Introduction 3
Student representation and activities 4
Faculty Graduate School Board membership 4
PGR Office 5
Settling in 6
Postgraduate training 7
Organisation of work 8
Progress assessment 10
Supervision 11
Publishing your research 12
Research support and travel 13
Health and safety 14
Student support 15
Student feedback 16
Further reading 16

Appendix 1 – 10 Things you need to know about e-theses 17
Appendix 2 – Progression table (flowchart) 18

Code of Practice for Research Candidature and Supervision
http://www.calendar.soton.ac.uk/sectionV/code-practice.html

Higher Degree Regulations (Section V of the University Calendar)
http://www.calendar.soton.ac.uk/sectionV/index.html

University Student Handbook
http://www.soton.ac.uk/studentservices/handbook/
Welcome to the FPAS Graduate School!

From Professor David Shepherd, Director of the Faculty Graduate School

Welcome to the Faculty of Physical and Applied Sciences (FPAS), which consists of three academic units - Electronics and Computer Science (ECS), Physics and Astronomy (P&A), and the Optoelectronics Research Centre (ORC). With nearly 400 postgraduate research students and a similar number of academic staff, we undertake fundamental, transformative and world-leading research across a rich and diverse portfolio. This is enabled by outstanding research facilities including the new £100m Mountbatten Building, which provides unique cleanroom facilities for photonics and nanofabrication. In the last RAE (2008) 95 per cent of the Faculty’s research was ranked at world-class or international standard.

The Faculty Graduate School (FGS) is here to help you from the day you arrive until the day you graduate. This includes your initial induction period, your supervision arrangements, the training you receive, your progression stages, and your final PhD award. The purpose of this handbook is to offer you, the new research student, guidance on research studies, to give information on what is expected of you and to tell you what you can expect in return. Please make yourself familiar with the material in this guide and remember that we are here to help you. If you have any questions, comments or suggestions to make about the student experience and processes please don’t hesitate to contact me, your Academic Unit representatives, or any other member of the FGS.

So, welcome, and I wish you all an enjoyable, interesting and productive few years.

David Shepherd

Further information can be found at the following useful websites:

Faculty of Physical and Applied Sciences
http://www.fpas.soton.ac.uk

Services for Students
http://www.soton.ac.uk/postgraduate/servicesforstudents

Researcher Development & Graduate Centre:
http://www.southampton.ac.uk/gradschools

Optoelectronics Research Centre:
http://www.orc.soton.ac.uk

Electronics and Computer Science:
http://www.ecs.soton.ac.uk

Physics and Astronomy:
http://www.phys.soton.ac.uk
2. STUDENT REPRESENTATION AND ACTIVITIES

The Faculty Graduate School (FGS) is governed by a board that meets once a term and reports to the Faculty Research and Programme Committees. As a postgraduate research (PGR) student, your primary route for input to the Faculty will be through the FGS board. The FGS board has a student representative from each research group within the Faculty, who can raise any concerns and give feedback to other students.

The Students Union has a Postgraduate Officer who represents the interests of all postgraduate students to the Students’ Union and to the University, with regard for academic, social and welfare issues. The Postgraduate Officer is responsible for identifying student concerns, gauging opinions and acting upon these accordingly: http://postgrad.susu.org/

The University provides excellent sports facilities and students may choose to become members of SportRec. Many FPAS students are involved in team sports and competitions. http://www.soton.ac.uk/study/unilife/sportsandrecreation.html

Numerous social, academic, and outreach activities are run at the research group and academic unit levels. These include the OSA student chapter in the ORC, PhysSoc and AstroSoc in P&A, and many different activities within ECS and it’s research groups.

Advice on accommodation, grants and benefits, health and more can be obtained from the Student Advice & Information Centre: http://info.susu.org

3. FACULTY GRADUATE SCHOOL BOARD MEMBERSHIP

The FGS Board membership is currently:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>David Shepherd</td>
<td><a href="mailto:dps@orc.soton.ac.uk">dps@orc.soton.ac.uk</a></td>
</tr>
<tr>
<td>ORC representative</td>
<td>Rob Eason</td>
<td><a href="mailto:rwe@orc.soton.ac.uk">rwe@orc.soton.ac.uk</a></td>
</tr>
<tr>
<td>ECS representative</td>
<td>Luc Moreau</td>
<td><a href="mailto:lavm@ecs.soton.ac.uk">lavm@ecs.soton.ac.uk</a></td>
</tr>
<tr>
<td>P&amp;A representative</td>
<td>Malcolm Coe</td>
<td><a href="mailto:m.j.coe@ecs.soton.ac.uk">m.j.coe@ecs.soton.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Director (Progression)</td>
<td>Alex Rogers</td>
<td><a href="mailto:acr@ecs.soton.ac.uk">acr@ecs.soton.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Director (Training)</td>
<td>Malgosia Kaczmarek</td>
<td><a href="mailto:mfk@phys.soton.ac.uk">mfk@phys.soton.ac.uk</a></td>
</tr>
<tr>
<td>FGS Administrator</td>
<td>Sonal Mehta</td>
<td><a href="mailto:sm17@ecs.soton.ac.uk">sm17@ecs.soton.ac.uk</a></td>
</tr>
<tr>
<td>Faculty Education Manager</td>
<td>Lesley Adams</td>
<td><a href="mailto:L.Adams@soton.ac.uk">L.Adams@soton.ac.uk</a></td>
</tr>
<tr>
<td>Associate Dean (Research)</td>
<td>Bashir Al-Hashimi</td>
<td><a href="mailto:bmah@ecs.soton.ac.uk">bmah@ecs.soton.ac.uk</a></td>
</tr>
<tr>
<td>Associate Dean (Education)</td>
<td>Andy Gravell</td>
<td><a href="mailto:amg@ecs.soton.ac.uk">amg@ecs.soton.ac.uk</a></td>
</tr>
</tbody>
</table>

+ Student representatives from each research group
The PGR Office supports all the Faculty PGR students by dealing with changes to registration, maintaining student records, processing awards, inviting external examiners and sending out theses, and so on. They also monitor progress at the year 1 and upgrade stages, and manage the administration of supervisory teams. All Graduate Office forms should be submitted to them. Any letters that you may require throughout your studies should be requested from them.

The PGR Office are there to offer any help and advice you may need from progression to rules and regulations and if necessary, directing you to the right person. You will quickly find that they tend to be the first point of contact for most things.

The office is located in the Zepler Building (B59) in Room 1201 (which is on the ground floor, adjacent to reception). The office is open from 08:45 to 16:30 Monday to Friday (office hours are subject to change and may be closed for lunch between 12:00-14:00).

Key Contacts:

Dain Mead, Team Leader
023 8059 7695 or x27695

Sonal Mehta, Senior Administrative Officer
023 8059 4186 or x24186

Tracey Cantlie, Administrative Officer
023 8059 3813 or x 23813

Liz Tillotson, Administrative Officer (part-time)
023 8059 2380 or x22380

You can also contact them via fpas-grad@soton.ac.uk with any queries or concerns that you may have.
Perhaps the most common difficulty experienced by new postgraduate students is the reorientation that is required following the change of status from being an undergraduate to a postgraduate student. Undergraduate students (in science subjects) are usually presented with a lecture and laboratory timetable and know very well what is required to be successful - attend classes, work to gain an understanding of the material taught and pass the assessments which, by and large, are examinations of the type he/she has grown used to over the years. By contrast, as a postgraduate, you will have no such rigid timetable and, often, no very clear idea of how to gauge progress and success for yourself. Furthermore, instead of contact with a number of academic staff in the rather formal setting of lectures, you will be expected to develop a much closer and less formal working relationship with far fewer academics - often just the supervisor, and immediate members of a particular group. Initial unsettled feelings are, therefore, natural but fortunately there is much that you and your supervisor can do to alleviate the problem. This brings us to the topic of directed work.

Directed work has a very important part to play in the early stages of your research student career by imposing an organisation of at least a proportion of your time and setting some short-term goals, thereby helping to reduce feelings of isolation and disorientation. Important forms of directed work are:

**directed reading and literature surveys.** This is a very important initial stage, and a matter of continuing relevance throughout your PhD studies. The first step in any area of research is to find out who has already researched and published in what area, and how you can add to this knowledge, devise your own programme, or establish an independent research direction that will be acceptable as the basis for your final PhD thesis. The literature survey you produce is also invaluable as the basis for the first section of your progression reports (see section 8).

**preparation of regular progress reports.** The electronic progression monitoring system (GSIS) will prompt you to submit progress reports, to be reviewed by your supervisor, as discussed in section 8. Evaluating your progress via these reports is a useful exercise in itself, as it allows you, and your supervisor, to assess your work rate (or lack of it!).

**attendance at undergraduate lecture courses, if appropriate.** It may be that you have never covered a particular subject and attending such a course would be extremely beneficial. Beware however, that the time taken to attend these courses is time you are not spending on your PhD studies. Choose such attendance therefore with care and in consultation with your supervisor, who will be in a position to advise. Courses that may prove useful will probably be within Physics and Astronomy, Electronics and Computer Science, Chemistry, or Mathematics for example.

Other possibilities include a “mini-project”, perhaps working alongside a senior postgraduate or research fellow, aimed at introducing you to the facilities and working methods of the research group in which you are studying. This is a very common starting technique in fact, and few students are thrown into a research area unprepared.
6. POSTGRADUATE TRAINING

Postgraduate training can be split into two parts: (1) Transferable skills training organised through the Researcher Development & Graduate Centre (RDGC) [http://www.southampton.ac.uk/gradschools/] ; (2) Subject-specific training organised through your academic unit. At the start of your studies you should undergo a training needs analysis with your supervisory team in which you discuss which training items you should undertake, based on the skills you already have and those you will need to get the most out of your studies. Depending upon your research group and academic unit, some training activities will form a compulsory part of your studies, while other items remain optional.

Transferable Skills Training
The FGS will ensure that there is a strong offering in essential transferable skills relevant to the studies and future careers of FPAS students. At the time of writing the 2011/12 courses are still being developed and you will be given up to date information at the time of your induction. However, there are three one-day courses which will be compulsory for FPAS students - presentation skills, technical writing skills, and research methodology. You should discuss which other courses would be beneficial to you with your supervisory team and then book the courses through Gradbook [http://www.southampton.ac.uk/gradschools/graddev/trainingdirectory.html]. Once you have booked a course you must attend it!

Subject-Specific Training
You will be given details of the subject-specific training courses that you will need to undertake by your research group and academic unit. These courses cover technical knowledge which your research group believes every PhD student studying in that field should be aware of. While these courses do not form an official part of your PhD assessment (which is based only on your research work and final thesis) they are important in your progression and development.

Other Training Opportunities

UK Grad School (optional but recommended for EPSRC-funded students)
This programme is run by the government and is free to EPSRC-funded students. It covers generic skills training and is highly recommended for 2nd year students. These courses occur several times a year at locations all over the UK. You are advised to talk to your supervisor about obtaining time-out to attend one of these courses. See the website for more details: [http://www.vitae.ac.uk/researchers/337551/Courses-and-Events.html]

English Language Skills
Centre for Language Study - [http://www.lang.soton.ac.uk/english/support.html]
English Language support is offered to all Southampton students and your needs may be discussed with your supervisor

Study Skills
On-line learning- see website: [www.studyskills.soton.ac.uk](http://www.studyskills.soton.ac.uk).

Lecture Course
As indicated earlier, after discussion with your supervisor, you may be recommended to attend formal lecture courses. Information on courses can be found by enquiring directly with the appropriate School.

Seminars
Each research group has a regular series of seminars given by guest speakers, staff or students. This is an excellent opportunity to broaden your knowledge beyond your specific research topic and keep abreast of developments in your field. There will be a huge number of seminars across the Faculty which you could attend so you must choose wisely and manage your time appropriately.
7. ORGANISATION OF WORK

In your time as a research student, you will develop many organisational skills that will stand you in good stead later in your career. For instance, as you start to collect personal copies of reprints and photocopies in the course of directed reading and literature studies, you will reach the stage where the volume of material will require a means of storage and filing, either physically or electronically, that allows you to find the relevant information as quickly as possible.

As far as practical work is concerned, you should have developed the habit of keeping a work log as an undergraduate student and already gained practice in this important skill. If not, now is the time to start a log book. DO NOT USE SCRAPS OF PAPER! You will also need to keep a record of data, graphs, versions of programs etc. This material must be dated, annotated and organised as it accumulates; do not leave this task for some future date (which may never arrive!). Start your lab log NOW. By the end of your studies, you may have accumulated 5, or 10, or even more such logbooks. This is the perfect method of storing all the information that you will certainly need for your final thesis. Every piece of information that is useful (data and graphs, of course), but also manufacturers’ phone numbers, web addresses, contacts you make from conferences, workshops or meetings, ideas you have at odd times (but are not sure if they are crazy or potential Nobel prize winners); all this should be written down and recorded.

You should also consciously try to develop sensitivity to the need to verify your work - to devise independent tests of new programs, to calibrate measuring instruments, etc. Errors arise in even the most carefully planned and executed work so you should be properly sceptical of everything you do. Mistakes in your work that could have been uncovered by some simple independent test, or by reflecting on the implications of your experimental findings, will not impress anyone, least of all your external examiner.

The University is moving to e-thesis submission and students are advised to prepare for this from an early stage, clearing copyright as and when they find useful material to include. (See Appendix 1).

Originality and independence

There is a widespread misconception amongst research students that, to be successful, the PhD candidate must demonstrate originality and independence at all stages of the work. While originality and independence are certainly required of you, the time to demonstrate these virtues is in the final thesis - not at the beginning of research studies. Expecting yourself to demonstrate these qualities before you have mastered the basic knowledge of your field amounts to trying to run before being able to walk, and can result in a negative attitude towards directed work.

In the early stages, you should expect to be firmly directed by your supervisor. It is his/her responsibility to help effect a smooth transfer of the primary responsibility for the project from supervisor to student over the duration of the PhD.

Personal development plans

A personal development plan (PDP) is simply a framework for you to reflect individually about yourself and your attainments, and actively plan your development on the basis of your aspirations and interests, as well as skills and knowledge gaps. We believe that PDPs can significantly help you to realise your own potential in full, and we therefore strongly recommend that you practise planning as a matter of best academic practice.

To this purpose we will help you analyse your learning needs and identify personalised development paths, while providing you with logbooks to keep track of your work and thoughts. You should keep regular written notes of all meetings with your supervisors, of all research decisions you make and ideas you follow - including false paths and failed experiments - of all the talks and conferences you attend, and the thoughts that they inspire. Indeed, you really need no more than a logbook to practise PDPs! Again, a PDP is just an opportunity to reflect about achievements, progress, or lack thereof! The GSIS tool (see section 9) can help you in this process as you can record training, outreach and other events and produce a transcript of them at the completion of your PhD. If you prefer, a more complex electronic PDP is available for download from http://www.vitae.ac.uk/policy-practice/291411/RDF-Downloadable-CPD-tool.html.
Academic integrity
The University is a learning community within which students and staff learn from each other, from their peers, and through original research. All members of the University are expected to maintain high standards of academic conduct, and professional relationships based on courtesy, honesty and mutual respect. In maintaining this learning community the concept of academic integrity is fundamental. Please read the Academic Integrity Statement for Students at http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-statement.html

Intellectual property
Many of you will be involved in research projects where intellectual property (IP) is generated and may need to be protected and exploited. Please read the University regulations at http://www.calendar.soton.ac.uk/sectionIV/ipr.html

Leave and absence
In line with the Research Council guidelines, PGR students may take up to eight weeks holiday in each 12-month period, inclusive of public and other University holidays. This means that you may take up to six weeks holiday in times when the University is open. This should always be done in consultation with supervisors, and should be planned well in advance to ensure that all needs of the research project are met. In addition, if you receive industrial sponsorship, bear in mind your obligation to the sponsor in planning leave. While it is important to have a good balance between work and leisure, it is also important to recognise when it is sensible to take leave and when it is not. You should remember that there is a time limit in completing PhDs at the University, and plans for leave should be made appropriately. On the other hand, PhD work can be obsessive and very stressful, and periods of rest can be beneficial.

Of course, there are other reasons why you might need leave. If you are unable to study for five days or more on account of illness, then you must advise preferably your main supervisor, or another member of your supervisory team, who may require a medical certificate. This also applies to part-time students on a pro-rata basis. You should also keep your main supervisor advised of any short periods of illness, particularly if these are frequent, so that any potential impact on progress can be identified and any additional support provided if thought necessary.

Working outside your project
You may wish to earn some extra money and/or gain valuable teaching experience by offering your services as ‘demonstrator’ to academic units with undergraduate programmes (usually Physics and Astronomy and Electronics and Computer Science).

Although part-time work is permitted, you may find that this will build up pressure and stress in your work and home life. It is not advisable to let your research work slip, as progress timetables must be adhered to and you will have a finite date for your studentship. Often experiments can take much longer than you anticipated, involving long hours in the lab. Our advice is to think carefully before you embark on additional part-time work.
As mentioned briefly earlier, regular progress reports serve many vital functions:

(i) They act as a focus for discussion between student and supervisor on conceptual difficulties, directions, technical problems etc.

(ii) They give you valuable practice in the important but difficult skill of effective writing and provide an opportunity for your supervisor to make comments and give assistance on this aspect of your development.

(iii) Coherent and well-written reports can ease substantially the task of assembling the more detailed pieces of work which you will have to produce at key stages. The ideal, which you should work towards, is for the preparation of the formal progression reports and the final thesis to be essentially a task of editing your portfolio of regular progress reports, plus of course the papers you have written, the conference presentations you have given and so on.

Many inexperienced or new students are against devoting a significant amount of effort to writing. They tend to feel that report preparation is unproductive and that time is better spent in practical lab work for example. This idea is totally ill-founded. Research work that is never written up and communicated to others is wasted. The research student who fails to write up adequately will not be successful. Your reports, however, are not just for the benefit of your reader. Trying to write a clear explanation of what you have done often makes it clear that you do not understand the key concepts deeply enough. The process of writing reveals these gaps, motivates you to tackle them, and then becomes an important part of the research process. Overall, it is entirely reasonable to spend something like a quarter or a third of your time writing.

The details of the formal progression stages required by the Faculty are contained in appendix 2. The transfer to nominal registration is an especially important step in your progression. The University rule is that this can occur when “research is substantially complete ..., and the thesis is being written up.” In order to ensure that this is the case we will need to see a “significant part of the thesis” in draft form before you can be transferred to nominal registration. You should be aware that you will become liable for paying full fees if you do not switch to nominal registration when your normal funding period ends. Therefore the message is clear – **start writing your thesis well before the end of your normal funding period.**

**PhD Thesis Submission**
Submission of the final PhD Thesis is required **within 4 years** for all full-time students. Information on the submission process can be found at http://www.soton.ac.uk/quality/framework/research_completion.html.
9. SUPERVISION

Supervisory Team
Each student in the Faculty will have a supervisory team consisting of at least two people. There is normally one main supervisor, one co- or joint-supervisor and/or one advisor. The Advisor would not normally attend supervisory meetings but will provide an independent person to whom you can turn in cases of problems or difficulty.

In some admittedly special cases, a student may be working in an area that requires the supervision of two members of staff who are in different academic units, or even different faculties. An easy example might be bio-engineering for instance, where biology supervision as well as engineering or physics supervision is appropriate. Students in this situation could well have separate meetings or supervision arrangements with both supervisors, but for such 'jointly supervised' students, the ultimate responsibility for progress monitoring and assessment lies with the supervisor from the academic unit in which you are enrolled. This supervisor is therefore the main or lead supervisor.

Supervision Meetings
Regular meetings are important in fostering a good working relationship with your supervisor (and/or co-supervisor) providing a framework around which your time can be organised and in countering feelings that you are “on your own”. At these meetings, you should expect to discuss future plans, report on progress towards the goals which have been agreed, justify the use of your time, and talk about any problems which have arisen.

It is important to discuss openly with your supervisor(s) the issue of meetings and supervision. It is easy to find yourself in a situation in which you want more help, but that your supervisor assumes you have sufficient guidance. Such situations can develop into major problems, and so you must raise these issues early on.

The timing and duration of these meetings can vary to suit the student and supervisor. Some supervisors have a time-slot of e.g. one hour each week. Some arrange for the student to see them at ‘any time’. Others may feel that there are no problems (as judged by the high rate of research output for example) and that the meetings between student and supervisor are more for the purposes of a friendly chat. What is certain, however, is that regular contact is vital. If you feel that this is not happening, and you want to change matters, you should approach your supervisor and/or the advisor or the Director of the Graduate School.

Regarding the format and conduct of these meetings, this again is a matter for discussion and agreement between the supervisor and student. Some supervisors will wish to formally take notes during these meetings, to agree timescales, deliverables and so forth. Other supervisors may have a more relaxed or less formal attitude, and no official note-taking occurs. Please take your lab-book to these sessions however, so that you can write down and record any actions that have been discussed and agreed.

As well as your ‘official’ supervisor(s), who takes responsibility for the PhD, the research progress, the reading of your thesis etc, there can also be others, usually in the same group, who assist in supervision as well. They do not take the place of the supervisor, but as they are also active researchers, it is inevitable that they may have hands-on skills for example, that the main supervisor does not. Such supervision is additional to that provided by the official supervisor, but you may find that this extra supervision is extremely useful.
Any student who has made proper use of the literature in his/her studies should quickly come to realise that significant results need to be published for the benefit of other researchers with similar interests. Publication is the primary mechanism through which a research field grows and develops. There are, however, other good reasons for publishing. Having a paper accepted for publication is an indication that one’s peers (the referees) find the work interesting and useful; this can do much for the self-esteem and morale of a research student. (In fact the first time you see your name in print is probably a moment that many scientists and researchers can still remember.) Also, it is unusual for the submitted manuscript to be accepted without at least some alterations. The comments and criticisms of independent, anonymous referees are often of tremendous value in shedding new light on the work. You may be surprised as you discover how much effort has to go into the production of a high-quality manuscript suitable for submission to a prestigious journal. This experience will do much to raise your sensitivity to the need for and requirements of effective writing. Finally, having several publications in quality journals will be important in your final doctoral examination (the viva), and in your job search thereafter.

A thesis that is based on strictly unpublished material is unlikely to impress an external examiner. There is no rule that describes the number of publications or conferences that a student must have written or attended, but it should at least be a few. Each student should know how their own work is progressing, and for example if you have several publications and a few conference presentations, you should be fairly confident that your work is on the right track and a successful outcome will occur for your final viva.

As a research student, you should not expect to publish independently, although this may be appropriate towards the end of your course. Your supervisor carries overall responsibility for the progress of the work and, in most cases, will have done a considerable amount to lay the foundations for your own efforts. Furthermore, you will almost certainly need a good deal of help with preparation of the manuscript. For these reasons, dual, or multiple authorship is usually warranted. You should not submit or publish papers without your supervisor’s agreement.

A useful progression is to publicise your work initially as an internal research report, then as a conference presentation and finally as a journal paper. Although not strictly necessary, such a progression maximises opportunities to collect opinions and criticisms of the work which can be taken into account in preparing the journal manuscript.
11. TRAVEL: CONFERENCES, SUMMER SCHOOLS AND VISITS

Research Support
Your desk space, computers etc. are arranged by your academic unit. Each student, not supported directly by project grants or a Doctoral Training Centre, is provided with a research training support grant (RTSG) which is in control of the supervisor and can be used for student travel (see next section) or small level consumables expenditure. However, the primary source of funding for your research is the responsibility of your supervisor.

Travel: Conferences and Visits
Interaction with other researchers is an important part of your training as a research student, and you are encouraged to be outgoing in telling others of your work and seeking to learn about related work elsewhere. Such interaction is normally promoted by attendance at conferences and by visiting key researchers in their institutions. To support students to attend conferences at which they are presenting a paper or poster, fixed allocations are made for each research student who are not supported by projects or Doctoral Training Centres, subject to satisfactory progress having been made, and the completion of the required progression stages.

Decisions on expenditure are entirely at the discretion of the supervisor, but are monitored to ensure that the money is used for the benefit of the student and personal allowances are not exceeded. Note that funds will only be available for use if you are up-to-date on all progress reviews; no funds will be available if the reports have not been completed on time. If funds are spent above the allocation for the student, or in cases where the reports are not up-to-date, the funds will be recovered from the supervisor’s Services Rendered (or other) account.

If you wish to present a paper or poster at a conference, attend a summer school, or visit a laboratory, you should discuss the matter with your supervisor in the first instance.
Almost last, but by no means least, is the question of health and safety. It is your duty in law to work safely and to ensure the safety of others working with you. The same duty applies to the University, and is primarily vested in your ‘supervisor’, who, in this context, is responsible for enabling your programme of study and providing supervision, but will not normally be working with you in the same lab, undertaking the same experiments as yourself.

You therefore need to have a close regard to all aspects of health and safety. What this actually involves will depend on the nature of your work. If you are dealing with machinery, chemicals, or potentially hazardous experimental work, you must obviously be more safety conscious than if you are sitting behind a desk all day. You must obtain a copy of your Academic Unit safety rules and study them before starting work. You must always comply with them, however inconvenient this seems. There is usually a way of undertaking the work you need to do within your safety policy by suitable negotiation with those more experienced in the field, such as your supervisor, the safety advisers and others with specialist technical knowledge.

You are likely to be asked to undertake a risk assessment of any experiment where there are hazards present which have a significant risk of causing harm to people. This written statement of how to cope with the hazards in an acceptable way must be conducted in accordance with your safety policy and procedures.

“You are responsible for the safety of all equipment that you bring to the University. In particular you should ensure that all electrical items, e.g. computers, laptops, mobile phone chargers etc, are safe to use in the UK. You should regularly check electrical equipment for any obvious sign of damage, and not use it if it is damaged. Obvious examples of damage are cracked cases/plug tops and cuts to electrical leads. If you need further advice on the safety of your equipment, please contact your supervisor, or Academic Unit Safety Officer, in the first instance.”
13. STUDENT SUPPORT

a) Postgraduate mentoring

In the vast majority of cases, postgraduate students settle in quickly and form lasting and mutually supportive relationships with their supervisor and other colleagues. From time to time however, some students find it helpful to discuss particular problems confidentially with an experienced neutral member of staff. In recognition of this, the advisor system provides you with a person in your supervisory team who you can turn to for independent help. Beyond these advisors you can turn to various other mentors depending upon your academic unit and research group:

For ORC students you may contact Peter Lanchester pcl@orc.soton.ac.uk (tel.23231)

For ECS students you may contact Eric Cooke ecc@ecs.soton.ac.uk (tel.23271)

For Physics Students you should contact the person within your research group who has this role: Malgosia Kaczmarek (QLM), Phil Charles (Astronomy), and Sasha Belyaev (Theoretical Particle Physics).

b) University support

Your University Student Handbook contains sections on further support and sources of information.

The Students' Union Advice and Information Centre (SUAIC) can be found at the following location:
Student Services Centre, Building 37, Highfield Campus
Email: suaic@susu.org.

You are also advised to check the following website for information on student support:
http://www.southampton.ac.uk/edusupport/wellbeing.html

Enabling Services consist of three teams, the Disability Advice and Support Team, Mentoring and the Ancillary Learning Support Service. These teams aim to enable every student to reach their full potential at university by providing support, information and advice tailored to meet individual needs. Enabling Services aim to enable each student to take part as fully and as equitably as possible in every aspect of university life; not just academic activities.
14. STUDENT FEEDBACK

The University conducts a bi-annual online Postgraduate Research Experience Survey (PRES), to find out your opinions on your University experience. This survey is a requirement for higher education institutions and your cooperation would therefore be appreciated. This Survey is managed by an external agency on our behalf.

The Student Representatives on the FGS will raise and feed back any of your concerns. These may be dealt with privately or with the student body as a whole.

15. FURTHER READING

[1] University Student Handbook
http://www.soton.ac.uk/studentservices/handbook/index.html

[2] PGR Student Entitlement Declaration
http://www.soton.ac.uk/quality/docs/PGR_Student_Entitlement_Declaration.doc

http://www.soton.ac.uk/quality/docs/PGR_Student_Guidance_Document.doc

[4] Skills Training Requirements for Research Students
http://www.calendar.soton.ac.uk/sectionV/cop-app2.html

http://www.epsrc.ac.uk/funding/managing/Pages/goodpractice.aspx
10 things you need to know about e-theses

1. Since 1st October 2008, University Regulations have required that all final submissions of PhD and MPhil theses are made in both paper and electronic format to the relevant school office.

2. University Regulations do not state that e-theses be directly equivalent to paper versions. This decision can be taken at school level. A decision to allow the e-thesis to be different would mean that, if desired, third-party copyright material could be removed to a separate appendix or 3-d structural models could be included at appropriate places in the text.

3. E-theses are deposited in Soton e-prints as unpublished but public documents. Print copies are deposited as unpublished documents in Hartley Library. Copies are no longer sent to the British Library, which has now stopped microfilming theses and digitises on demand.

4. Under copyright law there is no distinction between published and unpublished documents on the internet. All internet documents are deemed ‘published’ for copyright purposes. This has knock-on effects for e-theses.

5. If an e-thesis is to be publicly available, all third-party copyrighted material has to be cleared or removed to an appendix which is publically unavailable. Third party copyright material can also include substantial extracts and data from previously published journal articles written by the student. Copyright clearance is best done as and when material is found, and it should not be financially disadvantageous to the students. If copyright cannot be cleared then the e-thesis should be embargoed.

6. Publishers may object to the thesis being so publicly available before they publish any articles based on research in the thesis. If a student has not yet finished publishing from their theses, we recommend that the e-thesis is embargoed.

7. e- and print theses can be embargoed for the following reasons:
   - Commercial contract
   - Patent pending
   - Publication pending
   - Ethical confidentiality
   - Third party copyright

   Embargoes should be for no more than three years in the first instance. They must be agreed by the supervisor who must sign the e-theses permission form to this effect.

8. Students can choose to have the PDF encrypted (this is done by e-Prints staff). Encryption means that the full-text cannot be read and indexed by search engines such as Google (however the abstract in e-prints can be indexed) but has the advantage that the text cannot be easily copied and pasted into other people’s work or taken out of context.

9. The sooner a student starts preparing for the e-theses the better: using styles in Word (automatic in latex) so the PDF can be bookmarked, clearing copyright as and when they find useful material etc. Ideally this should be done from the start of the PhD process rather than waiting until the intention to submit stage.

10. The Library have created a Blackboard course, Publishing an e-theses, with more information, including templates for copyright clearance. Any member of the University can enrol on the course.

IAS/Hartley Library/April 2009
## Appendix 2

### PROGRESSION OF MPHIL/PhD STUDY PROGRAMME

The following represents the typical progression stages. Some variation may occur in particular research groups and some academic units will require further progression stages to be passed. Consult with your head of research group for further details. The student should note that if progress is unsatisfactory and if, after due warning, there is insufficient improvement, termination of candidature may be recommended to Senate.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIMING</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>MPhil/PhD Registration</td>
<td></td>
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<tr>
<td>First Progress Report and Viva</td>
<td>8 - 12 months</td>
<td>Viva and all reports must be completed within 12 months for year 2 RTSG to be awarded.</td>
</tr>
<tr>
<td>Upgrade Report and Viva</td>
<td>15 - 24 months</td>
<td>Viva and all reports must be completed within 24 months for year 3 RTSG to be awarded.</td>
</tr>
<tr>
<td>MPhil Registration</td>
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<tr>
<td>PhD Registration</td>
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<tr>
<td>Complete Research Move to Nominal Registration</td>
<td></td>
<td>We will need to see a &quot;significant part of the thesis&quot; in draft form before you can be transferred to nominal registration.</td>
</tr>
<tr>
<td>File Intention to Submit</td>
<td></td>
<td>At least 2 months before submission. Supervisor then arranges examiners, date and venue.</td>
</tr>
<tr>
<td>Submit MPhil Thesis</td>
<td>24 months</td>
<td>Minimum 12 months Maximum 48 months</td>
</tr>
<tr>
<td>Final Corrected Thesis</td>
<td></td>
<td>Deadline set by examiners</td>
</tr>
<tr>
<td>Award of MPhil</td>
<td></td>
<td>Subject to deposition of thesis and other required documentation.</td>
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</tr>
<tr>
<td>File Intention to Submit</td>
<td></td>
<td>At least 2 months before submission. Supervisor then arranges examiners, date and venue.</td>
</tr>
<tr>
<td>Submit PhD Thesis</td>
<td>36 months</td>
<td>Minimum 24 months Maximum 48 months</td>
</tr>
<tr>
<td>PhD Viva</td>
<td></td>
<td>Examiners may demand corrections and/or re-viva</td>
</tr>
<tr>
<td>Final Corrected Thesis</td>
<td></td>
<td>Deadline set by examiners</td>
</tr>
<tr>
<td>Award of PhD</td>
<td></td>
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</tr>
</tbody>
</table>
University of Southampton

This brochure is prepared in advance of the academic year to which it relates and the University offers the information contained in it as a guide only. While the University makes every effort to check the accuracy of the factual content at the time of drafting, some changes will inevitably have occurred in the interval between publication and start of the relevant academic year. You should contact the academic units and the University web site for up-to-date information concerning course fees, course content and entry requirements for the current academic year. You should also consult the University’s Prospectus (http://www.soton.ac.uk/inf/disclaimer.html) for more specific details of the limits of the University’s liability in the event of changes to advertised courses/programmes and related information.
University research offers a unique opportunity to pursue a new field of study of your own choosing, free from many of the constraints that are present in the outside world.

To be successful in your studies will require considerable dedication and hard work on your part, but you will also find research work both stimulating and satisfying. The Graduate School in the Faculty of Physical and Applied Sciences aims to support you throughout your time undertaking PhD research, both as you develop research skills and as you progress through different stages of your research.

In addition to these Notes for Guidance, you will also find useful information, including downloadable forms and links to University regulations, on the Web at the Faculty of Physical and Applied Sciences Graduate School.