedback (perception) of the prosthesis through the implant.

Discover our research online.

essex.ac.uk/departments/computer-science-and-electronic-engineering/research

GRADUATE PROFILE



“After four of the best years of my life studying, playing sport, and making life-long friends, I graduated and became a lecturer and Head of Department at the University of Al-Qadisiyah in Iraq.”

Dr Muntasir Al-Asfoor

PhD Computing and Electronic Systems, 2014

ACADEMIC INSIGHT



“A fast changing world needs creative scientists and engineers working with other professionals to provide technology to support society. We nurture students to provide impact and benefit to society.”

Dr Alba Garcia

WHY ESSEX?

- 1** Collaborate with our staff on our game-changing research into networks, multimedia, optoelectronics, the internet of things, and robotics
- 2** Become part of the next generation of industry professionals and academic researchers to help drive the economy, and push the frontiers of knowledge
- 3** Use our exceptional purpose-built facilities, equipped with the latest hardware and software tools



Career destinations

- Accenture
- Alcatel Submarine
- Bank of Mexico
- BT Group
- Fujitsu
- IBM
- Oracle
- Pfizer Pharmaceuticals
- QinetiQ
- Royal Air Force
- Royal Bank of Scotland

ENGLISH LANGUAGE AND ENGLISH LANGUAGE TEACHING



In our era of global communication, more people speak English than ever before.

When you study language you open the door to a whole new world. Our English language courses will provide you with a deep understanding of the structure and uses of this global language. Ambitious students who are curious about language, its relationship to the world, and how language could be taught find their home at Essex.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA English Language and Linguistics

We will consider a 2:2 or above (or international equivalent) in a related subject.

MA Teaching English to Speakers of Other Languages (TESOL)

We'll accept applicants with a degree in an unrelated area but which contains a substantial element of education, linguistics, language studies or teaching.

RESEARCH

PhD English Language Teaching

You will need a good Masters degree, or equivalent, in a related subject.

PhD Linguistics

A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For our taught courses, if English is not your first language, we require IELTS 6.5 overall and 6.0 in writing, or equivalent. For our research degrees, if English is not your first language, we require IELTS 7.0 overall and 6.0 in writing, or equivalent.

Popular modules

- English Syntax
- Language Attrition
- Language Learning and Teaching
- Second Language Acquisition and Linguistic Theory
- Teaching Practice
- Theoretical and Descriptive Phonology
- Topics in the Psychology of Language Learning and Teaching
- Varieties of English

Current research

- Computer-assisted language learning
- Conversation analysis
- English morphology
- English phonology
- English syntax
- Language learning in the classroom
- Language teaching methodology
- Psychology for language learning and teaching
- Reading, writing and academic literacies
- Teacher professional development

For more information about English language and English language teaching, go to

essex.ac.uk/subjects/english-language



The nature of learning and teaching

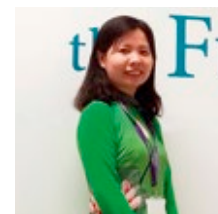
Learning how to teach English takes place in many wide-ranging and varied contexts.

English language teachers make important decisions about the materials and methods they use in their classes. Much still needs to be understood about how teachers plan and teach their classes and what activities, approaches and technologies are most effective to meet their learners' needs.

Discover our research online.

essex.ac.uk/departments/language-and-linguistics/research

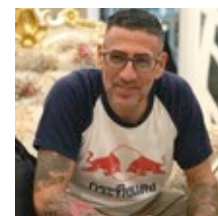
STUDENT PROFILE



“I love all of my modules. They provide both theoretical and practical knowledge, and the lecturers are always eager to discuss and answer our questions.”

Que Ly
MA TESOL

GRADUATE PROFILE



“I now teach English as a foreign language in different countries. It’s a great subject which offers opportunities in many areas of employment.”

Steve Bertie
MA TESOL, 2015

WHY ESSEX?

- 1** Our courses are flexible so you can tailor them around your needs and experience
- 2** Gain real-world, practical experience in the analysis, description and teaching of English
- 3** Develop the skills required to teach English anywhere in the world


Career destinations

- Bell Language School
- British Council
- Essex County Council
- Home Office
- IELTS examination centres
- Oxford University Press
- Private Language Schools
- Surrey County Council
- University of East Anglia
- UN Relief Agency

FILM STUDIES

Making and analysing film and media is about seeing the world through your own unique lens.

We have a proven track record of putting theory into practice. Whether your focus is critical or creative, you're starting out in the field or looking for a career refresher, our courses are your ideal next step. We provide everything you need to make the most of your love of film in the UK's fast-growing creative industries sector.

130  Take advantage of our industry-standard lab software and equipment

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Film Studies

We will consider a mid 2:2 or above (or international equivalent) in creative writing, theatre/drama studies, literature, film and media studies, modern languages, or art history.

MA Film and Literature

Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

RESEARCH

PhD Film Studies

You will need a good Masters degree, or equivalent, in a related subject. Applicants may be accepted on the basis of an outstanding honours degree. A well-developed research proposal is also essential.

PhD Film Studies (Creative Practice)

All of the above degrees are based at our Colchester Campus. For all our taught courses and research degrees, if English is not your first language, we require IELTS 7.0 overall and 6.5 in writing, or equivalent.

Popular modules

- Adaptation
- Advanced Film Production and Industry Masterclass
- Documentary and the Avant-Garde
- Film and Video Production Workshop
- Issues in Film Theory and History
- Research Methods in Literary and Cultural Analysis
- Women Filmmakers

Current research

- Adaptation and translation
- Animated film
- Bollywood
- Film, ethics and human rights
- Film and gender
- Histories of the media and the book
- Independent low/no-budget filmmaking
- Modernist and postmodernist aesthetics
- Nollywood and East African film and media
- Race and ethnicity in US literature, film, and television

For more information about film studies, go to

[essex.ac.uk/subjects/film-studies](https://www.essex.ac.uk/subjects/film-studies)

Cinematicity in media history

A book edited by Essex academics Professors Karin Littau and Jeffrey Geiger looks at how the development of cinema has influenced the way we think about and perceive the world.

Professor Geiger said: "We're interested in the way that film in the age of the so-called death of cinema has an afterlife in the world of computer gaming, digital cinema, television, other arts and media. Film is no longer limited to the traditional idea of celluloid projected on a screen in front of an audience. We watch films on phones and computers, and we stream video on portable devices. This book is geared to how those forms of viewing are still cinematic."

Discover our research online.

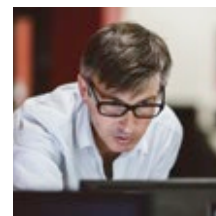
essex.ac.uk/departments/literature-film-and-theatre-studies/research

STUDENT PROFILE

"The people in the department are intelligent, committed, creative, politically-engaged and fun to be around – anyone can talk to anyone else on an equal level."

Tom Waters
PhD Film Studies

ACADEMIC INSIGHT



"You'll have the freedom to devise, shoot and edit films to a professional standard, working exclusively with HD cameras and AVID editing systems."

Nic Blower
Lecturer and Filmmaker

Career destinations

- Academia or teaching
- Archivists
- BBC Worldwide
- Cinema and film festival administration
- Creative Quills Ltd
- Events coordination
- Film production
- Freelance journalism or writing
- Research
- Screenwriting for the creative market
- TV and radio production

WHY ESSEX?

- 1** We are ranked 3rd for dance, drama and cinematics (TGUG 2018)
- 2** Our close industry links enable you to attend master classes and apply for paid internships and work placements
- 3** You have access to state-of-the-art HD cameras, a film library, a cinema, and a film editing suite

HEALTH AND SOCIAL CARE (RESEARCH)



Further your health or social care career and develop your professionalism and knowledge.

Studying at Essex enables you to develop applied research skills and advance practice in your field. Our supportive team has international experience and they work collaboratively with service users and external organisations, giving you access to cutting-edge teaching. Our research addresses local, national and international issues relating to health and social care policy and practice.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Health and Organisational Research	We will consider a 2:1 or above (or international equivalent).
MSc Health Research	

RESEARCH

MPhil, PhD Applied Psychology	MSD: You will need a good honours degree, or equivalent, in a relevant discipline. A well-developed research proposal is also essential. MPhil, PhD: You will need a Masters degree, or equivalent, in a relevant discipline such as a health science or social science. Alternatively you will need to evidence advanced research skills developed through an alternative route. A well-developed research proposal is also essential.
MPhil, PhD Health and Organisational Research	
MSD, MPhil, PhD Health Studies	
MSD, MPhil, PhD Nursing Studies	
MSD, MPhil, PhD Occupational Therapy	
MSD, MPhil, PhD Public Health	
MSD, MPhil, PhD Social Policy	
MSD, MPhil, PhD Social Work	

PROFESSIONAL DOCTORATES

Doctorate in Clinical Psychology (D Clin Psych)	Visit our website: www.essex.ac.uk/DClinPsych-tips
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Public Health (Health Visiting)	Visit our website: www.essex.ac.uk/DPublicHealth-tips
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Health Care Education	You need to be registered with a UK regulatory body (where appropriate). You should also be currently employed in management, practice or education, or in a senior position in a health or social care organisation, and possess a Masters qualification (or equivalent).
Health Service Management	
Nursing	
Occupational Therapy	
Social Care Education	
Social Care Practice Management	
Social Services Management	
Speech and Language Therapy	

Please get in touch to find out on which campus each course is based. Our Professional Doctorates (except for the D Clin Psych) are only open to UK applicants. Our taught courses are not open to international applicants on a part-time basis.

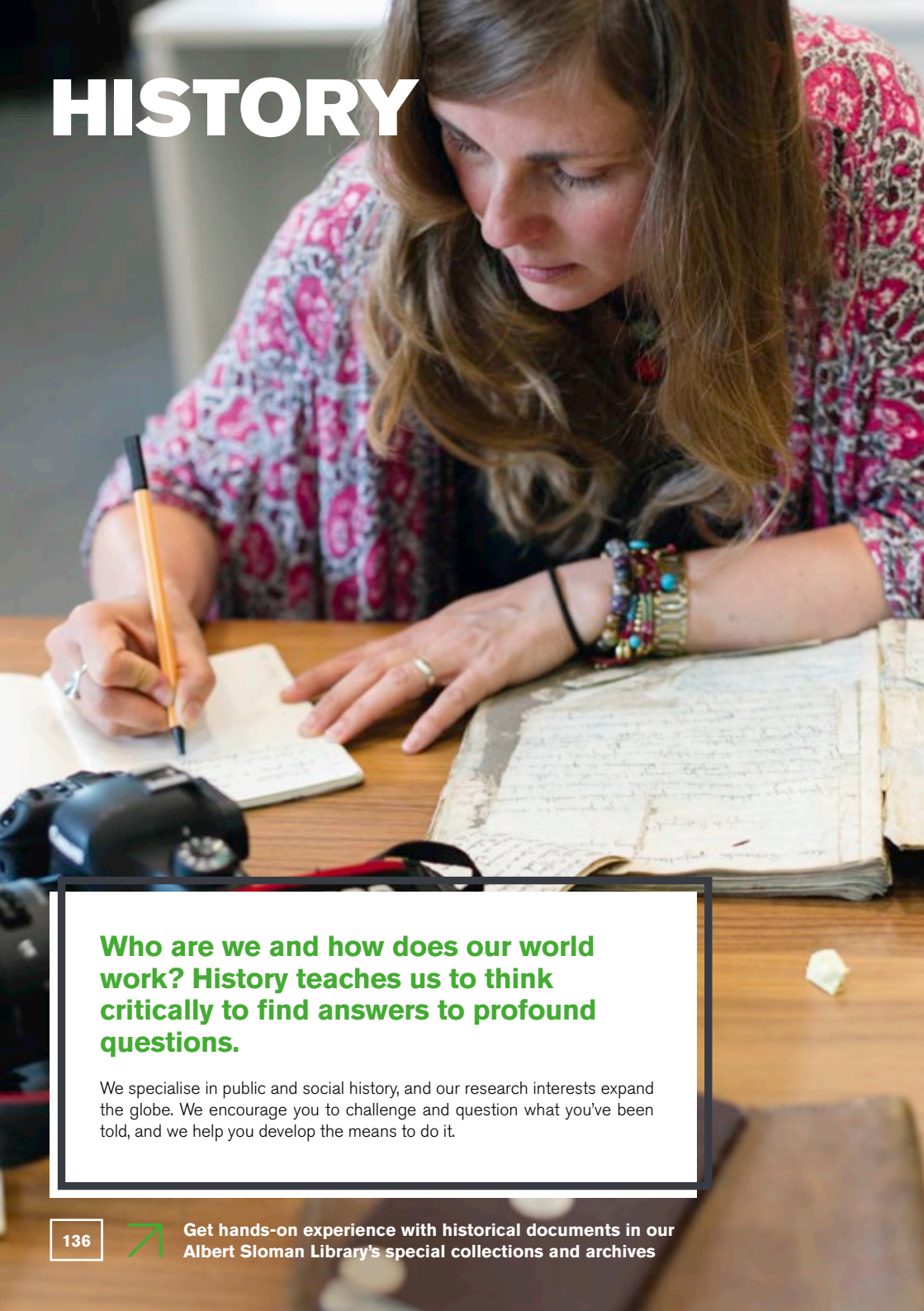
Key areas of research

- Mental health and psychological wellbeing
- Research for public and patient benefit
- Social policy and social care
- Workforce development and health education research

For more information about health and social care, go to

essex.ac.uk/pg/hsc

HISTORY



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

PG Cert, MA History

Cultural and Social History pathway
Local and Regional History pathway
Public History pathway

We will consider a 2:2 or above (or international equivalent) in history or a related subject.

RESEARCH

MAD History

We will consider a 2:1 or above (or international equivalent) in history or a related subject.

MPhil, PhD History

You will need a Masters degree in history or a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 7.0, or equivalent.

Popular modules

- Approaches to Cultural and Social History
- A Global History of Food, c.1400-c.1750
- Gender in Early Modern Europe (1500 - 1800)
- Illness and Culture in 18th and 19th Century Europe
- Narcotic Culture: A History of Drugs (From the 16th to the 21st Century)
- Public History Workshop
- Race and Class in the United States, South Africa and Britain
- The Afro-American Heritage: Post-Emancipation Societies in Latin America
- The Past in Hiding: Legacies of War, Holocaust, Occupation and Collaboration in Post-1945 Europe

Current research

- Africa and its diaspora
- Cultures of class
- Early modern perspectives
- Health, medicine and community
- Memory and life stories
- Political cultures and citizenship
- Public history
- Race and ethnicity
- Women, gender, and sexuality

Who are we and how does our world work? History teaches us to think critically to find answers to profound questions.

We specialise in public and social history, and our research interests expand the globe. We encourage you to challenge and question what you've been told, and we help you develop the means to do it.



For more information about history, go to

essex.ac.uk/subjects/history

Play dramatises notorious slave massacre

***A Peril of the Sea* was produced by Essex historian, Dr Jeremy Krikler, after his research into the Zong Massacre.**

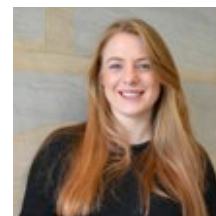
Dr Krikler said: "The incomprehensibility of slaves being murdered and then claimed for as destroyed property seemed to cry out for analysis and dissemination."

"The paradoxes of the case are also compelling. The claim was initially upheld by the Lord Chief Justice, yet his niece – a loved member of his household – was the daughter of a slave and he ruled in favour of slaves in other legal cases. So what made him justify mass murder aboard the Zong?"

Discover our research online.

essex.ac.uk/departments/history/research

STUDENT PROFILE



"My dissertation is about female regency in Scotland, which had quite a different political system to other countries and I find it fascinating."

Siobhan Ralfe
MA History

GRADUATE PROFILE



"I loved the opportunity to dive into the primary material and explore new or overlooked areas of knowledge."

Mark Walker
PhD History, 2016

WHY ESSEX?

- 1** History at Essex is flexible and wide-ranging, so that you can choose the modules and thesis topic which best suit your interests
- 2** Our courses allow you to plot your own intellectual journey through the past by choosing from a wide range of regions and periods
- 3** Our flagship postgraduate conference enables you to find your critical voice



Career destinations

- Deloitte
- Department for Work and Pensions
- Essex County Council
- Essex Record Office
- Firstsite gallery
- HM Prison Service
- Kam Todner Solicitors
- KPMG
- Sky News
- Southend Museum
- Thomson Reuters

HUMAN RESOURCE MANAGEMENT

We give you the knowledge and skills to become a successful leader in an increasingly complex business world.

You receive an academically rigorous and practical grounding in core areas of human resource management. There is also a particular focus on the inter-relationship between managing and developing human resources, and the qualities and skills needed for effective leadership.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Human Resource Management

We will consider a 2:2 or above (or international equivalent) in human resource management, marketing, management, business, a relevant social science or a humanities subject. Your first degree must contain at least two of the following topics in your final two years of study: human resource management; management; administration; marketing; organisational behaviour; consumer behaviour.

The above degree is based at our Colchester Campus. If English is not your first language, we require IELTS 6.5 overall, or equivalent, with a minimum component score of 6.0 in writing and 5.5 in all other components.

Popular modules

- Developing Skills for Business Leadership
- Equality and Diversity
- Human Resource Management
- International Employment Relations
- Managing Across Cultures
- Managing Organisational Change
- Reward Management

Current research

- Should private and public sector organisations adopt the same approaches to human resource management?
- How can we manage change at work to meet the expectations of diverse stakeholder groups?
- How can we tackle the causes rather than the symptoms of mental ill health at work?
- Can we reduce the feeling of insecurity at work that employees commonly experience when they see colleagues losing their jobs?

For more information about human resource management, go to

essex.ac.uk/pg/hrm

Essex stereotypes

Dr Melissa Tyler explains the research Essex Business School is conducting on stereotypes and the perception of employees in work and organisations.

"Our researchers are exploring the way in which being from the county of Essex can be subject to a range of cultural stereotypes and apparently harmless humour. A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person. For example, where we are from can impact on how we relate to other people and on how others perceive us. It can also impact upon our working and social lives. No matter where you are from, there is a stereotype."

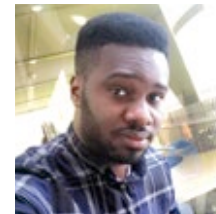
Discover our research online.

essex.ac.uk/departments/essex-business-school/research

WHY ESSEX?

- 1** We offer you free CIPD Student Membership which provides access to learning resources and networking opportunities
- 2** Learn from professional practitioners via guest lectures and organised visits
- 3** Enhance your CV with a CIPD-accredited qualification

GRADUATE PROFILE



"The modules I studied were applicable to real-life situations which I really enjoyed."

Emmanuel Owoade
MSc Human Resource Management, 2016

ACADEMIC INSIGHT



"No matter what type of organisation you work for, people need to be recruited and motivated in order to create an effective and successful workplace."

Dr Ed Barratt
Senior Lecturer in Human Resource Management

Career destinations

Our course will enhance your employability by providing you with general business knowledge as well as specialist human resource management skills which can be applied in a range of organisational settings. After graduating you'll be well placed to take a role at the forefront of developing the values and capacities of any human resources department in a broad range of businesses and organisations.

HUMAN RIGHTS



At Essex we are concerned with confronting and overcoming oppression and discrimination around the world.

We enjoy a worldwide reputation for research, teaching and practice, and our pioneering scholars have held prestigious positions within the UN and other international organisations. Our courses provide you with a uniquely comprehensive and in-depth education which extends to include the practical application of human rights within a diverse and complex world.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

LLM Economic, Social and Cultural Rights

We will consider a high 2:2 or above (or international equivalent) in law, or a joint honours with law.

LLM International Human Rights Law

LLM International Humanitarian Law

MA Human Rights and Cultural Diversity

We will consider a high 2:2 or above (or international equivalent) in a related subject, such as social and political sciences, law or humanities.

MA Theory and Practice of Human Rights

Students with undergraduate degrees in the natural sciences, engineering or medicine may also be admitted subject to their ability to demonstrate a commitment to human rights through professional or voluntary work or activity.

RESEARCH

MPhil, PhD Human Rights

You will need a good honours degree and a Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus. For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent, with a minimum component score of 6.0 in writing and 5.5 in all other components.

Popular modules

- Business and Human Rights
- Contemporary Issues in Human Rights and Cultural Diversity
- European Convention on Human Rights
- Foundations of Economic, Social and Cultural Rights
- Gender, Sexuality and Feminist Theory
- Promotion and Protection of Human Rights in Africa
- Protection of Minorities in International Law
- Psychosocial Perspectives on Human Rights

Current research

- Access to justice
- Business and human rights
- Detention and the rights of prisoners
- Health and human rights
- Human rights and drug policy
- Human rights and the arts
- Human rights research methodology
- Operationalisation of human rights
- Technology, big data and human rights
- Transitional justice

For more information about human rights, go to

essex.ac.uk/subjects/human-rights



WHY ESSEX?

- 1** We have over 80 academics who are actively engaged in human rights – many are called upon by organisations such as the UN
- 2** We are the only UK university to have a memorandum of understanding with the UN Refugee Agency (UNHCR)
- 3** You'll be part of one of the largest and most effective human rights alumni networks in the world



Our Human Rights Clinic

Through our Clinic we instill in our students our commitment to putting theory into practice, and give them the skills to do it.

Each year 24 Essex Masters students work on six global projects, with partner organisations such as Amnesty International and the World Health Organisation.

Recent projects include: digitally verifying images of violations captured on phones, helping to document atrocities in areas where traditional monitoring isn't working; providing the Colombian Government and the Office of the UN High Commission on Human Rights with a set of indicators helping to measure state compliance with economic, social and cultural rights; and directly informing a UN report exploring how freedom of religion is affected by measures taken in the name of national security.

Discover our research online.

essex.ac.uk/departments/law/research

GRADUATE PROFILE

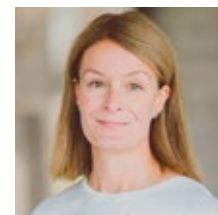


“I was encouraged to follow my interests. I now work in the Justice Reform Programme within the Ministry of Justice.”

Natasha Pearce

MA Human Rights and Cultural Diversity, 2015

ACADEMIC INSIGHT



“We have taught human rights for 30 years. We also engage our students in research, projects and conferences, and offer trips to Geneva and Kosovo.”

Lorna McGregor

Director of the Human Rights Centre

Career destinations

- Amnesty International
- British Foreign and Commonwealth Office
- Human Rights Watch
- International Committee of the Red Cross
- International Rescue Committee
- Latin American Womens Rights Service
- Ministry of Justice
- UK Government, Department for International Development
- UNICEF
- United Nations Office of the High Commissioner for Human Rights
- Vera Institute of Justice

JOURNALISM



Journalism is not just about the papers anymore. It's everywhere, and it's instant. Smartphones and social media make news worldwide within seconds.

Founded by former BBC News-Editor Jonathan Baker, journalism at Essex is committed to interdisciplinary research and being reactive as technology evolves. As well-known and established journalists and scholars, our staff have published in reputable peer-reviewed journals and flagship policy platforms as well as in renowned mainstream media organisations.



OUR COURSES

ENTRY REQUIREMENTS

RESEARCH

MSD, MPhil, PhD Journalism

You will need a good Masters degree, or equivalent, in a related subject. Some applicants may be accepted on the basis of an outstanding honours degree. A well-developed research proposal is also essential.

The above degree is based at our Colchester Campus. For our research degree, if English is not your first language, we require IELTS 7.0 overall, or equivalent, with a minimum component score of 6.5 in writing and 5.5 in all other components.

Current research

- Counter-terrorism
- Democracy and democratisation
- Influence and censorship
- Parliamentary reporting in developing countries and in established democracies
- Propaganda
- Public communication and policy in the Middle East and North Africa
- Social media and politics
- The interplay between news media
- War reporting

For more information about journalism, go to

essex.ac.uk/subjects/journalism

Fake news inquiry publishes evidence from Essex expert

Parliament's inquiry into fake news has published evidence from senior journalism lecturer, Dr Emma L Briant, which raises concerns data analytics was used to target voters with deliberately inflammatory messaging during the Brexit referendum.

She interviewed key individuals connected to the leave campaign and Cambridge Analytica, the company that was accused of passing on personal information about Facebook users without their permission, and has since closed operations.

These interviews and explanatory essays by Dr Briant have been published by the House of Commons Digital, Culture, Media and Sport Committee, tasked with investigating fake news.

Damian Collins MP, chair of the Committee, said: "Dr Emma Briant's research gives us a unique insight into the private thoughts of key people at Leave.EU and SCL (Cambridge Analytica's parent company)."

What else is going on? Discover more online.

essex.ac.uk/departments/literature-film-and-theatre-studies/news

ACADEMIC INSIGHT



"Ten years ago, journalism teaching was still locked into separate silos – print, television, and so on. Some still is. But the important thing is finding and telling the story. Nowadays the platform comes second.

I want to develop students who can tell important, honest stories about the world in a compelling way."

Tim Fenton
Director of Journalism

Career destinations

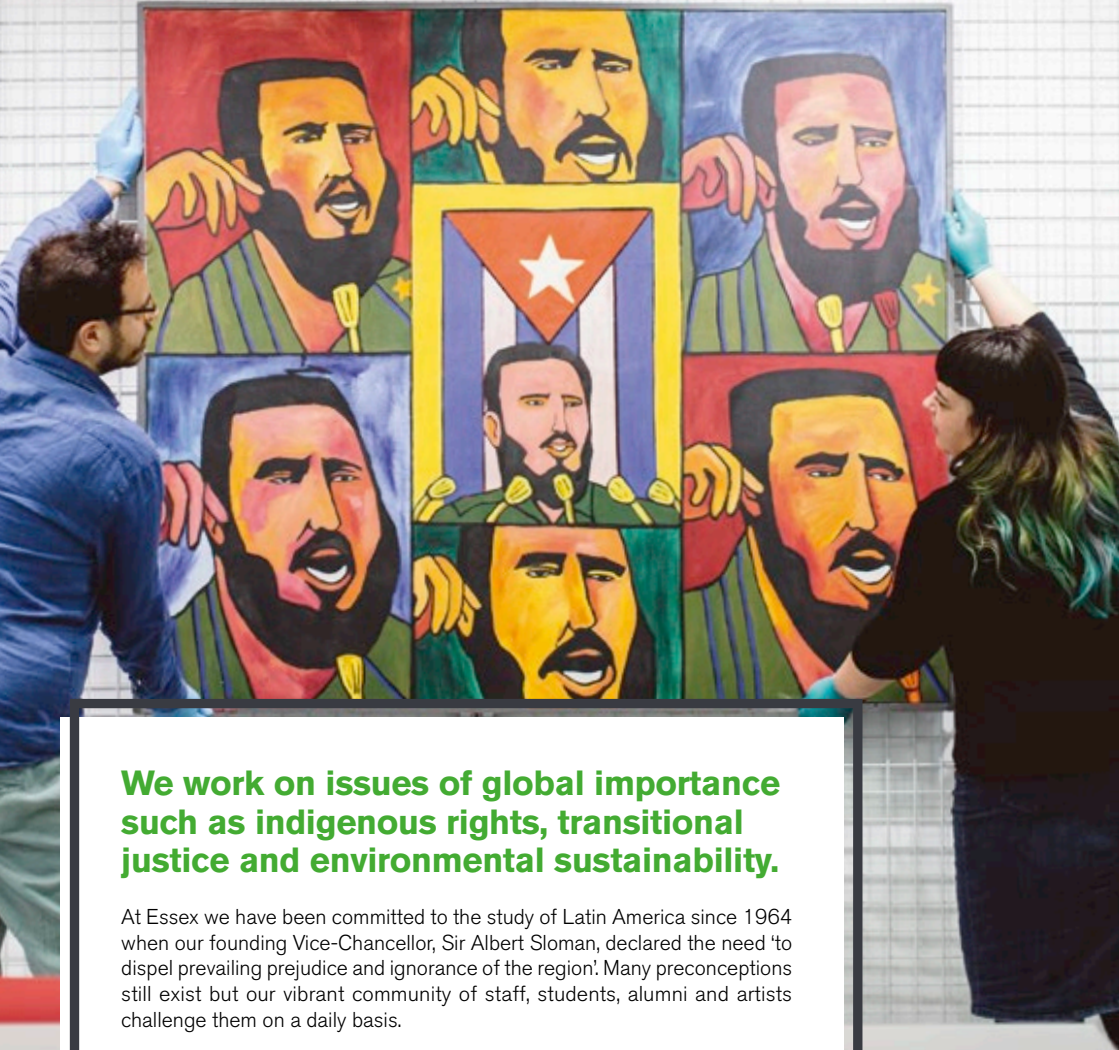
As an Essex journalism research graduate, you'll be able to establish yourself as a scholar, university lecturer, teacher, publisher, publishers' editor, journalist, or media analyst/advisor for governmental, policy and civil society bodies.

WHY ESSEX?

- 1** Our Media Centre is home to a purpose-built Newsroom, as well as state-of-the-art TV and radio studios
- 2** Benefit from our unique interdisciplinary environment, connecting our research strengths in journalism to literature, creative writing, politics and human rights
- 3** You are supervised by experienced journalists and researchers



LATIN AMERICAN AND CARIBBEAN STUDIES



We work on issues of global importance such as indigenous rights, transitional justice and environmental sustainability.

At Essex we have been committed to the study of Latin America since 1964 when our founding Vice-Chancellor, Sir Albert Sloman, declared the need 'to dispel prevailing prejudice and ignorance of the region'. Many preconceptions still exist but our vibrant community of staff, students, alumni and artists challenge them on a daily basis.



Our courses

Our broad range of expertise means that we offer supervision across a number of areas in Latin American and Caribbean Studies; both for doctoral research and postgraduate dissertations. We also offer specialised modules in this field that can be taken as part of taught postgraduate courses within some of our other departments.

Visit our Centre for Latin American and Caribbean Studies website for more information.
essex.ac.uk/clacs

Popular modules

- Collecting Art from Latin America
- Colonialism, Culture and Human Rights
- Human Rights, International Relations and Diplomacy
- Inter-American System of Human Rights
- Theories of International Relations
- Transitional Justice

Current research

- Capoeira and martial arts of the Black Atlantic
- Caribbean English-based Creole languages (especially Jamaican)
- Caribbean literatures
- Contemporary poetry
- Development of capitalism
- Globalisation
- Haitian-Dominican relations in literature and the arts
- Human rights and politics of development
- Law – constitutional, public international, and legal theory
- Peasant rebellions and popular culture
- Political economy of globalisation
- The African diaspora in the Americas
- The indigenous in colonial, modern and contemporary Latin American art

For more information about Latin American and Caribbean studies, go to

essex.ac.uk/pg/latin-caribbean



Our learning community

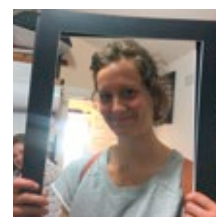
At Essex we have a broad range of academic staff and postgraduate students in different disciplines researching and teaching on Latin America and the Caribbean.

Many of them are from Latin America where we also have a strong alumni network, especially in Mexico. We combine our study to create a rich and diverse research and learning community, which comes together for social and academic activities, including our 'Latin America Weeks' events, held in our purpose-designed teaching and research space, in collaboration with academic departments. These weeks take ESCALA's artworks as the starting point for interdisciplinary discussions on current research.

What else is going on? Discover more online.

essex.ac.uk/clacs

STUDENT PROFILE



“I’ve had the opportunity to learn more about the history of Latin American countries as well as contemporary art. Essex’s interdisciplinary approach is a great way to learn.”

Clémentine Marcelli

MA Curating

ACADEMIC INSIGHT



“We offer a truly interdisciplinary approach to the region, which delves into some of the most pressing concerns of our times, such as human rights abuses and the struggle for democracy.”

Dr Lisa Blackmore

Director of Latin American Studies

WHY ESSEX?

- 1** Study our unique research and teaching collection of over 750 pieces of art from Latin America (ESCALA)
- 2** Take advantage of our interdisciplinary expertise in Latin American culture, art, human rights and history from across the University
- 3** Gain access to our outstanding collection of 100,000 books on Latin America



Career destinations

- Government (including Brazil, Costa Rica, Chile and Mexico)
- Higher education (as researchers and academics)
- Human Rights Centre, Diego Portales, Chile
- Inter-American Court of Human Rights, San José, Costa Rica
- Museum of Modern Art, New York
- Office of the United Nations High Commissioner for Human Rights (OHCHR), Colombia
- Private sector jobs (Brazil, Chile, Mexico)
- Reuters, Brasília
- UK Trade and Investment
- United Nations, New York

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

LLM International Commercial and Business Law	We will consider a 2:2 or above (or international equivalent) in law, or a joint honours degree with law.
LLM International Commercial and Business Law with Professional Placement*	If you do not have a law degree but do have additional relevant professional experience and/or traineeships or professional qualifications/certifications issued by professional bodies such as Bar Associations, you'll be considered.
LLM International Trade Law	
LLM International Trade and Maritime Law	
LLM International Trade and Maritime Law with Professional Placement*	We will consider a high 2:2 or above (or international equivalent) in law, or a joint honours with law.
LLM Economic, Social and Cultural Rights	
LLM International Human Rights Law	
LLM International Humanitarian Law	You will need an upper second class honours degree (2:1) or above, or international equivalent.
LLB Law (Senior Status)*	

RESEARCH

MPhil, PhD Law	You will need a Masters degree in law and a first or 2:1 LLB honours degree, or equivalent. A well-developed research proposal is also essential.
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* Subject to approval.

All of the above degrees are based at our Colchester Campus.

For all our courses, if English is not your first language, we require IELTS 6.5 overall, and 6.0 in writing for taught courses or 6.5 in writing for research degrees, or equivalent.

* This is an undergraduate-level course but is only available to students who have an undergraduate degree in another subject and wish to retrain in law. For this course, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

Popular modules

Commercial and trade law:

- International Commercial Dispute Resolution
- International Financial Law
- International Trade Finance Law
- Marine Insurance

Human rights law:

- Human Rights and Women
- International Criminal Law
- The Protection of Minorities and Indigenous Peoples in International Law
- The Protection of Refugees and Displaced Persons in International Law

Current research

Commercial and trade law:

- Company law
- Consumer law
- Corporate responsibility
- European Union commercial law
- International trade law

Human rights law:

- Human rights in the regional systems
- International refugee law
- Technology, big data and human rights
- Transitional justice
- Treatment of prisoners

For more information about law, go to

[essex.ac.uk/subjects/law](https://www.essex.ac.uk/subjects/law)

A legal education for the real world.

Our approach to commercial law is global in outlook. We're committed to educating you to present a rational, coherent and accurate argument, which is relevant and responsive to our ever-changing world as well as to the needs of a demanding business community.

Our human rights and humanitarian law programmes are taught by experienced lawyers who work with and advise international organisations, governments, NGOs, and businesses. We offer specifically tailored LLM and MA degrees to develop the next generation of leading human rights advocates.

Maritime law and shipping

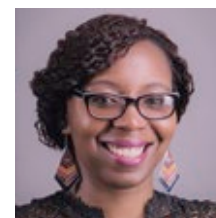
Shipping is the backbone of international commerce, and studying maritime law at Essex covers all major transactions in this field. Learn about the new Insurance Act 2015, the biggest change in marine insurance legislation in over 100 years and put it into practice by learning about Lloyd's of London, an institution founded circa 1688.

London is an international hub for maritime arbitration and our proximity to the capital means we take a practical approach to our teaching. Our courses are not just about learning the law – they are about putting it into practice. Our research helps traders, bankers, insurers, ship-owners and international organisations such as the IMO and UNCTAD.

Discover our research online.

essex.ac.uk/departments/law/research

STUDENT PROFILE

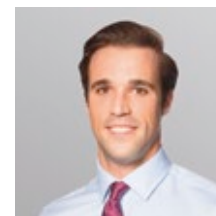


“What I’ve found interesting is that you cannot overlook the interplay between international law and international relations, especially in the area of human rights.”

Rumbi Mapolisa

LLM International Human Rights and Humanitarian Law*

GRADUATE PROFILE



“After Essex I worked for MacAndrews S.A.U. in Bilbao, Spain. I’m now in Liverpool, working for the world’s largest shipping container company.”

Miguel Caballero

LLM International Trade Law, 2014

*We now offer LLM International Humanitarian Law and LLM International Human Rights Law.

WHY ESSEX?

- 1** We are ranked 47th for law in the THE World University Rankings (2018)
- 2** Our annual lectures and study trips give you an opportunity to network with solicitors, lawyers, Members of Parliament, and judges
- 3** Gain real-life practical experience in our Law Clinic or Human Rights Clinic, or through one of our numerous projects



Career destinations

Commercial and trade law:

- Deloitte
- Ernst & Young
- General Attorney Office
- Government Financial Regulators
- HSBC

Human rights law:

- Amnesty International
- British Foreign and Commonwealth Office
- International Committee of the Red Cross
- Office of the High Commissioner for Human Rights (United Nations)

LINGUISTICS



Everything starts with language. It is fundamental to our thoughts, our relationships, and our civilisations.

Through language we transmit knowledge and get things done, from inviting someone for a coffee to settling global political disputes. We are a place where talented students become part of an academic community that undertakes world-leading research. Whichever degree you choose, you will acquire expertise and insight, and learn analytical and practical skills that will serve you well throughout life.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA, MRes Linguistics

MA Applied Linguistics

MA English Language and Linguistics

MA Language in Society

MA Psycholinguistics

MRes Experimental Linguistics

MRes Analysing Language Use

We will consider a 2:2 or above (or international equivalent) in a related subject, such as English language studies, English language and literature, teaching English, linguistics, or modern languages.

We will consider applicants with an unrelated degree but which contains a substantial element of education, linguistics, language studies or teaching.

RESEARCH

PhD Analysing Language Use

PhD Applied Linguistics

PhD Experimental Linguistics

PhD Linguistics

PhD Psycholinguistics

PhD Sociolinguistics

You will need a good honours degree or a Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses, if English is not your first language, we require IELTS 6.5 overall, or equivalent, with a minimum component score of 6.0 in writing and 5.5 in all other components.

For all our research degrees, if English is not your first language we require IELTS 7.0 overall, or equivalent.

Popular modules

- Language in Context: From Pragmatics to Conversation Analysis
- Phonological Development
- Role of Age in Bilingual Development
- Semantics
- Sentence Processing
- Sociolinguistic Methods
- Syntactic Theory
- Theoretical and Descriptive Phonology
- Topics in the Psychology of Language Learning and Teachings

Current research

- Arabic sociolinguistics
- Conversation analysis
- First and second language acquisition
- Individual differences in language learning
- Language analysis for the determination of asylum-seeker origin
- Language loss
- Language variation
- Morphology
- Multilingualism
- Phonology
- Syntax

For more information about linguistics, go to

essex.ac.uk/subjects/linguistics

The age of language learning

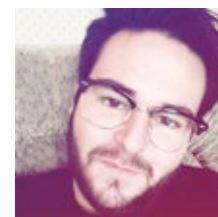
There has been a lot of recent debate about the best age for learning a foreign language.

Professor Florence Myles has been comparing how well children develop when they start learning French in the classroom at ages five, seven and eleven, using similar teaching materials, the same teacher and teaching techniques. Results revealed that the younger children engaged the most with their activities, and showed curiosity towards children in other countries. However, in terms of their language learning, all the children learnt a similar amount of vocabulary, but the older children were better at grammar and progressed faster on the whole, suggesting that an early start benefits some areas of language learning but not others.

Discover our research online.

essex.ac.uk/departments/language-and-linguistics/research

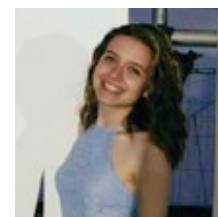
STUDENT PROFILE



“I’ve discovered an entire area of linguistic research here at Essex: language attrition, which is the non-pathological loss of the native language.”

Àngel Barranqueras Martinez
MA Applied Linguistics

GRADUATE PROFILE



“I loved studying syntax, which has always been one of my favourite sub-disciplines. At Essex I could explore new theories that I hadn’t had the opportunity to before.”

Tegan Walker
MA Linguistics, 2017

WHY ESSEX?

- 1** Be part of our innovative community – we are ranked top 25 for linguistics (TGUG 2018)
- 2** We’re ranked among the top 150 linguistics departments in the QS World University Rankings (2018)
- 3** We offer a wide range of specialisms – study applied linguistics, theoretical linguistics, sociolinguistics or psycholinguistics with us

Career destinations

- Anglian Water
- British Telecom (BT)
- Cambridge University Press
- Cornhill Insurance
- Imperial College London
- Kent Police
- National Health Service (NHS)
- University of Manchester
- University of Reading
- Whitbread Inns

LITERATURE



Be inspired by a breadth of literary traditions, cultures and forms.

Literature at Essex has a reputation for nurturing the most radical writers and thinkers. Our concerns are local and global and we adopt a comparative method as we traverse near and faraway places, discovering new modes of writing and reconsidering classics. From contemporary performance poetry, to the Petrarchan sonnet, to the history of the book, there is something at Essex for every lover of literature.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Literature

We will consider a mid 2:2 or above (or international equivalent) in a related subject such as creative writing, theatre/drama studies, literature, film and media studies, modern languages, or art history.

MA American Literatures

Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

MA Wild Writing: Literature, Landscape and the Environment

MA Avant-Gardes

We will consider a 2:2 or above (or international equivalent) in a related subject.

RESEARCH

MPhil, PhD Literature

You will need a good Masters degree, or equivalent, in a related subject. Some applicants may be accepted on the basis of an outstanding honours degree. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 7.0 overall and 6.5 in writing, or equivalent.

Popular modules

- African-American Literature
- Early Modern to 18th Century Literature
- Georgian and Romantic Literature and Drama: 1714-1832
- Literature and Performance in the Modern City: 20th and 21st Centuries
- Literature and the Environmental Imagination
- Memory Maps
- United States Avant Garde Poetry Since 1950
- US and Caribbean Literatures in Dialogue
- Writing Magic
- Writing Poetry and Performance

Current research

- Adaptation and rewriting
- African-American literature
- Black writing
- Caribbean history and literature
- Experimental writing
- Literature and myth
- Nature writing and ecocriticism
- Place, space and literary studies
- Psychoanalytic and critical theory
- Women's writing

For more information about literature, go to

essex.ac.uk/subjects/literature

Modernism and Home

Home is a focal point around which our main mental and material activities revolve, such as belonging, memory, migration, emplacement and displacement.

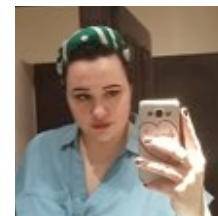
The profound changes that the category underwent in the early 20th century, their articulation in the arts, and how they impact our conceptualisations of home today are the subjects of Professor Sanja Bahun's Leverhulme Trust-funded project "Modernism and Home".

To understand these transformations, Professor Bahun has been travelling globally, visiting archives, museums, homeless shelters, artists' homes, prisons, and other abodes, and scrutinising artistic texts, letters, photographs, monuments, kitchen clothes, and other items that constitute our sense of home.

Discover our research online.

essex.ac.uk/departments/literature-film-and-theatre-studies/research

STUDENT PROFILE



"We've covered some great American classics, as well as some that aren't as notorious, which allowed for broader consideration of themes and really pushed my own interests and ideas."

Savanna Rayment
MA American Literatures

GRADUATE PROFILE



"Studying at Essex gave me an intimate understanding of the art of literature which helps me every day in my job as a literary translator."

Skirmante Gough
MA Literature, 2015

Career destinations

- Aceville Publications
- Athens University
- Essex Book Festival
- Granta Publishing
- Ministry of Education
- Patrician Press
- Random House Group
- University College London
- University of Leeds
- University of Texas

WHY ESSEX?

- 1** You will explore connections with other art forms alongside world-renowned scholars, poets, dramatists, story-tellers and novelists
- 2** We are ranked among the top 200 English departments in the QS World University Rankings (2018)
- 3** Our staff are scholars and writers of English and world literature

MARKETING

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Marketing and Brand Management* **C**

We will consider a 2:2 or above (or international equivalent) in marketing, management or a related subject. Your degree must include at least one marketing module.

MSc International Marketing and Entrepreneurship **S**

MSc Management (Marketing)** **C**

We will consider a 2:2 or above (or international equivalent) in any subject.

MSc Management (Advertising and Corporate Communications)** **C**

C Colchester Campus **S** Southend Campus

* Subject to approval.

For all our taught courses, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

■ For this course we also require IELTS 6.0 in writing, or equivalent.

Popular modules

- Advertising: Commerce and Creativity
- Consumer Behaviour
- Consumption, Political Economy and Sustainability
- Critical Marketing
- Digital Economy
- Sociological Research Design
- Strategic Brand Communication

Current research

- B2B marketing
- Consumer marketing
- Corporate marketing and communication
- Digital and social media marketing
- Fashion marketing and retailing
- Luxury branding and marketing
- Psychoanalytic approaches to branding and advertising

Let your creativity fly.

To excel in marketing, you must be imaginative, be able to innovate and use initiative to solve business problems, meet objectives and drive profit.

We develop your creative, strategic and analytical skills to accelerate your career in marketing. You learn how to develop marketing plans and examine the technical, cultural and political aspects of marketing and brand management.



For more information about marketing, go to

essex.ac.uk/subjects/marketing

Devils and angels both wear Prada

Professor Paurav Shukla, Professor of Marketing at Essex Business School, conducts research into our love/hate relationship with luxury brands.

His research argues that luxury products bring out the extremes of our innate human traits; we love luxury products when we're in possession of them but claim to be indifferent to them when we don't own them. Through his research, he highlights the hidden meanings and associations embedded within consumption practices across different cultures.

Discover our research online.

essex.ac.uk/departments/essex-business-school/research

GRADUATE PROFILE



"I secured an internship with social enterprise WeFarm, in which I was responsible for supporting the development of marketing, PR and communications. I was then offered a position as Head of Operations!"

Michaela Peicheva

MSc International Marketing and Entrepreneurship, 2015

ACADEMIC INSIGHT



"Marketing is not just about mastering a set of techniques; it is also about understanding relationship building, effective communication, contemporary consumer practices, and ethical issues."

Dr Maged Ali

WHY ESSEX?

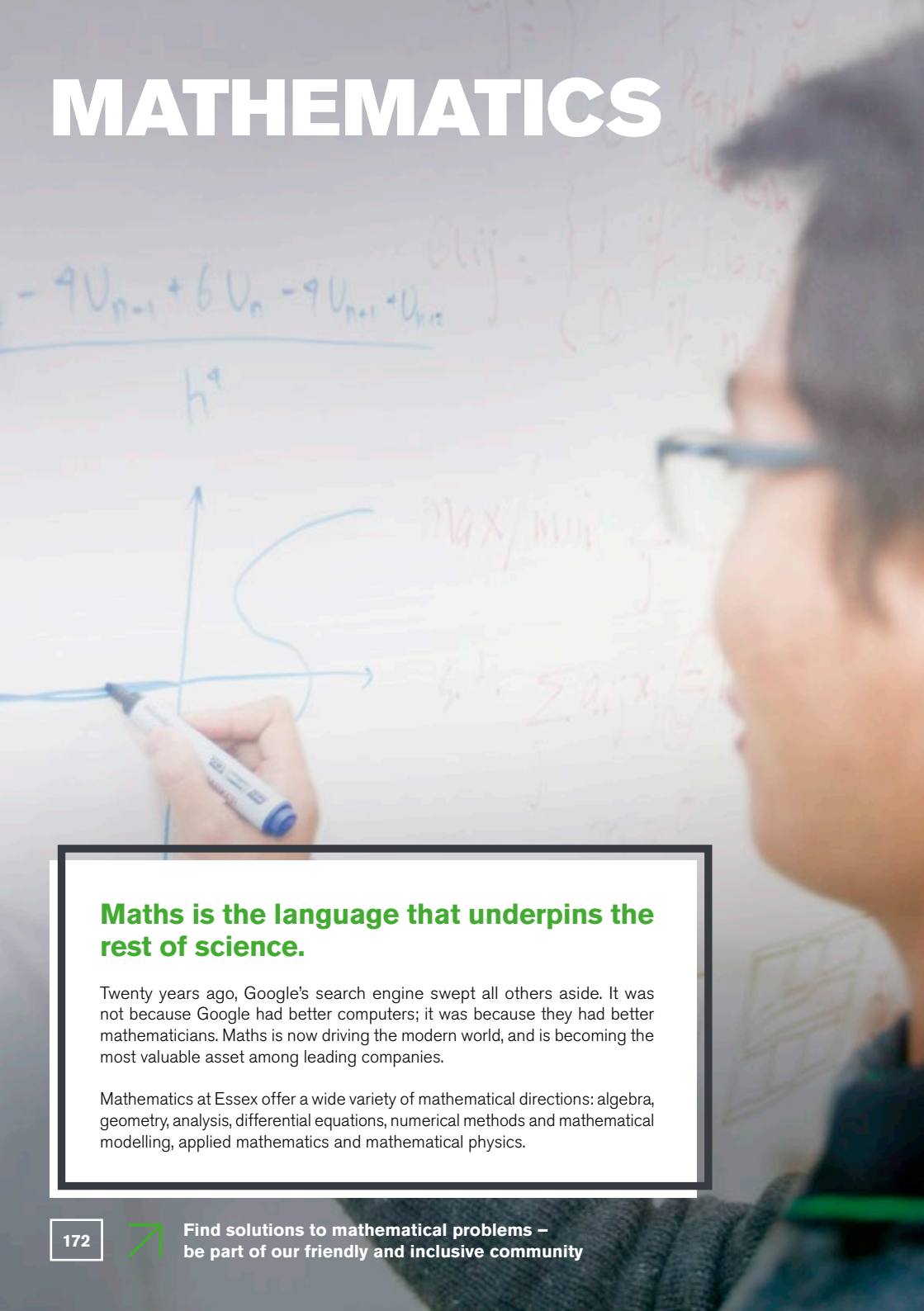
- 1** Our graduates enjoy successful careers at global organisations, household names and fast-growing SMEs
- 2** Gain hands-on experience through group presentations, work-based projects and business simulation games
- 3** Take advantage of the same facilities used by leading agencies at the SU Creative Studios on our Colchester Campus



Career destinations

- China Create Financial Group
- Cinnamon Technology Limited
- Hiscox
- John Lewis Partnership
- London Underground
- Millward Brown
- Mulberry
- Ralph Lauren
- Sainsbury's
- Yummi Media Group

MATHEMATICS



Maths is the language that underpins the rest of science.

Twenty years ago, Google's search engine swept all others aside. It was not because Google had better computers; it was because they had better mathematicians. Maths is now driving the modern world, and is becoming the most valuable asset among leading companies.

Mathematics at Essex offer a wide variety of mathematical directions: algebra, geometry, analysis, differential equations, numerical methods and mathematical modelling, applied mathematics and mathematical physics.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

Grad Dip, MSc Mathematics

We will consider a mid 2:2 or above (or international equivalent) in mathematics, applied mathematics or operational research. Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

RESEARCH

MSD, MPhil, PhD Applied Mathematics

You will need a good Masters degree, or equivalent, in a related subject.

MSD, MPhil, PhD Mathematical Biology

A well-developed research proposal is also essential.

MSD, MPhil, PhD Mathematics

MSD, MPhil, PhD Pure Mathematics

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.0, or equivalent.

Popular modules

- Abstract Algebra
- Cryptography and Codes
- Graph Theory
- Group Theory
- Partial Differential Equations

Current research

- Algebraic semigroups
- Applied and pure mathematics
- Chaos theory
- Combinatorial, computational, geometric, cohomological aspects of infinite group theory
- Complex systems and networks
- Computational neuroscience
- Mathematical biology, especially movement and behavioural ecology and population ecology
- Semigroup theory
- Stability theory and pattern formation

For more information about mathematics, go to

essex.ac.uk/subjects/mathematics

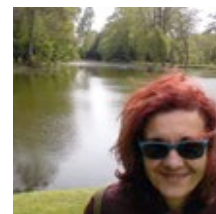
The beauty of mathematics

Dr Gerald Williams has secured funding from the Leverhulme Trust for a new three-year project. His research focuses on the mathematics of group theory, a branch of algebra that can be used to understand symmetry in any context – from crystals in nature, elementary particles in physics and even the work by Dutch graphic artist, Escher.

Dr Williams, from our Department of Mathematical Sciences, said: "Symmetry is everywhere in the universe and to understand symmetry you have to understand group theory. There is a real beauty in the way this type of mathematics works, and recent developments in this field present lots of exciting directions of research".

Discover our research online.
essex.ac.uk/departments/mathematical-sciences/research

STUDENT PROFILE



"Maths is for people who enjoy challenges! I've especially enjoyed studying the D'Alembert principle by which you can find solutions just by knowing the initial conditions."

Despoina Makri
 MSc Mathematics

ACADEMIC INSIGHT



"Our seminars and projects give you a broader understanding of the ways in which mathematics and statistics are used in daily life, and help you to pursue career paths in different disciplines."

Dr Hongsheng Dai

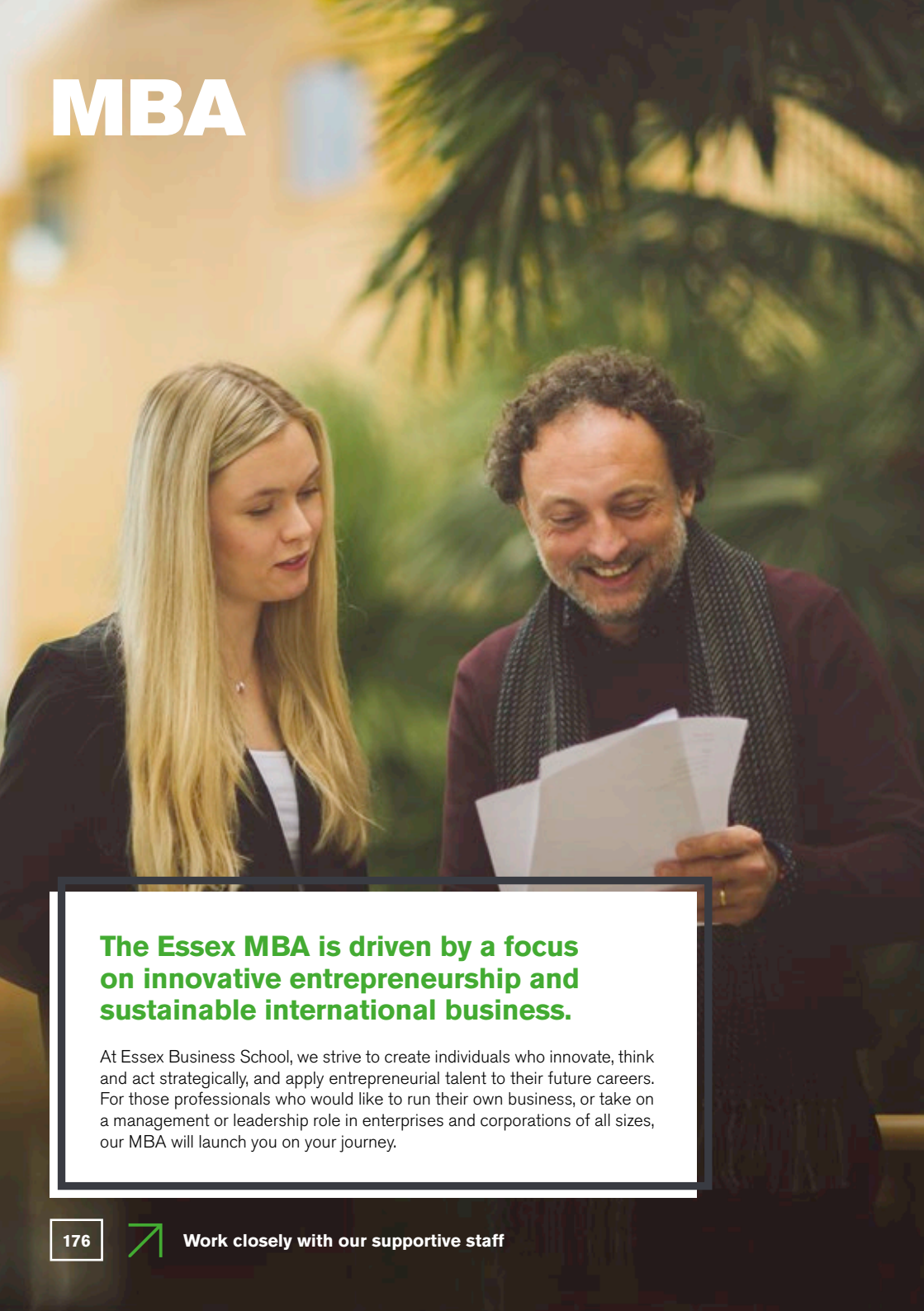
Career destinations

- Amdipharm Mercury Company (AMCo)
- Aviva
- Department of Energy and Climate Change
- Euro Money
- Fidelity World Investments
- Her Majesty's Revenue and Customs (HMRC)
- IBM
- OCADO Technology
- Profusion
- Shell Energy Europe



WHY ESSEX?

- 1** From graph theory and its application in cryptography, to mathematical modelling of brain evolution to help improve patient care – our research has real impact
- 2** You'll study in our brand new £13.2m STEM Centre as well as our innovative zero-carbon business school
- 3** Be part of our supportive community – we have no hierarchies, an open-door policy and a dedicated Peer Mentoring Scheme



The Essex MBA is driven by a focus on innovative entrepreneurship and sustainable international business.

At Essex Business School, we strive to create individuals who innovate, think and act strategically, and apply entrepreneurial talent to their future careers. For those professionals who would like to run their own business, or take on a management or leadership role in enterprises and corporations of all sizes, our MBA will launch you on your journey.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

Master of Business Administration:
The Essex MBA
(full-time – 12 months)

Master of Business Administration:
The Essex Executive MBA
(part-time – 2-3 years)

We will consider a 2:2 or above (or international equivalent).

You are also expected to have at least three years of relevant, professional work experience, post-graduation.

If you are a non-standard applicant (which is typically an applicant who possesses an undergraduate degree below a 2:2, or an applicant who does not possess an undergraduate degree) we require at least five years of relevant managerial experience. You will also be required to write an essay (2,000 words) outlining a range of business situations which you have experienced and identify what you have learnt from them.

The above courses are based at our Colchester Campus.

If English is not your first language, we require IELTS 6.5 overall and at least 6.0 in each component, or equivalent.

Executive study

As well as our full-time variant, Executive students can opt for a two-or three-year pathway. You will take two or three one-week modules per term (plus an induction week in your first term), giving you the flexibility to complete your MBA alongside existing employment or while running your own business. Also see our professional development section on pages 48-49.

Key modules

- Accounting and Managerial Finance
- Business Planning
- Business Research
- Business Strategy
- Entrepreneurship
- International Business Environment
- Managerial Economics
- Marketing in a Global Economy
- People and Organisations
- Sustainable Operations
- MBA Project: Dissertation or Comprehensive Business Plan

For more information about The Essex MBA, go to

essex.ac.uk/subjects/mba

Director's workshops

The MBA Director's workshops are integral to The Essex MBA and give you the chance to develop your academic and professional skills by discussing current issues from the world of business.

This time is set aside for the cohort meet to explore current issues through activities such as workshops, company visits and external speaker presentations. Examples of recent workshops include: marketing yourself; big data for small business; consultation techniques; the financial argument for 'going green'; and the pros and cons of 'The Cloud'. Our MBA students recently visited companies such as: Adnams PLC, Suffolk; Cambridge Science Park; Innovation Martlesham, Suffolk; and Sizewell Power Station.

What else is going on? Discover more online.

essex.ac.uk/departments/essex-business-school/news

STUDENT PROFILE

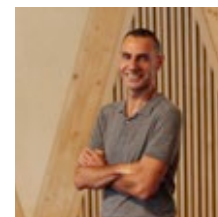


"The Essex MBA has definitely helped me evaluate and apply myself in a more effective way when it comes to running my own business."

Mark Page

The Essex Executive MBA

ACADEMIC INSIGHT



"We create a dynamic, collaborative learning environment in which students learn as much from each other as they do from faculty and visiting speakers."

Professor Nicolas Forsans

MBA Director

WHY ESSEX?

- 1** The Essex MBA is accredited by the CMI and you will gain a Level 7 CMI Qualification in addition to your MBA
- 2** Our unique location, just an hour from London, gives you access to visiting speakers and business incubators and the opportunity to attend field trips
- 3** Learn with professionals from all over the world and develop a network of contacts to use throughout your career



Career destinations

- BT
- Citibank, India
- Dinamo Solutions
- European Banking Forum
- Globalworth Real Estate Investments Ltd
- Mars, Inc
- NEXUS Flight Operations Services
- OFFTEC International
- Westminster Council
- Start-up businesses

NURSING



Our focus is on developing compassionate nurses who are mindful of social justice.

We'll equip you to support those with multiple disadvantages in climbing the social ladder. Our Essex values and the NHS Constitution underpin our curriculum, meaning we'll offer you an exciting challenge while you obtain registration as an adult or mental health nurse. You'll develop your critical thinking, reflection, communication and clinical skills, in a supportive environment that engenders excellence, dedication and reward.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT (PRE-REGISTRATION)

MSc Nursing (Adult)

We will consider a 2:2 or above (or international equivalent) in a life or social science. You also need a minimum of 575 hours of relevant work experience.

MSc Nursing (Mental Health)

RESEARCH AND PROFESSIONAL DOCTORATES

MSD, MPhil, PhD Nursing Studies

You will need a good Masters degree, or equivalent, in a related subject. Some applicants may be accepted on the basis of an outstanding honours degree. A well-developed research proposal is also essential.

Doctorate in Nursing

See page 135 for information.

For more information about our health and social care research degrees, see pages 134-135.

You can study our pre-registration courses at either our Colchester or Southend campuses. For research degrees, please visit our website to check which campus your potential supervisor is based at.

Our taught courses require you to perform successfully at interview, pass a literacy and numeracy test, and supply a satisfactory Disclosure and Barring Service check and an occupational health check.

For our taught courses, if English is not your first language, we require IELTS 7.0 overall, with no element below 7.0, or equivalent. For our research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

For more information about making an application and preparing for our interviews, visit our website: essex.ac.uk/departments/health-and-social-care

NHS Constitution and values

As part of the selection process, you will be encouraged to demonstrate a good knowledge and a clear understanding of the scope of work that a nurse is required to undertake, as well as the significance of the NHS Constitution and its core values.

Continuing Professional Development (CPD)

As you progress through your career you can return to Essex for further courses and education. If you are already a registered nurse, please visit our website for information on our CPD courses. Also see our professional development section on pages 48-49.

Key modules

- Critical Patient Pathways/Recovery Journeys
- Delivering Compassionate Care
- How People Function
- Leadership and Preparation for Practice
- Nursing Practice
- Ongoing Patient Pathways/Recovery Journeys

For more information about nursing, go to

essex.ac.uk/subjects/nursing

The sky's the limit

Studying nursing can help you develop a career combining both clinical and academic expertise. Professor Fiona Nolan from the University of Essex is an example of an ambitious nurse who has achieved senior roles in academia and in the NHS.

She is one of very few nurses in the UK to have done so. She works with a handful of NHS trusts, including the Tavistock and Portman NHS Trust, and more recently the Essex University Partnership Trust, to develop their workforce strategy and ensure that their nurses are skilled in conducting and eventually leading research. Alongside this, over the last four years, Professor Nolan has been working with colleagues in Mongolia to establish robust research programmes and professional training to inform their national mental health strategy. Professor Nolan is the Florence Nightingale Foundation Clinical Chair in mental health nursing. She joins eight other clinical nursing professors from across the UK, but is the only one responsible for mental health research.

Discover our research online.

essex.ac.uk/departments/health-and-social-care/research

STUDENT PROFILE



“We had a guest lecture from Tim Hodgetts and he really inspired me. He invented the Methane Report, which is standard practice for reporting major incidents. He is literally my hero!”

Iain Brooke-Bennett
MSc Nursing (Adult)

GRADUATE PROFILE



“I work on the Acute Cardiac Unit at Colchester General Hospital. Making a difference to people’s lives is really rewarding.”

Dave Taylor
MSc Nursing (Adult), 2017

WHY ESSEX?

- 1** As a Masters student, spend 50% of your time in clinical settings, such as child, adolescent, forensic or community environments delivering one-to-one care
- 2** 99% of our postgraduate health and social care students are in professional employment or further postgraduate study within six months of graduating from Essex (DLHE 2016)
- 3** We have mock wards at both our campuses which allow you to refine your practical skills

Career destinations

Our graduates have become nursing leaders in a variety of areas, including community nursing, inpatient nursing, clinical specialities, research, management and education. Our nurses now work in a wide range of public and private health care services in the UK and abroad. We also have entrepreneurial graduates who have become service providers or have developed their own businesses.

OCCUPATIONAL THERAPY



Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.

Here at Essex, our occupational therapy courses offer a distinctive blend of theory and practice, taught in a friendly, nurturing environment. You'll join our learning community where we focus on using research, service-user insights and our clinical experience to drive occupational therapy forward. We place people at the heart of all we do, aiming to therapeutically empower our patients through everyday activities to lead fulfilling lives.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT (PRE-REGISTRATION)

MSc Occupational Therapy

We will consider a 2:2 or above (or international equivalent) in a related subject.

RESEARCH AND PROFESSIONAL DOCTORATES

MSD, MPhil, PhD Occupational Therapy

You will need a good honours degree and a Masters degree, or equivalent, in a related subject.

Doctorate in Occupational Therapy

See page 135 for information.

For more information about our health and social care research degrees, see pages 134-135.

All of the above degrees are based at our Colchester Campus.

Our taught course requires you to perform successfully at interview, pass a literacy and numeracy test, and supply a satisfactory Disclosure and Barring Service check and an occupational health check.

For our taught course, if English is not your first language, we require IELTS 7.0 overall with no element below 6.5, or equivalent.

For our research degrees, if English is not first language, we require IELTS 6.5 overall, or equivalent.

For more information about making an application, visit our website: essex.ac.uk/departments/health-and-social-care

NHS Constitution and values

As part of the selection process, you will be encouraged to demonstrate a good knowledge and a clear understanding of the scope of work that an occupational therapist is required to undertake, as well as the significance of the NHS Constitution and its core values.

Continuing Professional Development (CPD)

As you progress through your career you can return to Essex for further courses and training. If you are already a registered occupational therapist, please visit our website for information on our CPD courses. Also see our professional development section on pages 48-49.

Popular modules

- Advancing Professional Practice in Occupational Therapy
- Interprofessional Collaboration and Development
- Mastering Occupation
- Occupational Performance and Process
- Research Activity
- Research in Healthcare
- The Thinking Therapist

Over 1,000 hours will be spent on placement, in settings such as the NHS, the private sector, Social Services, voluntary organisations and Primary Health Care Services. You will move through four practice placements with phased expectations and responsibilities, starting with exploratory objectives, and you'll finish equipped for self-management.

For more information about occupational therapy, go to

essex.ac.uk/subjects/occupational-therapy

The healing benefits of arts and crafts in occupational therapy

Essex has been working in collaboration with local artists to explore how arts and crafts can be used therapeutically.

Our MSc Occupational Therapy students had the chance to complete a variety of creative workshops to include cardboard sculpture, wildlife photography, and weaving. They learned how these activities could be used to facilitate reflection and communication, and foster creativity and healing. Our students also worked with Petra McQueen (a published author) to learn more about creative writing, which can be a good outlet for those experiencing mental health difficulties. They explored different ways of storytelling, and considered how storytelling can be useful when working with older people, particularly when encouraging them to reminisce and reflect.

What else is going on? Discover more online.

essex.ac.uk/departments/health-and-social-care/news

STUDENT PROFILE



“Everyone in my class is lovely – we are all helping and supporting one another through our course – and the support is great.”

Steffi Fennelly
MSc Occupational Therapy

GRADUATE PROFILE

“I enjoyed looking at occupational therapy concepts, but really it was the bridge between theory and practice which interested me the most.”

Rebecca Licorish
MSc Occupational Therapy, 2016

WHY ESSEX?

- 1** We have a strong network of occupational therapists that you may visit for placements, that you can tap into throughout your career
- 2** Improve your practical skills in our mock wards, our consulting rooms, and our community living space
- 3** Learn alongside our students from other health professions and gain an interdisciplinary perspective

Career destinations

- Community learning disability services
- Community NHS and social care services
- General hospitals
- Independent practice
- Mental health services
- Specialist NHS services
- Voluntary, private and charitable sectors
- Working overseas

ORAL HEALTH SCIENCES



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

PG Dip, MSc Periodontology (for dentists)

PG Dip, MSc Advanced Periodontal Practice (for hygienists and therapists)

You will need a relevant professional qualification and current registration with the General Dental Council, a minimum of two years post-registration experience, and a good first degree in a relevant subject, or relevant professional experience and qualifications that demonstrate your ability to study at Masters level.

The above degrees are part-time and are based at our Southend Campus and at the University of Essex Academic Dental Clinic in Colchester.

For both our courses, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

Continuing Professional Development (CPD)

As you progress through your career you can return to Essex for further courses and training. If you are already a registered dental hygienist or therapist, please visit our website for information on our CPD courses. Also see our professional development section on pages 48-49.

Popular modules

- Assessment, Diagnosis and Treatment Planning
- Clinical Periodontology
- Complex Case Management
- Introduction to and Scientific Basis of Periodontology
- Non-Surgical Management of Periodontal Disease
- Surgical Management of Periodontal Disease

At Essex, we don't follow the crowd.

We've been successfully upskilling hygienists, dental therapists and dentists for several years, and are well ahead of the upcoming changes to the way oral health is delivered in the UK. Join us in our bespoke facilities at our Academic Dental Clinic in Colchester using phantom heads to learn advanced clinical skills and treat patients under the supervision of our clinical academics.



For more information about oral health sciences, go to

essex.ac.uk/subjects/oral-health-sciences

Exploring the links between periodontal health and diabetes

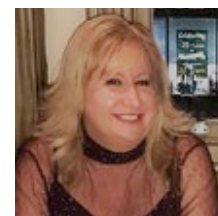
The Oral Health Sciences team at Essex has been working collaboratively with dental practices to explore how diabetes screening including use of a diabetes screening tool and blood testing, can be undertaken alongside delivery of conventional dentistry in dental practice.

Several of our final year Masters students have chosen to undertake dissertations looking at the bi-directional link between periodontal health and diabetes, and where susceptible, how the patient might benefit from improved communication between the various healthcare disciplines that they need to interact with.

Discover our research online.

essex.ac.uk/departments/health-and-social-care/research

STUDENT PROFILE



“We are treated as adult learners, and are encouraged to question and appraise information, with our opinions being actively listened to and considered by the lecturers.”

Liza-Jane Bacon

MSc Advanced Periodontal Practice

STUDENT PROFILE



“Working with real patients in clinical sessions, and learning from great academics, particularly in one-to-one tutorials, has been incredibly valuable.”

Deepak Simkhada

MSc Advanced Periodontal Practice

WHY ESSEX?

- 1** Our expert teaching team are qualified oral health practitioners, with over 80 years of clinical experience between them
- 2** Our MSc Advanced Periodontology course is one of very few in the UK offering progression opportunities for hygienists and dental therapists
- 3** Our bespoke Academic Dental Clinic in Colchester allows you to enhance your clinical skills, develop your knowledge, and practise advanced dentistry

Career destinations

- Academic and clinical teaching
- Leadership in the profession
- Preparation for further postgraduate training

Our courses will allow you to evidence enhanced clinical skills and enhanced professional practice which will boost your employability and support your career progression.

PHILOSOPHY

We extend the realm of the possible by going beyond what has so far been thinkable.

We combine Continental and Anglo-American philosophy. We study real-world problems, both political and existential, to gain a critical perspective on the personal, political, and socio-economic challenges we face today. Join our collaborative and supportive learning environment.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Philosophy

Continental Philosophy pathway
Critical Social Theory pathway
Philosophy and Art History pathway

We will consider a 2:2 or above (or international equivalent) in philosophy or a related subject.

RESEARCH

MAD, MPhil Philosophy

We will consider a 2:1 or above (or international equivalent). You must demonstrate your capacity to conduct independent research and a well-developed research proposal is also essential.

PhD Philosophy

You will need a good honours degree and a Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.
For all our taught courses and research degrees, if English is not your first language, we require IELTS 7.0 overall, or equivalent.

Popular modules

- Contemporary Critical Theory
- Hegel
- Heidegger
- Kant's Revolution in Philosophy
- Kierkegaard
- Nietzsche
- Phenomenology and Existentialism
- The Frankfurt School
- Writing Workshop

Current research

- 19th and 20th century continental philosophy
- Autonomy and decision-making
- Ethics of powerlessness
- Existentialism
- Human rights
- Phenomenology
- Philosophy and psychoanalysis
- Philosophy of medicine and psychiatry
- Philosophy of religion
- Radical politics

For more information about philosophy, go to

essex.ac.uk/subjects/philosophy

Whose life is it anyway?

Personal autonomy is about the ability to make decisions for ourselves. It's a prized value in modern life and remains at the heart of many situations we find ourselves in.

The Essex Autonomy Project is at the centre of the debate around this vital issue. The Project is a research and knowledge exchange initiative, led by an interdisciplinary team of philosophers and legal experts who recently provided advice to the Ministry of Justice as part of an ongoing review of whether the Mental Capacity Act (MCA) is compliant with the United Nations Convention on the Rights of Persons with Disabilities. The project was shortlisted for 'Research Project of the Year' and was 'highly commended' in the 2015 Times Higher Education Awards.

Discover our research online.

essex.ac.uk/departments/philosophy-and-art-history/research

GRADUATE PROFILE



“My course was inspiring. I gained a lot of knowledge from my modules which is essential for my current research study.”

Xinye Zhang
MA Philosophy, 2016

ACADEMIC INSIGHT



“Philosophy at Essex includes modules on topics that matter right now, such as genetic engineering. But above all, we are a close community where students and staff genuinely work together.”

Dr Timo Jüetten
Senior lecturer and Head of School

WHY ESSEX?

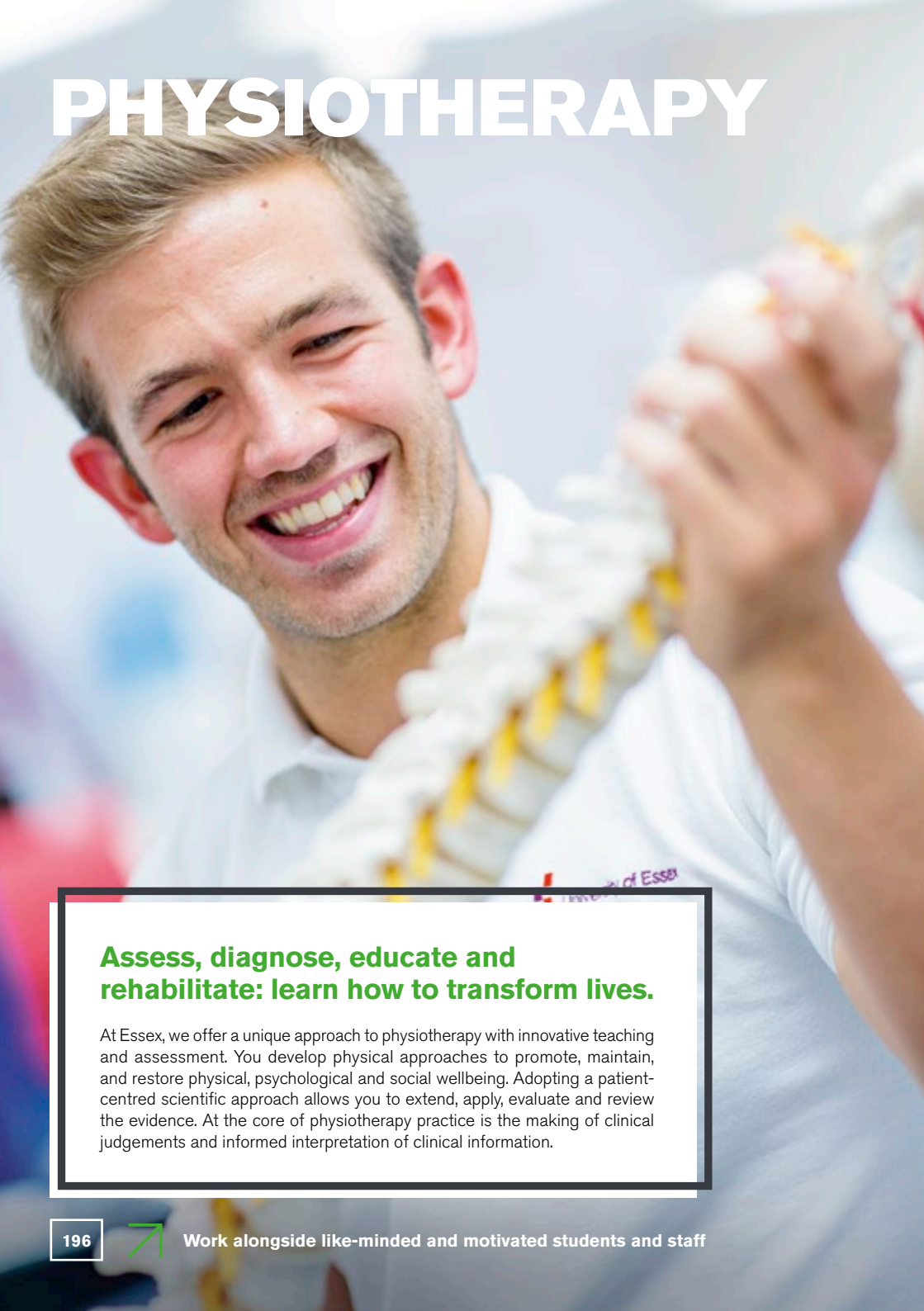
- 1** Be part of our forward-thinking community – we are ranked top 10 for philosophy (TGUG 2018)
- 2** We have the largest concentration of philosophers working on critical social theory in the UK
- 3** We have two major funded projects: **The Ethics of Powerlessness, and The Essex Autonomy Project** which was highly commended in the 2015 Times Higher Education Awards



Career destinations

- American University, Washington DC
- CEO, Build Africa, charity
- Chester Jones, interior design and decoration
- Firstsite, contemporary visual arts facility
- Lloyds Bank
- Managing Director, Michael Page International, recruitment
- Marketing and Communications Manager, Dalkia
- Penguin Random House
- Philosophy Tutor, Bigfoot Tutors
- South-East England Development Agency
- Visual DNA, technology

PHYSIOTHERAPY



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT (PRE-REGISTRATION)

MSc Physiotherapy

We will consider a 2:2 or above (or international equivalent) in a life science, such as psychology, sociology, biological science or sports science.

RESEARCH AND PROFESSIONAL DOCTORATES

MSD, MPhil, PhD Physiotherapy

You will need a good honours degree and a Masters degree, or equivalent, in a related subject.

Doctorate in Physiotherapy

You will need a relevant Masters degree, or equivalent, and be currently registered with a relevant professional body. You must also have two years post-qualifying experience in a relevant senior role.

All of the above degrees are based at our Colchester Campus. Our taught course requires you to perform successfully at interview, pass a literacy and numeracy test, and supply a satisfactory Disclosure and Barring Service check and an occupational health check. For our taught course, if English is not your first language, we require IELTS 7.0 with no element below 6.5. For our research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

NHS Constitution and values

As part of the selection process, you will be encouraged to demonstrate a good knowledge and a clear understanding of the scope of work that a physiotherapist is required to undertake, as well as the significance of the NHS Constitution and its core values.

Continuing Professional Development (CPD)

As you progress through your career you can return to Essex for further courses and training. If you are already a registered physiotherapist, please visit our website for information on our CPD courses. Also see our professional development section on pages 48-49.

Core modules

- Advancing Physiotherapy Practice
- Cardiorespiratory Physiotherapy
- Contexts for Contemporary Practice
- Interprofessional Collaboration and Development
- Logical Physiotherapy
- Musculoskeletal Physiotherapy
- Patient Pathways
- Using Evidence in Health Care Practice

For more information about physiotherapy, go to

essex.ac.uk/subjects/physiotherapy

Assess, diagnose, educate and rehabilitate: learn how to transform lives.

At Essex, we offer a unique approach to physiotherapy with innovative teaching and assessment. You develop physical approaches to promote, maintain, and restore physical, psychological and social wellbeing. Adopting a patient-centred scientific approach allows you to extend, apply, evaluate and review the evidence. At the core of physiotherapy practice is the making of clinical judgements and informed interpretation of clinical information.



Research that makes a difference

More than five million women in the UK are affected by urinary incontinence. Physiotherapy is an essential part of the treatment offered.

Sam Head, who studied MSc Physiotherapy at Essex, currently works in a physiotherapy department at a community health service provider. She recently introduced modified Pilates classes to the women's health service as an additional means of improving symptoms and the quality of life for those with urinary incontinence. Sam has been working as part of a research team with staff from Essex undertaking a study to provide some early information on its effectiveness. The findings are sufficiently encouraging for them to develop a large clinical trial and could ultimately influence the treatment of urinary incontinence for women.

Discover our research online.

essex.ac.uk/departments/sport-rehabilitation-and-exercise-sciences/research

GRADUATE PROFILE



“I work at Guys and St Thomas’ NHS Foundation Trust and at West Ham United FC academy. The appreciation of contemporary issues and accompanying analytical skills gives Essex graduates an edge in their careers.”

Matthew McDermott
MSc Physiotherapy, 2016

ACADEMIC INSIGHT



“We have excellent links with our practice partners which ensure we are able to prepare you for the constantly evolving and challenging world of physiotherapy.”

Adrian Mallows
Course Leader

WHY ESSEX?

- 1** Gain the required level of expertise ensuring you are eligible to apply for registration with the HCPC and practise as a physiotherapist
- 2** We work closely with service users, guest clinicians and placement providers to ensure you benefit from the most current, relevant and patient-focused courses
- 3** MSc Physiotherapy is mapped to the Australian Physiotherapy Council's practice thresholds, which means our graduates can apply for Australian registration via an accelerated process

Career destinations

- Allied Health Professionals (AHP) Suffolk
- Anglian Community Enterprise (ACE)
- Colchester Hospital University and Ipswich Hospital NHS Foundation Trusts
- Colchester Physiotherapy and Sports Injury Clinic
- Essex Partnership University NHS Foundation Trust
- Kids Physio 2 U
- Mid Essex Hospital and North East Foundation Trusts

POLITICS AND INTERNATIONAL RELATIONS

Dual Award Option

Get two Masters degrees in two years. Study at Essex and in either Germany or Japan.

There has never been a more exciting time to study politics and international relations.

From interstate war to international trade, and from the spread of terrorism to the role of women's organisations in peacebuilding; we aim to understand the decisions that shape the world we live in. We focus on arguments and evidence over assumptions and rhetoric, and our world-leading staff help you to research the answers to the questions that really matter in politics and international relations.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Politics

MA, MSc Conflict Resolution

MA, MSc Global and Comparative Politics

MA Ideology and Discourse Analysis

MA, MSc, MRes International Relations

MA, MSc, MRes Political Economy

MA, MSc, MRes Political Science

MA Political Theory

MA, MSc Public Opinion and Political Behaviour

MSc Social Data Science*

MA United States Politics

We will consider a high 2:2 or above (or international equivalent) in a relevant social science like politics, international relations, economics, business/finance, or statistics.

Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

Degrees from other subjects may be considered where there is evidence of some mathematical training, statistical background or relevant work experience.

RESEARCH

PhD Government

You will need a good honours degree and a Masters degree in a relevant social science. A well-developed research proposal is also essential.

PhD Ideology and Discourse Analysis

* Subject to approval.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5, or equivalent.

Popular modules

- Analysis of Conflict and Peace
- Conflict Resolution
- Contemporary Theories of Justice
- Ideology and Political Discourse
- International Negotiation
- International Security Studies
- Political Parties in Britain and Europe
- Public Opinion and Political Behaviour
- United States Politics

Current research

- Citizens' support for military action
- Cultural and behavioural roots of economic development
- Discourse in public policy
- Election forecasting
- Gender-based peacekeeping
- Identity management, practices and technologies
- Public moods and policy change
- The psychology of discrimination
- The UN and human security
- Understanding tactics of terrorist groups

For more information about politics and international relations, go to

essex.ac.uk/pg/politics

A turning point for British politics

The 2017 general election ripped up the script for British politics. How did the Conservatives lose their majority? What happened to UKIP? What did it mean for Scottish independence? How complete is Labour's move to the left?

These are just some of the questions discussed in a new book, *None Past the Post: Britain at the Polls, 2017*, which features chapters by many leading authorities including Essex academics Professor Paul Whiteley, Professor Rob Johns, Dr Tom Quinn and Professor John Bartle. It offers an authoritative analysis of the political, economic and social developments that helped set the stage for one of the most surprising election results of recent times. The book tackles a range of controversial decisions and problems faced by parties, and addresses broader questions about the future of British politics against the backdrop of Brexit and ongoing austerity.

Discover our research online.

essex.ac.uk/departments/government/research

GRADUATE PROFILE



“The skills I developed have taken me to The Commonwealth Secretariat, the UN and the US Senate Judiciary Subcommittee. I’m currently the Director of Digital Strategy at the Vera Institute of Justice, New York.”

Kindred Motes

MA International Relations, 2014

ACADEMIC INSIGHT



“At Essex you are taught how to analyse political decisions and outcomes through identifying actors, their interests, and the role of institutions in structuring their interactions.”

Professor Kristian Gleditsch

WHY ESSEX?

- 1** We have some of the best minds in politics and international relations – and the only Regius Professorship in Political Science in the UK
- 2** We have always been the highest-rated politics department in the UK (REF 2014, mainstream universities, THE 2014)
- 3** We are a research-intensive department providing strong training in research methods

Career destinations

- Bruegel think tank, Brussels
- Civil Service
- Condé Nast Publishers
- European Central Bank
- German Foreign Office
- NATO
- Norwegian Directorate of Immigration
- Prisoners Abroad
- The British High Commission
- The World Bank

PSYCHOLOGICAL THERAPIES AND CLINICAL PSYCHOLOGY



The demand for mental health support that makes a difference to people's lives has never been greater.

Join our academic community, where you'll develop your expertise and learn analytical and practical skills which will prepare you for your future career.

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

Graduate Certificate Psychological Wellbeing Practitioner (Low Intensity)

Graduate Certificate: You will need qualifications at level 3 (such as A-levels), or equivalent, plus you must demonstrate a capacity to study at level 6.

PG Certificate: You will need an honours degree, or equivalent.

PG Certificate Psychological Wellbeing Practitioner (Low Intensity)

Entry to our programme is through interview for a trainee PWP post in one of our local IAPT-compliant partners. Roles are advertised via the NHS jobs website or other local IAPT-compliant provider organisations. Employment as a trainee PWP is a pre-requisite for applying for the programme.

PROFESSIONAL DOCTORATES

Doctorate in Clinical Psychology (D Clin Psych)*

Visit our website: www.essex.ac.uk/DClinPsych-tips

All of the above degrees are based at our Colchester Campus.

Our Psychological Wellbeing Practitioner courses are only available to UK applicants.

For our taught courses, if English is not your first language, we require IELTS 7.0 overall, or equivalent, with a minimum score of 6.5 in each component.

* Our clinical psychology course is delivered in collaboration with Tavistock and Portman NHS Foundation trust.

STUDENT PROFILE

"I have been able to develop my skills alongside a small and supportive team. Placements have provided me with the clinical experience required within the sector."

Sarah Fife

Doctorate in Clinical Psychology (D Clin Psych)

GRADUATE PROFILE



"Studying at Essex gave me a grounding in the theoretical knowledge and practical skills required to work as a PWP."

Julie Puttock

Grad Cert Psychological Wellbeing Practitioner (Low Intensity), 2013

For more information about psychological therapies and clinical psychology, go to

essex.ac.uk/pg/pwp-clinical

Psychological Wellbeing Practitioner (PWP)

Take a bold step forward. Join the ranks of Psychological Wellbeing Practitioners across the country that are banishing the stigma around mental health, and driving forward our understanding of managing conditions such as anxiety and depression. You'll learn a variety of coaching techniques which are underpinned by research so you can empower people in society to manage their own mental health.

Our Graduate Certificate is suitable for those without an undergraduate degree (who can demonstrate they have the skills to be able to study at level 6). Our PG Certificate is for those who have achieved an undergraduate honours degree.

Key modules

Both our courses teach a range of protocols derived from the best evidence-based practice methodologies available. Our curriculum is underpinned by cognitive behaviour theory, and explores the use of self-help processes. You'll study:

- Engagement and Assessment of Patients with Common Mental Health Problems
- Evidence-based Low-intensity Treatment for Common Mental Health Disorders
- Values, Employment and Context

Career destinations

At the end of your course, you'll become a qualified Psychological Wellbeing Practitioner, eligible to work in Improving Access to Psychological Therapies (IAPT) compliant settings.

WHY ESSEX?

- 1** We draw on the direct experiences of service users, ensuring our courses are relevant to the lived experience, and acknowledge the patient as the expert
- 2** You'll be able to earn while you learn, in the role of a Psychological Wellbeing Practitioner
- 3** Make the course fit into your life – you have the opportunity to study flexibility part time (between 2-5 years)

Doctorate in Clinical Psychology (D Clin Psych)

Our three-year Doctorate in Clinical Psychology degree blends academic, research and clinical learning, preparing you for a career in clinical psychology. Draw on your scientific knowledge to bring about positive change for individuals through reducing behavioural, emotional or psychological distress so they can lead full and meaningful lives.

You'll work with our expert team of academics who have a broad range of experience between them in a variety of fields such as: mental health of all client groups; long-term conditions; social care and attachment; and trauma risk management.

Key modules

- Clinical Application
- Clinical Interventions and Skills
- Clinical Research
- Personal and Professional Development
- Supervised Clinical Practice

Career destinations

On successful completion of our course, you'll be eligible for registration with the British Psychological Society (BPS) and with the Health and Care Professions Council (HCPC) as a Clinical Psychologist. Our graduates typically go onto work in a number of different organisations or industries, including:

- Armed forces
- NHS
- Social care
- Private practice
- Research and education

WHY ESSEX?

- 1** We work in partnership with the Tavistock and Portman NHS Foundation Trust in London to ensure our programme is innovative and appropriate
- 2** We welcome a small cohort each year which ensures we're offering close working relationships within the group and with our staff
- 3** The County of Essex has a growing and vibrant health service with many opportunities for newly qualified psychologists

PSYCHOLOGY

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

<p>MSc Psychology (conversion course)</p>	<p>We will consider a high 2:2 or above (or international equivalent) in any subject. This course is not suitable for applicants who hold a British Psychological Society accredited degree.</p> <p>Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.</p>
<p>MSc Cognitive Neuroscience and Neuropsychology</p>	<p>We will consider a high 2:2 or above (or international equivalent) in psychology, cognitive science or a related subject.</p>
<p>MSc Research Methods in Psychology</p>	<p>Applications from students with a 2:2 or equivalent will also be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.</p>

RESEARCH

<p>MSD Psychology</p>	<p>You will need a high lower second class honours degree (2:2), or equivalent, in psychology or a related subject.</p>
<p>MSD Neuropsychology</p>	
<p>PhD Psychology</p>	<p>You will need an upper second class honours degree (2:1), or equivalent, in psychology or a related subject. A well-developed research proposal is also essential.</p>
<p>PhD Neuropsychology</p>	

All of the above degrees are based at our Colchester Campus. For all our taught courses and research degrees, if English is not your first language, we require IELTS 7.0, or equivalent.

Popular modules

- Brain and Behaviour
- Cognitive Neuropsychology
- Neurocognition of Language
- Personality and Individual Differences
- Psychology Research Project
- Research Management
- Social Psychology

Current research

- Attention and perception
- Cognitive and social neuroscience
- Developmental psychology
- Neuropsychology
- Social psychology

For more information about psychology, go to

essex.ac.uk/subjects/psychology

Psychology seeks to explain human behaviour.

The study of psychology is also linked to many other fields including biology, linguistics, medicine, sociology and economics. We give you the freedom and the facilities to study, experiment, explore and research why we think, feel and act the way we do. Be part of our stimulating and vibrant-environment that enables you to successfully shape the future of our expanding research-intensive department.



Improving communication

Research shows social interaction can have a massive positive impact on the health and wellbeing of individuals, but all too often barriers get in the way of communication.

Dr Gillian Sandstrom, from our Department of Psychology, has been awarded nearly £300,000 from the Economic and Social Research Council for a three-year project to identify the barriers and suggest ways they can be overcome. Gillian hopes to discover what stops people from interacting and whether there are actually right and wrong things to say in difficult situations. Figuring out how to help make communication easier could also have implications for loneliness. Previous research has shown humans are social beings who need to feel connected to people and understood by others to thrive. When this need to belong is not met, there are serious negative consequences for physical and mental health.

Discover our research online.

essex.ac.uk/departments/psychology/research

GRADUATE PROFILE



“As a Probation Officer I assess the level of support needed by people on probation, which covers housing, substance mis-use, mental health and relationships.”

Jessica Thompson
MSc Psychology, 2017

ACADEMIC INSIGHT



“You’ll receive individual, personalised training and supervision of your research, and access to our purpose-built, fully-equipped laboratories.”

Professor Paul Hibbard
Head of Department

WHY ESSEX?

- 1** 89% of our postgraduate psychology graduates are in professional employment or further postgraduate study within six months of graduating from Essex (DLHE 2016)
- 2** Use state-of-the-art equipment including eye-tracking, EEG, neurostimulation, virtual reality, the BabyLab and the Human Sexuality Lab
- 3** Improve your employability and gain BPS accreditation with our MSc Psychology conversion course

Career destinations

- Amity University Institute of Neuropsychology and Neuroscience
- Central and North West London NHS Trust
- Children First
- Dyslexia Association of Ireland
- GlaxoSmithKline
- PMG
- Mizzouri
- New York College
- St George’s Hospital Medical School
- UNICEF
- West Yorkshire Police Force

PSYCHOSOCIAL AND PSYCHOANALYTIC STUDIES

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Psychoanalytic Studies	We will consider a 2:2 or above (or international equivalent).
MA Refugee Care	
PG Dip, MA Management and Organisational Dynamics	
MA Jungian and Post-Jungian Studies	We will consider a 2:2 or above (or international equivalent). It is desirable for you to have some relevant experience in a caring or supportive role. Experience of your own counselling or therapy is also an asset.
Grad Dip Psychodynamic Counselling (1-year)	
MA Psychodynamic Counselling (3-years)	
MA Psychodynamic Counselling (2-years)	We will consider applicants with either: a diploma or qualification or equivalent training in counselling; a <i>BA Therapeutic Communication and Therapeutic Organisations</i> degree (minimum of 2:1); or a <i>Grad Dip Psychodynamic Approaches/ Grad Dip Psychodynamic Counselling</i> .
RESEARCH	
MPhil, PhD, Integrated PhD Psychoanalytic Studies	You will need a good Masters degree, or equivalent, in a good subject area. A well-developed research proposal is also essential.
MPhil, PhD Refugee Care	

All of the above degrees are based at our Colchester Campus, with the exception of our *MA Refugee Care* which is delivered jointly with the Tavistock Clinic, London. For all our taught courses, if English is not your first language, we require IELTS 6.5, or equivalent. For all our research degrees, if English is not your first language, we require IELTS 7.0, or equivalent.

Popular modules

- Contexts of the Refugee Experience
- Jung in Contexts
- Psychoanalysis of Groups and Organisations
- Psychoanalytic Theory
- Psychodynamic Theory and Practice

Current research

- Analytical psychology (Jung)
- Child/adolescent psychotherapy
- Clinical frame
- History of psychoanalysis
- Klein, Winnicott, Bion, Lacan
- Myth and literature
- Psychoanalytic concepts
- Refugee care

For more information about psychosocial and psychoanalytic studies, go to

essex.ac.uk/pg/pps

Explore the unconscious dimensions of human behaviour.

How do unconscious factors affect our emotional and psychological lives, our relationships with others and society? What is the relationship between inner fantasy and external reality? Our courses are taught by senior clinicians and internationally renowned academic researchers. They enable you to discuss and understand these complex questions in depth, and give you the opportunity to discover profound answers.

Refugee experiences

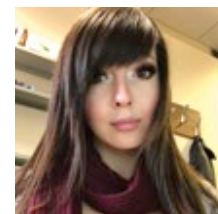
The Director of our Centre for Trauma, Asylum and Refugees, Professor Renos Papadopoulos, served as a member of the Presidential Task Force on Refugees, Asylum Seekers and Migrants of the British Psychological Society which produced the latest guidelines for professionals on how to work in the most effective manner with this group of people.

Professor Papadopoulos was given an Award by the European Family Therapy Association for his 'Outstanding Contribution to Family Therapy and Systemic Practice'. Most recently, he's been working with Babel Day Centre in Greece and with Juconi organisation in Mexico on pioneering intervention projects with refugees and migrants, such as establishing a specialist team of professionals to work with persons who were tortured, as well as with victims of violence.

Discover our research online.

essex.ac.uk/departments/psychosocial-and-psychoanalytic-studies/research

STUDENT PROFILE



“The academic freedom combined with a rigorous focus on psychoanalysis was pivotal to me when choosing Essex. I seek to shed light on how case studies can aid us in revising and adjusting our current diagnostic practices.”

Greta Kaluzeviciute
PhD Psychoanalytic Studies

GRADUATE PROFILE

“The mix of theoretical and practical knowledge, and the opportunity to specialise in symbolic anthropology and the analysis of dreams has prepared me well for my chosen career in therapy.”

Estefany San Andres
MA Jungian and Post-Jungian Studies, 2014

Career destinations

- Chestnut Global Partners
- New York Psychoanalytic Institute
- Further study (Birkbeck, Cambridge, UCL)
- Jungian analyst (SAP, AJA and IGAP)
- Junior research fellowship
- Psychiatric nursing
- Refugee and NGO work
- Social care and health services

WHY ESSEX?

- 1** We champion participative teaching – we want to hear your stories and look at how you see the world
- 2** Close ties with education, social care and health services ensure our courses are highly credible
- 3** We have strong links with the Institute of Psychoanalysis, the Tavistock Institute, the Society for Analytical Psychology, and the International Association for Jungian Studies



SOCIAL AND ECONOMIC RESEARCH

We are a powerhouse for social and economic research in the UK and around the world.

For over 25 years, the Institute for Social and Economic Research (ISER) has, and continues to, conduct research which makes major contributions to social and economic policy throughout the UK and Europe. Our strong international reputation is reflected by our publications in top-ranked journals and in our consistently high level of support from the Economic and Social Research Council (ESRC).

OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Applied Economics and Data Analysis

We will consider a 2:2 or above (or international equivalent) in a subject such as economics, maths, engineering, finance, physics, or any other degree with a strong maths component.

Your degree should contain some economics components including macroeconomics, microeconomics or econometrics.

MSc Survey Methods for Social Research*

We will consider a 2:1 or above (or international equivalent) in a related social science subject.

RESEARCH

MPhil, PhD Applied Social and Economic Research

MPhil, PhD Economics

MPhil, PhD Health Research

MPhil, PhD Survey Methodology

You will need a good Masters degree, or equivalent, in a related subject.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, you are also required to submit a well-developed research proposal of around 1,000 to 2,500 words relevant to the research conducted in ISER.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall, or equivalent.

*For this course, you also need at least IELTS 6.0 in all components, or equivalent.

Popular modules

- Applications of Data Analysis
- Introduction to Quantitative Analysis
- Introduction to Survey Design and Management Panel Data Methods
- Research Design and Critical Appraisal
- Survey Sampling, Non-Response and Inference

Current research

- Adolescent wellbeing
- Application and development of statistical methods of handling missing data
- Generational social mobility
- Health and the use of health services
- Household formation and dissolution
- Income, poverty and wealth
- Intergenerational transmission of human capital and poverty
- Labour market behaviour
- Life-course epidemiology
- Longitudinal and panel data methods
- Microsimulation of taxes and benefits
- Migration and immigrant integration
- Neighbourhood and community
- Residential mobility
- Social classification systems
- Social inequalities in health
- Sociogenomics
- Survey methods and data
- Values, beliefs and attitudes

For more information about social and economic research, and ISER, go to

www.iser.essex.ac.uk



The impact of social media

A new study by Dr Cara Booker at ISER, with Professor Yvonne Kelly and Professor Amanda Sacker at UCL, has found a gender difference in social media use in tweens and teens, and finds that girls were the heaviest users of social media, and more likely to have well-being problems as they reach their later teenage years.

The study found that about half of girls aged 13 were interacting on social media for more than one hour a day, but only a third of boys of the same age. By age 15 both boys and girls had increased the amount of time spent on social media, but girls were still doing more – 59% compared with 46% of boys.

Discover more about ISER online.

www.iser.essex.ac.uk

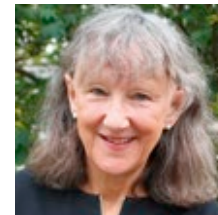
GRADUATE PROFILE

“I enjoyed studying *Sociological Imagination*, and the advanced quantitative research module; both were taught by inspiring professors.”

Ionela Loredana Madalina Radu

MSc Survey Methods for Social Research, 2017

ACADEMIC INSIGHT



“You are encouraged to be influential from the outset, publishing research and even gaining media coverage and policymakers’ attention during your studies.”

Professor Emily Grundy

Director of ISER

Career destinations

- Bocconi University, Centre for Research on Social Dynamics
- Dalhousie University, School of Health Administration
- European University Institute, Department of Economics
- Inter-American Development Bank, Washington
- NHS England
- UN Habitat
- University of Chicago, Department of Economics
- University of Minho, Applied Microeconomics Research Unit
- University of New South Wales, Social Policy Research Centre
- University of Oxford, Department of Sociology
- University of Turin, Department of Economics and Public Finance
- World Bank

WHY ESSEX?

- 1** ISER hosts leading research infrastructures, including household panel studies, and tax and benefit microsimulation models
- 2** Our BHPS and Understanding Society household panel surveys have profoundly influenced social, economic and health policies in the UK and beyond
- 3** Our tax-benefit microsimulation model for the European Union has impacted tax policy throughout Europe



SOCIAL WORK



Social issues know no boundaries and are ever-evolving.

At Essex, we do things differently, taking a global perspective, and examining social work through the lens of social activism. Join our Centre for Social Work and actively contribute to our dynamic learning community. Use your background in social sciences or social work as a launch-pad to investigate your topic in real depth. We offer unparalleled support from our experienced supervisors in a breadth of topics meaning you'll develop new high-level skills, enhance your professional development and build networks with like-minded individuals.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

PG Dip Social Work*

We will consider a 2:2 or above (or international equivalent). Some paid or voluntary experience in health or social care in a relevant social care or child care/education setting is also required. You also require GCSE Mathematics and GCSE English grade C/4 or above, or equivalent.

MA Social Work and Human Rights*

RESEARCH AND PROFESSIONAL DOCTORATES

MSD, MPhil, PhD Social Work

MSD: You will need a good honours degree, or equivalent, in a relevant discipline. A well-developed research proposal is also essential.
MPhil, PhD: You will need a Masters degree, or equivalent, in a relevant discipline such as a health science or social science. Alternatively you will need to evidence advanced research skills developed through an alternative route. A well-developed research proposal is also essential.

Doctorate in Social Care Education

Doctorate in Social Care Practice Management

Doctorate in Social Services Management

You need to be registered with a UK regulatory body (where appropriate). You should also be currently employed in management, practice or education, or in a senior position in a health or social care organisation, and possess a Masters qualification (or equivalent).

For more information about our health and social care research degrees, see pages 134-135.

* Subject to approval.

All of the above degrees are based at our Colchester Campus.

Our taught courses require you to supply a satisfactory enhanced Disclosure and Barring Service Check (DBS) and occupational health check.

If English is not your first language, for our taught degrees we require IELTS 6.5 overall, or equivalent, with a minimum of 6.0 in reading and writing, and 5.5 in all other components, and for our research degrees we require IELTS 6.5 overall, or equivalent.

For more information about making an application, visit our website: essex.ac.uk/departments/health-and-social-care

Current research

- Comparative and international social work and social policy
- Citizen participation in social work and social welfare
- Conceptualisations of critical and radical social work and social policy
- Social services in the context of armed and political conflict (including refugee and migrant issues)
- Political economy of health and social care (with a particular focus on the impact of austerity policies on social workers and people who use social services in the UK and Europe)

For more information about social work, go to

essex.ac.uk/subjects/social-work

Social work, austerity, racism and resistance

Our Centre for Social Work hosted the 2018 Social Work Action Network (SWAN) conference, exploring hard-hitting topics through sessions such as ‘racism and the rise of right-wing populism’, and ‘poverty, inequality and housing in post-Grenfell Britain’.

We welcomed over 320 delegates from seven countries to the event, and speakers included Moyra Samuels (Justice4Grenfell), Carolyn Willow (a children’s rights campaigner) and Weyman Bennett (Stand Up to Racism).

Professor Vasilios Ioakimidis, our Director for the Centre for Social Work, helped organise this conference in his role as the founding member of SWAN, which is a radical, campaigning organisation of social work and social care practitioners, students, services users, carers and academics. They are united by their concern that social work practice is being undermined by managerialism and marketisation, by the stigmatisation of service users and by welfare cuts and restrictions. They champion the value of high-quality social work in helping people to alleviate their problems and difficulties in their lives.

What else is going on? Discover more online.

essex.ac.uk/departments/health-and-social-care/news

ACADEMIC INSIGHT



“Our diverse team of lecturers provides an international representation, views and knowledge of some of the most complex individual, family and community challenges. We want to develop professionals who are advocates for social justice, who promote social and economic equalities, and who are confident to work and lead in complex, multi-professional environments.”

Gert Scheepers
Lecturer in Social Work

Career destinations

Social work graduates often go on to work in academia, take senior management positions in social care or social work settings, work as policy advisers, or find employment with international humanitarian NGOs.

WHY ESSEX?

- 1** We work closely with the Social Work Action Network, which means you’ll be part of an intellectually stimulating environment
- 2** We have a strong international focus – our academics have engaged with social work research in several countries
- 3** We address issues of national and international concern to social work, social policy, social care, health sociology and other related fields



SOCIOLOGY

Develop imaginative new approaches to sociology.

Work alongside our world-class academics who spearhead the pursuit for a new understanding of the social world – exploring questions of social justice and equality. Our spirit of critical enquiry drives us in the quest for academic excellence. We build on the traditions of sociological analysis, with a range of both qualitative and quantitative methods. We explore the contributions of cultural history, criminology, social anthropology, social psychology, social philosophy, feminism, and global sociology.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Sociology

We will consider a 2:1 or above (or international equivalent) in sociology or a related subject.

MA Sociology and Management

MA Sociological Research Methods

MSc Survey Methods for Social Research

MA Advertising, Marketing and the Media

MA, MSc Migration Studies

Applications from students with a 2:2 or equivalent, or a non-social-sciences degree, will be considered dependent on any relevant professional or voluntary experience, previous modules studied and/or personal statement.

RESEARCH

PhD, Integrated PhD Sociology

You will need a good Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

All of the above degrees are based at our Colchester Campus.

For all our taught courses and research degrees, if English is not your first language, we require IELTS 6.5 overall, with no component below 6.0, or equivalent.

Popular modules

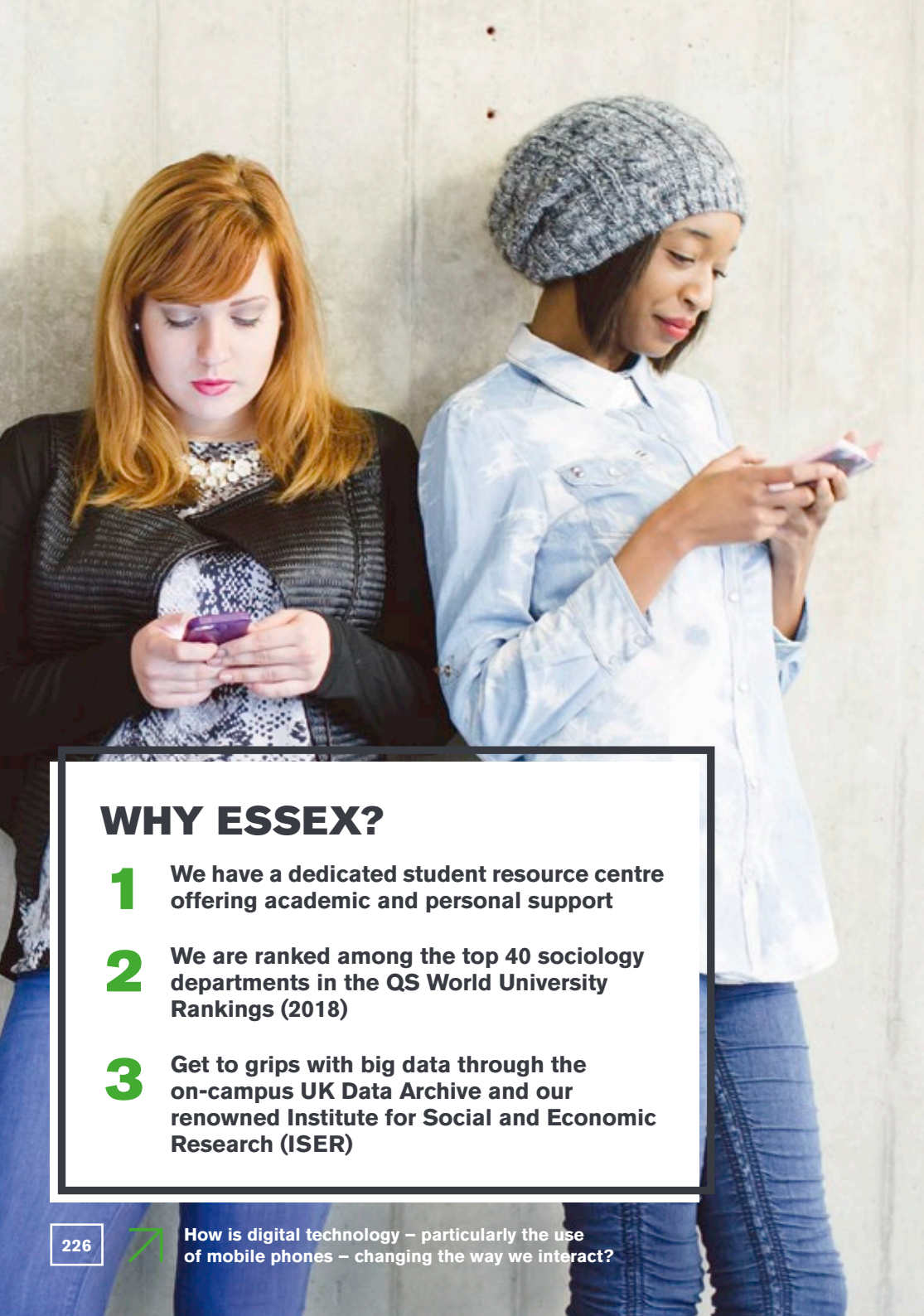
- Advertising: Commerce and Creativity
- Capitalism, Slavery and Race in the Americas
- Colonialism, Culture and Human Rights
- Consumption, Political Economy and Sustainability
- Digital Economy
- Dynamics of Home and Work
- Interviewing and Qualitative Data Analysis
- Organised Crime: Global and Local
- Sociological Research Design
- Survey Measurement and Question Design

Current research

- Citizenship
- Cultural and historical sociology
- Digital media
- Economic sociology
- Health and healthcare policy
- Human rights
- Indigenous peoples
- Migration and refugees
- Media theory
- Visual sociology
- War and memory
- Work-life mobility

For more information about sociology, go to

essex.ac.uk/subjects/sociology



Student migration

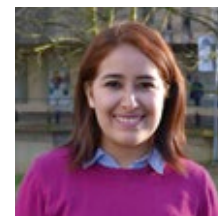
As many as 50 million young Chinese students have migrated from their hometowns in the countryside to become urban residents as a result of seeking higher education.

Chinese students constitute the largest single group of international students in the richer countries of the world, making up 20% of the total student migration to these countries. Professor Yasemin Soysal is leading a pioneering three-year collaborative research project into the motivations, aspirations, and the broader life-course orientations of Chinese university students in Europe and China. Her research is jointly funded by the British Economic and Social Research Council, German Research Foundation, and the National Natural Science Foundation of China.

Discover our research online.

essex.ac.uk/departments/sociology/research

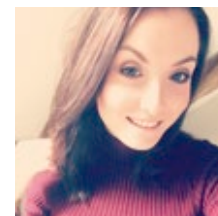
STUDENT PROFILE



“My main aspirations are to develop policies so I can help local governments in Mexico which tend to be the most inefficient and corrupt sometimes.”

Fernanda Baretto
MA Sociology and Management

GRADUATE PROFILE



“I’ve been a Disclosure Officer safeguarding vulnerable adults and children. I’m now training to be a Police Officer and would like to be part of the Child Abuse Investigation Team.”

Ellie Nudd
MA Sociology, 2015

WHY ESSEX?

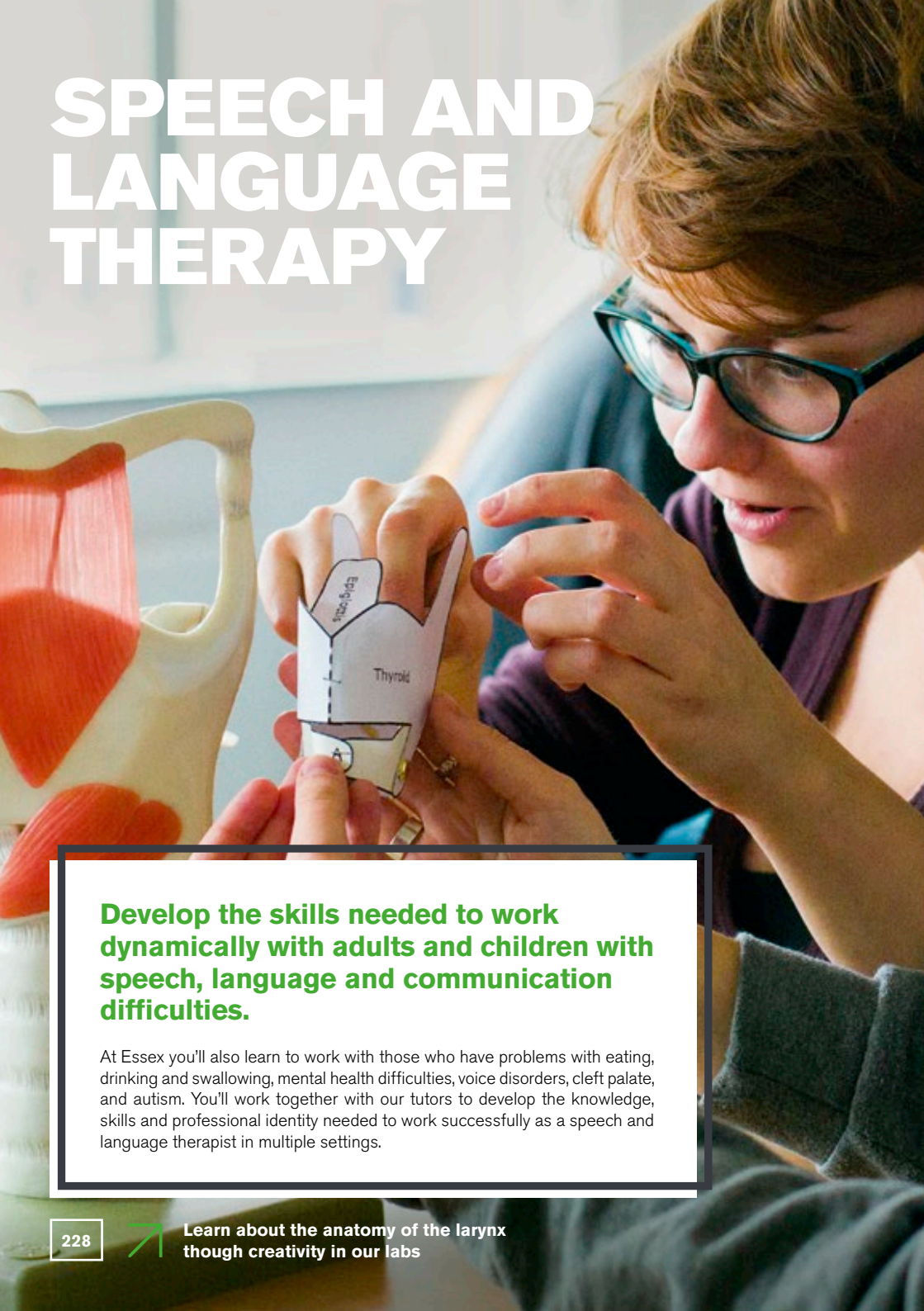
- 1** We have a dedicated student resource centre offering academic and personal support
- 2** We are ranked among the top 40 sociology departments in the QS World University Rankings (2018)
- 3** Get to grips with big data through the on-campus UK Data Archive and our renowned Institute for Social and Economic Research (ISER)



Career destinations

- Citizens Advice Bureau
- Defra
- Dow Jones Newswires
- Family Welfare Association
- Foreign and Commonwealth Office
- FSG Social Impact Consultants
- International Federation for Human Rights (FIDH)
- Ministry of Justice
- Royal Philanthropic Society
- Space Global
- Thailand Department of Corrections
- Various universities including the University of California, New York University and University of London

SPEECH AND LANGUAGE THERAPY



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT (PRE-REGISTRATION)

MSc Speech and Language Therapy

We will consider a 2:2 or above (or international equivalent). We recommend this to be in one of the following: psychology, language, linguistics, social science, biological science, medical science, or equivalent. Other degrees will be considered.

PROFESSIONAL DOCTORATES

Doctorate in Speech and Language Therapy

See page 135 for information.

For information about our health and social care research degrees, see pages 134-135.

Our degree is based at our Colchester Campus. You will also need to perform successfully at interview, pass a literacy and numeracy test, and supply a satisfactory Disclosure and Barring Service check and an occupational health check.

For our taught course, if English is not your first language, we require IELTS 8.0 overall, with no element below 7.5, or equivalent. For more information about making an application, visit our website: essex.ac.uk/departments/health-and-social-care

NHS Constitution and values

As part of the selection process, you will be encouraged to demonstrate a good knowledge and a clear understanding of the scope of work that a speech and language therapist is required to undertake, as well as the significance of the NHS Constitution and its core values.

Continuing Professional Development (CPD)

As you progress through your career you can return to Essex for further courses and training. If you are already a registered speech and language therapist, please visit our website for information on our CPD courses. Also see our professional development section on pages 48-49.

Study themes

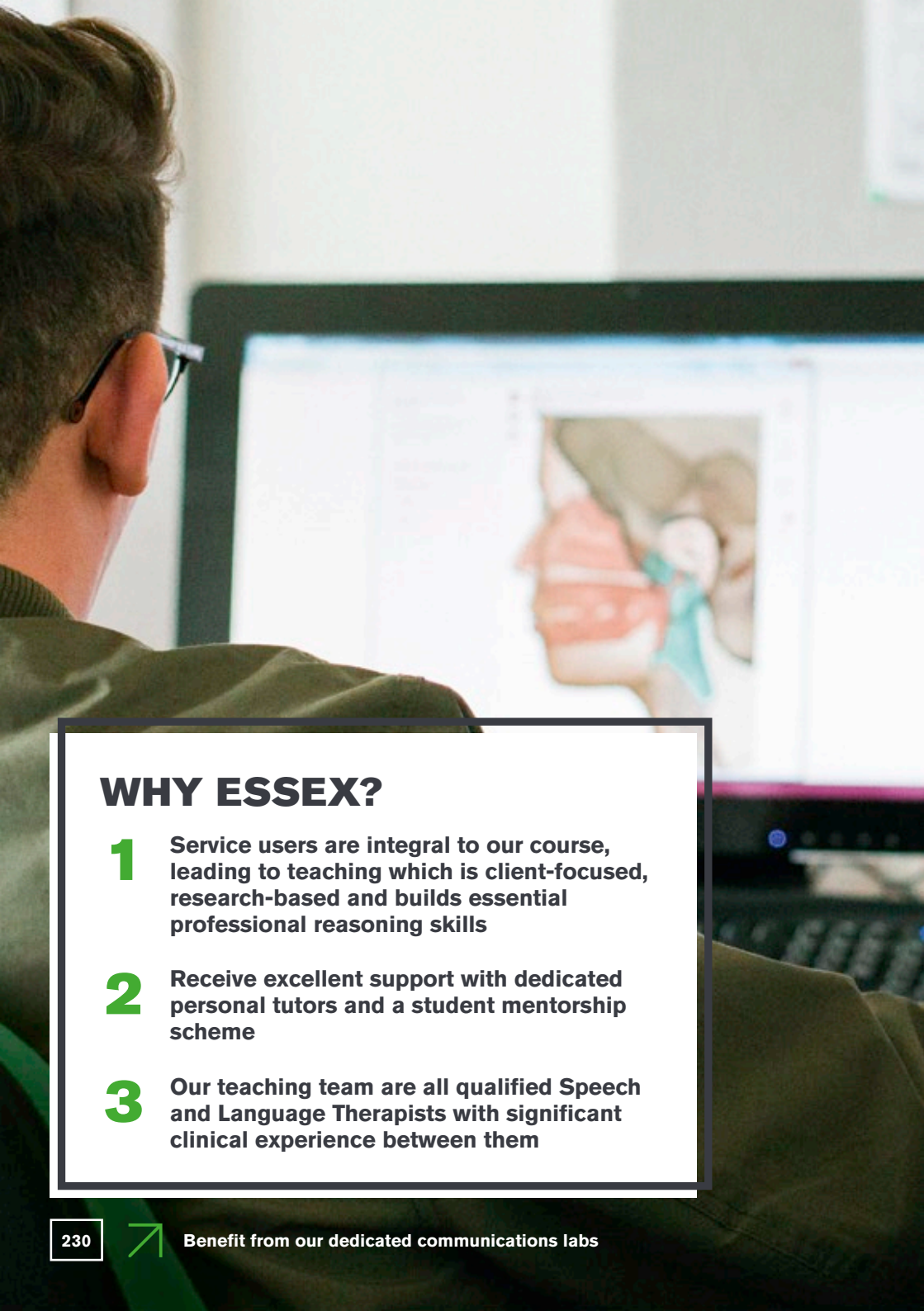
- Aphasia and Stroke
- Cognitive Communication Difficulties
- Dysphagia
- Interprofessional Collaboration and Development
- Linguistics and Phonetics
- Progressive Disease and Communication
- Research in Health Care
- Special Needs
- Voice

Develop the skills needed to work dynamically with adults and children with speech, language and communication difficulties.

At Essex you'll also learn to work with those who have problems with eating, drinking and swallowing, mental health difficulties, voice disorders, cleft palate, and autism. You'll work together with our tutors to develop the knowledge, skills and professional identity needed to work successfully as a speech and language therapist in multiple settings.

For more information about speech and language therapy, go to

essex.ac.uk/pg/speech



Getting heard

Join in with a range of opportunities to raise the profile of speech and language therapy, and educate staff, students and the public about communication difficulties.

In 2018 our Speech and Language Therapy Society raised over £1,000 for Dementia Adventure through events such as singing and signing Makaton Carols at Christmas, organising a society ball, and through some delicious bake sales. The Society also ran a Dysphagia Awareness event at Colchester Hospital, where the public could try thickened liquids, as well as a Week of Awareness on campus which included guest speakers and competitions.

As part of the Week of Awareness, Essex student Hannah Seaton didn't speak for a week and only used Augmented and Alternative Communication (AAC). She said: "My understanding of people with communication difficulties has improved and I feel that this will make me a better clinician."

What else is going on? Discover more online.

essex.ac.uk/departments/health-and-social-care/news

GRADUATE PROFILE



"I enjoyed the variety of teaching methods and the practical placement where I could also apply the theory I'd learnt."

Annabel Hodges

MSc Speech and Language Therapy, 2016

GRADUATE PROFILE

"My lecturers' constant support encouraged me to step outside of my comfort zone and realise how capable I was at adapting to challenging situations."

Maria Miranda-Rivera

MSc Speech and Language Therapy, 2017

Career destinations

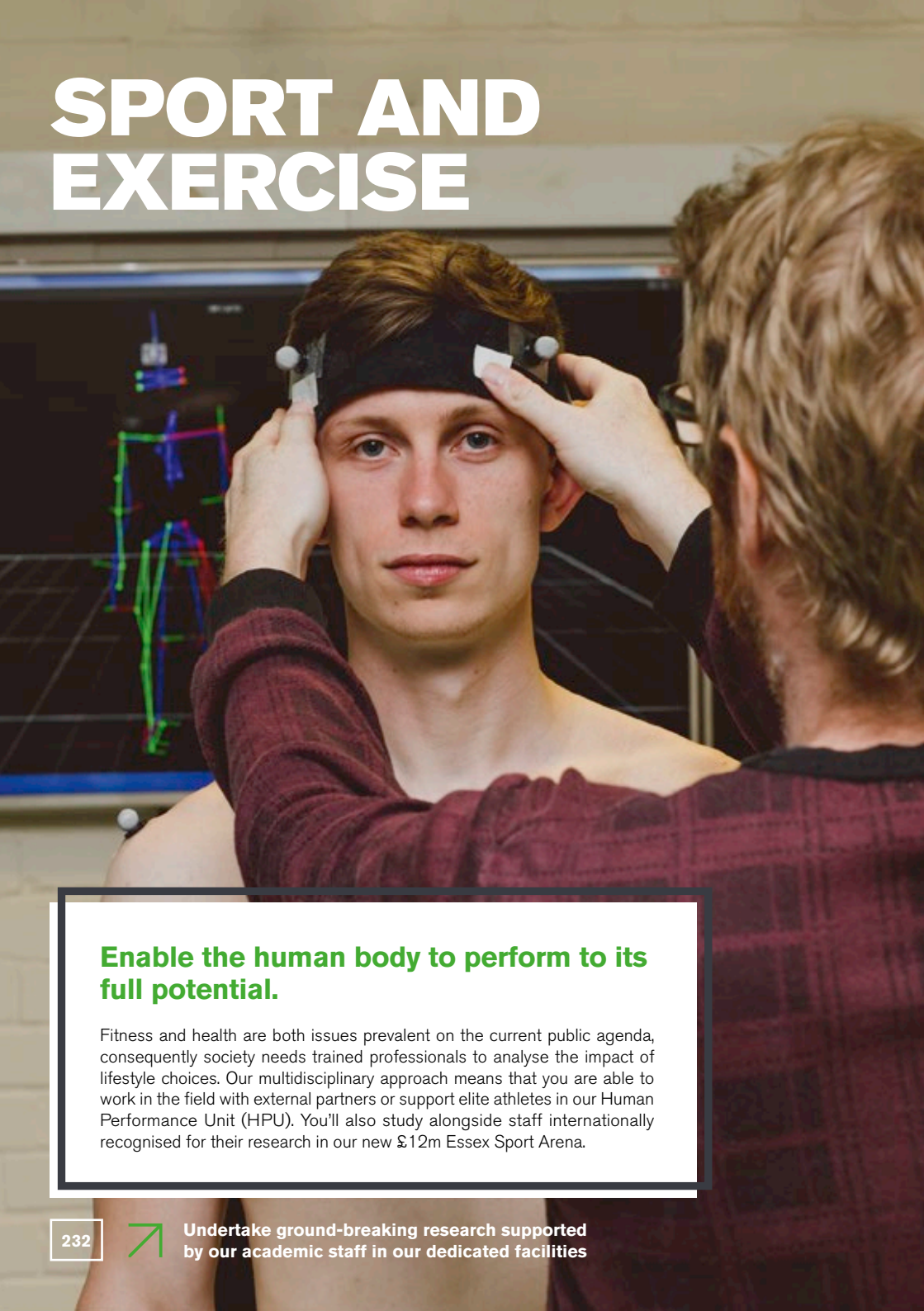
- Acute hospitals
- Alternative and augmentative communication centres
- Charities
- Community clinics
- Cleft lip and palate teams
- Head injury clinics
- Hearing impairment services
- Mainstream and special schools
- Private practice
- Research
- Young offenders institutions

WHY ESSEX?

- 1** Service users are integral to our course, leading to teaching which is client-focused, research-based and builds essential professional reasoning skills
- 2** Receive excellent support with dedicated personal tutors and a student mentorship scheme
- 3** Our teaching team are all qualified Speech and Language Therapists with significant clinical experience between them



SPORT AND EXERCISE



Enable the human body to perform to its full potential.

Fitness and health are both issues prevalent on the current public agenda, consequently society needs trained professionals to analyse the impact of lifestyle choices. Our multidisciplinary approach means that you are able to work in the field with external partners or support elite athletes in our Human Performance Unit (HPU). You'll also study alongside staff internationally recognised for their research in our new £12m Essex Sport Arena.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MSc Sport and Exercise Psychology

We will consider a 2:2 or above (or international equivalent) in a human science, such as sport, exercise, psychology and/or human biology.

MSc Sport and Exercise Science

RESEARCH AND PROFESSIONAL DOCTORATES

MSD, MPhil, PhD Health and Exercise Sciences

MSD, MPhil, PhD Health and Physical Activity

MSD, MPhil, PhD Sport and Exercise Medicine

MSD, MPhil, PhD Sport and Exercise Psychology

MSD, MPhil, PhD Sport and Exercise Science

MSD, MPhil, PhD Sports Therapy

Doctorate in Sports Therapy

Doctorate in Sport and Exercise Science

Doctorate in Sport Performance and Coaching

You will need a good honours or Masters degree, or equivalent, in a related subject. A well-developed research proposal is also essential.

You will need a relevant Masters degree, or equivalent, and be currently registered with a relevant professional body. You must also have two years post-qualifying experience in a relevant senior role.

All of the above degrees are based at our Colchester Campus.

For our taught courses, if English is not your first language, we require IELTS 6.5 overall, or equivalent, with a minimum component score of 5.5. For all our research degrees, if English is not your first language, we require IELTS 6.5, or equivalent.

Popular modules

- Biomechanics of Locomotion
- Health Psychology in Sport and Exercise
- Human Physiology at the Extreme
- Paediatric Exercise Science

Current research

- Athletic pacing strategies
- Cardiac rehabilitation and exercise prescription
- Children's fitness
- Exergaming
- Gait and functional movement
- Green exercise
- Hypoxic training methods
- Muscle oxygenation and blood flow
- Nutritional aids
- Paralympic athletic performance
- Physical activity for healthy ageing
- Social support
- Talent identification and development in young athletes

For more information about sport and exercise, go to

essex.ac.uk/pg/sport-science

Overweight or underweight – which is worse?

The issue of underweight school children is being missed because of an “obsession” with tackling obesity. Findings by Essex experts were presented at the European Congress on Obesity.

Dr Gavin Sandercock said weighing too little was more damaging to health than weighing too much. He warned that society was focused almost exclusively on obesity. The research team looked at nearly 10,000 children aged 9 to 16 in the East of England. The research discovered that 1 in 17 pupils were too thin. Dr Sandercock said: “The fact is the UK is obsessed with being overweight or obese, yet it is now accepted being underweight may pose a much greater risk to health”. At Essex we like to challenge the prevailing view.

Discover our research online.

essex.ac.uk/departments/sport-rehabilitation-and-exercise-sciences/research

STUDENT PROFILE



“I wanted to develop myself as an academic researcher under the supervision of highly qualified, world-leading experts on my specific topic of research, so Essex was the place for me.”

Marco Konings

PhD Sport and Exercise Sciences

ACADEMIC INSIGHT

“You’ll acquire the academic, scientific and practical skills needed by contemporary sports scientists, and will have the opportunity to complete your own original scientific research.”

Dr Gavin Sandercock

WHY ESSEX?

- 1** Conduct innovative and world-leading research with our staff in our two specialist research units
- 2** Develop skills using state-of-the-art equipment in biomechanics, physiology and psychology
- 3** Our home is the brand new £12m Essex Sport Arena, which offers sporting facilities, performance analysis equipment, research laboratories and a clinic

Career destinations

- Colchester Hospital NHS Foundation Trust
- England and Wales Cricket Board
- English Institute of Sport
- Essex County Council
- Football Association
- General Medical Council
- Greenwich Education Authority
- James Paget NHS Trust
- Rugby Football Union
- UK Sport

TRANSLATION AND INTERPRETING



Fast and efficient communication is a necessity in today's globalised world.

There is huge demand for people who can work quickly in two or more languages. At Essex we focus on developing your practical ability to work between English and another language, such as Mandarin Chinese, French, German, Italian, Portuguese, Arabic or Spanish. We offer a place where talented students become part of an academic community that undertakes world-leading research.



OUR COURSES

ENTRY REQUIREMENTS

TAUGHT

MA Conference Interpreting and Translation (Chinese-English)

MA Business Translation and Interpreting (Chinese-English)

PG Dip Chinese-English Translation and Interpreting

MA Chinese-English Translation and Professional Practice

MA Translation, Interpreting and Subtitling

MA Translation and Literature

MA Translation and Professional Practice

MA Translation and Professional Practice with Professional Placement

We will consider a 2:2 or above (or international equivalent) in a subject which has a major component of English.

If Mandarin Chinese is not your first language, you will need to hold HSK level 6 to be considered for this course.

If your first language is English, we will consider a 2:2 or above (or international equivalent) in French, German, Italian, Portuguese or Spanish.

If your first language is French, German, Italian, Portuguese or Spanish, we will consider a 2:2 or above (or international equivalent), which includes English as a major component.

All of the above degrees are based at our Colchester Campus.

For all of our courses, you must pass an aptitude test and an interview with one of our academic selectors as part of the application process.

If English is not your first language, we require IELTS of 6.5 or above. See our website for specific requirements.

Popular modules

- Bilateral Interpreting
- Consecutive Interpreting
- Intercultural Communication
- Principles of Translation and Interpreting
- Simultaneous Interpreting
- Subtitling: Principles and Practice
- Technical Translation
- Technologies of Translation
- Translation Portfolio

For more information about translation and interpreting, go to

essex.ac.uk/subjects/tra

Developing skills for the workplace

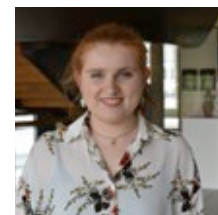
Together with a local translation company, TTC wetranslate, our Department of Language and Linguistics runs an annual translation challenge.

Studying at Essex gives you the opportunity to work on authentic translation projects for businesses. For example, teams of both postgraduate and undergraduate students translate publicity material for one of TTC wetranslate's clients into several languages. In the most recent challenge, students translated and subtitled brochures and video clips on camping, headphones and art.

What else is going on? Discover more online.

essex.ac.uk/departments/language-and-linguistics/news

STUDENT PROFILE



“I enjoy medical and academic interpreting. We’ve had debates in the interpreting lab; someone would make a statement and we each interpreted it in our languages.”

Rebecca Griffin

MA Translation, Interpreting and Subtitling

GRADUATE PROFILE



“Since graduating from Essex, I now work as Content Coordinator for a non-profit organisation in Colombia that organises literary events such as the Bogotá Book Fair.”

Juana Silva Puerta

MA Translation and Literature, 2017

WHY ESSEX?

- 1** Work in our professional interpreter training lab with a UN-style conference table and interpreting booths
- 2** Attend our in-house interpreting conferences, weekly seminars and workshops lead by internationally renowned experts in the field
- 3** Take part in interpreting field trips and guided visits to the translation and interpreting directorates of the EU



Career destinations

- Deluxe Digital Studios
- Dutch Embassy, China
- Embassy of South Korea
- Essex County Council
- Home Office
- Kern Global Languages Services
- Suntransfers.com
- Transperfect
- Translateplus
- VSI Berlin
- Xiamen International Bank

EXTRA INFO

There's a whole community online to get involved with and find out more about life at Essex, so give us a follow to find out more.

Search [#EssexResearch](#) on Twitter for videos, news and articles about our academics' current research. Check out [#MyEssex](#) on Instagram to see student snaps and videos of everything we get up to at Essex, from fun-filled social events to dissertation submissions.

If you want to get a better look at our facilities and events, check out our videos on YouTube and Vimeo.

We have an open-ear policy when it comes to social media, responding to every enquiry. So, if something is on your mind, get in touch.

 [/uniofessex](#)

 [/Uni_of_Essex](#)

 [/uniessex](#)

 [/uniessex](#)

 [/uniofessex](#)

 [/school/12814](#)



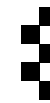
OUR PARTNERS

We are committed to making an Essex Education available through a range of provision, so we work closely with partner institutions to develop and maintain high-quality and accessible learning opportunities across the region and beyond.



University Centre Colchester at Colchester Institute provides an aspirational, high quality learning experience combining the demands of postgraduate study with the support and friendliness of a community college. Programmes are up-to-date and challenging. Postgraduate Certificates, Diplomas and Masters degrees are offered. University Centre Colchester tutors all have specific experience of working in the industries in which they now lecture. Their mix of practical application and academic excellence is a key reason for the College's exceedingly high employability levels: 100% of postgraduates go on to work or further study within six months of graduating.

www.colchester.ac.uk/ucc



University of Essex

Online

We offer a variety of postgraduate programmes which are delivered online, enabling you to gain a qualification from a respected university whilst fitting your studies around work and personal commitments. Online distance learning is a cost-effective, convenient and flexible way to gain advanced skills which help you stand out in today's competitive workplace. Upon successful completion of your studies, you will be invited to a graduation ceremony at the University of Essex. We have regular intakes throughout the year and our entry requirements recognise work experience as well as previous academic achievements.

online.essex.ac.uk



The Tavistock and Portman
NHS Foundation Trust

The Trust is a prominent provider of clinical mental health services and a leading NHS mental health postgraduate training organisation. They train clinicians, nurses, educators, social workers, volunteers and many more. All the teaching is delivered by clinician-tutors. They also carry out a substantial amount of research which influences clinical guidelines and best practice in a number of settings.

You can study at the Trust for postgraduate taught or research degrees awarded by the University of Essex. The Trust offers postgraduate Certificates, Diplomas and Masters-level courses and Professional Doctorates. Courses are delivered at the Tavistock Centre, London, with some courses delivered online or at centres across the UK and Europe.

www.tavistockandportman.nhs.uk



University of Essex

International College

University of Essex International College, a partnership between the University of Essex and Kaplan International Pathways, provides pathway courses that prepare international students for their undergraduate degrees and Masters courses. Successful achievement of the published progression criteria for a pre-Masters course will enable articulation to a relevant Masters course at the University. Kaplan provides fantastic study opportunities to international students and since 2005, thousands of students from every corner of the globe have started their path to success with a Kaplan pathway course.

kaplanpathways.partners/essex

TRAVELLING TO ESSEX

It's easy to get to Essex. We have excellent road and rail links, with trains into central London taking under an hour from both Colchester and Southend stations.

No matter which campus you're at – Colchester, Southend or Loughton – you're never far away from London, a sandy beach or the picturesque Essex countryside. Each of our campuses offers something different, but they all have one thing in common: you'll experience our infectious Essex Spirit.



There are also six airports within two hours' commute of our campuses. All campuses are within an hour of London Stansted and two hours of London Gatwick and Heathrow. Coach and bus services run between Stansted and the University's Colchester Campus or Southend town every hour during the day. Southend also has an airport just outside the town which flies to popular European destinations.

Once you've made an application we'll make sure you've got all the practical information you need about travel, what to bring with you, money matters and healthcare. For information on visas and immigration relevant to making a university application, visit our website.

START DESTINATION	END DESTINATION	DISTANCE	AVERAGE TRAVEL TIME BY CAR	AVERAGE TRAVEL TIME BY TRAIN	AVERAGE TRAVEL TIME BY BUS
Colchester Campus	Central London	60 miles / 97 km	1 hour 40 minutes	45 minutes – 1 hour	n/a
	Stansted Airport	33 miles / 57km	50 minutes	n/a	1 hour 15 minutes
	Southend Airport	41 miles / 66km	1 hour	1 hour 15 minutes	n/a
	City Airport	63 miles / 101 km	1 hour 30 minutes	1 hour 50 minutes	n/a
	Gatwick Airport	83 miles / 133km	1 hour 40 minutes	1 hour 50 minutes	n/a
	Luton Airport	87 miles / 140km	1 hour 50 minutes	2 hours 15 minutes	n/a
	Heathrow Airport	90 miles / 150km	1 hour 55 minutes	2 hours 10 minutes	n/a
	Harwich International Port	20 miles / 35km	35 minutes	25 minutes	n/a
Southend Campus	Central London	42 miles / 68km	1 hour 20 minutes	45 minutes – 1 hour	n/a
	Stansted Airport	40 miles / 64km	1 hour	n/a	1 hour 30 minutes
	Southend Airport	3 miles / 5km	10 minutes	n/a	15 minutes
	City Airport	36 miles / 58km	1 hour 15 minutes	1 hour 5 minutes	n/a
	Gatwick Airport	62 miles / 100km	1 hour 10 minutes	2 hours	n/a
	Luton Airport	68 miles / 109km	1 hour 25 minutes	2 hours 15 minutes	n/a
	Heathrow Airport	76 miles / 122km	1 hour 20 minutes	2 hours	n/a
	Harwich International Port	61 miles / 98km	1 hour 25 minutes	2 hours	n/a

These figures are approximate; the exact length of a journey will be dependent on the time of day travelled.

THE SMALL PRINT

About this prospectus

When we might make changes to advertised courses and other information

This prospectus tries to answer your questions about life and academic provision on offer at the University of Essex. It was prepared in 2018 and refers to courses which will be available in October 2019. The University makes every effort to ensure the prospectus is accurate at the time it is printed.

Exceptionally it can be necessary to make changes, for example to courses, facilities or fees due to legitimate staffing, financial, regulatory or academic reasons. Examples of such reasons might include a change of law or regulatory requirements, industrial action, lack of demand, departure of key personnel, change in government policy, or withdrawal or reduction of funding. Changes to courses may for example consist of variations to the content and method of delivery of programmes, courses and other services, to discontinue programmes, courses and other services and to merge or combine programmes or courses. The University will endeavour to keep such changes to a minimum, and will also keep prospective students informed appropriately.

No liability for matters outside our control

The University cannot be held responsible for failure/ delay in performing obligations caused by things beyond its reasonable control, such as fire, flood or industrial action.

University terms and conditions, procedures, rules and regulations

If you accept an offer of a place, it will be subject to the University's terms and conditions. The full Procedures, Rules and

Regulations of the University governing how it operates are set out in the Charter, Statutes and Ordinances and in the University Regulations, Policy and Procedures.

www.essex.ac.uk/about/governance

Alternative formats

This prospectus is available in large print, audio and Braille formats. Please contact our Graduate Admissions Office for further information.

Quality assurance

The Quality Assurance Agency's Higher Education Review of the University in December 2014 covered every aspect of the University's provision and confirmed that the University has met all expectations and meets national requirements for standards and quality. The University was commended for its enhancement of the student learning opportunities it provides.

www.qaa.ac.uk

Complaints procedure

If you have any comments or concerns about the recruitment or admissions process we operate, or about an application decision, which you do not wish to discuss with the Head of Graduate Admissions, you can write to the Director of Communications and External Relations. Alternatively, you can follow our complaints procedure.

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

Policy statement on equality, diversity and inclusion

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it

and which ensures equality of opportunity for all its members. We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

Tuition fee increases during your studies

Information on postgraduate tuition fees is correct at the time of publication. The University reserves the right to change tuition fees.

The University sets postgraduate tuition fees for one academic year at a time. If your course lasts for more than one academic year, the fees due for your second and subsequent years of study may therefore be different to the fee advertised and charged for your year of entry.

It is usual for tuition fees to rise by an amount at least equivalent to inflation each year.

For more information on how such increases might apply during your course check our fees and funding web pages.

essex.ac.uk/masters/fees-and-funding

essex.ac.uk/postgraduate-research-degrees/fees-and-funding

East 15 Acting School

Our acting and directing courses are delivered by East 15 Acting School at our Loughton Campus.

Facilities include a range of rehearsal spaces, a dance studio and the fully equipped Corbett Theatre.

We are just five minutes from Debden Station, on the London Underground Central line.

East 15 also delivers a range of undergraduate courses at both the Loughton Campus and in Southend, where our second campus includes the Clifftown Theatre.

www.east15.ac.uk

Data for marketing purposes

Data has been selected for marketing purposes but all claims are based on the most recent data that were available at the time of print:

- Research Excellence Framework (REF) results are based on 2014 data*
- Essex was awarded Gold in the Teaching Excellence Framework (TEF) in June 2017
- The Times and Sunday Times Good University Guide (TGUG) results are based on the 2018 publication
- QS World University Rankings (by Subject) results are based on the 2018 publication
- Times Higher Education (THE) World University Rankings results are based on 2018 data
- National Student Survey (NSS)[†] results are based on 2018 data
- Guardian University Guide results are based on the 2019 publication
- Employability figures are based on the Destinations of Leavers from Higher Education survey (DLHE 2016)
- Rankings for value added to *the earnings of economics graduates* are taken from The Economist, 2017
- Our Institute for Social and Economic Research was awarded the Queen's Anniversary Prize in 2017 for its world-leading social science research

* REF 2014, mainstream universities, THE 2014. The University's preferred methodology is intensity-weighted Grade Point Average, denoted by the phrase 'research excellence'. Rankings by intensity are based on the THE REF 2014 intensity ranking of 19 December 2014.

[†] The National Student Survey (NSS) is an undergraduate survey.

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WITH SPECIAL THANKS TO...

We would like to thank our students, alumni and staff who have supplied their own photos for use in this prospectus.

- @ajrwphotographer
- @akramkuban
- @aliedernay
- @amybreadmore
- @angel4tonight
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See more photos from our community by searching **#MyEssex** on Instagram.

OTHER

And finally...

We would like to thank all students and staff who helped to make this prospectus possible.

Produced by the University of Essex Marketing and Student Recruitment Team.

Designed by Print Essex and printed by Belmont Press using processless plate technology, on isopropyl alcohol free presses, significantly reducing the environmental impact of the printing process. All production processes are ISO14001 certified, and are independently audited by the British Standards Institute on a bi-annual basis. All waste streams are regularly benchmarked against the requirements of the waste hierarchy in order that undesired outputs are prevented, minimised, re-used, or ultimately recycled.

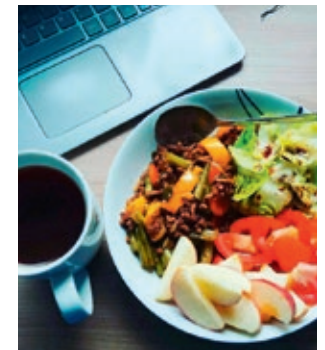
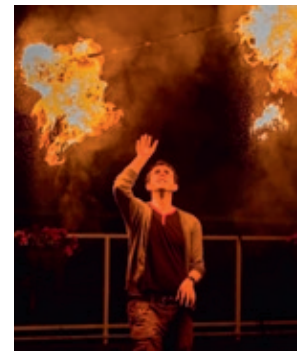
ISBN 978-1-909562-18-9
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WE ARE ESSEX. WE'RE ON THE SIDE OF **PEOPLE WITH GUTS** – REBELS WITH A CAUSE. WE'RE ABOUT PEOPLE WHO **LOVE TO LEARN HOW**, BUT **WANT TO CHALLENGE WHY**. BUT WHY DO WE HAVE TO STOP HERE? WHY CAN'T WE TAKE IT FURTHER, TO THE BIT WHERE IT REALLY GETS INTERESTING? WE'RE ABOUT THE PEOPLE WHO HUDDLE OUTSIDE A CLASS LONG AFTER IT'S FINISHED BECAUSE THERE'S MUCH **MORE TO BE SAID**, MORE ARGUMENTS TO BE HAD. WE'RE ABOUT PEOPLE WHO ARE BOLD ENOUGH TO **CHALLENGE INEQUALITY** AND THE STATUS QUO. PEOPLE WHO DON'T EXPECT THE WORLD TO CHANGE SIMPLY BECAUSE THEY LIKED A FACEBOOK STATUS OR NODDED WHEN SOMEONE ELSE SPOKE. AT ESSEX YOU'RE NOT JUST A STUDENT, **YOU'RE A MEMBER**, SOMEONE WITH GENUINE LICENCE TO SHAPE WHAT GOES ON AROUND YOU. TO US IT DOESN'T MATTER WHERE YOU'VE COME FROM. WE'RE INTERESTED IN HOW YOU WANT TO GROW AND **WHAT YOU WANT TO CHANGE**. WE'RE AFTER PEOPLE WHO WILL HELP US PUSH THE FRONTIERS OF KNOWLEDGE. **CHALLENGING CONVENTION** IS IN OUR DNA. ALL OF WHICH LEAVES YOU WITH A DECISION: ARE YOU GOING TO SIT AND WATCH THE WORLD GO BY? OR DO YOU HAVE THE **COURAGE AND ENERGY** TO SHAPE IT? WE'LL HELP YOU EXPLORE, QUESTION AND CREATE **POWERFUL IDEAS**. WE'LL INTRODUCE YOU TO PEOPLE FROM EVERY CORNER OF THE PLANET, A **GENUINELY GLOBAL COMMUNITY** THAT LIVES, WORKS AND PLAYS TOGETHER. IF YOU GIVE UP AT THE FIRST HURDLE, ESSEX ISN'T FOR YOU. IF YOU WANT TO BE SPOON-FED A DEGREE, ESSEX ISN'T FOR YOU. IF YOU ARE BRAVE ENOUGH TO HAVE IDEAS AND GENEROUS ENOUGH TO SHARE THEM, **WELCOME HOME**.

essex.ac.uk



Fireworks on Bonfire Night.

Cover image by Andrew Watkinson, @ajrwphotographer. Essex student.



University of Essex



Equality and Diversity

Codes of Practice

Equality and Diversity Codes of Practice

Aim

The Equality and Diversity Codes of Practice aim to provide staff and students with practical guidance on issues related to specific Protected Characteristics (PCs) covered by The Equality Act 2010 (The Act) to ensure that staff and students have equality of opportunity and are treated fairly and with dignity and respect.

The Codes aim to help managers deal with diversity within their teams and to inform individual members of staff and students of the responsibilities of the University, and their rights, under The Act.

Summary

It is a longstanding feature of the University that we want our organisation to be an inclusive and diverse community that is open to all and which ensures equality of opportunity for all our members and that treats all our members with dignity and respect at all times.

Discrimination in employment and in the delivery of higher education because of any of the Protected Characteristics (with the exception of marriage and civil partnership in relation to students) is unlawful. There are four types of discrimination; direct discrimination, indirect discrimination, harassment and victimisation. All of these are illegal. For more details see section B.2 of the [Equality and Diversity Framework and Sub-Strategy 2015-18](#).

The University also goes beyond legislation and is committed to working towards eliminating discrimination and harassment on any grounds, not just those covered by The Act.

Contents

[Introduction](#)

[Code of Practice: Age](#)

[Code of Practice: Disability](#)

[Code of Practice: Race](#)

[Code of Practice: Religion or Belief](#)

[Code of Practice: Sex](#) (also known as 'gender'. Includes Pregnancy & Maternity)

[Code of Practice: Sexual Orientation](#) (including Marriage & Civil Partnership)

[Code of Practice: Trans](#)

These Codes of Practice have been approved by Council and constitute University policy.

1 Equality and Diversity Codes of Practice

1.1 Introduction

These Codes of Practice complement the University's [People Supporting Strategy 2015-19](#) and [Equality and Diversity Framework and Sub-Strategy 2015-18](#) which incorporates our Equality and Diversity Policy Statement:

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect staff, students and visitors to be treated, and to each other, with dignity and respect regardless of age, disability, gender identity and history, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

The University is committed to a programme of action to ensure that this policy is fully effective.

These Codes of Practice should also be read in conjunction with other relevant University policies and procedures including:

- [Zero Tolerance Approach to Harassment and Bullying](#)
- [Grievance Procedure for Staff](#)
- [Student Concerns and Complaints Procedure](#)
- [Resourcing Guidance](#)
- [Work Life Balance Policy](#)
- [Family Leave Policy](#)
- [Special Leave Policy](#)
- [Undergraduate Admissions Policy](#)
- [Graduate Admissions Policy](#)
- [Safeguarding Policy](#)

1.2 What the law says

It is unlawful to discriminate against someone because of a Protected Characteristic. In the context of employment this means that it is unlawful for example to:

- decide not to employ someone
- dismiss them
- refuse to provide them with training
- deny them promotion
- give them adverse terms and conditions
- harass them

In the context of providing higher education this means that it is unlawful for example to discriminate against a student:

- by refusing to admit them
- in the way we provide education for the student
- in the way we give the student access to a benefit, facility or service
- by not providing education for the student
- by not affording the student access to any benefit, facility or service
- by excluding them
- by subjecting them to any other detriment
- harass them

1.3 Monitoring

The University takes steps to ensure that no bias, deliberate or unintentional, has influenced decision-making.

We do this by requiring all staff to complete Equality and Diversity Essentials training and all reporting managers must also complete Managing Diversity and Recruitment and Selection training. To ensure that decisions made at University committees uphold our commitment to transparency, natural justice in the workplace and the avoidance of bias, all members of University committees are required to complete Unconscious Bias training. This training is also available to all staff.

We will also monitor and assess satisfaction and outcomes for both staff and students in relation to all the protected characteristics for which we gather data.

Where the data shows obvious imbalance in participation or success rates or significant difference in satisfaction rates in relation to a particular protected characteristic, we will take action to address this.

1.4 Multiple identities

Although we have separate Codes of Practice for each of the Protected Characteristics, the University recognises that all individuals have multiple identities which has an impact on their experiences of, and outcomes within, higher education

We are therefore committed to considering, where possible, the effect of multiple identities e.g. gender and ethnicity, when exploring issues and developing solutions to improve the experiences and outcomes for staff and students

1.5 Additional support, advice and guidance

If you are unable to find the information you require in these Codes of Practice, please contact [Equality and Diversity](#) in the first instance.

The University offers support and advice for staff and students who believe they are being discriminated against, harassed or victimised. The University has a zero tolerance approach to instances of bullying or harassment. This means that (i) we will take action and (ii) the action will be proportionate to the circumstances of the case.

Members of staff can seek advice from Heads of Departments/Sections, Harassment Support Workers, Human Resources, Trades Unions and Equality, Diversity and Inclusion.

Students can seek advice from Departments, Harassment Support Workers, Student Support, the Students' Union Advice Centre and Equality, Diversity and Inclusion.

We also have a number of networks and forums from where additional support can be sought. These include:

[The Essex Access Forum](#): a discussion forum and consultation body working to support excellence in all aspects of physical and intellectual access at Essex (student education, staff employment and visitor experience).

[The Essex LGBT Alliance](#): a group of Essex-based organisations whose aim is to promote equality, raise awareness of Lesbian, Gay, Bisexual and Trans (LGBT) issues and to share best practice in dealing with issues relating to sexual orientation and gender identity within the workplace.

[The Global Forum](#): a forum to promote, celebrate and emphasise the rich cultural diversity among University staff and to help ensure equality related to nationality, race, ethnicity, language and religion.

[Parents' Support Network](#): a group of working parents with shared interests and responsibilities who offer each other informal peer support on topics such as managing the transition back to work and the challenges of being a working parent.

1.6 Review of Codes of Practice

These Codes of Practice will be reviewed in full every three years, and before that should legislation change.

2 Code of Practice: Age

2.1 What the law says

There are limited circumstances when it is lawful to treat people differently on the grounds of their age. For example, in order to fulfil our safeguarding responsibilities in relation to students aged under the age of 18 and in order to encourage staff loyalty e.g. by providing employment benefits based on length of service.

The University will only treat people differently on the grounds of their age where there are no reasonable alternatives to achieving the same legitimate aim.

2.2 Staff recruitment

The age/date of birth of applicants does not form part of the main application form and is not made available to recruitment panels. No reference to age, however oblique, must be made in either the job description or person specification or in the interview questions. Detailed guidance can be found in our [Resourcing Guidance](#).

We will seek to provide opportunities to people for whom age and extended career breaks can pose a barrier to finding employment, including the over-50s, those returning to work after raising children, the long-term unemployed and full-time carers.

2.3 Retirement age

In line with legislation the University does not operate a default retirement age. We encourage staff to talk to their line manager about retiring when they feel it is appropriate to do so.

2.4 Workplace discussions

All staff, regardless of their age, should have the opportunity to discuss their future plans with their line manager at least once per year as part of the Appraisal and Personal Development Scheme.

Appraisal training, which includes examples of topics for discussion, is provided for managers. These discussions do not have to follow exactly the same questions to all staff irrespective of where they are in their careers, however no questions which could be seen as discriminatory must be asked, nor must any assumptions be made. For example, it is not appropriate to ask whether a member of staff intends to start a family, nor to assume that an older worker will not be interested in, or capable of, learning new technology.

2.5 Student recruitment

Applications from mature students, formally defined as students over the age of 21, are welcomed and will be given equal consideration with all other applications.

Applicants who will be under 18 at the time of entry are required to comply with the University's arrangements to support and safeguard under-18s (for example relating to licensed premises on campus, providing emergency contacts in event of welfare concerns).

2.6 The experience of mature students

We recognise that the needs of mature students may differ from those of students aged under 21. We will seek to provide a wide range of support for mature students, including opportunities to meet fellow mature students to share academic and social interests, and to provide mechanisms for the voice of mature students to be heard.

2.7 Creating an age-inclusive environment

We want to understand the needs of different generations of staff and students and aim to do so by providing opportunities for experiences and knowledge to be shared.

3 Code of Practice: Disability

3.1 Definition of Disability

A person has a disability for the purposes of the Act if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The University must make 'reasonable adjustments' for disabled staff and students in order to avoid, as far as possible, disadvantage experienced because of their disability.

The University welcomes and encourages applications from people with a disability and is committed to promoting positive attitudes towards disability and to equality of opportunity for disabled staff, students and visitors. We are a Disability Confident Employer which means that we have agreed to meet the following core actions regarding the employment, retention, training and career development of disabled employees:

- Actively look to attract and recruit disabled people;
- Provide a fully inclusive and accessible recruitment process;
- Offer an interview to disabled people who meet the minimum criteria for the job;
- Offer flexibility when assessing people so disabled job applicants have the best opportunity to demonstrate that they can do the job;
- Proactively offer and make reasonable adjustments as required;
- Encourage suppliers and partners to be Disability Confident;
- Ensure employees have appropriate disability equality awareness;
- Promote a culture of being Disability Confident;
- Support employees to manage their disabilities or health conditions;
- Ensure there are no barriers to the development and progression of disabled staff;
- Ensure managers are aware of how they can support staff who are sick or absent from work;
- Value and listen to feedback from disabled staff;
- Review our work in this area regularly.

3.2 Disclosure of a disability, confidentiality and the Data Protection Act

Current staff and students and applicants to the University are encouraged to disclose a disability to enable appropriate reasonable adjustments to be made.

Students who apply to the University and who disclose a disability will be contacted by the Disability Team in Student Support to discuss any requirements they may have.

When an employee discloses a disability they are asked whether they would like to receive occasional information about access-related services and facilities on campus which the University feels may be of interest to them and whether they would like to discuss their access requirements (e.g. reasonable adjustments to their working environment, personal evacuation plans etc) with an appropriate member of staff. No employee will be contacted, having disclosed a disability, without having given their consent.

In ensuring that disabled students are not discriminated against, and that reasonable adjustments are made, the University may need to pass data about disabled students on to members of staff and others including work placement providers. Even if students have not requested confidentiality under the Equality Act 2010, the use and transfer of information about them (including through job references) is restricted by the General Data Protection Regulations. Such processing may often require explicit informed consent from the student. In order to ensure that they are not in breach of either law, the University will:

- ask students' permission to pass on information necessary for making reasonable adjustments
- alert students to the use that will be made of information when asking them to disclose disability on application, enrolment or examination forms
- ensure appropriate procedures are in place to keep sensitive and other personal information confidential.

Should a member of staff or student request confidentiality under the Equality Act 2010, information may NOT, from that point, be passed on to any third party. In determining whether it is feasible to make a reasonable adjustment for a member of staff or student who has requested confidentiality, the University must have regard to the extent that making the adjustment is consistent with a request for confidentiality. In some instances this might mean that reasonable adjustments have to be provided in an alternative way in order to ensure confidentiality.

In some cases a confidentiality request might mean that a less satisfactory reasonable adjustment is provided or that no reasonable adjustment may be provided.

3.3 Reasonable adjustments

Under the Equality Act 2010 the University is required to make anticipatory 'reasonable adjustments' to ensure that disabled people are not placed at a substantial disadvantage in relation to their non-disabled peers. A 'substantial disadvantage' is one that is more than minor or trivial.

When considering what a 'substantial disadvantage' might be, the University will take account of the time, inconvenience, effort or discomfort entailed in comparison with other people.

The University will take into account factors such as effectiveness and cost when considering what is 'reasonable'. The effectiveness and practicality will be considered first. If the adjustment is considered effective and practical, its cost and the resources available to fund it will then be considered.

3.4 Reasonable adjustments for staff

Under the Equality Act 2010 employers must make 'reasonable adjustments' to the workplace and to employment arrangements so that disabled employees are not placed at an unfair disadvantage to their colleagues. Reasonable adjustments may include adjustments to the workplace, including special or adapted equipment, furniture and software and hardware to improve work stations, access or layout, adjustments to working arrangements such as allowing an employee to be absent from work for rehabilitation treatment or adjustments to a job such as providing alternative work.

Managers are responsible for ensuring staff have the appropriate equipment and support to enable them to carry out their work safely and effectively. Managers should be aware of the needs of their staff and take a proactive and anticipatory approach to reasonable adjustments. Alternatively, staff may themselves request a reasonable adjustment.

There is a central fund for reasonable adjustments for staff, and there are also opportunities for external funding in some cases. Therefore provision of reasonable adjustments should not be seen as an extra financial outlay either when recruiting new staff or providing support for existing staff. Equality and Diversity or Occupational Health, as appropriate, will follow up each case and arrange funding appropriately.

3.5 Reasonable adjustments for students

The University will anticipate the generality of student needs by making sure routine practice is reflective of, and responsive to, a diverse student population. The University recognises that it is unlikely that every need can be anticipated and it will therefore be ready to make reasonable adjustments on behalf of individuals as required.

Core competencies will be considered when reviewing adjustments to ensure that any adjustments do not compromise academic standards.

3.6 The physical environment

The University is committed to making buildings and sites and external environs fully independently accessible by everyone, where this is possible. The University considers accessibility within the design of each new building or development. Whilst the University is required to design an accessible environment under Building Regulations, it

strives to provide greater accessibility than the legislation demands.

Every opportunity will be taken when undertaking refurbishments or routine maintenance to introduce improvements such as colour/tone contrast on doorways, better lighting, or flooring that is easier for wheelchair users.

The University recognises that the solution to lack of access to a building or physical feature is not always a physical adjustment. For example, technology may provide alternative access to services and a librarian may fetch books for a student or a member of staff from high or inaccessible shelves.

See the [Access@Essex web site](#) for more detailed access information including Personal Emergency Evacuation Plans (PEEPs).

4 Code of Practice: Race

4.1 Definition of Race

For the purposes of the Equality Act 'race' includes colour, nationality (including citizenship) and ethnic or national origins. A racial group can be made up of two or more different racial groups e.g. Black Britons.

4.2 Ethnic diversity of our workforce

We are committed to increasing the ethnic diversity of our workforce, recognising that if we can better align our workforce diversity with the demographic of our students, we will be better able to understand and address their needs and expectations.

We will do this through regular monitoring of staff data and targeted recruitment activity.

As part of the recruitment process Heads of Departments and Sections should consider whether those from an ethnic minority are under-represented in their area and, where an imbalance is identified, use an appropriate positive action statement.

4.3 Leadership development

We recognise the need to address the under-representation of ethnic minority staff at management and policy-making levels and we will also take steps to develop students from ethnic minorities to their fullest potential.

We will do this through targeted activity and initiatives which managers are expected to promote to ethnic minority staff in their areas and encourage participation.

4.4 Disclosure

We are committed to increasing ethnicity disclosure rates for both staff and students in order to better understand the effect of our policies and procedures on different groups of people and to target support where it is needed.

We will do this by regularly communicating positive messages and rationale for collecting the data.

4.5 Partnership working

We will forge links with relevant organisations both locally and nationally to promote good race relations and to increase understanding of issues related to cultural difference.

4.6 Addressing ethnicity award/attainment gaps

We are committed to taking action to address any significant ethnicity attainment gaps.

We will do this by; raising awareness of cultural and wider issues affecting students and staff; promoting role models, networks and cultural diversity; seeking new initiatives that focus on issues affecting students who identify as BaME; ensuring work to improve outcomes aligns with relevant University targets and commitments e.g. the Access Agreement; proving support for Students' Union activities aligned with this work.

5 Code of Practice: Religion or Belief

5.1 Introduction

The University of Essex proud of its vibrant and diverse multicultural community and recognises the importance that faith, belief and spirituality play in the lives of many people. We must be sensitive to the cultural and religious needs of staff and students and try to accommodate them whenever possible.

5.2 What constitutes a religion or belief?

Under The Equality Act religion is defined as 'any religion, including a lack of religion', belief is defined as 'a religious or philosophical belief, including a lack of belief'.

To be protected under the Equality Act, a philosophical belief must:

- be genuinely held
- be a belief and not an opinion or viewpoint, based on the present state of information available
- be a belief as to a weighty and substantial aspect of human life and behaviour
- attain a certain level of cogency, seriousness, cohesion and importance
- be worthy of respect in a democratic society, compatible with human dignity and not conflict with the fundamental rights of others.

Humanism and atheism are examples of philosophical beliefs.

5.3 Faith provision

The University recognises that a wide variety of religions and beliefs are represented on campus and will seek to ensure the availability of facilities and opportunities for worship for staff and students.

All faith provision supported by the University will be multi-faith. There is a [Multi-Faith Chaplaincy](#) (MFC) at both our Colchester and Southend campuses. Staff and students at our Loughton campus can arrange to speak by telephone to one of our chaplaincy team based in Colchester or Southend. The University has named representatives from various religions and denominations who are expected to comply with a separate code of practice. A committee oversees the running of the MFC and considers, and recommends to the Registrar and Secretary for approval, applications for new chaplains or religious representatives for all campuses. The MFC committee and/or the religious representatives and chaplains may be consulted on matters of University policy and practice or for individual guidance relating to issues of religion or belief.

5.4 Working arrangements and time off for religious observance

All staff, regardless of whether they have a religion or belief or not, are required to work in accordance with their contract. Members of staff are encouraged to approach their line manager to request a change in their working arrangements in order to carry out acts of religious observance such as prayer. This may be on a daily basis or at certain times in the year.

If a member of staff wishes to take part in a religious festival, day of observance or pilgrimage, they should request annual leave. Staff making such requests should give as much notice as possible, ideally at the beginning of the leave year. If an individual has insufficient annual leave remaining, the manager could allow unpaid leave, for all or part of the period, on the first occasion and ask the member of staff to book annual leave on any similar future occasions.

Managers should consider requests to change working arrangements or for annual leave sympathetically and should work with the member of staff concerned, Human Resources and/or their union representative to reach agreement on achieving an acceptable outcome to the request.

Permission to change working arrangements or for annual leave should not be refused unless it is for one of the following business reasons:

- The burden of additional costs
- An inability to reorganise work amongst existing staff
- An inability to recruit additional staff
- A detrimental impact on quality
- A detrimental impact on performance
- Detrimental effect on ability to meet customer demand
- Insufficient work for the periods the employee proposes to work
- A planned structural change.

It should be noted that not every member or follower of a particular religion will necessarily make the same requests or have the same requirements. Individuals will choose to observe and interpret their faith in their own way.

Some festivals and days of observance follow different calendars to that normally used in the UK. They may follow the lunar cycle or for other reasons may not fall on the same date each year. The timing of some religious events cannot be predicted until close to, or during, the event.

5.5 Leave arrangements for students

Students are not normally expected to request leave in advance but are required to inform the University of the reason for any absence from classes. Students should use the Notification of Absence Form to notify relevant staff of the reason for their absence. This form can be used where students miss classes or other prescribed instruction to attend a religious festival, day of observance or pilgrimage and can be found on the University's web site at this address:- <http://www.essex.ac.uk/students/exams-and-coursework/default.aspx>.

5.6 Individual examination arrangements on grounds of religious commitments

The University will seek to avoid scheduling an examination to coincide with a major religious festival.

Students who are unable to take an examination during the main examination period, on a Sabbath, holy day or religious festival, can apply for an individual arrangement to be made. The [Application for Exam Arrangements \(Religious Reasons\) Form](#) must be completed and returned, along with evidence, to the [Student Services Hub](#) by 31 October for January examinations and 31 January for summer examinations in each academic year.

If an application for individual arrangements is accepted, the Examinations Office will make every effort to schedule examinations accordingly, although the University reserves the right to schedule examinations on a Sabbath, holy day or during religious festivals where no suitable alternative is available.

5.7 Field trips and work placements

Staff involved in arranging field trips or work placements which are part of a programme of study should take account of students' religious requirements and consider any requests based on such requirements sympathetically. When it is not possible to grant such requests reasonable alternative provision should be considered.

5.8 Dress codes and uniforms

The University requires staff working in some areas to wear a uniform or particular form of dress.

Where there is a requirement for a certain form of dress this is usually by way of protective clothing and is required for health and safety or reasons of hygiene. If there is such a requirement and a member of staff requests a change of daily dress in the workplace the requests should be treated sympathetically and, unless there are

genuine health and safety or hygiene reasons for refusing the change in daily dress, permission should be granted. For example:

- The wearing of trousers instead of skirts or vice versa
- Wearing shirts or blouses loose, rather than tucked in to skirt or trousers
- Wearing a hat or otherwise covering the head or hair when this is not a requirement
- The wearing of religious jewelry. Some religions support the wearing of rings or other items to indicate marriage or other status
- Although not strictly dress some people may, as a religious requirement, want to wear their hair longer than is usual or wear their hair in a particular style or with an adornment.

Where requests are difficult to meet, managers will seek to find a satisfactory compromise.

Those not required to wear a uniform or particular form of dress should ensure their dress is professional and smart.

A female member of staff or student who wears the niqab or burka and who is required by a member of staff to show their face in order to be identified is entitled to request this is done only in the presence of other females and this will be arranged.

5.9 Freedom of speech

Under Section 43 of the Education (No 2) Act 1986 the University has a responsibility to take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for all members of the University community, including visiting speakers. In accordance with this, the Council of the University has instituted a [Policy on Academic Freedom and Freedom of Speech](#).

The University recognises the need to balance the rights to freedom of speech with the provisions of the [Racial and Religious Hatred Act 2006](#) which outlaws the use of threatening words or behaviour, or the display of any threatening written material, with the intent to stir up religious hatred.

The law focuses on those who stir up violence and hatred on religious grounds and the main offences cover:-

- The use of threatening words or behaviour or the display of written material which is threatening
- Publishing or distributing written material which is threatening
- The public performance of a play which involves the use of threatening words or behaviour
- Distributing, showing or playing a recording of visual images or sounds which are threatening
- Possessing threatening material with a view to using it in a way that is intended to stir up religious hatred

6 Code of Practice: Sex (including pregnancy and maternity)

6.1 Definitions

The term 'sex' is used to describe biological differences between women and men. The term 'gender' refers to the wider social roles and relationships which structure men's and women's lives. The University recognises that gender is not binary and wants staff and students to be able to express their own personal experience of gender. Staff and students can record their gender as non-binary for University purposes and use the title Mx if they wish (see section 6.4).

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

6.2 Gender representation in the staff population

The University is committed to identifying and addressing gender inequalities and imbalances across all job roles in all areas of the University.

We will do this through regular monitoring of staff data and undertaking targeted recruitment activity.

As part of the recruitment process Heads of Departments and Sections should consider whether men or women are under-represented in their area and, where an imbalance is identified, use an appropriate positive action statement.

We will also identify appropriate role models and showcase their achievements in relevant publicity material in order to encourage women, and men, to apply for roles in areas in which they are currently under-represented.

6.3 Gender-neutral language

We are committed to removing any reference to gendered language throughout all University documents. Any existing gendered language will be removed as existing documents are reviewed and updated or new ones developed and replaced with gender-neutral language i.e. 'they or their' as opposed to 'he or she' or 'his or her', 'partner or spouse' as opposed to 'husband or wife', 'parent or carer' as opposed to 'father or mother'.

This principle applies to all HR policies, policies relating to students and all University rules and regulations.

6.4 Non-binary gender identity

Members of staff can record their gender as non-binary for University purposes via the 'personal' section of [HR Organiser](#). The legal gender of staff is held separately and will not be changed. Staff can also use the title Mx if they wish via emailing staffing@essex.ac.uk and requesting the change.

Students wishing to record their gender as non-binary and use the title Mx should contact the [Student Services Hub](#) to arrange this.

No non-binary member of staff, student or visitor should be denied access to any space, facility, event or group because of their gender identity, expression or history. No assumptions or judgements will be made about someone based on the way in which they express their gender identity - all staff not required to wear a uniform or particular form of dress should ensure their dress is professional and smart.

The University has a number of gender neutral toilets throughout our campuses but where only single sex facilities such as toilets or changing rooms are available no non-binary person should be denied access to the appropriate

facility.

6.5 Leadership development of women

We recognise the need to address the under-representation of women at management and policy-making levels and we will also take steps to develop female students to their fullest potential.

We will do this by progressing actions contained within our [Athena SWAN](#) action plans and through supporting the University of Essex Students' Union in their work to provide female students with the desire, belief and skills to become leaders of the future.

6.6 Pregnancy, parenthood and study

Becoming pregnant or caring for a child should not, in itself, prevent any student from succeeding in their studies. The University is committed to showing as much flexibility as possible to facilitate a student's success, making sure no student is disadvantaged due to pregnancy or taking maternity or paternity leave, whilst ensuring academic standards are not compromised.

Students who disclose to the University that they are going to become a parent will be treated sensitively and in a non-judgmental manner. The information provided will be treated as confidential and only members of staff who need to be informed for valid reasons will be made aware the student's circumstances and this will be done only with the student's prior expressed consent.

If necessary, members of staff can seek advice from other members of staff without the student's consent so long as they keep the student's identity anonymous.

The health and safety of a pregnant student will be of paramount importance at all times and students should be advised that if there are health and safety concerns, confidentiality may have to be breached. In this case, the student involved should be informed of the decision to breach confidentiality and the reasons why the decision has been taken.

For further information see the University's Student Pregnancy and Maternity Policy which provides advice and guidance to students who become pregnant during their studies or whose partner (including same sex partner) becomes pregnant, and those who have recently become parents (including adoptive parents) on issues related to study, health and safety and finance. It also provides advice and guidance to University staff with a role in advising students who are seeking support and guidance on these issues.

<http://www.essex.ac.uk/students/health-and-wellbeing/documents/pregnancy-maternity-policy.pdf>

6.7 Pregnancy, parenthood and work

We are committed to actively helping staff to combine family life with a satisfying working life and we will offer the same support for all parents, including adoptive parents and same sex parents.

We are committed to showing as much flexibility as possible to facilitate the career development of staff and will seek to ensure that no member of staff is disadvantaged due to pregnancy or taking maternity or paternity leave.

Managers are expected to discuss with a pregnant member of staff whether she wishes to change her working pattern upon her return from maternity leave and give sympathetic consideration to requests to return on a part-time, or flexible basis.

7 Code of Practice: Sexual orientation (including marriage and civil partnership)

7.1 Definition of sexual orientation

Under The Act the protected characteristic of Sexual Orientation is defined as 'a person's sexual orientation towards persons of the same sex, persons of the opposite sex or persons of either sex'. This means the Act protects bisexual, gay, heterosexual and lesbian people and it also prohibits discrimination on the basis of perceived sexual orientation as well as actual sexual orientation.

7.2 Encouraging disclosure

The University encourages staff and students to disclose their sexual orientation in order to identify whether there are any inequalities experienced by lesbian, gay and bisexual (LGB) people. The information provided is held securely and treated as confidential in accordance with the requirements of the Data Protection Act 1998. Anonymised data is used to inform policy development, the allocation of resources and the provision of support.

The University recognises the right of individuals to choose whether they are open about their sexual orientation and undertakes to provide a supportive environment for staff and students who disclose that they are lesbian, gay or bisexual. To 'out' someone without their permission is a form of harassment and will be treated as such.

7.3 Homophobic propaganda

The use of homophobic propaganda in the form of written materials, graffiti, songs or speeches will not be tolerated. The University undertakes to remove any such propaganda from its premises and to take action against those responsible. The only exception to this is where there is a legitimate educational need to discuss lesbian, gay and bisexual issues.

7.4 Recognition of partnerships

The University will ensure, wherever possible, that workplace benefits apply equally to same-sex couples as heterosexual couples, whether or not their partnerships are recognised in law. All relevant HR policies, for example, the Work Life Balance Policy and Family Leave Policy, are inclusive and apply to LGBT+ staff and same-sex couples as well as heterosexual individuals and couples.

7.5 Working and studying abroad

The University wants all staff and students, regardless of their sexual orientation, to be able to take advantage of opportunities to work and study abroad however we recognise that many countries remain unsafe or unfriendly environments for lesbian, gay and bisexual people.

We are committed to understanding how best to protect staff and students working and studying abroad and how best to support them if complications do arise.

For further information see the Government's Lesbian, Gay, Bisexual and Transgender foreign travel advice

<https://www.gov.uk/lesbian-gay-bisexual-and-transgender-foreign-travel-advice>

7.6 Additional resources

For further information and guidance related to sexual orientation, see the Equality and Diversity web site <http://www.essex.ac.uk/equality/protected/sexual-orientation.aspx>.

8 Code of Practice: Trans

8.1 Definitions

Under The Act the protected characteristic of gender reassignment¹ is defined as ‘where a person has proposed, started or completed the process to change his or her sex’. Individuals do not have to be under medical supervision to be protected by the law. The University’s policies go beyond the requirements of legislation and protect a broader group of people than those covered by the term ‘gender reassignment’.

The term transgender (abbreviated to trans) is used throughout this Code of Practice. This is an umbrella term for people whose gender identity and/or gender expression differs from their birth sex. The term may include, but is not limited to, those who transition from male to female or female to male and those who identify as non-binary. There are numerous and changing terms trans people may use to identify themselves and it is important to take their lead, not ascribe a label to them. Trans people may or may not alter their bodies through medical assistance.

8.2 Support during transition

The University recognises that the process of transition varies from person to person and depends on a range of factors, including whether or not the individual chooses to undergo medical procedures. In addition, the support required will differ depending on the context of transition. A member of staff or student may have transitioned before joining the University, some may transition in some but not all parts of their life, some may be trans but not see the need to transition.

The decision to transition is not something a person takes lightly and the support of managers and colleagues, staff and fellow students is vital. The University is committed to supporting and responding positively to the needs of trans staff, students and visitors and transphobic discrimination, in any form, will not be tolerated.

The University is a member of the Essex Lesbian, Gay, Bisexual, Transgender Alliance which provides support for LGBT people in Alliance organisations.

8.3 Initial disclosure

A member of staff who wishes to disclose to the University that they intend changing their gender identity can talk to Equality, Diversity and Inclusion, their line manager, their link Employee Relations Adviser or their trade union in the first instance.

Students can contact the Student Wellbeing and Inclusivity Service, talk to their personal tutor, supervisor, module leader or any other member of staff they feel comfortable talking to.

The member of staff approached in the first instance should arrange to meet with the individual and offer reassurances that the University will support them during their transition. They should also ask the member of staff or student to notify the University of their intent to transition formally, in writing.

8.4 Initial meeting

Once a member of staff or student has formally disclosed to the University that they intend to transition, they should be invited to an initial meeting. The purpose of the initial meeting is to give the person transitioning an opportunity to discuss with their manager or other appropriate member of staff:

- the anticipated impact on work and/or study of transitioning;
- what support the University can provide;
- who else needs to know at this stage;
- what the next steps should be.

Members of staff can be accompanied at the meeting by a colleague or Trade Union representative if they wish.

Students can be accompanied by a fellow student or a member of the Students’ Union.

¹ The term gender reassignment should only be used in specific reference to the law.

The discussion should be led by the person transitioning and any decisions made agreed by all parties.

Agreeing an action plan

It is helpful for both individuals transitioning, and members of staff supporting those individuals, to plan the steps that will be taken during transition in order to make necessary arrangements for time off work and/or study, when changes to records are likely to be required and when the individual plans to present in their affirmed gender.

The action plan must be kept confidential and agreement reached as to where it will be kept and who will have access to it.

8.5 Time off work or study

Trans staff or students who need time off work or study for medical assistance due to transitioning should be treated no less favourably than if the absence was due to sickness or injury.

Trans people may also experience side effects of medication and wish to make adjustments to their working pattern or duties for a temporary period when they return to work following surgery. Such requests should be treated sympathetically and in accordance with the University's work/life balance policies.

Requests to make permanent changes to work patterns or duties must come from the individual transitioning. The University will offer support and suggestions but will not force a change of role, for example, on a trans colleague.

8.6 Record keeping

No records should be changed without the permission of the staff member or student concerned.

Subject to the agreement of the individual, and with the exception of pension schemes and degree certificates, a written notification of intent to transition is sufficient for the gender and name on staff and student HR and academic records to be changed. It is not necessary to ask a trans person to provide medical evidence of transition, or a Deed Poll for a change of name, before changing their name and gender on University records.

When legal proof of a change of name is received, the University will inform the relevant pension provider and/or issue/re-issue a degree certificate as appropriate.

Once a member of staff or student has transitioned, the person's former names or gender must not be referred to and the appropriate pronoun must be used in all circumstances.

8.7 Facilities

No trans member of staff, student or visitor should be denied access to any space, facility, event or group because they are trans.

The University has a number of gender neutral toilets throughout our campuses but where only single sex facilities such as toilets or changing rooms are available no trans person should be denied access to the appropriate facility.

8.8 Dress codes

The University does not have a dress code that restricts employees' clothing or appearance on the basis of gender. Some roles require employees to wear a uniform e.g. Patrol Officers. Transgender and gender non-conforming employees working in roles that require them to wear a uniform have the right to choose the uniform they feel is most appropriate.

If a new uniform is required for a trans employee, this should be made available to them in good time.

8.9 Confidentiality and Data Protection

When a member of staff or student discloses to the University that they are trans this information will be treated confidentially. Disclosing someone's trans gender identity or history without their permission to do so is illegal.

Any member of staff who does so will be subject to disciplinary action. This information is held securely and treated as 'sensitive personal data' in accordance with the requirements of the General Data Protection Regulations.

8.10 Further advice and guidance

The Equality Challenge Unit have developed comprehensive guidance for those who manage staff or support or teach students <http://www.ecu.ac.uk/publications/trans-staff-and-students-in-he-revised/>.

Guidance for HR staff in relation to supporting trans staff, and Academic Section staff in relation to supporting trans, students can be found in Annex A.

Guidance for HR staff in supporting trans staff and Academic Section staff in supporting trans students

Members of HR and Academic Section staff are responsible for ensuring that they are familiar with, and follow, the University's Trans Code of Practice when supporting a trans member of staff or student, or prospective member of staff or student. The following information provides more detailed information in relation to specific circumstances:

References: References for current or former staff and students who have transitioned must make no reference to the person's former name or gender, and must use the appropriate pronoun.

Recruitment: Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate etc. may not tally and in this situation, verifying right to work (RTW) documentation needs to be dealt with sensitively. Reassure the individual that the University will only retain the information it requires in order to verify their RTW, that we hold data securely and it is not shared, that they can use the name and gender of their choice for University purposes and respect their privacy by not asking unnecessary questions.

Records: Records of employees or students transitioning whilst at the University should be changed at a mutually agreed time following their statement of intent to transition, to reflect their preferred gender and name. No records should be changed without the permission of the employee or student concerned. With the exception of degree certificates and pensions, a written note of intent to transition is sufficient for the gender and name on staff and student records to be changed.

When the name on a staff or student record is changed, a new staff card or student registration should be issued.

Academic Section staff should refer to the [Student Names Policy](#) for further, more detailed information.

Pensions: Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

Absence: Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay or student absence arrangements should apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

DBS checks: Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

Visas: International students that live in the UK are still able to obtain a deed poll or 'statutory declaration of name change' to update records held by UK institutions but to update records held in their country of origin, such as passports, international students will have to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

Policy Information

Policy Creator: Human Resources

Updated: July 2018

Review date: July 2021



www.essex.ac.uk/equality

From: [REDACTED]
To: [REDACTED]
Subject: FW: Event to mark Transgender day of remembrance
Date: 31 August 2018 17:46:30
Attachments: [image001.gif](#)

From: [REDACTED]
Sent: 02 November 2017 10:48
To: staffall-info - subscription list (staffall-info)
Subject: Event to mark Transgender day of remembrance

Dear All

To mark Transgender day of remembrance on 20 November, the LGBT+ Allies group invite you to join their next meeting, on 14 November 2017, when Gina Denham from Essex Police will be the guest speaker. Gina's talk will cover various aspects of a trans-person's life; the hierarchy of needs that may affect a person's transition, mental and physical health, timescales in relation to transitioning, and a day in the life of a person living a double-life.

Gina, a Police Sergeant in Essex Police, is 53, married and has three daughters. She volunteers for [Diversity Role Models](#), a charity that provides education around challenging LGBTQ bullying in schools. She has also worked with [All About Trans](#) and [Stonewall](#) to help break down LGBTQ barriers.

Gina was motivated to form [Transpire](#), an LGBTQ+ network group based in South Essex in February 2016, and her mantra is 'nobody should feel isolated'. She works to provide a means to address the loneliness that some within the transgender community can feel, using Transpire as a platform for peer support. The groups aims to provide an inclusive environment for all LGBTQ people, their families, friends and allies. She believes that by raising awareness and providing support, barriers can be broken down, and people can feel more included. Gina is also involved in public speaking nationwide and is keen to challenge and inform when encountering organisational processes that may be unconsciously biased against trans people.

Please book your place by typing in 'DIVERSITY' in the Search box through [HR Organiser](#).

Could managers and supervisors please ensure that staff without regular access to e-mail or who do not subscribe to this mailing list are made aware of this opportunity.

- [unsubscribe](#) from this mailing list

Kind regards.

[REDACTED]
[REDACTED]
Harassment Adviser and LGBT+ Ally
Organisation and Development, Human Resources
University of Essex

T +44 1206 [REDACTED]
E [REDACTED]@essex.ac.uk

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UniAwards2015_EmailButton_Winner



Essex University is a Two Ticks Employer

From: [REDACTED]
To: [REDACTED]
Subject: FW: REQ01156 Communications Officer - Advert
Date: 23 August 2018 11:17:36
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.jpg](#)

As discussed.

From: [REDACTED]
Sent: 16 March 2018 15:11
To: 'Diversity Job Board'
Subject: FW: REQ01156 Communicatiosn Officer - Advert

Hello [REDACTED]

Thank you for advertising our vacancy last month.

Are you able to give me any click through figures for the advert?

Kind regards

[REDACTED]

[REDACTED]
[REDACTED]
Human Resources Section – Resourcing Team
University of Essex

T +44 (0)1206 [REDACTED]
F +44 (0)1206 [REDACTED]
E [REDACTED]@essex.ac.uk
▶ www.essex.ac.uk

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From: Diversity Job Board [<mailto:advertising@diversityjobboard.co.uk>]
Sent: 08 February 2018 21:11
To: [REDACTED]
Subject: RE: REQ01156 Communicatiosn Officer - Advert

Hello [REDACTED],

I just want to confirm that your vacancy has been successfully posted, and is now live. It can be viewed by clicking the links below;

Communications Officer (Arts)

http://www.diversityjobboard.co.uk/Communications_Officer_arts_3.html

http://www.disabilityjobboard.com/Communications_Officer_Arts_2.html

If you have any queries or would like anything changed in them then please do not hesitate to contact me.

Best,

[REDACTED]

[REDACTED]

Diversity Job Board

From: [REDACTED]@essex.ac.uk]

Sent: 07 February 2018 12:11

To: advertising@diversityjobboard.co.uk

Cc: [REDACTED]@essex.ac.uk>

Subject: REQ01156 Communicatiosn Officer - Advert

Hi [REDACTED]

I hope you are well.

I know that you have been in contact with my colleague [REDACTED] and that we have agreed that your will post a couple of jobs for us at £65. Please could I request the attached job to be advertised please?

Any queries, please let me know.

Thank you

[REDACTED]

[REDACTED]

Human Resources Section – Resourcing Team
University of Essex

T 01206 [REDACTED]

E [REDACTED]@essex.ac.uk

► www.essex.ac.uk

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- Current vacancies
- Guidance notes
- Existing user login
- Come to work at Essex
- Benefits**
- Overview
- Salary
- Diversity and inclusion
- Frequently asked questions

Benefits

We are committed to providing an excellent working environment for all members of the University. There are a number of policies, services and terms and conditions of employment which are designed to help maintain and support your general well-being and assist work life balance. These include:

- competitive salaries which take into account market rates, individual experience, qualifications and contribution
- a generous holiday entitlement of 23 days (for Grades 1-6) or 28 days (for Grades 7-11), pro rata for part-time staff (plus a further 8 bank holidays and an extra 3 days when closed during the Christmas vacation)
- membership to an occupational pension scheme, either USS (Grades 7-11) or SAUL (Grades 1-6)
- a generous removal and relocation scheme for eligible staff
- a purpose-built nursery set in the peaceful surroundings of Wivenhoe Park at Colchester offering outstanding day care to children from three months to five years
- concessionary course fees
- University staff can take advantage of the Government's tax initiative 'Cycle to Work' scheme aimed at encouraging more people to cycle to work; and
- interest-free season ticket loans and a range of other optional salary exchange tax benefits

Commitment to equality, diversity and inclusion

Our commitment to providing an excellent working environment extends beyond our policies, services and terms and conditions of employment. One of the many benefits of working at Essex is that you will be part of a diverse community, whose members support each other in contributing individually and collectively to the best of their ability.

Our People Supporting Strategy (.pdf) sets out the expectation we have of our staff to live the values we have embraced and how we want to attract people who will be good citizens, who will contribute to the life of the University and whose behaviour will not impact adversely on colleagues.

Our Equality and Diversity Policy Statement affirms this commitment. It states that:

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect staff, students and visitors to be treated, and to each other, with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - What the law says



Equality Legislation



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>	Disability	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>
Education and qualifications	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>	Gender reassignment	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>
Marriage or civil partnership	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>	Pregnancy or maternity	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>
Race	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>	Religion or belief	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>
Sex	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>	Sexual orientation	<input type="button" value="Yes"/>	<input type="button" value="No"/>	<input checked="" type="checkbox"/>

Trans people who have changed – or intend to change – their gender from male to female, or female to male are also legally protected and it's unlawful for them to be treated less favourably on these grounds. An important point here is that an individual does not need to have undergone any medical gender reassignment procedures to be protected. So, for example, a person who was assigned the female sex at birth, but identifies as male and lives their life as a man is covered, even if no medical procedures are involved. [Ask the Expert](#) if you'd like to know more.



Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - Challenging unacceptable behaviour

Challenging Unacceptable Behaviour



So, what did you make of that? People sometimes claim that behaviour like this is excusable or even harmless, but the fact is, even so-called "low-level" harassment – whether it's sexist, homophobic, racist or anything else – can have a damaging impact.



Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - What the law says



Man Enough for the Job?



David has worked in Student Services at a university for over four years, and reports to Judith. Over the last six months, David has started the process of transitioning to male and using the pronoun 'he'. He's also started to dress and present himself as a man and has told his colleagues that he's thinking of undergoing medical treatment to complete his transition to a male identity.

David has an excellent work record and, until recently, was highly regarded by Judith, enjoying several promotions and career development opportunities. Since transitioning to male, however, David's felt increasingly sidelined: he's been given far fewer opportunities and Judith has stopped involving him in key decisions about the department. On top of all this, at his last appraisal, Judith was very non-committal about his future prospects and, for the first time since joining, he wasn't given any further responsibilities.



Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - Challenging unacceptable behaviour

Challenging Unacceptable Behaviour



That's why you should always challenge unacceptable behaviour, whether it's aimed at you or someone else, otherwise it's likely to happen again. The problem is, challenging people takes courage and confidence, so let's take a look at some practical tips and guidelines that can help.





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January 23, 2018

Essex celebrates LGBT+ history month

Filed under: [Equality and Diversity](#), [Gender equality](#) — Tags: [ELGBTA](#), [LGBT](#), [LGBT+ ALLIES](#) — Mohammed Alam @ 2:21 pm

Come and join us to celebrate the start of LGBT+ history month. [Katy Jon Went](#) will be returning to Essex 12pm-2pm on 1 February, to talk about the progress and regress of LGBTIQ+ rights around the world.

Katy Jon is experienced in public speaking from head and heart with humor, and guaranteed to deliver an engaging, honest and thought provoking session.

Katy's reviews speak volumes, "Katy is immensely knowledgeable about her subject area and presents it in a very engaging and accessible way. While she is undoubtedly an intellectual heavyweight, there is no sense of superiority, and attendees at her talks genuinely feel that they could ask her anything without fear of offending her or being made to feel stupid".

Book your place on [HR Organiser](#) and search "DIVERSITY".



Maz Brook, Graduation Manager



I'm the Graduation Manager and I've been at the University for 16 years. Essex is an incredibly inclusive workplace and I'm proud to work for an employer which embraces equality and diversity in an authentic manner. I've been very lucky in that my very first manager knew I was gay from the beginning and therefore would not tolerate prejudice (not that there was ever any).



I neither hide nor flaunt my sexuality but I've never had to "come out" at Essex in the way I had to in previous employment, and that says a lot about the positive atmosphere at the University. I'm captain of the staff netball team and we play in a local league – it is really noticeable that the assumption that my partner is a man is made more often by other netballers in the league than it is by colleagues or students at Essex.

You can never take equality for granted, however, and ironically it is the diversity of the staff and student body at the University which acts as a reminder of that, when you meet students or colleagues from other countries where homosexuality is not only unacceptable, it can lead to assault and sometimes death.

I've been lucky in never having experienced prejudice about my sexuality (I've actually had more prejudice for being a woman) but it still exists – especially in social media where bullies hide too easily behind the keyboard – and I am proud to be part of an institution which will always fight prejudice and which encourages me to be a role model to other LGBT colleagues and students who may not have had the support which I have had.



Essex LGBT alliance

@elgbtalliance

Tweets
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Likes
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Essex LGBT alliance Retweeted



Stonewall @stonewalluk · 3 Dec 2017

Young LGBT people's mental health is in crisis. We work with schools, NHS providers and young people to tackle this. But we urgently need to do more. Text Stonewall 5 to 70500 to donate £5. Statistics taken from Stonewall School Report (2017).

84% of trans young people, and 61% of non-trans LGB young people, have self-harmed.

Text STONEWALL 5 to 70500 to donate £5

Give online at www.stonewall.org.uk/appeal

You will be charged £5 plus one message at your standard network rate. Stonewall will receive 100%. By texting STONEWALL 5 to 70500 you are agreeing to us contacting you by phone and SMS to tell you more about our work and how you can support it. To give £5 without receiving further contact by phone & SMS, text Stonewall 5 NO to 70500. For full Ts & Cs visit www.stonewall.org.uk/text-donate

Stonewall
Acceptance without exception

2

52

86



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houstonpublicmedia.org



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University of Essex @Uni_of_Essex · Jan 31

Proud to be among the Stonewall:Top 100 Employers 2018
bit.ly/2BGOwZ0 #LGBT





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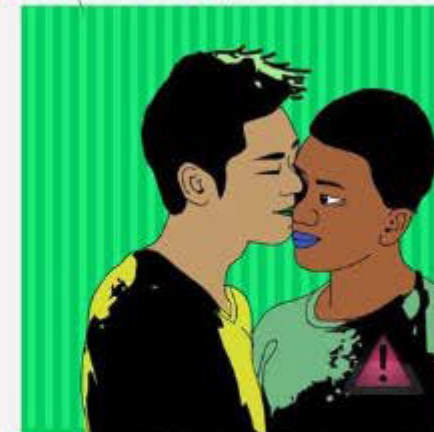


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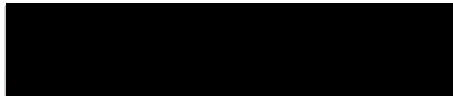
Prof Anthony Forster @Forster_Anthony · May 17

A very happy #IDAHOTB2018 today, focusing attention on celebrating the power of love and the struggle against homophobia, transphobia and biphobia
[@Uni_of_Essex](#) [@Uni_of_Essex](#) #acceptancewithoutexception



#IDAHOTB

INTERNATIONAL DAY AGAINST



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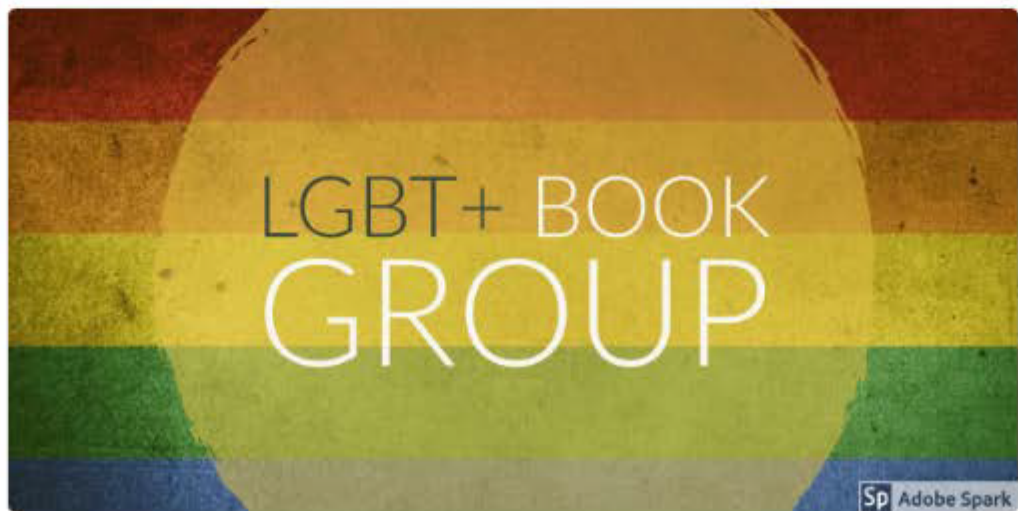
Uni of Essex Library @UniEssexLibrary · Feb 15

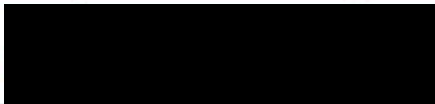
We're so excited to host another book group meeting, this time to celebrate #LGBTHistoryMonth

Join us for a great evening of discussion next Monday, 5:30

eventbrite.co.uk/e/lgbt-book-gr...

@LGBTplusNetwork @essexlgbt





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486

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753

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1,461



57 1.3K 3.6K



[Redacted] retweeted

[Redacted]



[Redacted] EssexUni · Feb 1

Open to students, staff and alumni..... get scribbling guys! #amwriting #comp #february #LGBT



UoE Writing Society @WritingAtEssex

The theme of February's monthly competition is: Gender and exploring sexuality. This is celebration of #LGBTHistoryMonth you can find out everything you need to know here essexstudent.com/events/12455/1...



Stonewall
TOP 100
EMPLOYER

2019

Inclusive Policy Toolkit – policy extract sign-off form

Summary of the toolkit

As part of the Diversity Champions programme, Stonewall produces a range of innovative guides and resources to help employers make their workplaces fully LGBT inclusive.

The Inclusive Policy Toolkit is designed to shape best practice across all types of employee policy, including those relating to bullying and harassment, family and leave, and trans equality.

The toolkit will reach Stonewall's 750+ Diversity Champions and will be available online to a wide audience of employers across different sectors. By contributing an extract to the toolkit, you will have the opportunity to be profiled as a pioneer of LGBT inclusion in employee policy among your peers.

Contributing an extract

Stonewall has identified extracts from the University of Essex's Guidelines for dealing with Harassment and Bullying as best practice examples of bullying and harassment (see below) and we'd like to feature them in this upcoming resource. If you're happy for it to be featured, please obtain any internal sign off you need and return the completed form to katie.budd@stonewall.org.uk.

University of Essex's best practice extract

"Refusing to address a trans person by their preferred name and correct gender pronoun"

"Denying a trans person or people access to the appropriate single sex facilities such as toilets or changing rooms"

"Outing an individual as trans without their permission or spreading rumours or gossip about their gender identity, expression and/or history"

"Verbally or physically abusing or intimidating someone because they are trans"

- University of Essex, Guidelines for dealing with Harassment and Bullying

"Engaging in banter or making jokes which are degrading to a person's actual or perceived sexual orientation"

"Ignoring or excluding an individual from activities because they are lesbian, gay or bisexual"

- University of Essex, Guidelines for dealing with Harassment and Bullying

Date: 1 February 2018

Organisation and full name: [REDACTED], University of Essex

Signature: