School of Philosophy and Art History

Postgraduate research
Welcome from the Director of Graduate Studies

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

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

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

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

Finally, this booklet provides information about the Faculty of Humanities, the Postgraduate Research Education (PGRE) Team, the School, details about assessment procedures and guidelines for writing and submitting a thesis. To obtain comprehensive information about regulations relevant to graduate students please look on the University website.

Your comments on School arrangements are important as we are constantly alert to the need to accommodate students’ changing interests within a responsible educational programme. This involves ensuring that we maintain the optimal content and format for our programmes, and your input, both formal and informal, is a vital part of the process. Please make your views known.

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

Professor Irene McMullin, Director of Graduate Studies
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Introduction

This Handbook is designed to provide you with an overview of all the essential information about the University and the School of Philosophy and Art History (SPAH). Your Student Handbook provides details of your department; including staff contact details, facilities and ways to communicate and receive updates. It also includes information relating to your course of study at Essex, including Rules of Assessment and the related policies, prizes awarded by the department each year, student feedback and meetings, and University regulations regarding progress, appeals and extenuating circumstances.

At our three uniquely intimate campuses we celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you are part of a vibrant community that lives, learns and plays together.

Essex is about more than just getting a degree: we have so much to offer our students! This Student Handbook contains information on your Essex Experience, including the Students’ Union, sports clubs and societies, Essex Sport, Careers Services, campus information, IT support and services and our extensive range of student support and services.

The Student Directory contains a wealth of other helpful sources of information which can be found at https://www.essex.ac.uk/student.
Practicalities and Getting Started

You’ve made it to Essex! We’ve outlined below the most important things you need to make sure you do as soon as possible to get your time at Essex started.

**Complete your Registration**

Whilst you have accepted your offer and made your way to Essex, you still need to officially register yourself. At the start of each academic year, all new and returning students are required to register at the University. Registration is not only a formal procedure of enrolling you into the University, but it also connects you up to a number of vital systems you will need access to, including your IT account. As part of this process, you will need to complete online pre-arrival, physically attend a registration event on campus, and also activate your IT account.

To begin your registration, use one of the links below:

New students: [https://www.essex.ac.uk/welcome/registration](https://www.essex.ac.uk/welcome/registration)

Returning students: [https://www.essex.ac.uk/student/registration/returner-registration](https://www.essex.ac.uk/student/registration/returner-registration)

**Explore your Campus**

There is a broad range of facilities across each of our campuses to support your living and learning experience at Essex. We provide study-based services, like the IT helpdesk and group study pods, but also various food and drink venues and leisure facilities. The Students’ Union also runs a wide range of facilities, bars and general stores.

Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member. [https://www.essex.ac.uk/life/student-facilities](https://www.essex.ac.uk/life/student-facilities)

**Get connected**

**Your IT account**

You will need to set up your IT account and create a password through the University website [www.essex.ac.uk/it/getaccount](http://www.essex.ac.uk/it/getaccount). You will need to register an external email address and passphrase to set up your account. Once you’re set up, you can access your email, log on to lab computers, connect to campus wi-fi, and much more.

You must change your password within four weeks of your account being created, and then once every four months after that. You should receive email notifications to change your password shortly before it is due to expire. The easiest way to change your password is online at: [www.essex.ac.uk/password](http://www.essex.ac.uk/password). If you have forgotten your password, you can also reset it through this link using your external email address and passphrase. If you have forgotten those also, you should either visit the IT Helpdesk or call 01206 872345. Make sure you keep your password safe and do not share it with others!

**Campus Wi-fi**

Wi-fi is available across all campuses. Simply find the ‘eduroam’ network on your device and use the same log in details as your IT account to connect up!

**Essex Apps**

The University has a variety of online systems and platforms designed to enhance your learning and help make processes, such as submitting coursework, easier. We have rounded up the top platforms, portals and apps that you need to know about!
MyEssex
MyEssex is your online account. You can use it to see your timetable, keep your personal details up-to-date, request replacement registration cards or supporting documents, such as council tax exemption certificates, see how you’re doing on your course, let us know if you’ll miss a lecture or class, contact the Student Services Hub, and much more.

PocketEssex
Pocket Essex is the University’s official app for students, giving you access to comprehensive information about living and learning at Essex. The app provides an interface of icons that act as a portal through to a variety of useful links, areas and resources. PocketEssex links to many areas that MyEssex does in a handy app form, but also takes you through to many other key contacts and resources, such as the Students’ Union, FindYourWay and the Library.

Find Your Way
We know that finding your way from one room to another can be challenging to start with. Our Colchester campus in particular can be difficult to navigate with a historically complex room numbering system that leaves even our final year students still baffled! FindYourWay is our interactive campus map that can either be accessed via PocketEssex, downloaded as its own app, or via web browser. It is designed to help you get from A to B on either the Colchester or Southend campuses with quick and easy directions. http://findyourway.essex.ac.uk/

https://www.essex.ac.uk/MyEssex/

Your personal belongings
University insurance cover is very limited for the belongings of students using graduate study rooms. Therefore, you are strongly advised to take out personal insurance cover for your possessions. This is especially important for items of particular value, such as personal electronic devices (i.e., laptops, phones and tablets). The University does not cover costs for personal damage or loss of your possessions; only in instances where the University has been negligent would a claim be viable for compensation for personal belongings.

Right to Study
The University must ensure all students have the right to study at the University of Essex for the whole duration of their course(s). If you require immigration permission to study in the UK, this will be checked when you first register on your course and as necessary thereafter.

For Tier 4 sponsored students, you will have conditions attached to your leave restricting study and work; some nationals are required to register with the Police. You are expected to have the finances in place to pay your tuition fees and living costs throughout your course and do not have access to state housing or benefits.

The Tier 4 rules and guidance include restrictions relating to the length of time you can spend studying in the UK and academic progress; this may mean you are unable to take an academic option offered to you or that we can’t continue to sponsor you under Tier 4. The University has many duties as a Tier 4 sponsor and must ensure we remain compliant in order to retain our Tier 4 licence. Find out more on the University’s website: https://www1.essex.ac.uk/immigration/ and https://www.essex.ac.uk/about/governance/regulations

If you would like to get additional support with your English language skills, you can find helpful information and a range of resources here: https://www.essex.ac.uk/welcome/international-students
The Department of Language and Linguistics offers dependants of international students and staff at the Colchester Campus the chance to improve their English language, through our ECDIS programme, at no extra cost. Classes are taught at three basic levels: Elementary (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing.

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

ecdis@essex.ac.uk
**The Essex Experience**

The University and the Students' Union have developed our Student Charter as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community. The Student Charter reiterates that you are a member of the University of Essex community, not just while you are a student or recent graduate here, but for life. You can read the full Student Charter at: www.essex.ac.uk/students/experience/charter

You are welcomed to a truly diverse community where differences are celebrated and individuality is valued. Your contribution is welcomed and encouraged based on your own thoughts and experiences. As part of our community you will have the freedom to explore, experiment, and challenge your discipline and have your ideas shaped by peer and professional knowledge from all over the world.

Your time at Essex will be an experience beyond the classroom; there is so much available to all students so you can make the most of your time at Essex and have a truly unforgettable Essex Experience.

**Equality, Inclusion and Diversity**

The University recognises the value of diversity and is committed to equality of opportunity within the University. It therefore aims to create the conditions whereby students and staff are treated with dignity and respect, and solely on the basis of their merits, abilities and potential, regardless of race, ethnic or national origin, gender, gender identity, sexual orientation, disability, age, socio-economic background, family circumstances, religious or political beliefs and affiliations, or any other irrelevant distinction.

The University is committed to a programme of action to ensure that this policy is fully effective. You can find out more information on the University’s policy, and get in touch with any comments or questions, here: https://www.essex.ac.uk/information/equality-and-diversity/equality-and-diversity-policy-and-strategy

**SPAH Women's Officer and local SWIP branch**

Whether you are an Art History or Philosophy student, if you want to speak confidentially to a female member of staff, we have a dedicated Women’s officer for this very purpose. In the Autumn Term 2019, this will be Dr Lorna Finlayson; and from the Spring Term 2020 onwards Dr Ellisif Wasmuth (for contact details, please see below [add cross reference/link to staff list]). They can also tell you more about the local branch of the Society for Women in Philosophy (SWIP).

**School of Philosophy and Art History Policy on Equality**

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

1. This commitment entails that all students and staff of the School should strive to be conscious of ways in which their behaviour may be disrespectful, detrimental or damaging to the activities and equal status of women and other underrepresented groups.
2. It is part of the responsibility of everyone in the School to maintain an atmosphere for work and study in which equality is the norm. On occasions, this may require us to bring contrary behaviour to the attention of the person concerned, as well as to accept appropriate criticism of our own behaviour.

3. Within the School our commitment to equality involves consideration of the following (non-exhaustive) list of issues:
   
a) Ensuring a female presence on committees and decision-making bodies within the School.

b) Ensuring female participation in selection processes (e.g. regarding applications for PGT and PGT studentships, regarding posts – academic and administrative – within the School).

c) Giving consideration to the representation of female and minority thinkers, writers, and artists on the syllabi for modules within the School.

d) Taking measures to allow female and underrepresented voices to be adequately heard during seminars, discussions, question and answer sessions, etc.

4. In terms of broader professional activities, our commitment to equality involves consideration of the following (non-exhaustive) list of issues:

   a) Invitation of female and minority speakers when setting up conferences.

   b) Inclusion of female and minority authors when editing collections of articles.

   c) Inclusion of female and minority representation on editorial/advisory boards.

   d) Awareness of possible implicit bias when refereeing/assessing non-anonymised work.

**What is Implicit Bias?**

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

**Examples of Implicit Bias:**

- Recommendation letters for women tend to be shorter, provide ‘minimal assurances’ rather than solid recommendation, raise more doubts, portray women as students rather than professionals, and mention their personal lives more (Trix and Psenka 2003).

- Job applicants with “white-sounding” names are more likely to be interviewed for open positions than equally qualified applicants with “African-American-sounding” names (Bertrand & Sendhil 2004)

- When the same CV is randomly assigned a female or a male name, both male and female assessors rate male applicants better in terms of teaching, research, and service experience, and are more likely to hire them (Steinpreis et al 1999).

- Female post-doc applicants to the Medical Research Council of Sweden needed substantially more publications to achieve the same rating as male applicants (Wenneras & Wold 1997).

**Counteracting Implicit Bias:**
Remember that you are not immune. For example, a recent meta-analysis of 122 research reports (involving a total of 14,900 subjects) revealed that implicit bias scores better predict stereotyping and prejudice than explicit self-reports (Greenwald et al 2009.).

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

**Work on your own prejudice:**
Awareness of statistical discrepancies between the ideal of impartiality and actual performance – coupled with a commitment to that ideal – helps counteract implicit bias.

E.g. in one study, a mental imagery exercise of imagining a professional business woman decreased implicit stereotypes of women (Blair et al 2001).

E.g. contact with female professors and deans decreased implicit bias against women for college-aged women (Dasgupta & Asgari 2004)

**Embrace the Essex Values**
We are different at Essex. We are brave, we are bold, and we embrace challenges and drive change. Our values are underpinned by this very culture. While we full heartedly encourage students to challenge the status quo and explore the unknown, we expect that students do so respectfully, intelligently and act as true ambassadors for the University.

The University’s [Code of Student Conduct](http://www.essex.ac.uk/governance/regulations) can be found on the website: www.essex.ac.uk/governance/regulations

**Essex Spirit, social media and events**
Keep up-to-date with important news, events and offers from across the University with our Essex Spirit newsletter, delivered directly to your Essex email address. Follow us on social:

- /uniofessex
- /uniessex
- /Uni_of_Essex
- /uniofessex
- /uniessex
- uniofessex

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

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

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

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

You can find helpful information here –

[https://www.essex.ac.uk/welcome/international-students](https://www.essex.ac.uk/welcome/international-students) and [http://www.essex.ac.uk/student/student-communities/international](http://www.essex.ac.uk/student/student-communities/international)
Mature and part-time students
We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet, such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/students/groups/mature-students.aspx

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

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

Essex Sport
Be active at Essex! Learning doesn’t just happen in the classroom. Keeping active during your studies can help relieve stress, increase productivity, provide a sense of community and improve your employability.

Essex Sport offers a great range of sport courses, social active sessions, over 300 fitness classes a month and a state-of-the-art gym, so there’s something for everyone!

Visit the Essex Sport website or download the app to discover all the ways you can keep active during your time at Essex.

www.essex.ac.uk/sport

https://download.mobilepro.uk.com/a/1CJ8?p=4?pv=1

Students’ Union
We’re famous for our Students’ Union at Essex, and for good reason. Here you’re not just a member of a normal Students’ Union; you’re part of a family. We’re here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. The Students’ Union is run by students for students, and you have the ability to shape what we do. From suggesting what we serve in our venues, to changing aspects of your course, we are here to represent you and work with you to make amazing things happen. There are opportunities to join 45 different Sports Clubs, to get involved with our BUCS teams which offer a wide individual championships programme of activities taking place across the year and lots of competitions take place on Wednesdays and weekends, or if you don’t want to commit to a regular team check out our Just Play programme of activities.

https://www.essexstudent.com

Get involved
We have 120 existing Societies where you can meet people with similar interests, challenge yourself with something new or, if you can’t find what you’re looking for, start your own society!

Furthermore, we have our very own letting agency SU Homes designed to offer help and support for students to find off campus accommodation.

https://www.essex.ac.uk/life/colchester-campus/get-involve
About The School of Philosophy and Art History (SPAH)

Our location: School of Philosophy and Art History (SPAH)
Room 6.130
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

Directions: You can find the SPAH and ISC Office by going into entrance 4NW on square 4, and go up to level 6.

Contact us:
Direct Telephone Number: 01206 87 2705/3485
General enquiries email: spahinfo@essex.ac.uk
Website: www.essex.ac.uk/spah
Opening Hours: Monday to Friday
9.00am to 5.00pm
(closing 4.45pm Friday)

Further useful information and links:

Philosophy
Website: http://essex.ac.uk/philosophy
Facebook: www.facebook.com/Philosoph yatEssex
Twitter: @EssexPhilosophy

Art History
Website: http://essex.ac.uk/arthistory
Facebook: www.facebook.com/EssexArtHistory
Twitter: @EssexArtHistory
Instagram: https://www.instagram.com/essexarthistory/

School information on Moodle
You can find important documents and other information on our information pages on Moodle: Philosophy and Art History – Information for Current Students. These pages are updated regularly and contain information such as Staff Student Liaison Committee/Student Voice Group minutes as well as details of School events and various forms.

Meet the team
A full list of all academic and professional services staff for SPAH can be found on our website at: https://www.essex.ac.uk/departments/philosophy-and-art-history/people.

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

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

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

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

**SPAH key contacts**

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<td><strong>Head of School</strong></td>
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<td>Professor Timo Jütten</td>
<td>6.124</td>
<td>2998</td>
<td>tjuetten</td>
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<tr>
<td><strong>Director of Education</strong></td>
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<tr>
<td>Dr Natasha Ruiz-Gómez</td>
<td>6.131</td>
<td>2999</td>
<td>natashar</td>
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<tr>
<td><strong>Director of Graduate Studies</strong></td>
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<tr>
<td>Professor Irene McMullin</td>
<td>5B.141</td>
<td>2711</td>
<td>i.mcmullin</td>
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<tr>
<td>Dr Gavin Grindon (Shadow DGS)</td>
<td>6.135</td>
<td>3445</td>
<td>ggrindon</td>
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<tr>
<td><strong>Employability Development Director</strong></td>
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<tr>
<td>Dr Fiona Hughes</td>
<td>2718</td>
<td>2718</td>
<td>fhughes</td>
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<tr>
<td>Position</td>
<td>Name</td>
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<tr>
<td><strong>Senior Tutor/Disability Liaison Officer</strong></td>
<td>Dr Lorna Finlayson (Au/Su)</td>
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<td></td>
<td>Dr Ellisif Wasmuth (Sp)</td>
<td>6.144</td>
<td>2622</td>
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<tr>
<td><strong>School Manager</strong></td>
<td>Hannah Whiting</td>
<td>6.122</td>
<td>2703</td>
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<tr>
<td><strong>Deputy School Manager</strong></td>
<td>Sarah Crowther</td>
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<tr>
<td><strong>Senior Student Services Administrator (PG)</strong></td>
<td>James Jefferies</td>
<td>6.130</td>
<td>2705</td>
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</tbody>
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## Philosophy Staff contact details

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<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dr Matt Burch</td>
<td>mburch</td>
<td>2708</td>
<td>6.145</td>
</tr>
<tr>
<td>Dr Lorna Finlayson</td>
<td>ljfinl</td>
<td>3002</td>
<td>5B.119</td>
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<tr>
<td>(Research Leave Spring 2020)</td>
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<tr>
<td>Professor Fabian Freyenhagen</td>
<td>ffrey</td>
<td>2713</td>
<td>5B.113</td>
</tr>
<tr>
<td>Dr Steven Gormley</td>
<td>segorm</td>
<td>2709</td>
<td>5B.127</td>
</tr>
<tr>
<td>Dr Marie Guillot</td>
<td>marie.guillot</td>
<td>2405</td>
<td>6.147</td>
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<tr>
<td>(Leave Autumn and Spring 2019-20)</td>
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<tr>
<td>Professor Béatrice Han-Pile</td>
<td>beatrice</td>
<td>2532</td>
<td>5B.143</td>
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<td>(Leave Autumn and Spring 2019-20)</td>
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<tr>
<td>Dr Fiona Hughes</td>
<td>fhughes</td>
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<tr>
<td>Professor Wayne Martin</td>
<td>wmartin</td>
<td>3405</td>
<td>5B.115</td>
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<tr>
<td>Professor Irene McMullin</td>
<td>i.mcmullin</td>
<td>2711</td>
<td>5B.141</td>
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<tr>
<td>Dr Jörg Schaub</td>
<td>jschaub</td>
<td>4768</td>
<td>5B.117</td>
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<tr>
<td>Dr Ellisif Wasmuth</td>
<td>ellisif.wasmuth</td>
<td>2622</td>
<td>6.144</td>
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<tr>
<td>(Research Leave Autumn 2019)</td>
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<tr>
<td>Dr Dan Watts</td>
<td>dpwatts</td>
<td>2706</td>
<td>5B.125</td>
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Non-Essex users should add @essex.ac.uk to the above email addresses.

01206 87 needs to be added to the extension numbers if calling externally.
## Art History Staff contact details

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<tr>
<th>Name</th>
<th>Email</th>
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<th>Room</th>
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<tbody>
<tr>
<td>Dr Lisa Blackmore</td>
<td>lisa.blackmore</td>
<td>2192</td>
<td>6.139</td>
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<tr>
<td>(Research Leave Autumn 2019)</td>
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<tr>
<td>Dr Gavin Grindon</td>
<td>ggrindon</td>
<td>3445</td>
<td>6.135</td>
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<tr>
<td>Dr Matt Lodder</td>
<td>mlodder</td>
<td>2953</td>
<td>6.133</td>
</tr>
<tr>
<td>Dr Caspar Pearson</td>
<td>cpearson</td>
<td>2076</td>
<td>6.137</td>
</tr>
<tr>
<td>Dr Diana Bullen Presciutti</td>
<td>dbpres</td>
<td>4058</td>
<td>6.141</td>
</tr>
<tr>
<td>(Research Leave Spring and Summer 2020s)</td>
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<tr>
<td>Dr Natasha Ruiz-Gómez</td>
<td>natashar</td>
<td>2999</td>
<td>6.131</td>
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<tr>
<td>Dr Michael Tymkiw</td>
<td>mtymkiw</td>
<td>2606</td>
<td>6.129</td>
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<tr>
<td>(Research Leave Autumn 2019)</td>
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## Interdisciplinary Studies Centre contact details

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<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<th>Room</th>
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<tbody>
<tr>
<td>Dr Paola Di Giuseppantonio Di Franco</td>
<td>pd17425</td>
<td>2716</td>
<td>6.146</td>
</tr>
<tr>
<td>Dr Jane Hindley</td>
<td>janeh</td>
<td>3092</td>
<td>6.127</td>
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</table>

## Emeritus Professors contact details

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Professor Dawn Ades</td>
<td><a href="mailto:dawnadesemail@gmail.com">dawnadesemail@gmail.com</a></td>
</tr>
<tr>
<td>Professor Peter Dews</td>
<td>peted</td>
</tr>
<tr>
<td>Professor Valerie Fraser</td>
<td>vfraser</td>
</tr>
<tr>
<td>Professor Margaret Iversen</td>
<td>miversen</td>
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<tr>
<td>Professor Jules Lubbock</td>
<td>lubbj</td>
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<tr>
<td>Professor Peter Vergo</td>
<td>pjvergo</td>
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</tbody>
</table>
# SPAH Professional Services staff contact details

<table>
<thead>
<tr>
<th>Title / Name</th>
<th>Email</th>
<th>Internal Telephone Number</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Manager</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hannah Whiting</strong></td>
<td>spahsm</td>
<td>2703</td>
<td>6.122</td>
</tr>
<tr>
<td>Hannah is responsible for the day-to-day smooth running of the School and Centre on the administrative side, and assists the Head of School and GTA Director. She can provide you with general information on the School and Centre and deals with queries relating to course structures, timetabling, and examinations.</td>
<td></td>
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</tr>
<tr>
<td><strong>Deputy School Manager</strong></td>
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</tr>
<tr>
<td><strong>Sarah Crowther</strong></td>
<td>spahdsm</td>
<td>3845</td>
<td>6.132</td>
</tr>
<tr>
<td>Sarah is responsible for all matters relating to student administration and the smooth running of our student facing operation. Sarah can provide you with general information on the School and Centre and she deals with queries relating to undergraduate course structures, module enrolment, and examinations.</td>
<td></td>
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<tr>
<td><strong>Senior Student Services Administrator (PG)</strong></td>
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</tr>
<tr>
<td><strong>James Jefferies</strong></td>
<td>spahpg</td>
<td>2705</td>
<td>6.130</td>
</tr>
<tr>
<td>James is the first point of contact for matters relating to graduate study in the School, including queries about courses, and is responsible for the administration of our PG SSLC (Graduate Feedback Meetings). James works closely with the Director of Graduate Studies and PGT Director and can point you in the right direction for other support and help within and outside the School regarding postgraduate queries.</td>
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<tr>
<td><strong>Senior Operations Administrator</strong></td>
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<tr>
<td><strong>Katherine Bailey</strong></td>
<td>kbailey</td>
<td>2688</td>
<td>6.132</td>
</tr>
<tr>
<td>Katherine looks after the finances and health and safety within the School and Centre, and can advise on many aspects including claiming expenses, reimbursement for gallery trips and study trips abroad.</td>
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</tbody>
</table>
**Your Supervisor**

You will have had a supervisor appointed to you at the admissions process. You are expected to have regular contact with your supervisor during your studies and they should be the first port of call for any concerns/problems.

**Supervision of Research Students during periods of leave**

Academic Staff serving as supervisors of postgraduate research students will, on occasion, take periods of research leave for research purposes. During some periods of research leave, supervisors may not be in residence at the University. It is incumbent upon supervisor, with the approval of the Graduate Director of Research, to develop a plan for the continuing supervision of students during periods of research leave. In making such arrangements, it is the policy of the department that:

- **a)** Members of staff are expected to continue to carry out their role as Supervisor during periods of research leave.
- **b)** Members of staff on research leave are not expected to attend Supervisory Panels, but are expected to provide a written assessment of progress.
- **c)** Members of staff on research leave should make arrangements for continuing contact with their supervisees, whether through face-to-face meetings, or through some form of remote communication,
- **d)** In cases where a member of staff plans to be out-of-residence for an extended periods during their research leave, an alternate member of staff should be named (by the Graduate Director of Research, in consultation with the Supervisor) as a local contact for the supervisee student. The local contact is not meant to act as a substitute supervisor (see point (A) above) but to serve as a designated point of contact in the Department during the period when the Supervisor is out-of-residence.

**Research Students’ Progress Committee (RSPB)**

The RSPB is made up of senior members of academic staff and is chaired by the Graduate Director, PGR. It “reviews the progress of every student through to the award of a degree, withdrawal or failure, on the basis of the reports from the supervisory board, including the written report from the student. Where no supervisory board has taken place, for instance because a student is carrying out research abroad, the supervisor and the student must each submit a progress report. A decision/recommendation for discontinuation, downgrading or upgrading or to confirm PhD status or change to MPhil, to permit entry into completion, or to extend the minimum period can only be made by the RSPB.”

[https://www1.essex.ac.uk/students/exams-and-coursework/ppg/pgr/assess-rules.aspx](https://www1.essex.ac.uk/students/exams-and-coursework/ppg/pgr/assess-rules.aspx)
Philosophy staff profiles and research interests

Dr Matt Burch
Matt took his PhD in philosophy at Rice University and spent a postdoctoral year at the University of Wuppertal. His research and teaching interests lie at the intersection of phenomenology, social science, and the cognitive sciences. His current research projects focus on failures of agency, the phenomenology of risk, the ideal of objectivity, and the intellectual virtues. He has worked on several projects with the Essex Autonomy Project (EAP), including an AHRC-funded project on the compliance of the Mental Capacity Act (2005) and the UN Convention on the Rights of Persons with Disabilities, and the Wellcome Trust-funded Mental Health and Justice project. From 2018-19, he was an Early Career Research Fellow at the Independent Social Research Foundation. That project – ‘The Theory of Risk and the Practice of Care: Bridging the Gap’ – was also associated with the EAP.

Professor Peter Dews, Emeritus Professor
Peter read English at Queen's College Cambridge, and took an MA in the Sociology of Literature at Essex, before gaining a PhD in Philosophy at Southampton University. Prior to coming to Essex, he taught European thought and literature for two years at Anglia Ruskin University. He is the author of Logics of Disintegration (1987, reissued in the Verso ‘Radical Thinkers’ series 2007), The Limits of Disenchantment (1995), and The Idea of Evil (2008); he has also edited Autonomy and Solidarity: Interviews with Jürgen Habermas (1986), Habermas: A Critical Reader (1999), and co-edited Deconstructive Subjectivities (1997). He has been a Humboldt Fellow at the Universities of Tübingen and Berlin, and has held various visiting positions, including at the University of Konstanz, at the Graduate Faculty, New School for Social Research, and at Columbia University. Main interests: the history of German Idealism and its aftermath; the Frankfurt School and contemporary Critical Theory; French philosophy from WWII to the present; philosophy and psychoanalysis. Current research interests include: the relation between transcendental and objective idealism, the concept of an ‘affirmative genealogy’, and the aesthetics of musical improvisation. He is also currently completing a book on Schelling’s late thought as a critical response to Hegel.

Dr Lorna Finlayson
Lorna took both her BA and PhD in Philosophy at King’s College, Cambridge, where she was then appointed to a four-year junior research fellowship, also acting as an affiliated lecturer at the Faculty of Philosophy. She is the author of The Political Is Political: conformity and the illusion of dissent in contemporary political philosophy (Rowman & Littlefield, 2015), and An Introduction to Feminism (CUP, 2016).
She has interests in political philosophy and its methodology, critical theory and theories of ideology, feminist philosophy, philosophy of social science, and Arabic philosophy. As of September 2015, she is Lecturer in Philosophy at the School of Philosophy and Art History.

**Professor Fabian Freyenhagen**, BA Oxford, PhD Sheffield.
Fabian read Philosophy, Politics and Economics at Exeter College, Oxford, and then completed a PhD in Philosophy at the University of Sheffield. He is the author of *Adorno’s Practical Philosophy* (CUP 2013) and papers in journals such as *Kantian Review*, *Hegel Bulletin*, *Proceedings of the Aristotelian Society* and *Politics, Philosophy & Economics*. Main Interests: Frankfurt School (especially Adorno), Ethics and Philosophy of Action, Social and Political Philosophy, Philosophy of Psychiatry. Current research: social pathology (can society be ill or make us ill?); reason and language in the early Frankfurt School (and possible parallels to the works of the later Wittgenstein); autonomy and its social conditions; acting without hope; and ethics after Auschwitz. He is a member of the Human Rights Centre and also teaches for the Interdisciplinary Studies Centre.

**Dr Steven Gormley**, BA Kent, MA Warwick, PhD Essex.
Steven studied Philosophy and Literature at Kent and Continental Philosophy at Warwick. He completed his doctoral work in philosophy at Essex, and then held a two-year junior research fellowship in the department. Main Interests: Political Philosophy; Critical Theory; Contemporary French Philosophy (particularly Derrida, Foucault, Rancière); Deconstruction; Phenomenology; Current research: democratic theory (agonistic, deconstructive, and deliberative); impossible ideals in ethics and politics; Nietzsche and indirect communication; rhetoric and public deliberation; social pathologies.

**Dr Marie Guillot**
Marie studied philosophy in France, at the École Normale Supérieure (Fontenay St Cloud), at the École des Hautes Études en Sciences Sociales and at the Institut Jean Nicod, where she did her PhD as well as an M.Sc. in cognitive science. She also studied fine arts at the École Nationale Supérieure des Arts Décoratifs (Paris). Before joining Essex, she was a research fellow at the Institut Jean Nicod, at the Sorbonne (Paris IV), at LOGOS (Barcelona), and at University College London. She has published articles in journals such as *Synthese*, *Teorema*, *the Review of Philosophy and Psychology* and *Philosophical Explorations*.
Main interests: philosophy of mind, philosophy of language, epistemology, philosophy of psychology, aesthetics. Current research: the first person (linguistic and mental), indexicality, *de se* content, subjectivity, self-knowledge, phenomenal consciousness, phenomenal concepts.
**Professor Béatrice Han-Pile**, Ecole Normale Supérieure d’Ulm, Agrégation de Philosophie, Thèse de Doctorat (Université de Paris XII). Béatrice studied philosophy, history and literature at the École Normale Supérieure and was awarded a Fellowship from the Thiers Foundation while completing her doctoral thesis on Michel Foucault. Before coming to Essex, she taught in France at the Universities of Paris IV-Sorbonne, Reims and Amiens. She was invited as a Visiting Scholar twice by the University of California (Berkeley), and by the Université de Nice (France). She is the author of *L'ontologie manquée de Michel Foucault* (published in the autumn of 2002 by Stanford University Press as *Foucault’s Critical Project: Between the Transcendental and the Historical*). She also has published a number of papers, mostly on Foucault, Nietzsche, Schopenhauer, Heidegger and aesthetics. She was Principal Investigator on an AHRC-funded three-year project on ‘The Ethics of Powerlessness: the Theological Virtues Today’ (EoP).

The project ran from 2015-2018. It investigates the nature of medio-passive agency as well as the possible roles of the theological virtues for ethical guidance in situations of powerlessness. Main interests: Foucault and Continental philosophy, especially phenomenology; Schopenhauer, Nietzsche; past and contemporary theories of art (Heidegger, Merleau-Ponty, Maldiney). Current research: the philosophy of agency, faith, hope and love as well as Nietzsche’s ethical ideals.

**Dr Fiona Hughes**, MA (Hons) Edinburgh, DPhil Oxford. Fiona studied at Edinburgh as an undergraduate, at Tübingen, Germany (where she held the Stevenson Research Scholarship), and Merton College, Oxford as a graduate student. She was a Junior Research Fellow at Wolfson College, Oxford and lecturer at the universities of Edinburgh and York. She has written articles on Kant, Merleau-Ponty, Nietzsche and philosophical aesthetics in journals such as *Mind, The British Journal for the History of Philosophy, Inquiry and the Journal for the British Society for Phenomenology*.

Main interests: Kant, Merleau-Ponty, aesthetics, phenomenology (French and German), Nietzsche. Current research: the relationship between Kant’s epistemology and aesthetics, Merleau-Ponty’s development of Husserl’s phenomenology, the relationship between art and philosophy, in particular, the philosophical implications of cave paintings.

**Professor Timo Jütten**, BA London, MA, DPhil Sussex.  
**Head of School**

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

**Dr Thomas Khurana**

Thomas studied Philosophy, Sociology, Literature and Psychology in Bielefeld and Berlin and received his PhD from the University of Potsdam. Before joining the Department, he taught philosophy at the University of Potsdam, the Goethe-University Frankfurt, and the University of Leipzig. He was a Theodor Heuss Lecturer at the New School for Social Research in New York and a Humboldt fellow at the University of Chicago. In 2017, Thomas was awarded a three-year Heisenberg Fellowship by the German Research Foundation (DFG) to pursue his new research project on “Norm and Nature.” He will spend the academic year 2019/20 at the Department of Philosophy at Yale to finalize this project.

His most recent book publications are “Das Leben der Freiheit: Form und Wirklichkeit der Autonomie” (Berlin: Suhrkamp, 2017) and “Negativität: Kunst – Recht – Politik” (Berlin: Suhrkamp, 2018). Thomas has also published various papers on Kant, Hegel, Heidegger, Wittgenstein, Adorno, Foucault, Derrida, Cavell, Brandom, Agamben, and others. His main areas of interest are: Kant and German Idealism, 19th and 20th-century continental philosophy, practical and social philosophy, philosophy of culture and aesthetics. His current research focuses on the dialectics of second nature, the relation of self-consciousness and self-reification, ethical naturalism, and the politics of life.
**Professor Wayne Martin**, BA Cambridge, PhD Berkeley.
Wayne studied philosophy both in the UK and in the USA and taught for twelve years at the University of California, San Diego, before coming to Essex in 2005. He is Principal Investigator on the Essex Autonomy Project, an externally funded research project concerned with the ideal of self-determination in the context of care relationships. He is the author of *Theories of Judgment: Psychology, Logic, Phenomenology* (Cambridge UP, 2006) and *Idealism and Objectivity: Understanding Fichte's Jena Project* (Stanford UP, 1997), as well as articles on Frege, Husserl, Lucas Cranach, Dutch Still Life painting, deontic logic and Philosophy of Psychiatry. He is a Workstream Lead on the Wellcome-funded *Mental Health and Justice* project, a member of the Essex Human Rights Centre, and provides research support to the Department of Health and Social Care as part of the government-commissioned independent review of the *Mental Health Act*.

**Professor Irene McMullin**, MA University of Toronto, PhD Rice University.
Irene's research interests include phenomenology, existentialism, ethics (especially virtue ethics and Kant's ethics), moral psychology, aesthetics, and social/political philosophy. She is the author of *Existential Flourishing: A Phenomenology of the Virtues* (Cambridge University Press, 2019) and *Time and the Shared World: Heidegger on Social Relations* (Northwestern University Press, 2013). She has also published articles on Husserl, Heidegger, Kant, Sartre, Arendt, and virtue ethics. Irene joined the department of Philosophy at the University of Essex in 2013 after a Deutscher Akademischer Austauschdienst (DAAD) Postdoc at Bergische Universität, Wuppertal, Germany and 6 years teaching at the University of Arkansas, Fayetteville. She completed her PhD at Rice University and her MA at the University of Toronto.

**Dr Jörg Schaub**
Jörg studied Philosophy, Aesthetics, Theory of Art and Media at the HfG Karlsruhe, Heidelberg University, the University of North Carolina at Chapel Hill and Cambridge University. He received a doctoral degree in philosophy from Goethe-University Frankfurt. He was a Visiting Fellow at the Department of Philosophy at Essex University, and DAAD postdoctoral research fellow at the Faculty of Philosophy at Cambridge University.
Before joining the School, he taught at Mannheim University and Goethe-University Frankfurt. Main interests: Social and Political Philosophy (focus on contemporary theories and 19th century German authors, especially Hegel), Frankfurt School (especially Honneth) and Contemporary Critical Theory, and Aesthetics. Current research: aesthetics and democratic ethical life; social pathologies; the methodology of contemporary social and political philosophy (ideal/nonideal theory, activist political theory, political realism, Critical Theory, Cambridge School); theories of justice (particularly Rawls), the ethics of enhancement. Jörg is now a Senior Lecturer.

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

**Dr Daniel Watts**, BA PhD Sheffield. Before moving to Essex in 2007, Dan was a lecturer in philosophy at Trinity College Dublin where he also enjoyed a postdoctoral fellowship. Before that, he studied history and philosophy at Sheffield. Dan’s main research interests are in Kierkegaard, Wittgenstein and the phenomenological tradition. He also has interests in philosophy of language, religion and ethics.

Among the journals in which he has published papers are *Mind*, *The European Journal of Philosophy*, *Inquiry*, *International Journal of Philosophical Studies* and *Philosophical Investigations*. Dan was Co-Investigator on our AHRC research project, *The Ethics of Powerlessness: The Theological Virtues Today*. He’s currently working on various outputs associated with this project.
Art History staff profiles and research interests

**Dawn Ades, Emeritus Professor**, BA Oxford; MA Courtauld Institute, University of London; Honorary Doctorate, Essex. Dawn Ades is a Fellow of the British Academy and a former trustee of Tate (1995-2005) and was awarded a CBE in 2013 for her services to art history. She was co-founder with Valerie Fraser of the University’s Collection of Latin American Art, ESCALA. She has been responsible for some of the most important exhibitions in major London venues and overseas over the past thirty years, including *Dada and Surrealism Reviewed*, Arts Council of Great Britain, 1978; *Art in Latin America: The Modern Era 1820-1980*, Hayward Gallery, London, 1989; *Salvador Dalí: The early years*, Hayward Gallery, London, 1994; *Salvador Dalí: centenary retrospective*, Palazzo Grassi, Venice, 2004; *Undercover Surrealism: Georges Bataille and DOCUMENTS*, Hayward Gallery, London, 2006; *The Colour of my Dreams: the Surrealist Revolution in Art*, Vancouver Art Gallery 2011. Exhibitions she has co-curated include *Art and Power: Europe under the Dictators 1933-1945* (London, Barcelona and Berlin, 1995-6), *Close-Up: Proximity and de-familiarisation in art, film and photography* (Fruitmarket Gallery, Edinburgh, 2008) and *Dalí/Duchamp* (Royal Academy, London and Dali Museum St Petersburg, Florida 2017-18). She has also published on photomontage, Dada, Surrealism, women artists in Latin America and Mexican muralists. She recently completed a collaborative project at the Getty Research Institute on Surrealism in Latin America and co-edited the resulting volume of essays *Vivísimo Muerto: Surrealism in Latin America* 2012. In 2015 Ridinghouse published her selected essays *Writings on Art and Anti-Art*.

**Dr Lisa Blackmore**, (Cantab) Cambridge, MA and PhD Birkbeck College. Lisa joined Essex as a Lecturer in Art History and Interdisciplinary Studies in August 2017. She researches Latin American and Caribbean art, architecture, and visual culture, with two main strands that focus on dictatorship and modernity, and on the role of water in cultural production. She is the author of *Spectacular Modernity: Dictatorship, Space and Visuality in Venezuela, 1948-1958* (University of Pittsburgh Press, 2017) and co-editor of *Downward Spiral: El Helicoide’s Descent from Mall to Prison* (Urban Research, 2018), *Natura: Environmental Aesthetics After Landscape* (diaphanes, 2018) and *The Politics of Culture in the Chávez Era* (Wiley-Blackwell, 2019). After living in Venezuela from 2005-2013, where she worked as a curator, journalist and lecturer, Lisa returned to Europe to conduct postdoctoral research at the University of Zurich. As part of her study of the modern landscape as a formation shaped by architectural innovation, violence, ruination and memory politics, Lisa co-directed the research-led documentary, *Después de Trujillo* (2016). She is currently working on new film projects and co-editing the book *Liquid Ecologies in the Arts*.
Professor Valerie Fraser, Emeritus Professor, MPhil, Warburg Institute, University of London; PhD Essex.
Valerie Fraser specialises in the art and architecture of Latin America and Spain with particular emphasis on the early colonial period and the 20th/21st centuries. Major publications include The Architecture of Conquest: Building in the Viceroyalty of Peru 1535-1635 (1990), Building the New World: Studies in the Modern Architecture of Latin America 1930-1960 (2000) and, with Oriana Baddeley, Drawing the Line: Art and Cultural Identity in Latin America (1989). In 1993, with Dawn Ades, she founded the Essex Collection of Art from Latin America (ESCALA). She has worked on a number of exhibitions including Kahlo's Contemporaries held at the University Gallery in 2005, and Latin American Art: Contexts and Accomplices at the Sainsbury Centre, University of East Anglia, 2004. She has won a number of major awards from the AHRC including funding for a fully-illustrated online catalogue of ESCALA, and a three-year AHRC-funded research project (2009-2012) entitled Meeting Margins: Transnational Art in Latin America and Europe 1950-1978, a collaboration between the University of Essex and the University of the Arts London that investigated artistic relations between Europe and Latin America in the post-war period. She retired in 2012.

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

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

Dr Matt Lodder, BA Bradford, MA PhD Reading. Matt completed his PhD in 2010, having submitted a thesis entitled Body Art: Body Modification as Artistic Practice, and has taught contemporary art and theory at the Universities of Reading and Birmingham. His current research is principally concerned with the history of tattooing, and the artistic status of body art and body modification practices. He has also published on contemporary feminist debates about pornography.

At Essex, Matt serves as Director of American Studies, and teaches European, American and Japanese art, architecture, visual culture and theory from the late 19th century to the present, including modern and contemporary art post-1945, digital and "new media" art, and the intersections between art & politics.

Matt has recently curated exhibitions of tattoo history at the Museum of London and at the National Maritime Museum, Falmouth, the latter of which is currently on a nationwide tour. His first book, “Tattoo: An Art History” is currently in production. In 2018 and 2019, Matt presented a major art historical television series entitled “Art of Museums”, still airing across Europe.

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

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

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

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

Diana’s primary research addresses the visual culture of social problems in late medieval and early modern Italy, with a particular emphasis on intersections between gender, class, and cultural production. Her first monograph, *Visual Cultures of Foundling Care in Renaissance Italy* (Ashgate Press, 2015), explores how visual culture both framed the social problem of infant abandonment and promoted the charitable work of the foundling hospital. She has published articles in *Renaissance Studies*, *Renaissance Quarterly*, the *Journal of Medieval and Early Modern Studies*, and *Artibus et Historiae*, as well as an edited anthology, *Space, Place, and Motion: Locating Confraternities in the Late Medieval and Early Modern City* (Brill Press, 2017). Diana is currently at work on a new book-length project that contends that the visual representation of saints’ miracles served in Renaissance Italy as a vehicle for contesting the public image of a number of social problems—problems like madness, vendetta, and illegitimacy.
Dr Natasha Ruiz-Gómez, BA Columbia MA PhD University of Pennsylvania.
Natasha specialises in French art of the nineteenth and early twentieth centuries, with a particular focus on the oeuvre of Auguste Rodin, and is particularly interested in the intersection of art and medicine. She has published in *Art History, Medical Humanities, Modern & Contemporary France, Thresholds*, and various anthologies, as well as in a recent exhibition catalogue of the Statens Museum for Kunst, Copenhagen.

She is currently completing a book manuscript entitled *The Scientific Artworks of Doctor Jean-Martin Charcot and the Salpêtrière School: Visual Culture and Pathology in fin-de-siècle France*. Natasha has been the recipient of numerous fellowships, including a Research Fellowship from the Leverhulme Trust, a five-year Research Councils UK Fellowship and a Kress Curatorial Fellowship at the Brooklyn Museum. She was also awarded a Medical Humanities Small Grant from the Wellcome Trust. Natasha is currently the Field Editor for Nineteenth-Century Art for *caa.reviews* and serves on the higher education advisory committee of the Association for Art History.

Dr Michael Tymkiw, BA Yale, MBA University of Chicago, PhD University of Chicago.
Michael specialises in modern and contemporary visual culture, with a particular interest in issues of spectatorship in relation to artworks and built environments. Michael's recent research has consisted of three main projects. The first is his recently published book *Nazi Exhibition Design and Modernism*, which considered how Nazi exhibitions drew upon modernist practices and principles in order to motivate audiences to take part in different forms of social and political change. This second, which is currently Michael's main research focus, investigates the phenomenon of walking on art from the 1900s to the present (e.g., by considering carpets, mosaics, and works of fine art by artists such as Carl Andre). Michael's final area of research explores the intersection between digital technology and spectatorship within museums and other sites of cultural heritage (e.g., through the use of eye-tracking technologies to study how display practices may foster normative viewing behaviour).
Professor Peter Vergo, Emeritus Professor, MA PhD Cambridge. Peter Vergo is one of Britain's leading experts on modern German and Austrian art. His exhibition Vienna 1900 was the centrepiece of the 1983 Edinburgh Festival, leading to the award of the Goldenes Verdienstkreuz (Golden Order of Merit) for services to the Republic of Austria. Other exhibitions he has curated include Abstraction: Towards a New Art (Tate Gallery, 1980) and Emil Nolde (Whitechapel Art Gallery and Arken, Copenhagen, 1995-6). He is also interested in the relationship between art and music - the subject of his two books That Divine Order: Music and the Visual Arts from Antiquity to the Eighteenth Century (2005) and The Music of Painting: Music, Modernism and the Visual Arts (2010).

He was responsible for cataloguing the modern German paintings in the Thyssen-Bornemisza Collection and for editing the catalogue of the exhibition Egon Schiele: The Radical Nude, shown at the Courtauld Gallery in London during 2014-15. His other publications include the 1989 anthology The New Museology, which focused debate on museums' role in society, and his classic text Art in Vienna: Klimt, Kokoschka, Schiele and their contemporaries, re-published in a fourth, updated and expanded edition in 2015.
Interdisciplinary Studies Centre staff profiles and research interests

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

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

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

A wide range of facilities and resources are available for all students to access and use as part of their study at Essex. Each department and school also has a selection for the exclusive use of their students. Below is a summary of the facilities and resources that are likely to be most useful to you.

General Office (6.130)

The General Office is located off Square 4 – go through entrance 4NW next to The Store, take the lift to the 6th floor, turn right and follow the corridor to Philosophy and Art History. The Office is open from 9.00am to 5.00pm, Monday to Friday (closing at 4.45pm on a Friday).

SPAH Common Room

The SPAH and ISC Common Room is in 6.143 (also known as 'Thomas' Room' in memory of Professor Thomas Puttfarken, a former member of staff). It is open from 9.00am to 5.00pm, and students can come here to relax and meet with fellow students and staff, and it can also be booked for more formal events/meetings. Tea and coffee facilities are supplied here for our students’ use. There is also a fridge and a microwave.

There are various books, magazines and journals available to read, however we do ask that these are not removed from the Common Room.

Graduate study rooms

5B.116 is a Graduate Study Room, which can be used by all graduate students in the School. This room contains tables, bookshelves, connections to the University’s computing network, and lockers (keys are available from James Jefferies in 6.130, for a £5 refundable deposit).

Staff Pigeon Holes

Staff pigeon holes are not accessible to students. If you have something you would like to pass onto a member of staff, please leave it with the Senior Services Student Administrator, James Jefferies, in 6.130.

Printing, photocopying and scanning

All students can print, copy and scan for free at Essex! There are over 100+ multi-function devices that can be used at various locations across our three Campuses, including in the following areas:

- All IT labs
- Silberrad Student Centre
- Albert Sloman Library
- Orangery
- Limehouse
- Roding House and Unit 4 (Loughton)
- Gateway Building (Southend)
- The Forum (Southend)

Simply log in to the devices using your Essex login and password, or tap with your student card. These devices can also scan to email and feature mobile printing. Whilst printing is free for all students, please think of your carbon footprint and only print if necessary.

Premium services (chargeable) for printing and finishing, including binding your documents for presentational purposes are available at The Copy Centre (Square 4).
Please note that there are strict laws about infringement of copyright; more information can be found on the library website which explains what and how much you are permitted to copy. Usage is monitored and subject to a fair use policy.

https://library.essex.ac.uk/copyright

**Noticeboards**

Every department and school has their own noticeboard(s) providing information on staff, courses and classes, updates, careers, events and opportunities. The PGT noticeboard is opposite the General Office, 6.130. This will include such information as academic support hours, School seminars and events, etc.

There are also notice-boards on 5B and level 6 announcing seminars and conferences, both at Essex and at other universities, and a variety of other information.

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

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

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

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

**Arara: Art and Architecture of the Americas**

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

**HEROES: Helping Each other with Research On Empirical Subjects**

HEROES is a group of empirical minded PhD students. HEROES stands for Helping Each other with Research On Empirical Subjects.
Prizes

The Sir Andrew Carnwath Prize

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

Applications should be sent to the Senior Student Services Administrator and will be considered by a committee made up of our Head of School, and our Postgraduate Taught and Postgraduate Research Directors.

The Committee may decide to divide the prize money to make more than one award. The award is normally tenable during the Easter or summer vacations, and the winner is required to submit a brief report on their travel and research to our Head of School.

Application deadline: Friday, 15 May 2020.

The Thomas Puttfarken Research Prize

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

Application deadline: Friday, 15 May 2020.

Tim Laughton Travel Fund

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

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

Application deadline: Friday, 15 May 2020.
Communication

It is important to keep up to date with information relating to the School and your course. This section also summarises how the department/school will communicate updates with you and provides some guidance on communicating with University staff.

Email

The University’s policy is to use e-mail for routine communication between staff and students. Your Essex e-mail address will have been added to the relevant e-mail groups specific to your department or school, course and modules to ensure that you receive the essential information, updates and general communication related to your study and issues that may affect you. It is therefore vital that you check your Essex email regularly. It is recommended that you check your Essex email each day to ensure you do not miss any important updates to classes and assessment.

If you are elected to a Student Representative position, work as a Graduate Teaching Assistant, or volunteer in another form or means, it is even more important to regularly check your Essex email as should other students and staff need to get in touch, they will do so via your Essex email.

You will also automatically be subscribed to a small number of opt-out lists, again, based on your course. These will be used to send useful information and, while some of this may be about events, marketing or other opportunities, we try to avoid sending too much. To opt in or out of such lists, please visit:

https://www1.essex.ac.uk/it/services/forms/default.aspx

While email can be a quick and easy means of communicating, you should still consider how you structure and write each email to ensure it is appropriate when contacting members of staff at the University.

Our website and Moodle

Each department and school has its own section of the University website. This is an important source of information and news about all aspects of your studies. You can find the SPAH website here:

https://www.essex.ac.uk/departments/philosophy-and-art-history

You can find important documents and other information on our information pages on Moodle: Philosophy and Art History – Information for Current Students. These pages are updated regularly and contain information such as Staff Student Liaison Committee minutes, marking criteria, details of School events and various forms.

MyEssex

Your MyEssex student portal will alert you to updates about modules and other aspects of your course and studies. It is important that you check your MyEssex regularly, as well as email, to ensure you have the most up to date information.

By telephone

You will only be contacted via phone in emergencies, or when it is otherwise necessary to receive an immediate response, but you should ensure that you provide the University with a contact number with your personal details.

By text message

In instances where a last minute change has been made, and the department or school need to communicate this with short notice, you may receive a text message to communicate the change,
such as a lecture or class cancellation. You should ensure that you provide the University with a contact number with your personal details.

**By letter**
Letters may be attached to your Essex email or posted to your term-time address, so please make sure the University has got your current contact details. Your address and contact details can be updated via the MyEssex portal.
**SPAH Events**

**SPAH Seminar Series**

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

School Seminars start at 3pm on Thursdays throughout the autumn, spring and first few weeks of the summer term. The locations of the seminars will be announced early in the autumn term.

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

**Philosophy Research Colloquium**

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

**Doctoral Research Seminars**

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

**Doctoral Placement workshops**

The Placement Workshop is intended to prepare doctoral students for the academic job market. It meets with students in the Autumn Term of the final year of their PhDs, during which time we prepare CVs, detailed dissertation abstracts, teaching statements, and cover letters. We discuss where to find jobs and strategies for the best way to approach the applications for those jobs. **Students are required to sign up via Proficio.** In the spring term students are encouraged to arrange mock interviews with their peers to prepare for specific job opportunities.
### Autumn Term (Week 1)

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<tr>
<th>Week</th>
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<tr>
<td>Week 1</td>
<td>Induction meetings for new Research students in the School</td>
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<tr>
<td>Week 55</td>
<td>Open Forum Meeting&lt;br&gt;All students are welcome to come and share their feedback, ideas and ask any questions</td>
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<td>Week 8</td>
<td>Student Voice Group Meeting</td>
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<tr>
<td>Week 8 (Reading Week)</td>
<td>MPhil/PhD Supervisor Panels&lt;br&gt;Philosophy Research Colloquium</td>
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<td>Week 10</td>
<td>Research Students Progress Board&lt;br&gt;Christmas Party</td>
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### Spring Term (Week 16)

| Week 17/18 | First Year MPhil/PhD Supervisory Panels                             |
| Week 20    | Open Forum Meeting: All students are welcome to come and share their feedback, ideas and ask any questions |
| Week 21 (Reading Week) | Philosophy Research Colloquium<br>MPhil/PhD Supervisory Panels                  |
| Week 22    | Student Voice Group Meeting                                          |

### Summer Term (Week 30)

| Week 30   | Open Forum Meeting: All students are welcome to come and share their feedback, ideas and ask any questions |
| Week 32   | Student Voice Group Meeting                                          |
| Week 32   | Philosophy MPhil/PhD Supervisory Panels                              |
| Week 34   | Art History 2nd Year PhD Presentations                                |
| Week 35/36| Art History MPhil/PhD Supervisory Panels                             |
| Week 36   | School Summer Picnic                                                 |
| Weeks 37 & 38 | MPhil/PhD Supervisory Panels & 1st Year Confirmation Panels            |
| Week 38   | Philosophy Research Colloquium                                        |
| Week 39   | Research Students Progress Board                                      |
| Week 42   | Graduation                                                            |
**Other Programmes**

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

The University is committed to providing equal opportunities for all our students regardless of where or how you study. Our diverse student population is taken into account when developing the resources, services and facilities on and off campus, when we create our courses, write publications and course materials, and set our policies and regulations.

Student Staff Partnership

As a Postgraduate Research student, you have a responsibility to:

- Read the documentation provided, including the regulations for your degree, the Code of Practice and details of the departmental supervisory arrangements.
- Attend meetings with your supervisors and Supervisory Panels as arranged, and prepare adequately for them, notifying your supervisor in the event of unavoidable absence.
- Keep in regular contact with your supervisor. Students and supervisors are required to communicate, whether face-to-face or by electronic means, to engage in discussion/review of the student's work and progress at least once a month (and bi-monthly for part-time students).
- Provide updates on progress as outlined in the Progress and Appeals Procedures for Research Degree Students.
- Carry out, as far as possible, the work agreed with your supervisor and submit written work as agreed so that you meet the required milestones.
- Familiarise yourself with the departmental milestones for your degree and the requirements for your chosen thesis format. The milestones are designed to help you submit your thesis by the deadline and are used to assess your progress during your period of study. The milestones will be considered at your RSPB which takes place twice a year (or equivalent for part-time students). It’s important you review your milestones regularly to ensure you’ll be ready to submit your thesis by the required date.
- Familiarise yourself with University and subject-specific guidelines on ethical research, including data protection matters, and with health and safety and intellectual property regulations and obtain ethical approval as appropriate.
- Familiarise yourself with the expectations and conventions regarding academic referencing other people’s work.
- Attend any research training and generic skills courses as agreed with your supervisor.
- As requested, submit reports on progress to professional practice and research supervisors, Supervisory Panels, or the departmental Research Students’ Progress Board.
- Keep a record of your personal progress, including a copy of agreed training needs, courses that need to be attended and when they are attended. This may take the form of a log book or research portfolio to be signed off by your supervisor.
- Inform the relevant supervisor promptly if there are any specific needs or circumstances likely to affect your work. Notify the Supervisory Panel/Research Students’ Progress Board in writing of any extenuating circumstances that you believe have significantly affected your performance.
- Discuss any supervisory problems with your supervisor or the Head of Department. Alternatively, if you feel unable to talk to a member of the departmental staff, please contact the Postgraduate Research Education Team to discuss the concerns. Any discussions will remain confidential if requested. Students may request a change of supervisor but should note that it may not always be possible for suitable alternative arrangements to be made.
- You must present your thesis for examination by the end of the final term of your standard period, or by the end of the prescribed completion period.
  - A request for an extension of up to two weeks to the submission deadline may be made. Requests must be made to the Postgraduate Research Education Team in advance of
If granted an extension, you will not be expected to register or pay the prescribed fee for that two-week period.

- If you fail to present your thesis for examination by the deadline, you will be deemed to have withdrawn permanently from the University and from your research degree, unless you are permitted an exceptional further period of completion.
- Extenuating circumstances that affect your ability to submit your thesis by the agreed deadline will be considered by the Dean on a case-by-case basis.
- Familiarise yourself with the guidelines on thesis submission and with the examination process, and ensure that you are prepared for your viva.

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

- Attend lectures and seminars for taught modules and attend meetings with their professional practice supervisor.
- Complete the work required for your taught modules
- Maintain a professional practice portfolio which forms part of the assessment for the degree.

**The academic year**

The academic year uses a week numbering system that covers the 52 weeks of a calendar year, but corresponds to typical term dates. So, the start of the academic year is week 1, which is Welcome week.

<table>
<thead>
<tr>
<th>Term</th>
<th>Week numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>2-11</td>
</tr>
<tr>
<td>Spring</td>
<td>16-25</td>
</tr>
<tr>
<td>Summer</td>
<td>30-39</td>
</tr>
</tbody>
</table>

You can view the University’s week numbers with the equivalent dates in the week by week calendar. The University’s key dates include an overview of the start and end of each term and exam periods. You will find that all campus activities and events make reference to the standard academic year terms and schedule noted above.

The official University teaching day runs from 9am to 6pm, Monday to Friday and you are expected to be available during these times in term time to attend teaching events.

**Teaching timetable**

Most PGR students won’t be required to undertake taught modules, and so a teaching timetable isn’t applicable. For those students who do undertake taught modules as part of their course, you’ll have a personal timetable, this shows you when your teaching is taking place, as well as who is teaching you. Check your personal online timetable regularly for up to date teaching information.

Information about teaching timetables, including requesting a class change, reporting a timetable issue and accessing your individual timetable can be found here.

https://www.essex.ac.uk/student/timetables/your-timetable

You can find the location of your teaching rooms using the interactive campus map, Find Your Way, you can get directions quickly and easily

**Course structure**

Each course at the University has its own syllabus, full details of which can be found in the University’s Programme Specifications Catalogue at:
Programme specifications provide key information, including the aims and learning outcomes of your course. Your own course structure, including your specific programme specification, can be found in the MyStudy section of your MyEssex homepage.

Learning Outcomes
Each course has learning outcomes, as outlined in the Programme Specifications. Course learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are also defined more specifically at a modular level highlighting the particular aims, learning outcomes and methods of assessment for each module. Having this information means that you can measure your progress against the outcomes, for example when reviewing coursework feedback, and they can be used to guide you when undertaking independent study.

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

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

If you are a sponsored student, you should discuss any proposed change with your funding body and/or check its terms and conditions. If you are a Research Council funded student, you should contact the Postgraduate Research Education team to discuss your request to change your mode of study. Once you have decided you want to change your mode of study, you will need to make a formal request, using the online Change of Mode of Study form, which will need to be approved by your department and the Dean. You can find the form at: www.essex.ac.uk/esf/ If your request is approved your period of study will be adjusted pro-rata

Thinking of leaving or taking a break from your studies?

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

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

You should also read our guidance on intermitting very carefully at www.essex.ac.uk/see/intermit. If your intermission is agreed to, we will also give you the advice and support you need to help you carry on with your studies.

Withdrawing is the formal process for permanently leaving your programme of study and the University. If you are thinking of withdrawing, you should seek advice from your Department or the Student Services Hub at the earliest opportunity. It is very important that you discuss your circumstances with the University and follow the formal procedure for withdrawing. If the university is not formally notified, then you may risk continuing to incur further tuition or accommodation fees. More advice and information is available at www.essex.ac.uk/see/withdraw.
Periods of study

<table>
<thead>
<tr>
<th>Research degree</th>
<th>Mode</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Standard Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters by Dissertation (MA or MSc by Dissertation)</td>
<td>FT</td>
<td>One year</td>
<td>Two years</td>
<td>One year</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Two years</td>
<td>Three years</td>
<td>Two years</td>
</tr>
<tr>
<td>Master of Philosophy (MPhil)</td>
<td>FT</td>
<td>Two years</td>
<td>Three years</td>
<td>Two years</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Four years</td>
<td>Five years</td>
<td>Four years</td>
</tr>
<tr>
<td>Doctor of Medicine (MD)</td>
<td>PT only</td>
<td>Two years</td>
<td>Three years</td>
<td>Two years</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>FT</td>
<td>Three years</td>
<td>Four years</td>
<td>Three years</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Six years</td>
<td>Seven years</td>
<td>Six years</td>
</tr>
<tr>
<td>Doctor of Philosophy Integrated (PhD)</td>
<td>FT</td>
<td>Four years</td>
<td>Five years</td>
<td>Four years</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Eight years</td>
<td>Nine years</td>
<td>Eight years</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>FT/PT</td>
<td>See individual programmes</td>
<td>See individual programmes</td>
<td>See individual programmes</td>
</tr>
</tbody>
</table>

Please read carefully our guidance on Tier 4 and course changes here:

https://www1.essex.ac.uk/immigration/studies/changes_course.aspx

Library Services

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

library.essex.ac.uk

The library has a team of Subject Librarians who can help you to find appropriate resources for your assignments and show you how to search effectively. They can also provide advice on referencing and academic integrity, using reference management software, and evaluating sources. Find out who your subject Librarian is and get help with your subject area at library.essex.ac.uk/studyres

Skills for Success

We are committed to ensuring that every student is able to get the most out of their academic study and achieve their potential on their course. Whether you need support with researching, assignment writing, mathematics and statistics, digital skills, or English language for academic purposes, support is available to help you succeed during your time at University. Reach your potential and enhance your chances of success with classes, workshops, drop-in clinics and on-line resources. Find out more at: www.essex.ac.uk/students/study-resources/tdc/
The use of proofreading services
Many students seek ‘proofreading’ services at some point during their studies, but different editing practices at times go on in this name that may not be appropriate in an academic context, and could potentially qualify as an academic offence. In a context where work is to be assessed, the University is keen to ensure as far as possible that students understand what proofreading work should entail and the acceptable boundaries to which any proofreading or editing must adhere to.

The University maintain a list of local freelance proofreaders who offer services to students and staff at Essex that have read and agreed to abide by the University’s policy and guidance on proofreading. The University’s full policy and guidance can be found along with the list of local freelance proofreaders on the website:

https://www.essex.ac.uk/student/academic-skills/proofreading

Before considering the use of proofreading services, all students should first discuss their work with their personal tutors.

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

www.essex.ac.uk/study/why/languages
Research Skills Development

Proficio
Proficio is our innovative professional development scheme for doctoral students, and it’s unique to Essex. We believe that your academic and professional development is vital to your growth as a postgraduate research student and so we credit your Proficio account with funds that can be spent on a variety of courses and for conference attendance. You can find out more information via: https://www1.essex.ac.uk/students/study-resources/research.aspx

You can contact the Proficio team at:

proficio@essex.ac.uk

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

Ethics in research
All research involving human participants, whether undertaken by the University’s staff or students, must undergo an ethics review by an appropriate body and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants here - https://www.essex.ac.uk/staff/research-governance/ethical-approval-resources-for-applicants - along with a link to the online Ethical Approval application form in ERAMS (https://erams.essex.ac.uk/do/essex-login/login).

‘Human participants’ are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and foetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements). Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority approval.

Risk assessments in research
If the research you are undertaking could potentially harm participants, researchers or the university (e.g. risks to physical or mental health, safeguarding or reputational, legal or financial risks) you will need to carry out a risk assessment, which you may be asked to provide as part of the ethics approval process. Your academic supervisor will be able to advise you on this.

You will also find information about risk assessment and managing health and safety risks on the student directory. Or email our health and safety team (safety@essex.ac.uk) for advice or to book onto Research Risk Assessment training: https://www.essex.ac.uk/student/health-and-safety.

If you are planning to carry out research abroad it is important that you research your destination, so that you are aware of security, safety or culture issues that may affect you or your research.

The University has comprehensive travel insurance, which you will be able to arrange by completing the online Travel Insurance Application Form.

You will find information about overseas travel and travel insurance on the Student Directory:

https://www.essex.ac.uk/student/health-and-safety/overseas-travel
Academic Integrity and Academic Offences

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

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

If you aren’t sure what the conventions are, particularly in relation to referencing, you should ask your department and contact Skills for Success via the Student Services Hub.

More information about academic offences and getting support can be found at:

www.essex.ac.uk/about/governance/policies/academic-offences.aspx.
The Doctoral Thesis

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

- **Standard PhD in Philosophy or Art History**: maximum length of 80,000 words. This word limit is also for students pursuing an Integrated PhD in Philosophy.

- **Practice-based PhD in Curating (part of our Art History programme)**: maximum length of 40,000 words. This shorter length reflects the fact that students must organize a substantial exhibition in addition to writing a thesis.

- **MPhil**: maximum length of 50,000 words.

- **MA by dissertation (also sometimes called MRes)**: maximum length of 30,000 words.

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

Choice of Research Topic

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

Extensions

Students are expected to complete within the time-frame and will not be allowed to proceed to the completion period, and pay a reduced fee, unless they have written a substantial portion of the thesis in draft, and are likely to submit the thesis within the completion period.

During the final year of the standard period, the student may request an extension to the standard period if they need an additional period of study. However, only in exceptional circumstances will an extension to a standard period be granted. (See also “Monitoring Progress”).

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

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

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

Accompanying the synopsis, you should produce a rough thesis plan (e.g., listing potential chapter headings). However, for your own purposes, you should draw up a more detailed plan of the thesis giving indications of the themes to be addressed in each chapter and the relative weight of these as soon as possible. In order for this to be effective, you should break the thesis down into its composite elements. Having done this, make a preliminary decision as to how the content is to be divided into chapters and work out the internal structure of each chapter; then by looking at connections across chapters, determine the order in which they should be presented and at what stage materials should be introduced and analysed. Eventually you should end up with a plan, which is essentially linear. It will likely have to be revised as your research progresses, but at least it will give you a framework within which to work.

When your basic research is completed and you have a clear overall picture of your thesis, you should begin writing the individual chapters, aiming at this stage to produce first drafts for your Supervisor to comment on and discuss with you. There is also no harm in asking other people, including your fellow students, to read and comment, as long as they are willing. It is generally best to give your Supervisor complete chapters, unless he or she requests otherwise. It is not necessary to work sequentially from the first to last chapter; it often proves easier to write first drafts of chapters out of sequence. It is also important to submit work regularly - as a rough guide, in order to complete within two to three years, you will generally need to produce at least one draft chapter per term. In all probability, these drafts will need to be modified, firstly in the light of your Supervisor’s comments and later when you have done drafts of all the chapters (e.g., to iron out inconsistencies, fill in gaps, eliminate repetition, etc.). You should take your Supervisor’s comments seriously and not be over-defensive about what you have written. If your Supervisor (who is fairly familiar with your work) can misunderstand you or fail to be convinced by your argument, it is a fair bet that the examiners, approaching your work for the first time, will do likewise. At the same time, you must remember that the thesis is your responsibility, not your Supervisor’s. Your Supervisor is not infallible and cannot be expected to have a detailed grasp of your research, so it is up to you to evaluate his/her comments.
**Permission to carry out research away from the university**

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

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

Regulation 4.28 relating to permission to carry out research away from the University can be found at [https://www.essex.ac.uk/-/media/documents/about/governance/principal-regulations-research-degrees](https://www.essex.ac.uk/-/media/documents/about/governance/principal-regulations-research-degrees).

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

**Confirmation of PhD status**

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

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

**For a standard PhD:**

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

**For a practice-based PhD in Curating:**

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

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

- a) Confirm PhD status
- b) Defer a decision to the next Panel
- c) Downgrading to MPhil
- d) Discontinuation
When PhD status has been confirmed, the student will be sent a letter indicating that their formal registration status has been changed to PhD instead of MPhil/PhD. The Standard Period will be unchanged. Students will continue to have two Supervisory Panels each year and the full range of decisions regarding progress will remain open to the Panel, i.e. Confirmation is not a guarantee that a student will be permitted to enter Completion at the end of their Standard Period or that a subsequent recommendation of downgrading or discontinuation could not be made if good progress did not continue. (On what constitutes good progress in this context, see the milestones in the appendix.

If the first Confirmation Panel does not recommend that a student’s PhD status should be confirmed, the student will be permitted to continue as an MPhil/PhD student until the next Supervisory Panel. If, however, a student accepts the assessment that their status be downgraded or discontinued, then this change will take place immediately. In such cases, the student does not have a right of appeal. A student who is downgraded to MPhil will have revised Standard Period dates.

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

**Monitoring Progress**

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

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

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

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

For **Philosophy students,** the first Supervisory Panel of the third year (or equivalent for part time students) will not involve a written submission but rather will take the form of an oral presentation at the Graduate Research Colloquium. The presentation is not intended to be a general overview of the thesis but to set out a specific problem or argument, very much as one would do in a written submission or in giving a conference paper. The presentation should last about 20-30 minutes, followed by a public Q&A, and a brief private meeting with the members of the Supervisory Panel. Students should provide context by indicating beforehand in the supervisory panel form where the presented content will fit in the thesis, and what part it will play.

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

The important point is that it should **NOT** be a general survey of your progress so far - that is the function of the Progress Reports. The purpose of these presentations is to help you to assess your progress so far (about half way through your Standard Period). It will help you to clarify or resolve a particular problem you may have and will help other students, especially first year PhD students, by presenting ideas and raising issues which may be of use to them and to give you experience of presenting a brief, informal paper.
Students are required to complete the first part of the appropriate Supervisory Panel Report Form and submit it along with their Panel submission at least two weeks before their Supervisory Panel meeting.

A report of the Supervisory Panel, produced by the Chair, is lodged on file, including an evaluation of progress and a note on the future work schedule from the supervisor. Concern about lack of progress must be noted either in this report, or separately in writing. The Director of Graduate Studies carries out a formal review of the progress of all research students half-way through the academic year.

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

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

Where the RSPB is considering a recommendation that a student’s studies be downgraded or discontinued, it will invite the student to discuss this with the RSPB before making a final recommendation. If downgrading or discontinuation is confirmed by the RSPB the student may then request a review of the recommendation using the appeals procedure published on the web at https://www1.essex.ac.uk/students/exams-and-coursework/ppg/pgr/default.aspx.

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

Milestones

MPhD students are expected to have completed their Critical Literature Review and Project Outlines by their first Supervisory Panel which is typically held in weeks 17/18. MPhD students should provide them plus an extra 10,000 words by their Confirmation Panel which will is typically held in week 37/38.

Milestone charts can be found in the appendices.
Outline of Examination Arrangements for Research Students

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

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

**Word Length**

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

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

- Standard PhD in Philosophy or Art History: 80,000 words.
- Practice-based PhD in Curating: 40,000 words.
- MPhil: maximum length of 50,000 words.
- MA by dissertation (also known as MRes): maximum length of 30,000 words.

The University checks the length of theses and **those which exceed the permitted length are not accepted**. The word length refers to the text of the thesis. Therefore it does not include appendices, bibliographies, footnotes (provided that in the latter case the footnotes stand alone and thus do not form an intrinsic part of the argument of the thesis), etc.

**Presentation**

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

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

**Completing your Thesis on Time**

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

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

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

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

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

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

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

### Appointing examiners

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

### Examination Period

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

### The Examination

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

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

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

Examiners and the Viva

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

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

Examiners’ Recommendations

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

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

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

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

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

(d) **Referral for re-examination in up to 12 months.** The candidate has not met the requirements for the degree examined but may resubmit, on one occasion only, a revised thesis for re-examination within 12 months. The examiners must provide a statement describing the shortcomings of the thesis and the changes required. These may include, amongst other things, editorial corrections and revisions, rewriting a part, parts or the whole of the thesis, the carrying out of further research and/or experimental work. They must also specify the referral period, which should not normally be less than six months or exceed 12 months.
For viva outcomes E, F and G (below) the candidate is awarded a degree at a lower level from the qualification for which they were initially assessed (for example awarding a MPhil to a PhD candidate). In such cases, the examiners must clearly provide in their statement how the candidate has met the criteria for the lower award in addition to the reasons for not meeting the criteria for the higher award.

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

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

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

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

**Standards for Postgraduate Research Degrees**

**General**

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

**MA by Dissertation**

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

**Master of Philosophy**

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

**Doctor of Philosophy**

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

**Submission of Thesis**

**Notice of Intention to submit**

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

If adequate notice is not provided by the candidate, the examination is likely to be delayed. Students can obtain the ‘Approval of Title’ form here: [https://www1.essex.ac.uk/students/exams-and-coursework/ppg/pgr/default.aspx](https://www1.essex.ac.uk/students/exams-and-coursework/ppg/pgr/default.aspx)

**Thesis Submission Pre-Examination**

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

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

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

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

You should submit to the Silberrad Student Centre:

a) **Two** copies of the thesis or dissertation.

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

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

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

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

**Thesis Submission for Award**

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

http://www.essex.ac.uk/reo/repository/research-thesis.aspx

Students wishing to place a restriction on their thesis must do so in writing prior to submission of their thesis to repository@essex.ac.uk. Further information regarding restrictions can be found here:

https://www.essex.ac.uk/reo/repository/research-thesis.aspx

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

Retention
Your thesis will be made open access when deposited in the online Research Repository. The Thesis Deposit Agreement outlines the availability of the thesis and how it will be stored in the Repository. You may request for an embargo to your thesis, details of which can be found on the intention to submit form.

Full details of the requirements for thesis submission can be found at:

https://www.essex.ac.uk/-/media/documents/about/governance/thesis-submission-deposit.pdf

Late submission
Students should submit all taught work by the published deadlines. Students may request an extension to complete their assignments, only if there are extenuating circumstances. The late submission of an assignment where an extension has not been approved will result in a mark of zero and the student will be required to resubmit the work.

The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline.

The University’s full Late Submission policy and further information can be found on the website:

https://www1.essex.ac.uk/students/exams-and-coursework/late-submission.aspx

Referencing
Respecting authorship through good academic practice is one of the key values of higher education in the UK.

The University takes academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

Referencing is a key academic/scientific skill. It is how you will acknowledge all sources used within a piece of work. You must reference all works used directly (quotes) and indirectly (paraphrasing and summarising).

Referencing allows you to give credit to authors'/researchers' concepts and ideas/ideas and results, demonstrate your breadth of reading and knowledge on a subject, direct readers to your sources, and avoid plagiarism.

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

Your departmental referencing style is **Chicago Style** To find out about your departmental referencing style and for help with referencing, visit the library website:
The Board of Examiners
Assessment for the taught and professional components/competencies will be considered by an annual Board of Examiners meeting that determine whether a student can progress to the next year.

Assessment for progress in the research thesis will be considered by an annual Supervisory Panel meeting that determine whether a student can progress to the next year.

The outcome of either the Board of Examiners or the Supervisory Panel is reported to the Research Student Progress Board (RSPB). The RSPB then makes a recommendation for final approval by the Dean of whether the student can progress to the next year.

An External Examiner will be appointed for the Professional Doctorate and will not normally act as the external for the research thesis. For research-only Professional Doctorates, where research methods is the only taught module for the course, the marks can be approved by the Board of Examiners for the appropriate Masters course and no course level External Examiner is required to be appointed.

Students can move into a completion year on the course when they have successfully completed all their assignments and a substantial proportion of the thesis is in draft. This would include completion of all data collection and analysis.

The research thesis is assessed in accordance with the normal arrangements for research degrees, as outlined in the Principal regulations for research degrees and Codes of practice relating to higher degrees.

Failure to pass
The following is only a summary of the key points. You should read the rules and make sure you understand them. If you need advice, ask your personal tutor, departmental administrator, or SU Advice.

The pass mark for the required taught modules and the professional components/competencies (if required) is 50%.

In order to be awarded the Professional Doctorate a candidate must:
  a) Pass all pieces of assessment of the taught component of the programme
  b) Pass the assessment of professional competencies if they are a part of the programme (these are normally assessed on a pass/fail basis)
  c) Pass the research thesis.

In order to progress between years the student must have passed the taught module assignments and/or assessment of professional components/competencies. If appropriate to that year, the student must have also made satisfactory progress on their research.

The research thesis can be submitted before all of the required taught and professional practice components/competencies are completed but the degree will not be conferred until all components are completed and passed.

If you fail your dissertation you may be permitted by the Board of Examiners to resubmit your work, provided you meet the criteria as set out in the Rules of Assessment for Postgraduate Research Programmes. Alternatively, if you have obtained enough credits in your taught modules, you may be eligible for another exit award.

Results
You will receive an email to your Essex email account as soon as your results are published. You can find the publication schedule at: [www.essex.ac.uk/students/exams-and-coursework/schedule.aspx](http://www.essex.ac.uk/students/exams-and-coursework/schedule.aspx)

**Resubmission**

Students should submit all taught work by the published deadlines. Students may request an extension to complete their assignments, only if there are extenuating circumstances. The late submission of an assignment where an extension has not been approved will result in a mark of zero and the student will be required to resubmit the work.

Resubmission is permitted for failed modules/assignments up to a total of 60 credits.

No more than one resubmission is permitted for each taught module assignment and/or professional components/competencies.

Any resubmitted work is only eligible for a capped mark of 50 unless there are substantiated extenuating circumstances approved by the Board of Examiners.

Resubmitted work must normally be presented within two months of the notification of the original mark. If a resubmitted assignment or reassessment of the professional component fails to achieve a pass mark, the student will be discontinued on academic grounds. Fails on professional competencies are not permitted.

The standard arrangements for the research thesis apply. A research thesis may be referred for substantial revision for a period of no more than 12 months. Alternatively minor editorial corrections may be required, to be completed in up to three months from notification of the requirements, or editorial revisions may be required, to be completed in up to six months from notification of the requirements.

**Exit Awards**

Each Professional Doctorate course should, where possible, include criteria for the award of a taught Masters for students who do not satisfactorily complete the full programme. If a student does not meet the progression requirements on the Professional Doctorate, they may be eligible to receive an exit award subject to completing a dissertation. To complete a dissertation they will need to be a registered student.

If a student does not meet the progression requirements on the Professional Doctorate, they may be eligible to receive an exit award of a Master of Arts/Master of Science by Dissertation subject to completing a dissertation of a maximum of 30,000 words. To complete a dissertation they will need to be a registered student.

If a student does not meet the progression requirements on the Professional Doctorate, the student may be eligible to receive an exit award of a Masters in Professional Studies subject to completing 180 credits of coursework at level 7 and completing a 60 credit dissertation (min 12,000, max 15,000 words), which they will need to be a registered student to complete.

If a student submits a thesis but the examiners feel that the thesis has not met the requirements for the Professional Doctorate, the examiners can recommend that a lower award of a Master of Arts by Dissertation, Master of Science by Dissertation (180 credits) or Masters in Professional Studies (240 credits)** be made, as appropriate for the course.

**Appeals**

**Appeals on academic grounds** can be made following the meeting of the Board of Examiners and the publication of your results. There are limited grounds available to appeal on and strict deadlines to
adhere to. As such, we strongly advise all students thinking about making an appeal to contact the SU Advice Centre.

More information about appeals, including the deadlines and forms to complete, can be found online at: www.essex.ac.uk/see/appeals

**Extenuating Circumstances**

**Extenuating circumstances** are circumstances beyond your control which cause you to perform to less of a standard in your coursework or examinations than you might have expected, or in some instances, may prevent you from submitting work or attending an exam entirely. In general, valid extenuating circumstances will be of medical or personal natures that affect you for any significant period of time and/or during assessment.

If you do need to make an extenuating circumstances claim, you should first read the guidance very carefully and seek advice from SU Advice ([www.essex.su/advice](http://www.essex.su/advice)) or the Student Services Hub ([www.essex.ac.uk/students/contact/default.aspx](http://www.essex.ac.uk/students/contact/default.aspx)). Please be prepared that you may need to include supporting evidence with your claim.

Further information and the full Extenuating Circumstances Policy can be found on the website: [https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx](https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx)
Computers, Learning Technologies and your Information

Computers
Using a campus computer
If you need to use a computer on campus our computer labs are the perfect place to study or work. We also have group study pods which are ideal for group projects. You can find a full list of computers available to use on our website: https://www1.essex.ac.uk/it/labs/usage/. Many labs stay open until late and some are open 24/7. Labs may be booked for teaching, and so it is best to check availability first.

As part of your IT account at Essex, all students have full access to:

- **Office 365**
  Office 365 is an online version of the Microsoft Office suite of programmes. You can access these by logging into your account from anywhere, which means you can use Microsoft programmes from at home too.

- **1TB of OneDrive cloud storage space**
  OneDrive lets you create, edit, and share documents online so you can access them from anywhere in the world and from any device.

- **1 GB of local storage**
  This is known as your M: drive. You can only access this when logged onto a lab computer on campus. Go to ‘This PC’ and select the M: drive network. If you want to access documents saved here from your personal laptop, you will need to either save them in your OneDrive or transfer the documents in another secure method, such as via USB.

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

IT Help and Guidance
You can search the Student Directory for more IT information, including how-to guides, answers to frequently asked questions, and links to video screencasts.

https://www.essex.ac.uk/student

If you can’t find what you’re looking for, or if you need to talk to someone, then the IT Helpdesk team are here to assist you further. The contact details for your campus Helpdesk can be found online along with the opening times: https://www.essex.ac.uk/student/it-services/it-helpdesk

Learning Technologies and Systems

eNROL
The eNROL system is an online tool to review and select available modules specific to a particular course and year of study. The majority of Postgraduate Research students will not need to use eNROL.

eNROL: https://www1.essex.ac.uk/enrol/Account/Login?ReturnUrl=%2Fenrol%2F
Learner Engagement Activity Portal (LEAP)

LEAP is our student centered, personalised engagement tool. LEAP displays your engagement with university resources (Moodle, FASER, Listen Again, the Library and university computers usage as well as attendance).

An algorithm within LEAP combines your engagement with university resources and activities to produce an overall engagement indicator. There are 5 engagement indicators (high, good, partial, low and very low) which will help you map and better understand your engagement pattern over time.

By providing you with a more holistic view of your studying experience, LEAP offers you the opportunity to take control of your own learning and make more informed choices about your studies, enabling you to:

- Reflect on your academic activates and overall engagement to make informed decisions about your academic studies
- Discover who your Personal Tutor is
- Review the notes created in LEAP from meetings with Tutors or other university staff
- Check your attendance and ensure the information is correct

Tutors and other university staff may use the information in LEAP to:

- Suggest ways you could achieve better outcomes
- Check that all is well and offer information, advice and guidance
- Help you in areas of their studies that you are finding a challenge

https://leap.essex.ac.uk/login

Moodle

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

https://moodle.essex.ac.uk/

FASER

FASER is our standard online coursework submission and feedback system. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place. If you work should be submitted via FASER, you will be made aware of this by your Department.

faser.essex.ac.uk

Talis Aspire

Talis Aspire is our online reading list system. Use it to find out the details of each week’s reading and to access resources through the library.

https://essex.rl.talis.com/index.html

Your information

Changes to your information

During your period of study at Essex, you wish to be known by a preferred name or update your legal name on our student record database (ESIS) if your circumstances change. It is important you keep your information up to date. Information about updating your name on your student record is available at: https://www1.essex.ac.uk/students/course-admin/default.aspx
**Keep your information up to date**
During your period of study at Essex, your details may change, including your name. It is really important that your information on our student record database (ESIS) is accurate, so make absolutely sure that if your circumstances change that you let us know. Equally, you may wish to be known by a preferred name. You can add this to your record for staff to use, and find more information about updating your name on your student record at:
https://www1.essex.ac.uk/students/course-admin/default.aspx

**Your personal information**
We collect and hold lots of information about you, your course, and your progress so that we know who you are, what you’re doing, and how you are getting on. This means we can support you and also improve our services to reflect the need of our students.

All information about you is kept securely, and access to your information is only given to staff who need it in order to do their job. Where possible, we will ask you for your permission to share.

You have a right to ask for copies of information we hold about you.

www.essex.ac.uk/records_management/request

To find out more about what information we collect, what we do with it, who gets to see it, and your rights under the data Protection Act 2018, read our Privacy Notice for students.

https://www1.essex.ac.uk/records_management/policies/students.aspx
Student Voice

At the University of Essex, the views, ideas and feedback of our students are at the heart of what the University does. The time students take to offer feedback is hugely appreciated. This feedback, both positive and developmental, is used to help make short and longer term improvements, both to the experience of current students, but also for Essex students of the future. You can do this in a number of ways.

Student Representatives
You can contact (or volunteer to be) a student representative who represent the voice of fellow students in departmental Student Voice Groups (SVG) and other University level committees.

https://www.essexstudent.com/representation/
http://www.essex.ac.uk/quality/student_representation/student_rep.asp

Student Voice Groups
Student Voice Groups (SVGs), formerly known as Student Staff Liaison Committees (SSLCs), are made up of elected student representatives and members of staff. SVGs typically meet once per term and provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the academic department/school/centre to consult with students and receive feedback on new proposals.

https://www1.essex.ac.uk/quality/student_representation/SVGs.asp

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

There are many satisfaction surveys taking place, to ensure students are happy with the services the University of Essex provides. From time to time you will be invited to participate via an email.

If you have some feedback but don’t know who to tell, email studentexperience@essex.ac.uk
You Matter

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

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

Colchester: askthehub@essex.ac.uk / 01206 874000
Southend: askthehub-sc@essex.ac.uk / 01702 328444
Loughton: askthehub-lc@essex.ac.uk / 020 8508 5983

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

www.rowhedgesurgery.co.uk
www.nhs.uk

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

You can find out about the support we offer here:

www.essex.ac.uk/students/contact/help.aspx

UK students may be eligible for a Disabled Students’ Allowance grant. See our webpages for more information, including application forms and key changes:

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

Your Student Services Hub provides advice, information and support on a range of health and wellbeing issues.

www.essex.ac.uk/students/health

Counselling services
Our University offers a range of services and resources to support students with a variety of counselling opportunities.

Validium
The University works in partnership with an organisation called Validium to offer short-term counselling to help you explore and work through problems and difficulties that are causing distress and interfering with your life at University.

You might be worried, depressed, confused or feeling bad about yourself. There might be a problem in your family, friendships or with your partner, or you might be experiencing difficulties with your work and exams. Counselling can provide a safe space for you to talk through and explore your feelings.
You can also contact the Validium 24-hour Student Wellbeing Support Line. You will be able to have an initial chat, in confidence, about the difficulties you're experiencing and the support available to you.

Call **0800 970 5020** or **+44 141 271 7168**.

**Chat with Charlie**

Chat with Charlie offers online mental health support every evening between 6pm – 10pm. You can get support with exam stress, relationships, low mood, anxiety or anything else which may be troubling you, however big or small it may seem.

Log on just to chat or find out how to get additional support. For more information, contact wellbeing@essex.ac.uk.

[https://mnessexmind.org/chat-with-charlie/](https://mnessexmind.org/chat-with-charlie/)

**Nightline**

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

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

If you feel you would benefit from support, including counselling, please contact your Student Services Hub. You can find more information, including the full range of counselling services available to you, on the website: [https://www.essex.ac.uk/student/mental-and-emotional-health/counselling](https://www.essex.ac.uk/student/mental-and-emotional-health/counselling)

**Money management**

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

[www.essex.ac.uk/fees-and-funding/money](http://www.essex.ac.uk/fees-and-funding/money)

**Students’ Union Advice**

Our SU Advice service also offers free, confidential, independent and impartial advice on many issues that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex. You can speak to us about Academic processes and procedures, representation at University meetings, Tier 4 UK visa extensions, housing, complaints, welfare and consumer issues.

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

Colchester students - suadvice@essex.ac.uk, 01206 874034

Southend students – suacsou@essex.ac.uk, 01702 328235 (term time only)

Loughton students – suaclou@essex.ac.uk, 01206 874034

**Residence Life**

Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents’ assistant (RA) is assigned an area and will aim to get to know you and
organise a range of social activities. Plus they can help if you’ve got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.

https://www.essex.ac.uk/life/accommodation/living-on-campus/residence-life

**Religion, faith and beliefs**

We’re proud of our vibrant and diverse multicultural community and welcome everyone, of all faiths and none. The calm, friendly and supportive atmosphere in our Faith Centre is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

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

**Harassment support**

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

https://www.essex.ac.uk/student/report/report-harassment
https://www.essex.ac.uk/student/equality-and-diversity
https://www.essex.ac.uk/welcome

We pride ourselves on being a welcoming and inclusive student community. We offer a wide range of support to individuals and groups of student members who may have specific requirements, interests or responsibilities – to help you fulfil your potential.

https://www.essex.ac.uk/student/student-communities
https://www.essex.ac.uk/student/access-and-disability

**Health and safety on campus**

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

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

Please familiarise yourself with fire safety and emergency evacuation procedures for your accommodation, work or study location. If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a

**Personal Emergency Evacuation Plan (PEEP).**

https://www.essex.ac.uk/student/emergencies/fire-emergency-action
https://www.essex.ac.uk/student/fire-safety/peep

Please take note of our advice on the safe use of electrical items and prohibited electrical items in residential and non-residential areas.

https://www.essex.ac.uk/student/health-and-safety/electrical-safety

You will find further health and safety information connected with your studies and life on our campuses in the Student Directory under health, safety and wellbeing.

https://www.essex.ac.uk/student
If you have any health and safety concerns or need to report an incident, please do get in touch:

https://www.essex.ac.uk/student/report

**Making a Complaint**

The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination.

The University aims to resolve complaints quickly and informally in accordance with the Student concerns and complaints procedure which can be found on our website.

https://www1.essex.ac.uk/students/experience/complaints.aspx
Student Development

Careers Services
Get valuable, one-to-one advice from careers specialists throughout your time at Essex and beyond. You can access our services via the Student Services Hub or log in to CareerHub+ whether you have one hundred questions or just don’t know where to start! We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online services for creating CVs, interview preparation and job vacancies. www.essex.ac.uk/careers You can also undertake many courses that include a Placement year – for more information, see your department handbook and email placements@essex.ac.uk.

CareerHub+
Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on CareerHub+, the online Essex careers and jobs portal. Login with your Essex username and password. careerhub.essex.ac.uk/students/login

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

Essex Interns
Essex interns create paid internships exclusively for you as an Essex student. They’re flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package. Sign up for Essex Interns to kick-start your career. www.essex.ac.uk/careers/internships
You Are Essex

GradIntel

Postgraduate students do not currently have access to the Higher Education Achievement Record (HEAR); this is only available for undergraduate students. However, you can use GradIntel to record any extra-curricular activities you may be involved in through the Big Essex Awards but not full access to your academic achievements. https://gradintel.com/index.php/en/

Graduation

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

Requesting References

Requesting references from members of staff

If you require a personal reference, always ask permission from a member of staff before giving their name as a referee. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject.

For example, final year project supervisors, year organisers, and core course supervisors are likely to be more suitable than lecturers that have taught you on a first-year option course. Every reasonable effort will be made to meet a request for reference for a student who has undertaken study within our Department. Requests received from students who have graduated from the University within the last three years will be prioritised. Requests received outside of this period may, of course, be met if a member of staff is equipped with the necessary information and is willing to provide a reference.

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

Copies of references

A copy of any reference provided will be retained within our department for no longer than three years for taught students.

Alumni

Essex is forever and although your time here will fly by, you’ll be part of the Essex family for life. When you graduate, you’ll get an alumni card and join a community of over 100,000 fellow graduates around the world. We’d love to keep in touch and invite you to our alumni events, networking and volunteering opportunities, as well as offer you special alumni benefits. Want to know more? Visit our website https://www.essex.ac.uk/alumni

What comes next?

The world is your oyster! The options and opportunities open to you as a postgraduate can be overwhelming. You may know the exact path and next steps that you wish to take, or you might not, and this is okay. Our Careers Services can offer information, guidance and advice on your different options after graduation and you can return to Essex for these services at any time.

Spread your wings graduand; but you can always come back! As an alumnus of Essex, you can take advantage of generous discounts on further postgraduate qualifications or research degrees should you chose to return to study at Essex now, or at any time in the future.
We are proud of our world-class research at Essex and your invitation to contribute is lifelong. If you do decide to stay on for further study with us, you'll develop extensive knowledge in your chosen area and learn from some of the top academics in the field. You can explore our incredibly range of courses online.

Whatever you chose to do, please stay in touch! Keep us up to date with your achievements and explore the variety of ways through which you can give back to Essex too.

https://www.essex.ac.uk/postgraduate-research-degrees

www.essex.ac.uk/coursefinder
Appendix A: Standard Milestones for PhD Students
2019-2020 entry – Philosophy

MPPhD students are expected to have completed their Critical Literature Review and Project Outlines by their first Supervisory Panel which is typically held in **weeks 17/18**. MPPhD students should provide them plus an extra 10,000 words by their Confirmation Panel which will is typically held in week 37/38.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M1: Confirmation and Progress to Year 2 (or equivalent for part-time students)</strong></td>
<td>A: Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>▪ Training Needs Analysis to be completed. ▪ Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>▪ Term 1 for full-time students; Term 2 for part-time students ▪ By end of Term 3 for full-time students; Term 6 for part-time students.</td>
</tr>
<tr>
<td></td>
<td>B: Choose research topic and demonstrate significance/impact of research.</td>
<td>Research Project Proposal, including (dependent on subject area): ▪ Write central research problem/questions to be answered. ▪ Methodological considerations. ▪ Feasibility Report – identifying sources, access and ethical considerations ▪ Create project plan, outlining objectives for each stage.</td>
<td>A research outline and a critical literature review will be presented at the first supervisory board, i.e. during term 2 for F/T students, or during term 4 for P/T students. If the relevant Panel requires it, these submissions can be reworked and resubmitted for the Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students).</td>
</tr>
<tr>
<td></td>
<td>C: Demonstrate understanding of chosen topic within the context of the field.</td>
<td>▪ Critical Literature Review. Together the Critical Literature review and the Research Project Proposal should comprise 5,000-10,000 words</td>
<td>Same as M1B.</td>
</tr>
<tr>
<td></td>
<td>D: Demonstrate the ability to produce work of the quality and</td>
<td>▪ Evidence that academic writing is of standard and ability expected at</td>
<td>By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students).</td>
</tr>
</tbody>
</table>

---
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students) | | | |
|---|---|---|
| quantity in order to complete within the three year standard PhD period. | PhD level, including adequate referencing and language skills. | for part-time students). |
| ▪ Evidence that the student has completed roughly one third of the work necessary to complete the dissertation. | ▪ This will standardly take the form of a 10,000-word chapter in good draft (in addition to the Project Plan and Literature Review outlined above). | |
| E: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/timetable for Year 2. | By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students). |
| ▪ Produce Supervisory Panel report written in a clear and self-reflective style | | |
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students) | A: Review training needs and knowledge required to continue with research project and complete the thesis. | | |
| ▪ Training Needs Analysis to be reviewed. | ▪ Term 4 for full-time students; Term 8 for part-time students. | |
| ▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | ▪ By end of Term 6 for full-time students; Term 12 for part-time students. | |
| B: Demonstrate work of the quality and quantity expected at the end of Year 2. | ▪ Produce another 10000 words in good draft. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
| ▪ Report on research undertaken to date. | | |
| C: Review significance and impact of research and articulate output. | For example: | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
| ▪ Deliver workshop | ▪ Deliver workshop | |
| ▪ Present research to students and staff at seminar/conferences | ▪ Present research to students and staff at seminar/conferences | |
| ▪ Write journal articles. | ▪ Write journal articles. | |
| D: Demonstration of effective project | ▪ Create a detailed, realistic plan of work/timetable for Year 3, | By end of year Supervisory Panel |
management through the setting of research goals and prioritisation of activities.

which demonstrates the ability to submit within the three year standard PhD period (six years for part-time students).
- Produce Supervisory Panel report written in a clear and self-reflective style.

<table>
<thead>
<tr>
<th>M3: Year 3 (or equivalent for part-time students)</th>
<th>A: Ability to reflect on skills and knowledge development and its application to the research project.</th>
<th>Training Needs Analysis reviewed.</th>
<th>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Demonstrate work of the quality and quantity expected when nearing submission.</td>
<td>▪ Research completed (experimental, empirical and theoretical work, where relevant) ▪ Have a substantial portion of the thesis in good draft (standardly about two thirds of the work).</td>
<td>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</td>
<td></td>
</tr>
<tr>
<td>C: Clear evidence of progress towards submission.</td>
<td>▪ Completed final draft of thesis for supervisor(s)/Supervisory Panel.</td>
<td>By interim Supervisory Panel prior to submission: Term 7/8 for full-time students; Term 15-16 for part-time students.</td>
<td></td>
</tr>
</tbody>
</table>

If required:

| M4: Request to enter Completion period | A: Clear plan to submission. | Timeline of work needing to take place before submission ▪ Submission date agreed | Timeline agreed by Supervisory Panel. |
Milestones

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

By the end of the first year MPhil/PhD students should have a clear sense of the research questions that they wish to address and of any research training they need to do. For their first Supervisory Panel (January), students are required to submit material in a specific form: a 5,000-word Critical Literature Review (i.e. an evaluative account of the most relevant scholarly literature in their area of research), and a 2,000-word detailed Project Outline. The Project Outline should locate the student’s research in the field described in the Critical Literature Review. In the case of PhD students, this material will form the basis of the Supervisory Panel's assessment of the student's progress, and, subsequently, of the Progress Board's recommendation to the Deputy Dean (Postgraduate Research Education) concerning the continuation of the student's studies after the first year. Submission of these two related documents is a minimum expectation, and need not preclude work on draft chapters of the thesis. Further notes pertaining to the Critical Literature Review and Project Outline are included in Appendix A. For their second Supervisory Panel (June), first year PhD students are further required to produce a substantial piece of work toward the PhD (10,000 words).

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

By the end of the third year, the Progress Board will recommend to the Deputy Dean (Postgraduate Research Education) that the student proceed to the completion period, so long as they are satisfied that a substantial portion of the thesis at a level appropriate for doctoral research is written in draft, and that the thesis will be ready for submission within the completion period. If the Progress Board does not recommend that a student proceed to the completion period because there is no realistic expectation that the student will be ready to present the thesis for examination within the completion period, then the student must apply for an extension to the Standard Period and will be required to pay the appropriate full-time or part-time fee.
## Appendix B: Standard Milestones for MPhil Students 2019-20 entry – Philosophy

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| M1: Progress to Year 2 (or equivalent for part-time students) | A: Assess training needs and knowledge required to undertake research project and complete the thesis. | ▪ Training Needs Analysis to be completed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | ▪ Term 1 for full-time students; Term 2 for part-time students.  
▪ By end of Term 3 for full-time students; Term 6 for part-time students. |
| B: Choose research topic and demonstrate significance/impact of research. | Research Project Proposal, including (dependent on subject area):  
▪ Write central research problem/questions to be answered.  
▪ Methodological considerations.  
▪ Feasibility Report – identifying sources, access and ethical considerations  
▪ Create project plan, outlining objectives for each stage. | ▪ A research outline and a critical literature review will be presented at the first Supervisory Panel, i.e. during term 2 for F/T students, or during term 4 for P/T students.  
▪ If the relevant Panel requires it, these submissions can be reworked and resubmitted for the next Panel (Term 3 for full-time students; Term 6 for part-time students). |
| C: Demonstrate understanding of chosen topic within the context of the field. | Critical Literature Review. Together the Critical Literature review and the Research Project Proposal should comprise 5,000-10,000 words | ▪ A research outline and a critical literature review will be presented at the first Supervisory Panel, i.e. during term 2 for F/T students, or during term 4 for P/T students.  
▪ If the relevant Panel requires it, these submissions can be reworked and resubmitted for the next Panel (Term 3 for full-time students; Term 6 for part-time students). |
| D: Demonstrate the ability to produce work of the quality and quantity in order to complete an MPhil | ▪ Evidence that academic writing is of standard and ability expected at MPhil level, including adequate referencing | ▪ By end of year 1 SP and RSBP – (Term 3) for full-time students;  
▪ By end of year 2 SP and RSBP – (Term 6) for part-time students. |
within the three year maximum period. and language skills.  
- Evidence that the student has completed roughly one third of the work necessary to complete the dissertation.  
- This will standardly take the form of a 10,000-word chapter in good draft (in addition to the Project Plan and Literature Review outlined above).

| E: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | • Create a detailed, realistic plan of work/timetable for Year 2.  
• Produce Supervisory Panel report written in a clear and self-reflective style. | • By end of year 1 SP and RSPB – (Term 3) for full-time students;  
• By end of year 2 SP and RSPB – (Term 6) for part-time students. |

| M2: During Year 2 | A: Review training needs and knowledge required to continue with research project and complete the thesis. | • Training Needs Analysis to be reviewed.  
• Attend Proficio courses and plan for further courses to attend, as appropriate. | • Term 4 for full-time students; Term 8 for part-time students  
• By end of Term 6 for full-time students; Term 12 for part-time students. |

| B: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | • Create a detailed, realistic completion plan.  
• Produce Supervisory Panel report written in a clear and self-reflective style. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |

| C: Demonstrate work of the quality and quantity expected for an MPhil at the end of Year 2 (or equivalent for part-time students). | • Research completed (empirical and theoretical work, where relevant).  
• Have a substantial portion of the thesis in good draft (standardly about two thirds of the work).  
• Produce a realistic completion year plan (if needed).  
• Produce Supervisory Panel report written in a clear and self-reflective style. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
<table>
<thead>
<tr>
<th>M3: Completion Year (if needed)</th>
<th>A: Clear evidence of progress towards submission.</th>
<th>▪ Timeline of work needing to take place before submission</th>
<th>Timeline agreed by Supervisory board.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>reflective style. Present research at Philosophy Research Colloquium. Completed final draft of thesis for Supervisor(s)/ Supervisory Panel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Appendix C: Standard Milestones for PhD Students

#### 2019-2020 entry – Art History

(i.e., not the practice-based PhD in Curating)

<table>
<thead>
<tr>
<th>M1: Confirmation and Progress to Year 2 (or equivalent for part-time students)</th>
<th>A: Assess training needs and knowledge required to undertake research project and complete the thesis.</th>
<th>B: Choose research topic and demonstrate significance/impact of research.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Training Needs Analysis to be completed.</td>
<td>Research Project Proposal, including (dependent on subject area):</td>
</tr>
<tr>
<td></td>
<td>• Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>• Central research problem/questions to be answered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Methodological considerations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feasibility Report – identifying sources, access and ethical considerations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project plan, outlining objectives for each stage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Research Project Proposal and a critical literature review will be presented at the first supervisory Panel, i.e. during term 2 for F/T students, or during term 4 for P/T students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If the relevant Panel requires it, these submissions can be reworked and resubmitted for the Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students).</td>
</tr>
<tr>
<td>C: Demonstrate understanding of chosen topic within the context of the field.</td>
<td></td>
<td>Same as M1B.</td>
</tr>
<tr>
<td></td>
<td>• Critical Literature Review (where relevant). Together the Critical Literature review and the Research Project Proposal should comprise 5,000-10,000 words</td>
<td></td>
</tr>
<tr>
<td>D: Demonstrate the ability to produce work of the quality and quantity in order to complete within the three year standard PhD period.</td>
<td></td>
<td>By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students)</td>
</tr>
<tr>
<td></td>
<td>• Evidence that academic writing is of standard and ability expected at PhD level, including adequate referencing and language skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence that the student has</td>
<td></td>
</tr>
</tbody>
</table>
| E: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | Completed roughly one third of the work necessary to complete the dissertation.  
- This will standardly take the form of a 10,000-word chapter in good draft (in addition to the Project Plan and Literature Review outlined above). | By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students) |
|---|---|---|
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students). | A: Review training needs and knowledge required to continue with research project and complete the thesis.  
- Training Needs Analysis to be reviewed.  
- Attend Proficio courses and plan for further courses to attend, as appropriate. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
| | B: Demonstrate work of the quality and quantity expected at the end of Year 2  
- Produce another 10,000 words in good draft.  
- Report on research undertaken to date. | |
| | C: Review significance and impact of research and articulate output.  
For example:  
- Deliver workshop  
- Present research to students and staff at seminars/conferences  
- Write journal articles. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students).  
Art History research students formally present their research to staff and students in Term 6 for full-time students/Term 12 for part-time students. |
| | D: Demonstration of effective project  
- Create a detailed, realistic plan of work/ | By end of year Supervisory Panel |
management through the setting of research goals and prioritisation of activities.

<table>
<thead>
<tr>
<th>Timetable for Year 3, which demonstrates the ability to submit within the three year standard PhD period (six years for part-time students).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Produce Supervisory Panel report written in a clear and self-reflective style.</td>
</tr>
<tr>
<td>(Term 6 for full-time students; Term 12 for part-time students).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M3: Progress from Year 3 (or equivalent for part-time students)</th>
<th>A: Ability to reflect on skills and knowledge development and its application to the research project.</th>
<th>• Training Needs Analysis reviewed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Demonstrate work of the quality and quantity expected when nearing submission.</td>
<td>• Research completed (experimental, empirical and theoretical work, where relevant) • Have a substantial portion of the thesis in good draft (standardly about two thirds of the work).</td>
<td>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</td>
</tr>
<tr>
<td>C: Clear evidence of progress towards submission.</td>
<td>• Completed final draft of thesis for supervisor(s)/Supervisory Panel.</td>
<td>By interim Supervisory Panel prior to submission: Term 7/8 for full-time students; Term 15-16 for part-time students.</td>
</tr>
<tr>
<td>If required: M4: Request to enter Completion period.</td>
<td>A: Clear plan to submission.</td>
<td>• Timeline of work needing to take place before submission • Submission date agreed</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>By interim Supervisory Panel.</td>
<td>Timeline agreed by Supervisory Panel.</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix D: Art History: Standard Milestones for MPhil Students – 2019-2020 entry

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| M1: Progress to Year 2 (or equivalent for part-time students) | A: Assess training needs and knowledge required to undertake research project and complete the thesis. | ▪ Training Needs Analysis to be completed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | Term 1 for full-time students; Term 2 for part-time students.  
By end of Term 3 for full-time students; Term 6 for part-time students. |
| | B: Choose research topic and demonstrate significance/impact of research. | Research Project Proposal, including (dependent on subject area):  
▪ Central research problem/questions to be answered.  
▪ Methodological considerations.  
▪ Feasibility Report – identifying sources, access and ethical considerations.  
▪ Project plan, outlining objectives for each stage. | A Research Project Proposal and a critical literature review will be presented at the first Supervisory Panel, i.e. during term 2 for F/T students, or during term 4 for P/T students.  
If the relevant Panel requires it, these submissions can be reworked and resubmitted for the next Panel (Term 3 for full-time students; Term 6 for part-time students). |
| | C: Demonstrate understanding of chosen topic within the context of the field. | Critical Literature Review. Together, the Critical Literature review and the Research Project Proposal should comprise 5,000-10,000 words | A research outline and a critical literature review will be presented at the first Supervisory Panel, i.e. during term 2 for F/T students, or during term 4 for P/T students.  
If the relevant Panel requires it, these submissions can be reworked |
| D: Demonstrate the ability to produce work of the quality and quantity in order to complete an MPhil within the three-year maximum period. | ▪ Evidence that academic writing is of standard and ability expected at MPhil level, including adequate referencing and language skills.  
▪ Evidence that the student has completed roughly one third of the work necessary to complete the dissertation  
▪ This will standardly take the form of a 10,000-word chapter in good draft (in addition to the Project Plan and Literature Review outlined above). | ▪ By end of year 1 SP and RSPB – (Term 3) for full-time students;  
▪ By end of year 2 SP and RSPB – (Term 6) for part-time students. |
| E: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/timetable for Year 2.  
▪ Produce Supervisory Panel report written in a clear and self-reflective style. | ▪ By end of year 1 SP and RSPB – (Term 3) for full-time students;  
▪ By end of year 2 SP and RSPB – (Term 6) for part-time students. |
| M2: During Year 2 (or equivalent for part-time students) | A: Review training needs and knowledge required to continue with research project and complete the thesis. | ▪ Training Needs Analysis to be reviewed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | ▪ Term 4 for full-time students;  
▪ Term 8 for part-time students.  
▪ By end of Term 6 for full-time students; Term 12 for part-time students. |
| B: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic completion plan.  
▪ Produce Supervisory Panel report written in a clear and self-reflective style. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
| C: Demonstrate work of the quality and quantity expected for an MPhil at the end of Year 2 (or equivalent for part-time students). | ▪ Research completed (empirical and theoretical work, where relevant)  
▪ Have a substantial portion of the thesis in good draft (standardly about two thirds of the work).  
▪ Produce a realistic completion year plan (if needed).  
▪ Produce Supervisory Panel report written in a clear and self-reflective style.  
▪ Completed final draft of thesis for Supervisor(s)/Supervisory Panel. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
|---|---|---|
| M3: Completion Year (if needed) | A: Clear evidence of progress towards submission. | ▪ Timeline of work needing to take place before submission  
Timeline agreed by Supervisory board. |
Appendix E: Milestones for practice-based PhD in Curating 2019-2020 entry

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

<table>
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<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
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</table>
| M1: Confirmation and Progress to Year 2 (or equivalent for part-time students) | A: Assess training needs and knowledge required to undertake research project and complete the thesis. | ▪ Training Needs Analysis to be completed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | ▪ Term 1 for full-time students;  
▪ Term 2 for part-time students  
▪ By end of Term 3 for full-time students;  
Term 6 for part-time students. |
|                                                | B: Choose research topic and demonstrate significance/impact of research.              | Research Project Proposal, including (dependent on subject area):  
▪ Central research problem/questions to be answered.  
▪ Methodological considerations.  
▪ Feasibility Report – identifying sources, access and ethical considerations  
▪ Project plan, outlining objectives for each stage. | A Research Project Proposal and a critical literature review will be presented at the first supervisory Panel, i.e. during term 2 for F/T students, or during term 4 for P/T students.  
If the relevant Panel requires it, these submissions can be reworked and resubmitted for the Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students). |
|                                                | C: Demonstrate understanding of chosen topic within the context of the field.         | ▪ Critical Literature Review (where relevant). Together the Critical Literature review and the Research Project Proposal should comprise 5,000-10,000 words | Same as M1B.                                                                                   |
| D: Demonstrate the ability to produce work of the quality and quantity in order to complete within the three year standard PhD period. | Evidence that academic writing is of standard and ability expected at PhD level, including adequate referencing and language skills.  
- Evidence that the student has completed roughly one third of the work necessary to complete the dissertation  
- This will standardly take the form of a 10,000-word chapter in good draft (in addition to the Project Plan and Literature Review outlined above). | By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students) |
|---|---|---|
| E: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | Create a detailed, realistic plan of work/timetable for Year 2.  
- Produce Supervisory Panel report written in a clear and self-reflective style | By Confirmation Panel (Term 3 for full-time students; Term 6 for part-time students) |
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students). | A: Review training needs and knowledge required to continue with research project and complete the thesis. | Training Needs Analysis to be reviewed.  
- Attend Proficio courses and plan for further courses to attend, as appropriate. | By Term 4 for full-time students; Term 8 for part-time students  
- By end of Term 6 for full-time students; Term 12 for part-time students. |
| | B: Demonstrate work of the quality and quantity expected at the end of Year 2 | Produce another 10000 words in good draft.  
- Report on research undertaken to date. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students). |
| | C: Review significance and impact of research and articulate output. | For example:  
- Deliver workshop  
- Present research to students and staff at seminars/conferences  
- Write journal articles. | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students).  
- Art History research students formally |
<table>
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<tr>
<th>M3: Progress from Year 3 (or equivalent for part-time students)</th>
<th>A: Ability to reflect on skills and knowledge development and its application to the research project.</th>
<th>▪ Training Needs Analysis reviewed.</th>
<th>By Term 7 Supervisory Panel for full-time students; Term 15 for part-time students.</th>
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<tr>
<td>A: Clear plan to submission.</td>
<td>▪ Timeline of work needing to take place before submission ▪ Submission date agreed</td>
<td>By interim Supervisory Panel prior to submission: Term 7/8 for full-time students; Term 15-16 for part-time students.</td>
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<td>If required: M4: Request to enter Completion period.</td>
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<td>D: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</td>
<td>▪ Create a detailed, realistic plan of work/timetable for Year 3, which demonstrates the ability to submit within the three year standard PhD period (six years for part-time students). ▪ Produce Supervisory Panel report written in a clear and self-reflective style.</td>
<td>By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students).</td>
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