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Welcome to Manchester and to the Centre for Doctoral Training in Computer Science. Our Centre is the only EPSRC Doctoral Training Centre in core computer science. You are our second cohort of students, so there are some other CDT students around who can help you along the way. We are very excited to have you here on this programme. We hope your time here is challenging, fulfilling and enjoyable.

Welcome, too, to the start of your research careers. You are here to learn to carry out research. During the next four years you will be learning the skills of a researcher: how to choose the problem to work on which is important yet tractable. How to evaluate and communicate research. How to carry out effective investigations using the techniques of particular research fields. During the first six months, this will be largely through classroom and group activities. During the remaining three and half years, this will be working under the direction of one or more world-class researchers. You will also have opportunities to apply your research skills to work with users to solve problems they care about, and possibly to spend time in other research or R & D labs. By the latter half of your time here, we expect you will be contributing to our research, writing papers, making presentations at scientific conferences, and helping to shape the future of computer science.

Our goal in setting up the Centre is to create a new model of PhD training which combines the deep technical training of the traditional UK PhD with explicit training in research skills: creativity and innovation, scientific evaluation, communication across research and academic boundaries, impact planning, and problem-solving in groups with users. We really believe in this programme, and we feel that you are a group of students with great potential as researchers. Together, I hope we will make this a great programme and a great experience for you.

Dr Jonathan Shapiro, CDT Manager.
The Student Support Office (SSO) is located in Room LF21 (Lower First floor), Kilburn Building, email: sso@cs.man.ac.uk. They provide administrative support for all students, from registration to graduation.

Induction Week (Week 0) 17 - 23 September 2012
A number of very important induction events run during this week, explaining how the school, the programme, taught course units, assessments, email accounts, computer accounts, etc. work. This should set you up to start with your studies in week 1. It is vital that you meet and make friends with staff and other CDT students, and familiarize yourself with the layout of the School and of the University.

Personal Tutor: Each student will be assigned a personal tutor, with whom they will have regular contact. The personal tutor will provide general advice, as well as advising on specific aspects of the course, such as the selection of taught modules, and assisting in the choice of a PhD research project.

Location:
School of Computer Science
The University of Manchester
Oxford Road
Manchester M13 9PL
United Kingdom
Tel: (+44) 161 275 6181
Fax: (+44) 161 275 6204

The School is located in the Kilburn Building, and the IT building behind it (accessed via the internal first floor walkway). The School of Computer Science main website is at: http://www.cs.manchester.ac.uk/
Plans of the building are included at the end of this document.

Figure 2.1: From Oxford Road, the ground floor entrances to the Kilburn building are on the left, then up the staircase inside, or to the right, and through the loading bay (the only access out of normal office hours). There is also an entrance on the first floor via the elevated walkway to the left.
Programme Handbook (this document):
This is intended as a useful initial reference, and you are expected to consult it. Further details can be found on various University, School, and CDT websites.

Teaching Semester Dates 2012-13:
First Semester:
Second Semester:
28 January 2013 - 22 March 2013 & 15 April 2013 - 7 June 2013
Within Computer Science, undergraduate teaching occurs in 12-week semesters. The MSc teaching occurs in 6-week blocks which divide the 12 week semesters in half. During the Foundation part of the PhD, you will take courses which run on this 6 week cycle. A detailed timetable for the Foundation part of the course is given on page [11]. The supervised research part of the programme runs throughout the year.

Mentors:
The Mentors are research students in their second or further years. They can help with queries about the School or University, or other aspects of the PhD experience. They also organize social activities. Find out more about them and how they can help from their web page: http://mentors.cs.manchester.ac.uk/
or join their Facebook group CS Research Students (University of Manchester).

Identity Cards:
All students will be issued with a photographic University identity card (swipe card/student card). You should have this card on you at all times whilst on University premises. It is used to access various restricted areas, as well as acting as your library entry/borrowing card for the central university library. To be in the building outside normal working hours, you will need an out of hours pass. These are issued in the Student Support Office (SSO). You will need to bring a photograph of your face (like a passport photo).

Internal Telephone System:
External phone numbers for the University are usually of the form 0161-275****
From an internal phone, you just have to dial the extension number, which is 5 followed by the last four digits of the external phone number. Some internal phones also allow you to make external calls, you dial 9 to get an external line, followed by the usual external phone number.

Computing Facilities:
Each CDT student will be given a desk and a computer in the dedicated CDT lab. The CDT lab is located on the Lower First floor of the Kilburn building (Rooms LF7 & LF8, see plan on page [30]. All machines in the CDT lab support Linux and MS Windows. For many of the taught programmes, you will need to be familiar with both systems. There is an introductory Linux lab for those who need to familiarize themselves with our Unix based system.

Computer Science Information Systems (CSIS):
If there is some fault with your equipment or with your CS account, then you should consult the CSIS webpages http://csis.cs.manchester.ac.uk/ Exactly what CSIS deals with is explicitly listed on the Intranet at: http://csis.cs.manchester.ac.uk/do.php
Computer Accounts:

You have two computer accounts, for the School, and for the University.

School: Your username/log-in name will be your family name (truncated to the first 7 letters if necessary), followed by the first letter of your given name (or sometimes the second initial as well if there is a clash with another student or staff member). Your initial password is your date of birth in yyyymmdd format. For example, Mrs Alice Smith, born on the 2nd of January 1950, would have the username smitha, and password 19500102.

To check you can login, try to access the Q&A for new students on the school student intranet (StudentNet), which can be found at: https://qanda.cs.man.ac.uk/account/signin/

Your school log-in will also allow you to access the machines in the student computer labs. Most machines are dual-boot (Linux and Windows), with standard specifications across the various labs.

You should change your password as soon as you have successfully logged in for the first time.

University: Your university central username and password allows you to access various university-wide systems, as well as giving you access (via the Central Authentication System (CAS)) to online journal content to which the University Library\footnote{John Rylands University Library of Manchester (JRULM or JRUL).} has a subscription.

You can sign-up for your account by visiting: https://iam.manchester.ac.uk/initial_login/overview

You will need your personal details and University ID number (the number on your swipe card) to sign-up.

Email:

You will have a computer science email account, with an address of the form:

\texttt{<user>@cs.man.ac.uk}

as well as a University email account:

\texttt{<user>@postgrad.manchester.ac.uk}

Detailed instructions on how to send and receive emails, both locally and remotely, for both Linux based and windows based systems, are to be found on the CSIS webpages:

http://csis.cs.manchester.ac.uk/software/newmail.php

You can also find advice on how to send and receive email via various mobile devices on the Computer science Questions & Answers site (you will need your school login to access this site):

https://qanda.cs.man.ac.uk/account/signin/

It is important to note that you should read your email frequently as there may be important messages from the staff or from the School or University. If you use other (external) email accounts (e.g. gmail or hotmail), you may wish to set up a forwarding to automatically forward mail from your School mail account to your external account.

Warning: If your School account becomes over quota, then mail will not be received and you may miss important messages. Always ensure that you clean up your account regularly, deleting large files and junk (especially in your email box and web browser caches).
Intranet:
There is a School Intranet which is divided in sections for students (StudentNet \http://cs.manchester.ac.uk/studentnet\) and for staff (StaffNet \http://cs.manchester.ac.uk/StaffNet\). StudentNet has sub-sections on the post-graduate taught (PGT) and post-graduate research (PGR) programmes. These both contain material of interest: PGT: \http://www.cs.manchester.ac.uk/pgt/\ PGR: \http://www.cs.manchester.ac.uk/pgr/\ since as CDT students you may have need of information from both these areas. Specific CDT material is also available on the CDT website: \http://cdt.cs.manchester.ac.uk/\ eLearning:
The School of Computer Science makes use of various eLearning systems for teaching and assessment (Moodle and Blackboard). There is also an online system for post-graduate students (eProg), which enables students to plan and track their progression, and provides online listing and booking of various skills training programs. You will need to use eProg as part of your assessment. Full details of these three services are provided in the eProg and eLearning section of this document.

Student Orientation Support:
The EPS Faculty provides an online help and support service for new students: \http://www.sos.eps.manchester.ac.uk/\ with advice on a range of subjects, from where to go shopping, to self-help tips on how to improve your memory! Although primarily aimed at undergraduates, there is also much useful advice for postgraduate students who are new to Manchester.

International Students & English Language Courses:
As with other aspects of training and development within the CDT, students are encouraged to further develop their skills throughout the course of the programme. Further English language courses are hence available during the course of the CDT programme, to enable students to fulfill their full potential as they progress with their study and research.
Further information about these courses will be provided at registration. A full guide to the courses provided by the University Language Centre can be found at: \http://www.langcent.manchester.ac.uk/english/\ International students may also find it useful to participate in activities arranged by the International Society \http://www.internationalsociety.org.uk\ which has more than 6000 members representing more than 120 nationalities. The University of Manchester Students’ Union is also home to many international societies which are run by students for students, allowing you to meet informally with students of a similar nationality and/or faith: \http://www.manchester.ac.uk/international/support/societiesforinternationalstudents/contact/\ The university’s International Advice Team offers help and advice to international students on a wide range of issues: \http://www.manchester.ac.uk/international/support/advice/\
Student Societies:
The University of Manchester Students’ Union (UMSU):
http://www.umsu.manchester.ac.uk/
is an organization, independent of the University, to which all students automatically belong. As well as the facilities within the Student Union building itself, UMSU also supports an enormous range of student societies, where you can meet students with similar interests:
http://www.umsu.manchester.ac.uk/societies/list/

Faculty Support:
The Faculty of Engineering and Physical Sciences has a set of web pages supporting PhD students, at this address:
http://www.researchsupport.eps.manchester.ac.uk/postgrad/
This contains information about short courses events run by the Faculty, advice, and links to the Faculty and University policies relevant to PhD students.

Help and Advice:
Starting a new course can be daunting for anyone. In many cases, students will have moved from a familiar university and course, where they were seen as an experienced and knowledgeable student, someone who others came to for advice. Compared to this, being a new student, at an unfamiliar university, in what may also be an unfamiliar city or country, can be a big change that isn’t always that easy to deal with. If you do experience difficulties, remember that even if all the other students in your cohort seem to be having a wonderful time, with no problems at all with the course or anything else, things aren’t always exactly as they may seem, and many other people may be having similar problems to yourself!
It is important that if you are experiencing any difficulties, whether they be academic, personal, or university related, that you seek advice at the earliest opportunity. Any matter whatever that affects your work and progress can and should be brought to the attention of your Programme Director or other suitable member of staff, or to the Student Support Office in room LF21. The CDT Managers, Jon Shapiro and Barry Cheetham, the Mentors, your tutor (during the Foundation period), your advisor and your supervisors are all here to help you succeed.
See also the later section on Student Support and Guidance.
Any information will be treated as strictly confidential.
Members of university staff (whether administrative or academic) have a wealth of experience in dealing with the issues that effect students, and if they can’t help you themselves, can often assist you in finding the help you need. Academic staff will always advise on management of work, and in many cases, any problems or disruptions you may have had can be taken into account when it comes to assessment of your work and progress.
When it comes to academic help on particular course units, you should initially consult the course lecturers on that unit.
Overview of the Programme

One obvious aim of any PhD programme is that students complete a substantial period of supervised research at an appropriate level, which is then written-up as a PhD thesis, examined, and then leads to the awarding of the desired degree. Such research obviously forms a major part of the CDT programme (see purple region on the diagram). An understanding of the relevant academic literature and the development of research skills is obviously required if you are to complete such a period of research. However, as students on the CDT, you will also gain training and experience in all of the research steps: creativity and innovation, thinking about impacts of research at the outset, and understanding through collaboration with industrial and outside users how research can have big impacts in non-academic ways. The extended nature of the CDT programme, when compared to the more-traditional 3-year programmes, means that you will also have the time to gain a broader range of experiences in research problem-solving.

The CDT programme consists of an initial six-month ‘foundation period’, consisting of various taught components. CDT students have the advantage that they will be trained as a cohort, and undertake a wide range of activities together. After this, you will begin your three and a half years of supervised research. However, further skills training (ST1 & ST2), and other activities such as Public Engagement (PE), study groups with industrial partners (SG), and Research Symposia (RS2, RS3, & RS4) continue throughout the entire programme, which will maintain the cohesion of CDT students as a group.
Foundation Period

Foundation Course Units (FCU1 & FCU2):
These two modules are to be chosen from the Foundation Modules within the School of Computer Science's Taught MSc courses, and are taught in Teaching Block 1 (weeks 1-6).

Advanced Course Unit (ACU):
This is an advanced module, to be chosen from the list of advanced MSc modules available to CDT students, and is taught in Teaching Block 2 (weeks 7-12). The MSc courses are divided into themes, and students should make sure they take the required prerequisites for the advanced module that they plan to take. The list of advanced modules that are available to CDT students during their first year are listed on the CDT webpages: http://cdt.cs.manchester.ac.uk/programme/modules/There is a limitation here, in that CDT students (for timetabling reasons), can initially only take MSc modules which are presented in the first semester. Other MSc modules, which are delivered in the second semester, can be taken in the second year if the selected course of research requires it.

Scientific Methods (SM1, SM2, & SM3) and Impact Studies (IS):
All students are required to take this sequence of courses. These courses will give students a thorough grounding in scientific evaluation for all phases of a research project, from evaluation of the quality and importance of a research proposal, to the experimental verification and analysis of the outcome. These courses will teach scientific methods, scientific evaluation, experimental design, data analysis and the elements of statistics.

Scientific Methods (SM1, SM2, & SM3) and Impact Studies (IS):
The Scientific Methods courses are organized as follows:
- SM2 (COMP80122): Fundamental Aspects of Research Methodology
- SM3 & IS (COMP80142): Scientific Methods and Impact Studies (IS)

In Impact Studies, the aim is to understand the possible impacts of research (both academically, and within society in general), and how to maximise the impact of your research. You will consider a range of case studies from actual research projects, some of which were successful in terms of impact, and others which were not.

Research Seminars:
Science in Practice (SIP) seminars will also take place in weeks 1-12 (1 hour per week). These will inform CDT students of the variety of PhD research opportunities available within the school, and the nature of the work involved. They will be delivered either by the heads of the research groups themselves, or by a suitably-qualified representative. The basic idea is that CDT students will be exposed to the full range of research opportunities within the school before they have to start making decisions as to their desired PhD project.
Research Symposium (RS1):
The School Research Symposium takes place over Tuesday 30 Oct – Thursday 1 Nov (in Week 6), and part of the content will be a set of presentations and posters that outline ongoing research programs within the School. It will hence give you an opportunity to meet more senior research students and their PhD supervisors, and discuss possible PhD projects.

CDT students are given a specific task to carry out during the Research Symposium as part of the Scientific Methods Course (SM2), and there will be a meeting to discuss this, probably on the day before. Watch for this.

Poster session/Open Day:
This will take place during weeks 13-14, and will give you a further opportunity to meet with potential supervisors.

Module Assessment:
During weeks 13-14, CDT students (along with MSc and other post-graduate students) will be assessed on the modules they have taken during Teaching Blocks 1 & 2. See Assessment section for further details.

Short ‘Taster’ Research Project (STRP):
This project, undertaken during Teaching Block 3 (weeks 15-20), gives students a chance to undertake a short supervised research project. As well as giving you an introduction to research, it also gives you the opportunity to investigate areas related to a possible choice of PhD project, or to just broaden your experience.

Supervised Research:
By week 21, each CDT student will have been assigned a supervisory team, and will be ready to start their programme of research. Teaching Block 4 overlaps with this period, where students will be taking the third Scientific Methods course (SM3 & IS). This research contributes to COMP80900.

Creativity Workshop:
This is a workshop that will occur around about week 26. It has not yet been scheduled for 2013. The aim of this workshop is to introduce CDT students to the creative approach needed to solve research problems. Earlier education tends to emphasize analytic skills, which are usually sufficient to solve textbook or exam problems when you are being taught. But the problems encountered during research are different, in that if we already knew the answers and the best approach, there would be little point doing the research!

Plagiarism Course:
All CDT students are also required to complete a course on plagiarism. See the Section on Plagiarism & Academic Malpractice in the Assessment chapter.
Supervised Research Period

After the Foundation period, CDT will enter a period of supervised research. This begins during the second half of the first year and continues throughout the remainder of the program. During this phase, the student will carry out research under the supervision of a main supervisor and possibly one or more co-supervisors. The co-supervisors may be from different schools if the work is interdisciplinary, or may even be industrial partners.

During this period, the student will move from the CDT room to a space in the relevant research group. It is very important that the student develop a good working relationship with the supervisors, and also interact with other members of the relevant research group, particularly postdocs and more senior postgraduate students. This is the best way to learn about the relevant research area and how to carry out effective research in that area.

In addition to the supervisory team, each student will also have an advisor. The role of the advisor is to help ensure that the student-supervisor relationship is working well, and that the student is making good progress. The advisor does not give technical advice; but can help with communication between student and supervisor, or if the student needs other non-technical advice.
<table>
<thead>
<tr>
<th>MONTH &amp; YEAR</th>
<th>WEEK STARTING</th>
<th>SEMESTER WEEK</th>
<th>COURSE WEEK</th>
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<td><strong>Research Student Symposium 29 Oct – 1 Nov</strong></td>
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<td>Aug-13</td>
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End of year interviews: mid-August – mid-Sept
Supervised research continues

Figure 3.1: Detailed timetable for the first year of the course.
Structure of the CDT Programme By Year

Year 1

Goals of Year 1
At the end of the first year, the student should have acquired a strong background in his or her research area, defined a research topic, and should have accomplished the following:

1. Undertaken training in scientific methods, evaluation, research impact, creativity and innovation, and proposal writing and scientific literature skills.
2. Taken two Foundations modules and one Advanced Module.
3. Found a supervisor or supervisory team and a research topic.
4. Produced a research proposal, a significant literature survey and an impact survey on the topic of the PhD research.

Structure of year 1

Induction Week:
Each student will be assigned an tutor and will develop a training plan in consultation with their tutor. Research group leaders and/or other researchers will be available to help students decide appropriate pathway of courses for particular kinds of research.

Teaching block 1 (Teaching week 1-6):
All students will take two Foundations modules and attend a series of seminars introducing students to research in the school and important research questions.

Research Symposium (Week 6):
Year 1 students will attend the School Research Symposium at which PhD research is presented in posters and talks. This will opportunity meet more senior researchers and to learn about possible research areas and topics. Students will also evaluate some selected research talks.

Teaching block 2 (Teaching week 7-12):
All students take one Advanced technical module and Scientific Methods 1 (COMP80121) which introduces students to methods of research.
Early January:

A Poster session/open day will occur in which students to meet with potential supervisors and learn more about research projects.

Teaching weeks 13–14:

Exams for courses taken in Teaching Blocks 1 and 2 will take place.

Teaching block 3 (Teaching weeks 15–20):

Each students will undertake a short “taster” research project (STRP) with the intended supervisor, or as an opportunity to try a particular research area. Students will also take Scientific Methods 2 (COMP80132) which teaches the rudiments of scientific evaluation, experimental design, and statistical methods.

Teaching block 4 (Teaching week 21–26):

This overlaps with the start supervised research. CDT students all take the lecture course Scientific Methods 3 (COMP80142). This provides training in the writing of research papers and proposals, and the planning of research impact. An understanding of what leads to “impact” in research will be studied with the aid of case studies of previous research projects which were successful and others which were unsuccessful in generating significant impact.

Supervised research (Teaching week 21–end of year 1):

By week 21, students will have put together a supervisory team and will start a programme of research.

Creativity Workshop:

A residential workshop which will take place between teaching blocks 3 and 4 or during teaching block 4.

End of year assessment:

By the end of year 1, each student is expected to have defined a research topic, and have produced report containing a clear statement of research aims, a substantial literature survey, an impact survey around that topic. These will be assessed by the supervisor(s) and an independent second reader. Each student is then required to a oral presentation based on the report to an assessment panel.

Outcome of the assessment:

Students who pass all the course units, including the Scientific Methods courses, have evidence of successful participation in the year 1 activities, submit a satisfactory Year 1 research report, and perform satisfactorily at the end of year assessment panel will be allowed to progress into year 2. Students are allowed to resit one Foundation or Advanced module, but must have reached a pass on all three courses before entering into year 2. Students who fail two or more modules or who fail to pass all modules on resit, may be eligible to leave with a Postgraduate Diploma if they have accumulated acceptable marks for 120 credits. Students who fail to reach the standard of a Diploma may be eligible to exit with a Certificate based on 60 credits. The examiners will take into account performance on all aspects of the student’s performance in deciding whether that student continues into year 2.
Year 2

Goals of year 2

At the end of the second year, each CDT student should have acquired a strong background in his/her research area, established the foundations of a research topic, and will have accomplished the following:

1. Have carried out a novel research project and produced a significant report comparable to an MPhil thesis on this research.

2. Will have produced a research proposal and project plan for the remaining two years of the research.

3. May have taken an additional Advanced (technical) course unit if deemed appropriate by the supervisor(s).

4. Have participated in a Study Group.

5. Will have taken further translational skills courses according to their personal training needs.

6. Will have become integrated into their selected local research communities (research group, research project team, etc.)

Structure of Year 2

During this year, each student will work closely with the supervisor or supervisory team to further the defined research project. They are expected to become involved with their local research community. This will be augmented with the following additional activities.

Advanced taught modules:
As needed, the students may take an additional Advanced Course Unit from any of the four teaching blocks.

Research Symposium:
As in the first year, a School Research Symposium will be held during week 6. Each 2nd year CDT student will produce a poster describing their research proposal to be presented at a poster session attended by fellow postgraduate students (including new CDT students) and staff within the School.

Skills training (years 2 – 4):
At the start of year 2, the student should consider their training needs, in consultation with their main supervisor. In addition to those courses offer by the University, EPSRC funded student should attend an EPSRC GRADschool (http://www.epsrc.ac.uk/funding/students/help/Pages/skillstraining.aspx) in year 2 or year 3.

Study groups:
Students in year 2 and year 3 are expect to participate in Study Groups, which will take place around April. These will start with a week long workshop at which industrial partners present problems to students organised in groups. Students will then spend an additional three weeks producing a prototype, or defining a solution.

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Public Engagement:
Each student is expected to participate in at least one public engagement activity. This will be coordinated by the School’s public engagement officer, and could happen at any time during the programme. Students will normally participate during their second or third year of study.

End of year assessment:
The end of year assessment consists of two parts. First, each student must produce a long report describing the proposed research, the results of research up to this point, and the plan for the final two years. This will be assessed by the supervisor and an independent second reader. Second, each student will be given an oral viva by an examination committee, consisting of two independent assessors, the supervisor, and the advisor. For this, the student will produce a short report, which is an executive summary of the long report, give a formal presentation, and respond to detailed questions from the panel.

Outcome of the assessment:
If the performance during the second year has been satisfactory, the examiners will allow the student to continue into the third year. If performance has not been satisfactory, the student will be required to withdraw. If the student is not allowed to continue, the assessment panel may be allowed the student revise the long report and submit it as an MPhil thesis.

Year 3

Goals of year 3
The primary goal of year three is carry out the PhD research. By now, the student should be embedded in their local research community (research group or project team), and carrying out significant research. At the same time, the student will start to interact outside communities through presentations at conferences, academic visits, and engagement with industrial partners through secondments and study groups.

Structure of year 3

Research Symposium:
At the research symposium in week 6, students in the third year will present the results of their research at a poster session.

Skills training:
At the start of the year, the student will consider further training needs in consultation with their main supervisor. Courses offered by the University of Manchester and, for eligible students, EPSRC GRAD schools, will be available to meet these needs.

Secondments and exchanges:
Students will be encouraged to participate in secondments with industrial partners and student visits and exchanges with academic partners. Students will be encouraged to apply for internships.

Study groups:
Students in year 3 who are not participating in one of the above activities will participate in a study group.
Public Engagement:
Each student is required to participate in one public engagement (at least) activity during the programme. If this did not take place in the 2nd year, it should be done in the third year.

End of Year Assessment:
The end-of-year assessment at the end of year 3 is similar to that at the end of year 2 except no long report is required. Each student will submit an short report summarising the research goals and achievements to date. This report should include an up-to-date statement of aims and objectives of the research and a plan for producing an PhD thesis by the end of year 4. Any changes to the aims, objectives and planning that have been made since the previous assessment should be highlighted and discussed.

Outcome of the Assessment:
If the performance of the student is considered satisfactory, the student will be allowed to continue into year 4. If the performance is deemed to be not satisfactory, the student will be required to withdraw, although the assessment panel may allowed the student to submit an MPhil thesis based on the research carried out.

Year 4

Goals of year 4
In year 4 the student will complete the research and complete the writing of the PhD.

Structure of year 4

Research Symposium:
At the School Research Symposium, all final year students will give seminars presenting the results of their research.

Skills training:
Students will be encouraged to consider appropriate skills training, which may include courses on managing the final year, writing the thesis, as well as courses relevant to managing the transition to their careers ahead.

Final six-months:
During the final six-months, the students will write up their theses.
The CDT students go through end-of-year progression procedures at the end of years 1, 2, and 3, in order to demonstrate that they are making satisfactory progress towards production of novel research results leading to a PhD. At the end of each of these years, the student will produce a Summary report which is a short report summarising progress, and a plan for the subsequent years. At the end of year 1 students will also a Background report, which is a longer report on the research proposal, its background and importance. At the end of year 2 a long Research report is produced describing the research up to that point. More details on these reports are given below.

The students then go through an end of year interview with the supervisors and two independent assessors. This lasts for about 40 minutes, and starts with a brief (10 minutes) oral presentation by the student, followed by questions from the examiners.

Although for most students, these activities are an opportunity to take stock and get feedback, it is an exam. Possible outcomes are: progress into the next year, progress but with some remedial action required, or do not progress. In which case of non-progression, the possibility of submission for a lesser degree may be offered.

In Year 1, students are also taking courses at postgraduate level; these and participation in other activities also contribute to assessment.

Assessment of taught components

Teaching Blocks 1 & 2: FCUs and ACU:

Students will be assessed on the Foundation and Advanced MSc units according to the assessment scheme used on that particular course. Part of this assessment will be by means of examinations taken during weeks 13 & 14, but in many cases, the overall assessment for that module will also include various assessed tasks performed during the course itself. For example, this could include assessed laboratory sessions, multiple-choice papers taken at some point in the course (either online or paper-based), coursework such as an essay, or some assessed group work, such as preparing and delivering a short presentation based on a set of research papers connected with the course. The exact weighting and nature of each assessed component depends on the module, and students should consult the relevant module webpages for this information: http://www.cs.manchester.ac.uk/postgraduate/taught/programmes/acs/units.php

General information on exams, and links to past papers for the MSc modules
can be found at:

http://www.cs.manchester.ac.uk/assessment

All MSc modules count as **15 UK credits**

**Other Courses:**

Students will also be assessed on their performance in the Scientific Methods courses, and the Creativity Workshop.

**End of First Year Assessment:**

By the end of the first year, each CDT student is required to produce a substantial Background report containing their literature survey, impact survey, and a clear summary of their research aims, objectives, and anticipated methodology on their chosen research project. This written report will be assessed by the student’s supervisors, as well as by an independent second reader. **Deadline: 5 August, 2013.** A short Summary report summarising this, and a plan for the next year(s) will also be produced.

Each student will then give an oral presentation based on this report at their ‘End of Year 1’ assessment panel interview, and should be prepared to answer questions on this.

Students will receive feedback on both their written report and their presentation before the panel.

**Progression:**

To progress into the second year, students will normally be expected to:

- Pass all their FCU and ACU course units
- Pass the Scientific Methods courses, and hence the Scientific Methods Unit (SMU)
- Show a satisfactory performance in the Creativity Workshop
- Have evidence of successful participation in the other first-year activities
- Submit a satisfactory end of year report
- Perform to the required standard at the end of year panel interview

Students who fail any of their units will be required to repeat and pass the examination before being allowed to progress into Year Two. Similarly, students may be required to perform further work, or fulfill other special requirements, if their progress on any other of the above assessment requirements is judged to be not of the required standard.

Students who fail at their second attempt will not be allowed to progress to Year Two. They may still be eligible to leave with a Postgraduate Diploma provided that have achieved acceptable marks for courses totalling 120 credits.

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Expectation at End of Year 1

Expectations: With respect to the supervised research phase of the year, by the end of year 1, the student should have a research topic, and be able to argue its importance and put it into context. The student may have identified the approach they are going to take, and may have made some progress on it.

Background report: During the first six-months of research, the student is clarifying the problem they are going to work on for the remaining three years. This document should describe the outcome of that process. In particular, it should address,

1. What is the research problem?
2. Why is the problem important? What would the wider impact be from a solution to this problem.
3. To what extent is the problem unsolved? What attempts have been in the past to solve this problem; what are their successes and deficiencies?
4. What is your approach to addressing this problem and why will this have a chance of contributing to the solution to the problem*.
5. What work have you done towards this so far*.

(It is possible that the questions marked with * have not yet been answered.) Thus, this report should be like a research proposal, in which there is a clear statement of the problem, there is a survey of the possible impacts that solutions of this problem could have, and a convincing review of what has already been done on this problem and why more needs to be done.

Deadline: August 5, 2012.

Summary report: This should contain a shortened version of the above, written for the examiners, who will be computer scientists, but may not be experts in the student’s area of computer science. It should still contain the elements of the Background report: problem statement and its importance, argument as to its novelty, highlights of the most relevant literature, a clear description of the progress made, a clear plan for the next phase of the research, and a plan for how this will lead to a thesis. This report is very important, because it, along with the oral presentation is what the examiners see of the research.

Deadline: As above.

Interview: The goal of this is to ascertain whether the student has made a good start to the research and is on track to succeed. The panel will use the presentation, the Summary report, the marks of the 3 MSc courses and Scientific Methods courses, and the evaluation of the Background report.

Possible outcomes: After the interview, the panel, supervisor, and adviser will consider all the evidence to decide whether to recommend that the student be allowed to proceed to year 2. If not, the recommendation may be to resubmit or retake some parts of the first year, take some other remedial action, or if eligible leave with a diploma or a certificate.

End of Year 2

Research report: A long report will be produced and read by a second reader. As the student has been working for 18 months, this should be a substantial document at the level of an MPhil thesis or a journal paper with no page limit and ample space for literature review.
and technical details. The latter is particularly appropriate if an alternative format thesis is planned.

**Deadline**: TBA, but typically 6 weeks prior to the anniversary of registration.

**Summary Report**: A short report will also be produced, which should summarise clearly the goals and achievements for the examiners, who may not be specialists in the student’s research area. In addition to the summary, the report should include:

1. a list of publications, published or submitted,
2. a research plan for the next year, concerning how the research should be carried out,
3. A plan as to how this will lead to a thesis, (e.g. proposed structure of a thesis at the level of chapter and section headings).
4. a plan for other activities, including any visits, internships, targeted conferences or journal publications, and public engagement activities.

**Interview**: The format of this is the same as that of the previous year, 10 minute oral presentation by the student followed by questioning by the examiners.

**Possible outcomes**: The student may progress into year 3, progress with some remedial action required, or fail to progress. In cases of non-progression, students may be offered the opportunity to submit for MPhil.

**End of Year 3**

The end of year process for the end of year 3 is similar to the end of year 2, except no long reports are required. A Summary report is required summarising the progress and achievements of the past year, and plans for producing a thesis over the next year. This must be submitted 6 weeks prior to the scheduled interview.

**Six months into Year 4**

Student should submit a draft of the thesis to the supervisor. Student should submit to the CDT Manager a Table of Contents indicating which sections are written with a plan for producing the remaining sections.

**Conduct in Taught Course Examinations**

**Conduct in Taught Course Examinations**:

The General University regulations for conduct in examinations are here: [http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/conduct/](http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/conduct/) and explain the basic details of how the University conducts written examinations (e.g., use of answer books) and the way that students are expected to behave in the examination room.

Some examinations within the School are **Open Book**, in which case written or printed materials may be taken into the examination room. However, most examinations are **closed book**, in which case no such materials may be taken into the examination room. The penalties for breaching these regulations can be extremely serious, for example, receiving a mark of zero for that examination with no opportunity to resit:

[http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/conduct/cheating/](http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/conduct/cheating/)

See also Section D in: [http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/assessment/](http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/assessment/)
The examination may also have restrictions on the use of electronic calculators. Even if permitted, this permission may be restricted to those which do not store text and are not programmable. Students should also note that even if permitted, calculators should have no method of transmitting or receiving information, hence PDAs, mobile phones, laptops etc cannot be used in examinations as calculators. Further details of the University regulations on calculators can be found by going to: 
http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/conduct/ and following the link marked Calculators and Dictionaries.

It should be obvious that copying the work of another student in an examination, attempting to do so, or taking action designed to allow another student to copy your work, or any similar actions designed to assist another student are strictly prohibited. The issue of copying as regards other methods of assessment will be dealt with later, in the Plagiarism section.

Mitigating Circumstances:

When assessing a student’s overall performance, or their performance in a specific examination or unit of assessment, the School can sometimes make certain allowances or admit a certain flexibility. So, for example, this could include extended coursework submission deadline, rescheduling a presentation, or allowing the student to sit a special examination paper.

Grounds for mitigation are unforeseeable or unpreventable circumstances that could have a significant adverse effect on the academic performance of a student. Possible mitigating circumstances include:

- Significant illness or injury
- The death or critical/significant illness of a close family member/dependent
- Family crises or major financial problems leading to acute stress
- Absence for jury service or maternity, paternity or adoption leave

Circumstances that will not normally be regarded as grounds for mitigation include:

- Holidays and events that were planned or could reasonably have been expected
- Assessments that are scheduled close together
- Misreading the timetable or misunderstanding the requirements for assessments
- Inadequate planning and time management
- Failure, loss or theft of a computer or printer that prevents submission of work on time – students should back up work regularly and not leave completion so late that they cannot find another computer or printer
- Consequences of paid employment
- Exam stress or panic attacks not diagnosed as illness

Students should note that the Student Support Office should be informed as soon as possible when possible mitigating circumstances occur. Students will normally be expected to submit written evidence to support their claim of mitigating circumstances.

For example, declaring after the exam results have been published that you were actually ill on the day of the examination will be unlikely to achieve the desired result. Whereas a student who felt ill on the day of the examination, but nevertheless attended, and was then later diagnosed with a significant illness, will have this taken into consideration, provided that the relevant written medical evidence is submitted. If you are unwell, and attend the assessment, but nevertheless feel
that you performance may have been impaired, you should inform the Student Support Office about this on the day of the assessment or examination. In all medical cases, students should complete the appropriate form (Certificate of Student Ill Health).

If you receiving occasional but ongoing medical attention which affects your studies, you should obtain a letter from your general practitioner or hospital doctor. This should be given to the Student Support Office before the examination period or assessment, if you wish your ongoing condition to be taken into account.

All cases for Mitigating Circumstances will be dealt with, in confidence, by the School Postgraduate Mitigating Circumstances Committee, who will then make their recommendations to the course examiners. The University Guidance for Students on Mitigating Circumstances can be found by following the appropriate link at:

http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/assessment/

The Mitigating Circumstances form can be found at:

http://intranet.cs.man.ac.uk/intranet_subweb/Postgrad/mitigatingcircsforms.pdf

Students should note that if they are found to have been deceitful or dishonest in completing the Certification of Student Ill Health form, they could be liable to disciplinary action under University General Regulation XVII: Conduct and Discipline of Students, which can be found at:

http://documents.manchester.ac.uk/listofpolicies.aspx

Other Circumstances Effecting Assessment:

The website:

http://www.campus.manchester.ac.uk/tlso/map/teachinglearningassessment/assessment/

also details the University Procedures and guidance for assessing students with disabilities, and for possible timetabling problems for students based on Religious Observance.

For religious observance where dates are known in advance, the School will make every effort to not timetable examinations that clash with religious festivals or days. However, it should be noted that the School is only able to accommodate the needs of students if their requirement for particular religious observance is strict. The School will not take any notice of casual preferences or of social or domestic reasons.

If your religious observance affects your ability to attend normal teaching and learning activities to an extent that will cause problems, you should discuss this with the School. It may be possible to make adjustments, but these will only be possible if they do not effect the standard of your degree (i.e., students will not, in general, just be excused from parts of the programme affected by religious observance). Please note that whilst the School will make all reasonable efforts to re-schedule (provided adequate notice is given), the ability of the School to re-schedule timetabled events can be rather limited, and such adjustment may not always be possible.

Re-Marking of Examination Papers or Coursework:

It is the policy of the School of Computer Science that we do not selectively remark examination papers or coursework on request.

Examination papers and coursework will only be remarked where the school officers (Chair of the Board of Postgraduate Studies or Examinations Officer)
have good cause to believe that there has been a marking irregularity and, under such circumstances (which would be exceptional), all examination papers or coursework would be remarked.

The School will not remark work simply because you believe that you should have obtained a better mark than that shown on your transcript.

**Plagiarism & Academic Malpractice:**

The University, and academia in general, relies to a great extent on students and researchers reporting their work fairly and truthfully. For example, when reporting on your work, whether in an examined assessment, your thesis, or in an academic conference or journal paper, it is expected that you report truthfully both on what you actually did, and the results that you achieved. As part of this, it is expected that you make clear what is actually your own work (or the work of your co-authors, in a multiple-author paper, or of your group, in a groupwork project), and what is the work of others.

The consequences of academic malpractice can be very serious. For an assessment, you may receive a mark of zero for that unit, with no opportunity to resit. At a higher level, as the recent case of a German defence minister shows ([http://www.bbc.co.uk/news/world-europe-12566502](http://www.bbc.co.uk/news/world-europe-12566502)), people can be stripped of their degree and their reputation.

Plagiarism also affects others aside from the culprit; a university where it is suspected that standards are not sufficiently rigorous will find that the worth of its degrees is doubted. This is obviously a great disadvantage to students from that institution who obtained their degree classification honestly. A research group where a member has been found guilty of academic malpractice will find that their reputation suffers, and their management practices will be questioned, perhaps to the extent that the group will be disbanded. Finally, students who allow others to copy their work, or who lend their work to others not expecting that someone is going to copy it, may find themselves charged with collusion.

The basic dictionary definition of plagiarism is easy to understand. It is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. Presenting such items without acknowledgement can give the mistaken impression that such work or ideas are your own, and hence can be considered as an attempt to gain credit for work which is not your own.

Some obvious examples of plagiarism include:

- Copying work from another student, either with or without their permission.
- Copying work from the Internet, or from a book, or from any other source, without proper acknowledgement. This includes using work from online essay banks.

However, there are also incidents of plagiarism which are less obvious. These include not copying someone else’s words directly, but using a close paraphrase of their words, without acknowledging it as such. The same criteria also apply not just to words, but to diagrams, illustrations, graphs, or computer code. For instance, taking someone else’s code, altering it slightly, but not acknowledging this, may be judged as plagiarism, as well as being extremely annoying to the person that was kind enough to make their code available to you in the first place.

Another less obvious case is that of self-plagiarism. Most people would consider it unfair if someone took their own thesis, that had been submitted as part of a
post-graduate degree assessment at one university, and then tried to get a further degree by submitting the same thesis at a different university!

Many academic journals and conferences take a similar view of self-plagiarism. They may count as self-plagiarism submitting a paper which has also been submitted elsewhere\(^1\), or by submitting a paper where substantial sections have already appeared elsewhere in a similar form. This often happens with the introductory sections of some papers, and reviewers typically take a dim view if these sections are just a cut- &-paste from other papers written by the same authors. As well as leaving you open to possible claims of self-plagiarism, it also tends to make the paper more difficult to read, if it has not been composed as a single entity, but stitched together from old bits and pieces, with a few new sections added at the end.

Basic guidance from the university can be found at:

http://documents.manchester.ac.uk/display.aspx?DocID=2870

A basic student guide to referencing and avoiding plagiarism, and links to more comprehensive resources, can be found at:

http://www.studentnet.manchester.ac.uk/crucial-guide/sgs/referencing-and-plagiarism/

All CDT students should make sure they are familiar with what the university expects from its students. All CDT students are also required to complete a plagiarism course.

In view of the serious consequences of plagiarism and academic malpractice, it is essential that all students familiarize themselves with the accepted format for referencing work in their discipline, and that they start using the accepted form as soon as possible. **Ignorance of the proper format, or ignorance of the definitions of plagiarism and academic malpractice used by the university, is not a valid defence against a possible claim of plagiarism or other instance of academic malpractice.**

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\(^1\)Some conferences do allow dual submissions, but the standard requirement is that the work you are submitting is not being submitted elsewhere, and this is clearly stated in the instructions for authors.
Student Responsibilities

Thesis Submission:

All CDT students are required to submit their PhD thesis within the four years of the course.

University Policies:

The University “Code of Practice” for research students is located at:
http://www.rbess.manchester.ac.uk/graduate/code This contains links to the University Policies for Postgraduate students, but also advice as to how to be a student. This is worth a read.

Attendance:

All CDT students are expected to be engaged in the programme during the entire four years. Attendance is monitored via eProg, and participation in eProg is mandatory. During the Foundation Period, students are expected to attend all scheduled lectures, classes, laboratory sessions, tutorials, and so on. Students will also be expected to submit coursework assessments on time (where these occur), and to attend all the examinations, tests, presentations etc that form part of their overall assessment.

Please note that lecturers/tutors/organisers of laboratory sessions can refuse to admit students who arrive late, and that persistent lateness may be viewed as not fulfilling the attendance requirements.

The University Policy as regards students attendance can be found under ‘Work and Attendance’ in the documents listed at:
http://documents.manchester.ac.uk/listofpolicies.aspx

The Student Support Office should be notified of any absences for illness of less than 7 days. Longer absences will require you to submit a medical note signed by your general practitioner or by a hospital doctor. As noted in the Assessment section, it is in your interest to keep the School fully informed of medical or other problems, so that these can be fully taken into account when assessing your progress.

After the Foundation Period, the research group to which you have been assigned, and your supervisor(s), should make clear what attendance is expected of you. For example, students should not assume that the only aim of undertaking research in a research group is completing the research, and that this can be done as well by working from home as by working in the School. In most cases, a
research group will expect your attendance at research group meetings, seminars etc. Working within the School also allows you to interact with other members of your research group, and discussions with other students and researchers can often be very fruitful when it comes to problems you may have with your own work, as well as giving you the opportunity to assist others and gain a better picture of the research within your group as a whole. Most supervisors will also expect good attendance when it comes to any summer schools or conferences you may later attend, and it is usually not judged as sufficient if you are there for the presentation (poster or oral) on your own work, but you don’t attend any presentations by other attendees at the conference.

**Student Conduct:**

The University and the School take the issue of student conduct and discipline very seriously, and part of the general aim is to ensure that students themselves are treated in a proper manner by their fellow students, and by all members of University staff (whether academic, administrative, or any other staff member), and to ensure that students are provided with a safe and supportive environment in which to study.

As well as detailing what may be judged as misconduct when it comes to the behaviour of students towards other students, members of staff, or visitors, the regulations also include misuse or damage to University premises, the property of individuals or of the University, computer systems, communications networks etc. Students should note that these Regulations don’t just apply to their conduct whilst on University property or premises, but can also apply elsewhere. For example, if you were involved in a University activity, were representing the University, or were present at some other place by virtue of your status as a student of the University.

The penalties that the University can apply in cases or proven or admitted misconduct or breach of discipline range from a reprimand and warning, through fines and requirement of compensation, all the way to expulsion from the University.

The Regulations can be found at:

[http://documents.manchester.ac.uk/list.aspx](http://documents.manchester.ac.uk/list.aspx)

**Plagiarism & Academic Malpractice:**

The responsibilities of students as regards academic malpractice and plagiarism are explained in the previous section on Progress and Assessment.
School & Postgraduate Student Support Staff:

**Head of School:** Prof Jim Miles,
Room: IT Building 114, Phone: 0161-275 4554,
Email: jim.miles@manchester.ac.uk

**CDT Director:** Prof Steve Furber,
Room: Information Technology Building IT208, Phone: 0161-275 6129,
Email: steve.furber@manchester.ac.uk

**CDT Manager:** Dr Jon Shapiro,
Room: Kilburn Building G16, Phone: 0161-275 6253,
Email: jonathan.l.shapiro@manchester.ac.uk

**Assistant CDT Manager:** Dr Barry Cheetham,
Room: Information Technology Building IT403, Phone: 0161-275 4534,
Email: barry.cheetham@manchester.ac.uk

**Additional Staff:**
Dr Carole Twining,
Room: G539B, Stopford Building, Oxford Road,
Phone: 0161-275 5140, Email: carole.twining@manchester.ac.uk

**PGR Admissions Officer** Chris Farrington,
Room: Kilburn Building 2.10, Phone: 0161-275 0699,
Email: pgradmissions@manchester.ac.uk

**Student Support Office:** Kilburn LF21,
General email address: sso@cs.manchester.ac.uk
Website: http://www.cs.manchester.ac.uk/student-services/

**SSO Manager:** Gill Lester, Phone: 0161-275 6210,
Email: Gillian.S.Lester@manchester.ac.uk

**Postgraduate Administrator:** Susannah Hymas, Phone: 0161-275 7520,
Email: Susannah.Hymas@manchester.ac.uk

**Postgraduate Administrator:** Chris Calland, Phone: 0161-275 6283,
Email: Christopher.calland@manchester.ac.uk

**School Student Disability Support Coordinator:**
Dr Ning Zhang, Email: Ning.Zhang-2@manchester.ac.uk

**School Student Advisory Service:**
The Student Advisory Service is available to all students in the Computer Science
School.
The service offers advice on school and university matters and will try to help with anything that concerns you, whether in your studies, in the school, in the university or in your life outside the university.

http://www.cs.manchester.ac.uk/student-services/student-advisory-service.php

Other Student Support Services:
Faculty Student Orientation Support:
http://www.sos.eps.manchester.ac.uk/
The University StudentNet provides essential advice, information and guidance for students at The University of Manchester:
http://www.studentnet.manchester.ac.uk/crucial-guide/

Disability Support Office:
The DSO provides support for disabled staff and students in the University and also offers support and advice to prospective students and employees. They provide a confidential service and enable management of the level of disclosure within the University in order to provide agreed support. They work with a wide range of students, including students with specific learning difficulties (such as dyslexia), mental health difficulties (such as anxiety), medical conditions (such as epilepsy and arthritis), deaf and hard of hearing students, blind and partially sighted students, and students with autism/Asperger syndrome.
http://www.dso.manchester.ac.uk/

Student Guidance Service (formerly known as the Academic Advisory Service):
This offers confidential advice on any matter relating to your studies or any issue affecting you and your academic progress. It is independent from Faculties and Schools, completely confidential, and is run by a small team of part-time advisors, some of whom are members of academic staff.
http://www.studentnet.manchester.ac.uk/crucial-guide/sgs/

Housing & Accommodation Issues:
The Accommodation Office deals with student accommodation in the University Halls of Residence. Separate halls are available for undergraduates and postgraduates, but the University also has halls comprising a mix of both:
http://www.accommodation.manchester.ac.uk/
Manchester Student Homes is a service for students, owned and run by the University, along with Manchester Metropolitan University (MMU). The services are free to students. They list a large number of privately-rented accredited houses, flats and rooms and are also there to give you housing advice if you need it:
www.manchesterstudenthomes.com

Students Union:
The University of Manchester Students’ Union (UMSU) is an organization, independent of the University, to which all students automatically belong. The Student Union building houses a wide range of services for students, including welfare and legal advice:
http://www.umsu.manchester.ac.uk/advice
Health & HealthCare:
Upon arrival in Manchester, all students should register with a local General Practitioner (GP). In order to receive National Health Service (NHS) treatment whilst you are in Manchester, you must be registered with a local doctor. Registering with the doctor will enable international students, their spouse and children (but not visiting relatives) to receive free medical care, provided that they are in the UK for six months or longer. A list of GPs can be obtained from the staff in University Accommodation. Alternatively, a complete list of GPs, dentists, and pharmacies in Manchester can be obtained online from the NHS Services Directory:
http://www.nhs.uk/servicedirectories/Pages/ServiceSearch.aspx

Further advice on health issues and health services for students can be found on the StudentNet website:
http://www.studentnet.manchester.ac.uk/crucial-guide/personal-life/health/

Student Counselling Service::
This is a team of professional counsellors and psychotherapists offering confidential help with any personal issues affecting work, self-esteem, relationships, mental health or general well-being. They are available to all University of Manchester students.
http://www.studentnet.manchester.ac.uk/counselling/

Careers Advice:
The University Careers Service provides careers information, advice, and guidance to all Manchester students:
http://www.careers.manchester.ac.uk/

Immigration Advice:
Advice on UK immigration legislation is offered by the International Advice Team based at the Student Services Centre:
http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/immigration/

International Students:
International students at the University are especially fortunate to have the support of a dedicated International Advice Team based in the Student Services Centre:
http://www.manchester.ac.uk/ssc/internationalteam
and the International Society based on the Oxford Road:
http://www.internalsociety.org.uk/
The Students Union provides the services of an International Students Officer:
http://www.umsu.manchester.ac.uk/your_union/executive/officers
as well as a large number of international societies:
http://www.umsu.manchester.ac.uk/societies/list

University Language Centre:
The Manchester University Language Centre offers courses in some 18 languages for personal, professional and academic purposes at various levels to prospective and current students. In particular, it provides programmes for students wishing to improve their English language skills for academic or professional reasons.
http://www.langcent.manchester.ac.uk/
There are 3 main eLearning resources that you will need to use during your course:

**eProg:**

is the University-wide progression system and skills training catalogue for postgraduate research students. The training guide is included at the end of this handbook.

eProg is used to document your interactions with your supervisors and other members of your support and assessment teams, so its use will become central once you get past the Foundation period. It is located at:

[http://www.eprog.manchester.ac.uk](http://www.eprog.manchester.ac.uk)

**Blackboard:**

is a university-wide eLearning environment. It is used by (some) CS lecturers to make course material (e.g. lecture notes, handouts) available to students registered for a particular module, as well as allowing online assessment (e.g., multiple-choice questionnaires (MCQs)) and document submission, class-wide emailing and chat-services etc.

Blackboard can be accessed via the University Portal:

[https://www.portal.manchester.ac.uk/](https://www.portal.manchester.ac.uk/)

This enables you to login via the Central Authentication Service (CAS), for which you will need your central (university) username and password. If you have not yet activated your central account, the instructions for how to do this are on the University Portal page as well.

Instructions on using Blackboard can be found on the StudentNet page:

[http://www.studentnet.manchester.ac.uk/blackboard/](http://www.studentnet.manchester.ac.uk/blackboard/)

**Moodle:**

is a virtual learning environment (VLE) used by Computer Science. You enter Moodle by using your school login:


A student guide is available within Moodle, and a useful introduction is also available outside Moodle at:

[http://octette.cs.man.ac.uk/moodleintro/index.htm](http://octette.cs.man.ac.uk/moodleintro/index.htm)
The University Library

The University of Manchester Library is both the University’s library and information service and supports all subject areas taught by the University. It provides its members with a large number of services and resources, including the most extensive range of electronic resources of any UK Higher Education library, including on-line subscriptions to journals and data sources. Many of these resources are only available to computers on the University network, so you should use them from on campus, or using the campus VPN.

The University Library consists of the Main Library and several site libraries. Locations, and full details of the services provided and how to access them can be found on their website: 
http://www.library.manchester.ac.uk/

Central Authentication Service

One advantage of this central system is that when accessing online journals, rather than having to remember a whole list of different passwords and usernames, you instead just use the CAS. The journal website typically directs you to the Manchester CAS page, where you login, and are then returned to the journal, where you can then access the journal content to which we have a subscription.

The login can also be accessed directly by going to the University Portal:
https://www.portal.manchester.ac.uk/uPortal/Login
and then pressing the login button.
ACU:
Advanced Course Unit. This refers to any of the MSc advanced course modules, taken either during the second half of the first semester (Teaching Block 2), or taken during the second year if additional modules are required based on the area of research being pursued.

BlackBoard:
Blackboard is a university-wide eLearning environment. It is used by lecturers to make course material (e.g., lecture notes, handouts) available to students registered in a particular module, as well as allowing online assessment (e.g., multiple-choice questionnaires (MCQs)) and document submission, class-wide emailing and chat-services etc. See the eLearning section of this document for more details.

CAS:
Central Authentication Service. This is the university web-based service that allows you to login using your central username and password, and hence gain access to a whole range of online services.

CDT:
Centre for Doctoral Training.

CS:
Computer Science. Usually means the School of Computer Science here in Manchester, as opposed to the whole subject area.

CSIS:
Computer Science Information Systems, formerly known as Duty Office. They look after the machines within CS that are used for research and teaching. The CSIS pages [http://csis.cs.manchester.ac.uk/do.php](http://csis.cs.manchester.ac.uk/do.php) contain considerable information on using the Computer Science facilities, including logins, email accounts, and the CS code of practice for the use of CS computing equipment and accounts.

DSO:
Disability Support Office. See section on Student Support and Guidance.
Duty Office:
see CSIS.

eProg:
a new online system for post-graduate students, which enables students to plan and track their progression, and provides online listing and booking of various skills training programs.

EPS:
Engineering and Physical Sciences, the Faculty of which the School of Computer Science is a part.

FCU:
Foundation Course Unit. This refers to any of the foundation MSc modules, taken during the first half of the first semester (Teaching Block 1).

JRULM or JRUL:
The John Rylands University Library of Manchester. http://www.library.manchester.ac.uk/

LF:
Denotes the Lower First floor of the Kilburn building, which is above the ground floor, but below the first floor.

MCQ:
Multiple-Choice Questionnaire. An online method of assessment or self-testing used in some course modules, although some lecturers may still use paper-based versions.

Moodle:
is a virtual learning environment (VLE) used by Computer Science.

PGT:
Post-Graduate Taught, which refers to students on the taught MSc course at the school.

PGR:
Post-Graduate Research, which refers to students on the 3-year PhD program within the school.

SMU:
The 15-credit Scientific Methods Unit, consisting of the 3, 5-credit Scientific Methods Courses (SM1, SM2, & SM3).

SOS:
Student Orientation Support.

UMSU:
University of Manchester Students’ Union. An organization, independent of the University, to which all students automatically belong. See http://www.umsu.manchester.ac.uk/ for further details.

VLE:
Virtual Learning Environment. One example is the university-wide Blackboard system.
These are not necessarily totally up to date, but they do provide somewhere to start from when faced by the maze of magnolia corridors!
CDT laboratory shown in grey, rooms LF7 & LF8

Kilburn Building: Lower First Floor
IT Building: Level 2
eProg Training Documents
Welcome to eProg

Welcome to eProg. As you start your research programme at Manchester you will be using the eProg system to track your progression and access a range of University-wide skills training courses. eProg enables you to record and track your progress according to key progression milestones and deadlines throughout your programme and search and book online any skills training courses. Your supervisor can also view your progress and will add feedback on your progress on some of your eProg forms.

This guide is intended to give you a virtual tour of the features of eProg and show you how to access and use the system. You may want to take time to explore eProg and familiarise yourself with all of the areas and pages.

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1. Getting Started
2. My eProg
   2.1. My Details
   2.2. My Pathway
   2.3. My Progression
   2.4. My Skills Training
   2.5. My Personal Document Store
3. eProg Services
4. Contacts and Support

1. Getting Started

To fully access the system you will need to be a registered University of Manchester student.

Further information about registration can be found at: http://www.studentnet.manchester.ac.uk/selfservice/registration/

eProg can be accessed via the University of Manchester portal or by going to the following website: www.eprog.manchester.ac.uk

If you go direct to the eProg website, you will be prompted to enter your University username and password to log into eProg.

You will be prompted to enter your University username and password to log into eProg.

eProg has two main areas where you can view information:
- My eProg
- eProg Services
2. My eProg

‘My eProg’ is YOUR personalised area of the eProg system and provides the following information:
- My Details
- My Pathway
- My Progression
- My Skills Training
- My Personal Document Store

The home page also enables YOU, the user, to manage the ‘My Favorites’ links. If you want to save any page of eProg to enable quicker access in future you can add the page to your eProg favourites selecting the ‘Add to Favourites’ tab.
2.1 My Details

My Details shows summary information about YOU - your location, email address, your supervisor and other details.

My Details

Below are the key details that the eProg system has recorded about you.

- **Contact details and position** are derived from the University on-line directory or, in some cases, a Faculty intranet and updates in these systems will be reflected on eProg the following working day.
- **eProg role** information is used to control your access to eProg data and is derived from details managed in the Human Resources and Student Records systems.

<table>
<thead>
<tr>
<th>Name</th>
<th>Parin Mankad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
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<td>Dr Dennis Linton</td>
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<tr>
<td>Main</td>
<td>Dr Jason Bruce</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Dr Gillian Petrowicz</td>
</tr>
</tbody>
</table>

2.2 My pathway

‘My Pathway’ contains a personalised timeline image of your research programme. The timeline has been created by your school administrator and will show any major milestones. Different parts of the image will link through to the relevant milestone, where any further information about that milestone will be displayed.

My Pathway

Your eProg pathway shows an interactive timeline of your key progression milestones specific to your research programme. To view the details of any of your milestones, please click on the milestones titled. If you can’t see your personalised timeline, please contact your school administrator.

Please note, this is an overview illustration of your milestones and for actual due dates for individual milestones please go to My Progression.

### Year 1

- **First Year** UVAH (but completed?)
- Literature Report Submission
- Continuation/Transfer Meeting
- Literature Report Submission
The ‘My Progression’ area provides full details of your progression record. Each milestone, taught unit (if applicable) and skills training event has a deadline and a completion status and is colour coded to reflect the completion status as shown below. You can also click on the ‘unit code’ of each milestone or skills training event to link through to supporting information that your school administrator has provided about that milestone.

In addition, some milestones will have forms attached to them which you can click on to record your responses. You can save the form at any point by clicking the ‘SAVE’ button at the bottom of the form. This will save your responses to date, and you can go back at a later date to finish the form.
Once you are happy with your responses, your supervisor(s) will then review the information you have provided, add their responses to any questions and then ‘submit’ the form. Once the form is submitted, it becomes read-only and the milestone is complete. The status will then be updated to ‘COMPLETED’, the completion date will appear and the progression record will become green.

If an authorisation (electronic signature) is mandatory to the completion of the form, the signatories will be listed and must enter their University username and password to authorise the form. Additional authorisations may be added where appropriate.

At any point both you and your supervisor can record any information which is additional to the compulsory progression milestones on an ‘Additional Meeting Form’. Once ‘submitted’ by your supervisor, this form will become complete and will be logged at the bottom of your progression page with a date stamp to record when it was completed.
2.4 My Skills Training

My Skills Training provides a personalised list of the skills training events you have registered for or attended and also provides details of the training hours you have accumulated within your current year of programme. The code of each course links through to the relevant course information where further details are provided.

My Skills Training

Skills training is provided for all postgraduates in the form of a series of tailored programmes, courses and workshops. These events are designed to complement your research or taught courses and provide transferable skills in key areas.

During your research you will find that your training needs change and you should take full advantage of the extensive resources available.

To search the full range of skills training opportunities across the University please go to the Skills Training Index.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
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<td>0</td>
<td>Pre-registered in CS</td>
<td>21/09/2010</td>
</tr>
</tbody>
</table>
2.4 My Personal Document Store

My Personal Document Store provides an area within eprog where you can upload documents relevant to your progression. Your supervisor can view these documents as well.

A direct link to the document will be displayed. The options to Upload another document or to return to the previous page are provided. Click Return to view your uploaded documents. Once a document is uploaded – the option to manage document appears – this allows users to delete or modify existing documents as appropriate.

The document store is also searchable by a key word, title of document or author.

3 eProg services

eProg Services provides access to a range of searchable indexes and support information via the ‘eProg services’ tab.

Both you and your supervisor can search for skills training courses available to all PGR students via the ‘Skills Training Index’. This catalogue of skills training activity lists all courses hosted across the
University, and courses can either be filtered by Faculty and School or the index is searchable by inputting a search term. In addition skills training courses can be viewed in date order by clicking on the ‘calendar of events’ tab.

In addition skills training courses can be viewed in date order by clicking on the ‘calendar of events’ tab.

Further details about a course can be viewed by clicking on the course code as shown above. Students can then book on a course online by clicking on the ‘Apply’ button shown below.
You can also search the milestone index, the taught unit index or the staff index in the same way, by narrowing down your options by selecting the appropriate faculty/school or by entering the required search term.

You will receive a confirmation of training request if the course is moderated, then a second email confirming your place and further details. If the course is un-moderated you will be booked directly onto the course and receive a confirmation email. The status of your request, registration or completion is displayed in your skills training area.
4 Contacts and Support

If you require any further support, you can click on the ‘contacts and support’ tab via eProg Services to find the appropriate contacts within your faculty/school. In addition you can send a ‘comment or suggestion’ through eProg by clicking on the comments and suggestions option which is available at the bottom of every eProg page.

Further supporting information and documents can also be found via the ‘About eProg’ tab.