

School of Life Sciences PhD and MPhil Student Handbook 2017-18



Welcome from the Head of School

If you are starting your research degree at the University of Sussex then you are in an exciting place. Here in the School of Life Sciences we strive to provide an intellectually stimulating PhD/MPhil experience. You will benefit from membership of our vibrant research community, with a research project carried out in a world-class research laboratory.

A distinctive aspect of our School is the broad range of research and teaching curriculum, spanning all the way from chemistry to conservation. Our scientists' work helps to solve real world problems, from finding new drugs to saving endangered species. Keep an eye on our extensive range of research seminars on a range of topics to broaden your outlook from your specific subject area. You should also try to acquire transferable skills, and start thinking about your future career direction from an early stage.

You join us at a particularly exciting time, with expansion of our academic staff and a renewal and refocussing of our research strategy and aspirations. We hope you will aim high, work hard and develop scientifically, professionally and personally during your PhD or MPhil studies.

S. Guthrie

Sarah Guthrie
Professor of Developmental Neuroscience
Head of School of Life Sciences



I would also like to welcome you all to the School of Life Sciences. You are joining a community of just over 200 research students and around 70 full time faculty. You have every reason to be proud of having been admitted to our highly competitive PhD research degrees. We pride ourselves on the research excellence of our School, as well as the support provided to our research students by supervisors, Research Degree Convenors, the Research and Enterprise Coordinator and by myself.

My role is to oversee your progress throughout your research degrees. I will ensure that your research is progressing appropriately but I am also here to offer guidance, to listen to your concerns, and to provide support throughout your time in the School. In these endeavours I am aided by the Research Enterprise Co-ordinator and the six Research Degree Convenors (see below). Several other key figures within the School, such as the Director of Student Experience and the Chair of the Athena SWAN Committee provide additional support, and ensure that you get the very best from your time in Sussex.

There are numerous other people within the School that ensure things run smoothly – the School Manager, members of the School Office, the Stores, the Building and Technical Services Co-ordinators. They can provide invaluable help and assistance, whether it's for advice on safety, getting access to your office, or co-ordinating teaching.

I very much hope that you will benefit greatly from working on your postgraduate research project in one of our internationally recognised laboratories, and take advantage of all the support, resources and facilities that the School has to offer you.

Dr Jeremy Niven

Director of Doctoral Studies

J.E.Niven@sussex.ac.uk

CRPC 327



KEY PEOPLE IN THE SCHOOL

Research and Enterprise Coordinator

As the Research and Enterprise Coordinator, Anna Izykowska, deals with the administration of research degrees. She is the first 'port of call' for postgraduate research students for all administrative questions, including issues of registration, intermission, extension of registration, or submission of work. Anna can be consulted about requests for research support, workspace and requests for financial aid from the University's funds, student complaints, and personal problems. Another of her key roles is in monitoring student progress and ensuring that students meet the requirements to progress smoothly through their degrees.

Anna Izykowska

Life Sciences School Office
A.Izykowska@sussex.ac.uk

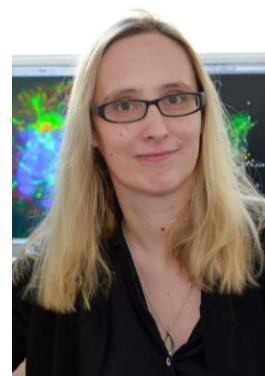


Research Degree Convenors

One of the six Research Degree Convenors will oversee your progress throughout your research degree. They can be contacted to discuss all academic issues including intermission, extension, continuation, progression and all other matters. They will assess your progress through a series of reports and presentations that ensure you are meeting the standards set by the School.

Dr Frances Pearl

Research Degree Convenor for Biochemistry
F.Pearl@sussex.ac.uk
JMS Building, 4D8



Dr George Kostakis

Research Degree Convenor for Chemistry
G.Kostakis@sussex.ac.uk
Arundel Building, 216



Prof. Francis Ratnieks

Research Degree Convenor for Evolution, Behaviour & Environment
F.Ratnieks@sussex.ac.uk
JMS Old Ancillary Building, OAB BK3



Prof. Aidan Doherty

Research Degree Convenor for the GDSC
A.J.Doherty@sussex.ac.uk
Genome Centre, G4.12



Dr Ruth Murrell-Lagnado

Research Degree Convenor for Neuroscience
R.Murrell-Lagnado@sussex.ac.uk
CRPC, 5.10



Dr Ruth Staras

Research Degree Convenor for the 4 Year Neuroscience Programme
R.Staras@sussex.ac.uk
JMS, 3B30



Director of Student Experience

The Director of Student Experience, Dr Hazel Cox, is responsible for overseeing and co-ordinating those aspects of student life, which are part of the academic life of the School in general. She co-ordinates academic advising within the School, works with Student Representatives to improve communication between students and faculty and has oversight of the Student Mentor scheme. You are welcome to contact her with any concerns you have about these matters.

Dr Hazel Cox

H.Cox@sussex.ac.uk
Chichester 3, 3R517



Chair of Athena SWAN Committee

As the Chair of the Athena Swan Committee, Prof. Louise Serpell, is particularly concerned with issues of equality and diversity. Among other things, she leads the Athena SWAN initiative within the School, which has achieved a silver award. She is also concerned with issues of bullying and harassment within the School.

Prof. Louise Serpell

L.Serpell@sussex.ac.uk
CRPC 4.06b



Student Representatives

Student representatives are postgraduate students elected by you to represent your views and interests. They help the School of Life Sciences and, more broadly, the University to respond to your concerns about course issues and the wider student experience. Student representatives find out about issues impacting on your studies and experience and take this information informally to individual members of staff in the school, or they can raise issues more formally at School and University level committees to effect positive changes.

The student representative scheme is run jointly by the University and the Students' Union. Student representatives provide an essential link between students, the Union and the University. Being a student representative provides an opportunity to learn and practice new life skills that can improve your employability.

Within the School there are postgraduate reps for each area. To find out who represents you, more information about the scheme and how to become a student rep yourself, please go to the website <<http://www.sussexstudent.com/studentreps>>.

School of Life Sciences Office

If you have questions, your first port of call will be the School Office, and you can take any query there. The office staff will either be able to give you an answer or point you in the right direction.

JMS 3B12A, lifesci@sussex.ac.uk

Life Sciences School Manager

Julian Golland

J.Golland@sussex.ac.uk



Building Services Co-ordinator

Andrew Black

A.R.Black@sussex.ac.uk



School Safety Officer

Dr Steve Pearce

S.R.Pearce@sussex.ac.uk



Head of School's Co-ordinator

Mrs Emma Ransley

E.L.Ransley@sussex.ac.uk



GETTING STARTED

Declaration of Conduct & Expectations

You, your supervisor/co-supervisor and thesis committee will all need to read and sign the documents attached in Appendix 1. These are intended to ensure that all of you understand your roles and contributions to the successful completion of a PhD. This must be done within a month of starting your degree.

Handbook and Regulations for Doctoral Researchers

Please note that alongside this handbook, the Handbook and Regulations for Doctoral Researchers contains vital information about registration, intermission, thesis submission, and more. The handbook can be accessed via this link: <http://www.sussex.ac.uk/rsao/regulations/>

Getting in Touch with You

You will be registered for an email account here at the University of Sussex and it is essential that you check this account daily, as most communication is done by email. University emails will automatically be sent to your University account rather than other personal email accounts.

Accessing the Building, Your Office and Laboratory

You need authorisation to the buildings between 17.30 and 07.00. You will need to fill in a form to obtain, which authorises you to enter the buildings out of hours to allow you to work late or at the weekends. You will also need keys to access your office and the laboratory in which you will be working. To obtain authorisation and keys, you will need to complete a form that must be authorised by your supervisor (Appendix 2). Once the form is complete, you will need to take it to Andy Black and pay a deposit.

Environmental Safety

Before beginning any experimental work, it is essential for you to attend a safety lecture from Dr Steve Pearce. You will also need to complete safety forms for any technique that you are using. In some cases, these forms will already be available within the laboratory but you will still need to read them carefully and sign them – your supervisor should be able to provide you with these. It is essential to know both the risks involved and the procedures that need to be followed in event of an accident. Copies of completed forms should be retained for your consultation, as well as given to Dr Steve Pearce.

YOU, YOUR SUPERVISOR and YOUR THESIS COMMITTEE

The relationship between you and your supervisor is essential for the success of your PhD

Your Supervisor/s and Thesis Committee

- All research students will have a 'main' and an 'additional' supervisor/s. In the case of joint supervision, one of the supervisors will be designated as the 'main' supervisor for administrative purposes, and so that you have a clear point of contact in the event of difficulties.
- Your additional supervisor will provide advice and support, as well as assisting with your thesis committee (see below).
- Your thesis committee consists of your additional supervisor and two other academics. They will assess your progress and provide feedback at several points during your degree.
- In the event of your supervisor leaving, the School will find a suitable replacement and ensure that arrangements are in place to support you during any interim period.

Supervision and Guidance

- Your day-to-day responsibility is to your supervisor. It is the supervisor's responsibility, in consultation with the student, to define the research project. Sometimes the initial definition will be rather broad so that you will not be too constrained. Furthermore, guidance varies considerably according to both the nature of the project and the supervisor's approach.

Some supervisors will want to be involved in the detailed planning of experiments, especially at the beginning of the project. Others will leave everything to the student, who will then probably learn from inevitable initial errors! Some supervisors work alongside their students at the bench, whereas others leave students to acquire techniques from other workers in their laboratories, or elsewhere. Regardless of the nature of such supervision, however, your supervisor will normally expect to talk with you at frequent intervals about the progress of your research. If necessary, you should take the initiative in arranging appropriate regular discussions with your supervisor. Many supervisors organise regular group meetings to discuss work in an informal atmosphere.

- The role of your additional supervisor can vary considerably. In some cases, your additional supervisor will take a very active role and be responsible for a large amount of your supervision. In other cases, your additional supervisor will play only a token part in day-to-day supervision and be responsible for only a small percentage. Even when the additional supervisor does not play a major role in supervision, he or she has the important task of organising your thesis committee members and providing an independent assessment of your progress. You are encouraged to make contact with your additional supervisor as soon as possible, and you should always approach him or her if you feel that you are in difficulties generally.
- Your thesis committee, consisting of your additional supervisor and two other academics, is responsible for assessing your progress and providing constructive feedback at various points throughout your degree.
- Your Research Degree Convenor is responsible for recommending your continued registration based on the advice of your supervisor and thesis committee.

COMPLETING YOUR THESIS

To obtain a PhD or MPhil you have to submit a thesis containing the results of your research, which is read by both an external and an internal examiner, who subsequently ask you to defend your thesis during an oral examination.

Full-time research students are encouraged to submit PhD theses before research studentships expire. **Students must keep to an absolute 4 year deadline.** (Although part-time students work to a different time-scale, which they should discuss with their supervisors, the appropriate rules and regulations are also strict).

Submission within 4 years can only be achieved by a lot of hard work, involving long hours of usefully spent time, and will usually require close interaction at all stages between supervisor and student. Your workload will vary throughout your doctorate, but you should not always expect to be able to fit all you have to do into a 35-40 hour week. Many postgraduates work very long and sometimes unusual hours, such as late into the evening, or even through the night. You will be particularly dependent on your supervisor's judgement, at an intermediate stage of your work, on what will be needed to produce a viable thesis. This judgement can be made reliably only if you have kept him or her fully informed of your progress.

It cannot be over-emphasised that hard work is needed in the first year. Absorbing and understanding the relevant literature and learning techniques can take a long time. Research work is characterised by many ups and downs; you should not be put off if there seem to be rather a lot of 'downs', particularly at the start. Some 'downs' are illusory, because negative results, though perhaps initially appearing to be disappointing, can be just as important as positive ones. When research work goes well it is enjoyable and the setbacks seem to be less important. However, if you do develop serious doubts as to whether you have the right temperament for research work, you should discuss the matter with the appropriate people (main supervisor, additional supervisor, research degree convenor). Don't let this comment assume too much importance in your mind - most postgraduate students last the course and emerge with their degrees!

Writing a PhD thesis usually takes three to four months. You will need to start to planning it well in advance, and start writing before your funding runs out. Those who are self-funded must also work within the four-year time frame and submit their thesis by the maximum date of registration. This means that you must organise yourself from the start, in your first year, with regard both to the records you keep of your experimental work and your reading of the literature.

GOOD SCIENTIFIC PRACTICE

Laboratory Notebooks and Record Keeping

Students are supposed to keep a laboratory notebook. You should discuss with your supervisor the most appropriate way to keep a record of your practical work, but the following guidelines may be helpful.

- a. Use one of the duplicate notebooks available from Stores. These have carbon copies and you should regularly remove the copies and keep them somewhere other than in the laboratory; in the event of a fire or flood you will not have lost all your data.
- b. Leave space at the front for an index.
- c. Refer all spectra, analyses, *etc.* to the appropriate page of your practical book.
- d. Write in your results as you get them in ink or ballpoint. Do not use typing correcting fluids. If you make a mistake, cross it through and start again.
- e. Write in English.
- f. Give enough detail (including references to the literature), so that a subsequent research worker will be able to repeat your procedures easily.
- g. Laboratory notebooks, spectra, *etc.* belong to the laboratory, and are to be left with your supervisor at the conclusion of your project.
- h. Labelling of samples - use pencil only, as this neither fades, nor will it be affected by water or solvents in the event of accidents.

Be careful that any equivalent procedure you employ using a computer offers the same guarantees of temporal recording and security of data. Students are urged to back up daily all data and documents on which preparation of their theses depends, including guarding against possible complete loss of laptop or desktop computer or their hard drives.

Misconduct

It is also an offence to commit any form of misconduct during the course of your research.

- Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. Copying sentences, phrases or even expressions without acknowledging the source is plagiarism; to paraphrase without acknowledgement is likewise plagiarism.
- The fabrication of data in any form is serious misconduct. The omission or inclusion of any data without solid scientific support constitutes misconduct. Any data included in figures or analysis must be traceable to laboratory notebooks (or the computer equivalent).

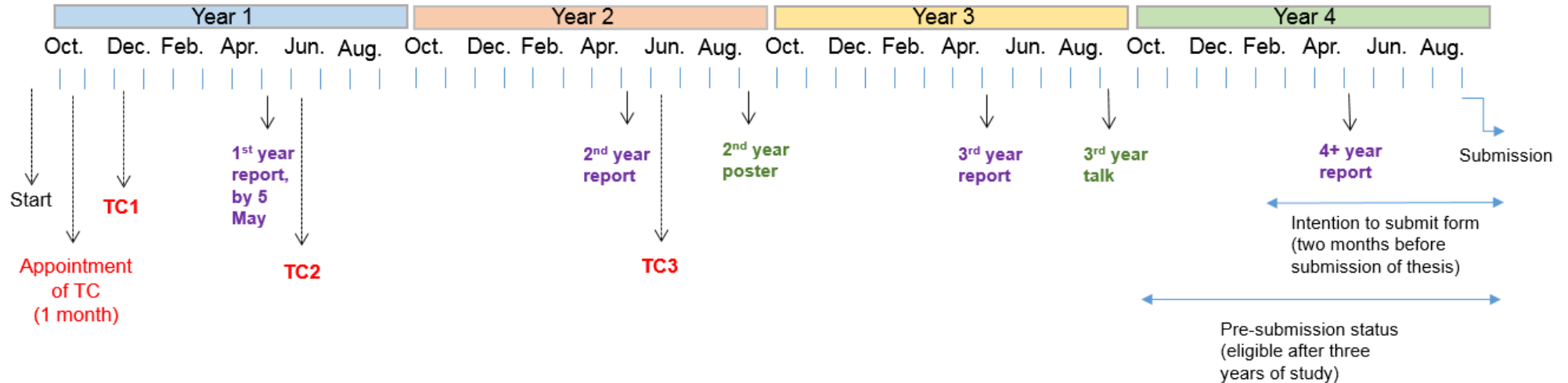
ASSESSING YOUR PROGRESS

The School has a formal process for assessing the progress of research students. All students, supervisors and thesis committees must submit regular reports on the students' progress.

Annual Review and Progression

The main emphasis of your work will be on your research project but you should also aim to acquire a wide background knowledge and the ability to express yourself on a range of topics, both verbally and in writing.

Timeline of Key Stages and Requirements within the School for students starting in September



Please note that students will not be re-registered unless they have completed the appropriate reports, and have been recommended for registration by their supervisor and thesis committee.

Yearly Reports

A report on your experimental work should be written at the end of each academic year. This report should be submitted to Anna Izykowska, the Research and Enterprise Co-ordinator (forms and information will be circulated closer to the time). The report should include an introduction, followed by separate discussion and experimental sections, and references. These reports will be very useful to you when it comes to writing your thesis, and should be written with that aim in mind. All reports are to be written in English.

The Thesis Committee

The thesis committee (TC) is appointed by the additional supervisor in consultation with the PhD student and the names sent to Anna (for Chemistry, EBE, Neuroscience and Biochemistry students) and Gee (for Genome students). The main supervisor cannot be part of the TC.

It is your responsibility to organise the timing and location of every TC along with your co-supervisor.

TC1 should take place by early December. It involves a 10 minute presentation and 10-20 minute discussion on the proposed project. A short report, approved by the supervisor, should be given to the TC by the student in advance of the meeting. The aim is to ensure the student is engaged with their project, to identify problems with project or student, and to identify extra support that might be needed. The supervisor may attend. Feedback is given by the TC to both the student and the supervisor.

TC2 should take place latest by the end of the summer term (early to mid-June) and should involve a 15 minute presentation followed by a 45 minute discussion. Prior to the TC, the supervisor and additional supervisor must have read the 1st year report. The additional supervisor raises any potential problems with student and TC. **The TC members are not expected to read the report but may do so if they wish to.** The aim is to ensure student is on track and provide critical evaluation of results and approaches, to identify any problems at this stage. Feedback is given to both the student and the supervisor, who does not attend. The additional supervisor completes the recommendation form.

TC3 is the same format as TC2 but occurs at the end of 2nd year by the end of the summer term. After the TC, student is told about the outcome and provided with feedback. The co-supervisor completes the recommendation form.

Postgraduate Research Colloquium

An annual colloquium is held each September. This is a part of your annual assessment. The aim of the colloquium is to bring research students and faculty together from across the School for a wider discussion of the ongoing research projects. All second year research students must produce a poster whilst all third-year research students are required to give a talk on their ongoing research project.

This is not an optional event; it is an essential requirement of the postgraduate training programme, within the School. It is expected that all postgraduate research students and their supervisors attend the event.

Useful Forms for Research Students

All forms are available at:

<http://www.sussex.ac.uk/rsao/forms/>

Please note that if you complete any of these forms you should do so only after discussion with your main supervisor and after checking with Anna Izykowska (A.Izykowska@sussex.ac.uk). A form will only be acted upon after the relevant academic officers have signed the form and it has been received by the Research Student and Administration Office for processing. The Research Student Administration Office will write to confirm all approved changes.

ATTENDANCE, INTERMISSION & EXTENSION

Expected Attendance

Being a graduate student is very different from that of an undergraduate or Masters student. You are expected to conform to the norms of the laboratory/research environment in which you work. Typically, you will be expected to work on your thesis every weekday. Whether you are performing experiments or using computational/analytical approaches, you would be expected to be in your office/laboratory every weekday. Your hours each day will depend upon your specific laboratory. For any departure from your research group norms on a regular basis you must seek approval from the group leader.

Illness

If you are ill and unable to work, you should inform your supervisor as soon as possible. If illness persists for a prolonged period (typically more than a few days), you are expected to explain your absence. In cases involving extended illness, you may be required to produce evidence of medical conditions. You do not necessarily have to provide this proof to your supervisor. Instead, this can be dealt with by the Student Life Centre or by the Director of Doctoral Studies to ensure confidentiality.

Vacation

The number of days of vacation that you are entitled to will depend on the source of your funding and the conditions imposed by those funders. Before taking any vacation, you should inform the leader of your research group. Depending on the laboratory, you may also need to ensure that these vacations do not have severe knock-on effects to ongoing experiments.

Intermission and Extension

If you are aware of circumstances that will prevent you working effectively for a period of a month or more, you should request intermission. Most often, intermission is used for long term physical or mental health issues but there are many other circumstances in which it can be employed. Intermission 'stops the clock' on the maximum time (4 years) available for your PhD. Most importantly, intermission cannot be granted retrospectively; you must intermit for the period of unavailability.

Unlike intermission, extension beyond the maximum period of 4 years is granted only in truly exceptional circumstances. Extension has severe consequences for your supervisor, the School, and the University. Almost all requests for extension are not granted.

Appendix 1: Declaration of good conduct, academic misconduct, expectations, responsibilities & adherence to guiding principles

RESPONSIBILITIES

Student Responsibilities

- Maintaining regular contact with your main supervisor and termly contact with your co-supervisor
- Within 1 month of first registration, to organize a meeting with your co-supervisor to discuss the composition of your thesis committee
- Discussing with your supervisors the type of guidance and feedback that will be most helpful, and agreeing upon a schedule of meetings
- Taking the initiative in raising problems or difficulties, however elementary they may seem
- Keeping a record of supervisory meetings via the online system
- Taking the initiative to ensure that you are competent in any relevant research techniques to be used
- Preparing a research outline to be approved during your first year of study
- Planning a research project that is achievable within a schedule consistent with the normal expectations of the relevant funder, and maintaining progress in line with that schedule
- Maintaining progress in accordance with the stages agreed with your main supervisor
- Providing a brief formal report annually
- Deciding when you wish to submit the thesis, taking due account of your supervisors' opinions and of the University requirements regarding the length, format and organization
- Taking responsibility for your own personal and professional development
- Agreeing your development needs with your main supervisor at the outset of the programme, reviewing these regularly, and attending any relevant development opportunities identified
- Being familiar with institutional regulations and policies that affect them, including the regulations for your qualification
- Being aware of the University's Codes of Practice for Research and Intellectual Property and adhering to the requirements and observing the principles contained therein
- Working safely with regard for yourself and others, and under relevant laboratory guidelines
- To support supervision of project students (numbers within reason)
- To contribute to teaching as agreed with your supervisor
- Attending and participating in the annual postgraduate student symposium as required (talk/poster)

If you consider that your work is not proceeding satisfactorily for reasons outside your control, you should discuss the matter with your supervisor/s and, if you do not achieve a satisfactory outcome, with your relevant Research Degree Convenor. If your Research Degree Convenor is unable to help then you should request a meeting with the Director of Doctoral Studies, who will advise you on the relevant procedures. **In particular, you should ask to meet the Research Degree Convenor/Director of Doctoral Studies if you feel that you are not establishing an effective working relationship with your supervisor/s.**

Supervisor Responsibilities

The main supervisor is expected to provide the student with advice at every stage in the planning and conduct of research and in the writing of the thesis and to ensure that replacement supervision is available in the event of any significant period of absence. The more specific responsibilities of the main supervisor are as follows:

- To keep a record of supervisory meetings via the online system
- To provide advice and support to the student on the preparation of a suitable thesis research outline during the first year of their study, in accordance with School procedures
- To complete an annual report on the student's progress for consideration within the framework of the school and/or department's annual review procedures, for later submission to the Director of Doctoral Studies by the deadline
- If working in a potentially hazardous research environment, ensuring and monitoring that the student possesses adequate technical competence in any relevant research techniques, so that she or he presents no undue risk to themselves, others and/or University facilities
- Giving detailed advice on the necessary completion of successive stages of work so that the whole thesis may be submitted within the scheduled time
- To request written work as appropriate, and return such work with constructive criticism and within reasonable time
- Ensuring that the student is made aware of inadequacy of progress or of standards of work below that generally expected
- Identifying prospective internal and external examiners
- To agree a schedule of regular meetings with the student, in accordance with School policy and in the light of discussion of arrangements with the student
- Being accessible to the student at other appropriate times when she or he may need advice
- Giving guidance about the nature of research and the standard expected, the planning of the research degrees, literature and sources, attendance at taught classes, requisite techniques (including arranging for instruction where necessary), and the problem of plagiarism
- Being familiar with the standard expected of research degree examiners, consistent with the guidance laid down by relevant funding bodies
- Arranging as appropriate for the student to talk about her or his work to faculty or graduate seminars, and to be well briefed about the procedures involved in oral examinations
- Providing clarification on the guidance or comment that will be offered on the student's written submissions
- Ensuring that the student is aware of the University's Codes of Practice for Research and Intellectual Property and that she or he adheres to the requirements and observes the principles contained therein
- Providing training in the ethical, legal and other conventions used in the conduct of research, and supporting the student in the consideration of these as appropriate
- Making an initial assessment, and ongoing review, of the student's training and skills development needs and taking account of the training provision available at Sussex
- Ensuring that the student is aware of institutional-level sources of advice, including careers guidance, health and safety legislation and equal opportunities policy

- Maintaining and developing the necessary skills and expertise in order to perform all facets of the role effectively (including taking up appropriate continuing professional development opportunities)
- Adhering to guiding principles (see below) and treating students with respect, dignity and empathy
- Providing a suitable working environment to allow students to complete their research work
- Providing an inclusive working environment that promotes equality, respect and communication
- Allowing and supporting students to work during suitable hours and ensuring the workload remains at a suitable level
- Providing overall supervision of UG project students and PG students in the lab
- Supporting students' attendance of conferences and training courses as appropriate
- Supporting students' professional development (as appropriate)
- Supporting the publication of novel work when suitable

Co-supervisor Responsibilities

The co-supervisor role may vary considerably depending on the involvement in the project. Some co-supervisors will offer relatively minor pastoral advice and guidance (e.g. 5%), while others are expected to provide the student with far more support and advice throughout the planning and conduct of research and in the writing of the thesis. The more specific responsibilities of the co-supervisor are as follows:

- To discuss the composition of the thesis committee with the student within one month of the student starting
- To attend the thesis committees and complete reports on the performance of the student
- To read, assess and provide feedback on reports prepared by the student
- To act as an independent source of advice for the student throughout their degree
- Adhering to guiding principles (see below) and treating students with respect, dignity and empathy

Thesis Committee Responsibilities

The primary role of the thesis committee at every stage is to provide an accurate assessment of the progress made by the student on the thesis they have chosen. The reports of the thesis committee, written-up by the co-supervisor, should contain constructive criticism that can be fed back to the student and supervisor to improve their work. Thesis committee reports form a major part of the progression assessment in the first two years and, consequently, must reflect the students' performance in a fair and accurate way.

GUIDING PRINCIPLES

1. We commit to treating each other with **respect, dignity and empathy**.
 - Everybody is entitled to dignity, and we are committed to ensuring that all people are able to work within a culture of mutual respect.
 - We treat everyone with fairness, respect and dignity, irrespective of role or seniority.
 - We seek to avoid inappropriate, hurtful, insulting or judgmental remarks, striving to be supportive of others' well-being.
2. We **value diversity and promote equality** for everyone.
 - Everyone has an equal opportunity to advance their work, and to contribute to the work of the School.
 - We do not discriminate against, or treat anyone with less respect, because of race, gender identity, age, marital status, pregnancy or maternity, religion and beliefs, sexual orientation or disabilities.
 - We speak up in support of each other to challenge behaviours that are unacceptable and that undermine a culture of equality.
3. We strive to create an **inclusive working environment**, in which all are able to participate and engage.
 - We do our best to ensure that everyone feels encouraged to contribute to debate and decision-making, and is listened to fairly and equally.
 - We make full use of the mechanisms of representation and consultation that are available to us, and work to ensure such mechanisms are adequate.
 - When we disagree with each other, we seek to challenge ideas, behaviours, or plans, not people.
4. We are committed to **communicating** in ways that are respectful, clear and considerate of each other.
 - We strive to ensure all communications are appropriate in tone and manner, time and place.
 - We encourage each other to claim our own private time and space and avoid intrusion into this.
 - We don't avoid difficult or uncomfortable conversations, but approach them in an empathetic manner.
5. We are committed to a **supportive workplace culture**, where everyone has the opportunity to reach their fullest potential.
 - We show kindness and understanding so that everyone feels empowered to play their role to the best of their ability.
 - We recognise and praise people for what they do, and don't only give feedback when things go wrong.
 - We give each other constructive criticism, while always being sensitive to how feedback is expressed and may be received.

6. We do our utmost to provide a **safe work environment** that is free from harassment, abuse and intimidation.
 - We have zero tolerance for any form of harassment and abuse - verbal, physical, sexual or otherwise.
 - We refrain from behaviour that may be construed as bullying or harassment, including malicious gossip, inappropriate jokes and degrading comments.
 - We avoid hurtful, insulting or judgmental language.
7. We are committed to a work environment in which people can **'speak up'** when any of the above principles are violated.
 - We encourage and listen to those who raise concerns, and offer them a safe, confidential environment to do so.
 - We support the principle of whistleblowing and seek to protect people from any retribution if they do so.
 - We seek to respond to concerns and conflicts in an open manner and with mutual respect.

EXPECTATIONS

- PhD students are encouraged to undertake work as Doctoral Tutors within the School if this is something of interest to you. This can involve the following:

Demonstrating in lab practicals

Running or supporting workshops, seminars or tutor groups

Invigilating in-class tests

Marking of lab reports, problem sets and essays

- Doctoral Tutors are required to complete satisfactorily the University's introductory course on teaching and learning, delivered by the University. Tutors are not required to have completed Starting to Teach (STT) before taking on teaching responsibilities. It is recommended that you have some teaching responsibilities during STT, as reflection on current teaching will form part of the assessments.
- Doctoral Tutors must not give lectures or write module content or mark exams for year 2 undergraduate modules and above.
- Different Life Sciences PhD programmes will have different guidelines regarding the amount of Doctoral Tutor work students can undertake. Please note that your supervisor must agree before you accept any teaching. Currently, there are no caps placed on teaching hours by the University, but you must be aware of any restrictions imposed by your Visa status or funding body and ensure that you adhere to these.
- Students and supervisors must make sure that priority is given to your studies at the key moments during your PhD; work as a Doctoral Tutor must not take precedence over your PhD work. You must take this into account before making a commitment to Doctoral Tutor work.

- In some labs PhD students will be expected to undertake some level of supervision of Final Year Undergraduate Project students and/or Junior Research Associates/Sussex Undergraduate Research Associates and/or PGT students. Typically this should not take up more than eight hours a week of your time. Overall supervision for these students is the responsibility of your supervisor.

If you, as student or supervisor, feel that any of these expectations or guiding principles are not being adhered to, you should speak to the appropriate Research Degree Convenor in the first instance. If a mutually satisfactory solution cannot be found, you should speak to the Director of Doctoral Studies.

RESEARCH TRAINING SUPPORT GRANT

Many studentships are accompanied by a research training support grant, including those funded by the School of Life Sciences. This money is intended to cover the costs of performing research as well as travel and accommodation to conferences. The money must be used to execute the specific project for which it was awarded. Students should be granted access to this funding, and should be able to determine how much funding they have available. This funding cannot be spent on other projects or transferred to other grant codes. It also cannot be used to pay for pre-submission status fees (formerly known as continuation) or extension fees. Finally, the RTSG can never be used for personal expenses or to augment the studentship itself.

Acknowledgements: Student and supervisor responsibilities have been adapted from a document produced by the Doctoral School. Guiding Principles have been adapted from a document produced by a Global Studies working group.

ESSENTIAL SIGNATURES

I have read and understood the information in the preceding pages and commit to abiding by these responsibilities, guiding principles and expectations:

Name of student:

Signature:

Date:

Name of supervisor:

Signature:

Date:

Name of co-supervisor:

Signature:

Date:

Name of thesis committee member:

Signature:

Date:

Name of thesis committee member:

Signature:

Date:

UNDERSTANDING MISCONDUCT

Plagiarism is the act of presenting another person's work as if it were your own.

This can even happen accidentally if you have not referenced your work properly. For instance, if you have used a quote or idea from another source without explicit referencing, it could look like you are trying to pretend you came up with the work yourself. The University's guidelines give very clear instructions about what is considered plagiarism and you should make sure you understand how to reference your work properly.

Plagiarism can also occur if you ask someone else to write an assignment for you. This is known as **personation**.

Fabrication is the act of making up or altering results of an experiment or another piece of work (e.g. computer simulation). This is never acceptable.

If your supervisor suspects academic misconduct, they will refer it to an Investigating Officer who will determine whether there is a case to be answered or not. If you are found to have plagiarized writing or fabricated results then you will be questioned by your Head of School (for a minor case) or brought in front of a Misconduct Panel (for a major case).

Penalties are designed to reflect the extent and depth of your misconduct, and may result in you being withdrawn from your degree course.

Further information on academic misconduct: <http://www.sussex.ac.uk/s3/?id=33>

I have read and understood all of the information about academic misconduct in this document.

Name of student:

Signature:

Date:

Appendix 2: Access Request Forms

Authorisation Form for Access Control Cards for Chichester/Arundel Complex

Your Details:

Title:.....Forenames:.....Surname.....
 Position:UG/PG/PD/Staff.....Department:.....
 Building:.....RoomNumber:.....
 Mobile No:.....
 Signature:

Please **tick** what door is required and whether the door is to have Always or timed access.

	Door location	Always	Timed, 8am-6pm Mon-Fri
	Chichester 2 Lab 12 2R315b (Martin Gosling)		
	Chichester 2 Lab 10 South (Qiao Chen/George Kostakis)		
	Chichester 2 Lab 10 North (Brian Cox)		
	Chichester 2 Lab 12 + 13 Corridor doors		
	Chichester 3R244 RA Lab (John Attack)		
	Chichester 3R514 + 3R514A (Student OFFICE)		
	Arundel Lab 301 both doors		
	Arundel Lab 319 both doors (M Paradowski to authorise)		
	Arundel Lab 403 (Ali Nokhodchi)		
	Arundel Lab 409 (Simon Ward)		
	Arundel Rear Main entrance door (Carpark side)		
	Arundel Front Main entrance door (Main road side)		

To be authorised by Faculty Supervisor or Department Head

Name:.....Department:.....

Signature:.....

Expected End Date for Student:.....

Please note that there is a **£10 deposit** for all new cards which is refundable on return of the card, Technically the first card is free but if the card is lost or stolen there will be a **£10 charge** for the replacement.

TAG ISSUE NUMBER:**Issued By:**

Authorisation Form for Access Control Cards
For GENOME Building

Your Details:

Title:.....Forenames:.....Surname.....
 Position:UG/PG/PD/Staff.....Department:.....
 Building:.....RoomNumber:.....
 Mobile No:.....
 Signature:

Please **tick** what door is required and whether the door is to have Always or timed access.

	Door location	Always	Timed, 8am-6pm Mon-Fri
	Lobby door adjacent to reception		
	Main front door into reception		
	External rear door		
	Inner rear door		
	JMS-Genome 2C29-2C42		
	L3 Radiation door		
	G2:30		

To be authorised by Faculty Supervisor or Department Head

Name:.....Department:.....

Signature:.....

Expected End Date for Student:.....

Please note that there is a **£10 deposit** for all new cards which is refundable on return of the card, Technically the first card is free but if the card is lost or stolen there will be a **£10 charge** for the replacement.

TAG ISSUE NUMBER:Issued By:

Authorisation Form for Access Control Cards for JMS Complex

Your Details:

Title:.....Forenames:.....Surname.....
 Position:UG/PG/PD/Staff.....Department:.....
 Building:.....RoomNumber:.....
 Mobile No:.....
 Signature:

Please **tick** what door is required and whether the door is to have Always or timed access.

		Always	8am-6pm
1	JMS 2C1-25 (Simon Morley/Mark Paget)		
2	JMS 3C2-12 (Georgios Giamas / Neil Crickmore / John Armstrong)		
3	JMS 3C17-22 (Michelle West/Alison Sinclair)		
4	JMS 4C1-17 (Pablo Couso / Ted Morrow / Liz Hill)		
5	JMS Level 4 Bridge door (Opposite CRPC)		
6	JMS Loading Bay		
7	JMS Main Reception (Opposite Genome)		
8	JMS Main reception (Opposite BSMS)		
9	JMS 3D8 Teaching Lab		
10	CRPC level 4 (Opposite JMS)		
11	CRPC 302 (Mechanical Workshop)		
12	CRPC 307 Leon Area		
13	CRPC 308 Leon Area		
14	CRPC 315-317 (Roger Phillips)		
15	CRPC 404 Empty Lab		
16	CRPC405/6 (Kevin Staras /Louise Serpel) Lab Area		
17	CRPC 504 (Miquel Maravell /Leon Lagnado) Lab area		
18	CRPC 505 (Leon Lagnado) Lab Area		
19	CRPC 514 Psychology Lab Area		
20	CRPC 514a Psychology HIGH SECURITY lab area		
21	CRPC 514b Psychology HIGH SECURITY lab area		
22	CRPC 524 (Majid Hafezparast)Lab AREA		
23	Link Tunnel between JMS & CRPC		
24	OAB entrance behind Waste Compound		
25			
26			
27			
28			
29	Ancillary internal Doors (HIGH Security) Mike Hill to Authorise		

To be authorised by Faculty Supervisor or Department Head

Name:.....Department:.....

Signature:.....

Expected End Date for Student:.....

Please note that there is a **£10 deposit** for all new cards which is refundable on return of the card, Technically the first card is free but if the card is lost or stolen there will be a **£10 charge** for the replacement.

TAG ISSUE NUMBER:Issued By:

Office/laboratory key for access to Chichester 2/3 and Arundel Building.

Building Location.....

Room Location.....

Key

Number.....

Key Type.....

.....

Date of

Issue.....

Issued

by.....

Signature of

issuer.....

Name of

Supervisor.....

Signature of

Supervisor.....

Name of Recipient.....

Signature of Recipient.....

Office/laboratory key for access to JMS, CRPC, OAB and Pevensey 1 & 2 Buildings.

Building Location.....

Room Location.....

Key

Number.....

Key Type.....

.....

Date of

Issue.....

Issued

by.....

Signature of

issuer.....

Name of

Supervisor.....

Signature of

Supervisor.....

Name of Recipient.....

Signature of Recipient.....