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Welcome to the College

Congratulations on joining Imperial College London, the only university in the UK to focus exclusively on science, medicine, engineering and business.

From Fleming’s discovery of Penicillin to Gabor’s invention of holography, Imperial has been changing the world for well over 100 years. You’re now part of this prestigious community of discovery and we hope you will take this opportunity to make your own unique contribution.

We’re committed to providing you with the very best academic resources to enrich your experience. We also provide a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that’s further training in an academic skill like note taking or simply having someone to talk to.

You’ll have access to an innovative range of professional development courses within our Graduate School throughout your time here, as well as opportunities to meet students from across the College at academic and social events – see page 6 for more information.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 340 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. You also have free access to gym and swimming facilities across our campuses.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you’re interested in getting involved then there will be opportunities for you to do so.
Our Principles

In 2012 the College and Imperial College Union agreed ‘Our Principles’ a series of commitments made between students and the College. The Principles are reviewed annually by the Quality Assurance and Enhancement Committee and changes recommended for Senate approval.

**Imperial will provide through its staff:**
- A world class education embedded in a research environment
- Advice, guidance and support
- The opportunity for students to contribute to the evaluation and development of programmes and services

**Imperial will provide students with:**
- Clear programme information and assessment criteria
- Clear and fair academic regulations, policies and procedures
- Details of full programme costs and financial support
- An appropriate and inclusive framework for study, learning and research

**Imperial students should:**
- Take responsibility for managing their own learning
- Engage with the College to review and enhance provision
- Respect, and contribute to, the Imperial community

**The Imperial College Students’ Union will:**
- Support all students through the provision of independent academic and welfare assistance
- Encourage student participation in all aspects of the College
- Provide a range of clubs, societies, student-led projects and social activities throughout the year
- Represent the interests of students at local, national and international level
Welcome from the Graduate School

**Professor Sue Gibson,**
**Director of the Graduate School**

The Graduate School has several roles but our main functions are to provide a broad, effective and innovative range of professional skills development courses and to facilitate interdisciplinary interactions by providing opportunity for students to meet at academic and social events. Whether you wish to pursue a career in academia, industry or something else, professional skills development training will improve your personal impact and will help you to become a productive and successful researcher.

Professional skills courses for Master’s students are called “Masterclasses” and they cover a range of themes, for example, presentation skills, academic writing and leadership skills ([http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/](http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/)). All Masterclasses are free of charge to Imperial Master’s students and I would encourage you to take as many as you can to supplement your academic training. The Graduate School works closely with the Graduate Students’ Union (GSU) and is keen to respond to student needs so if there is an area of skills training, or an activity that you would like us to offer, but which is not currently provided, please do get in touch (graduate.school@imperial.ac.uk).

The Graduate School also runs a number of exciting social events throughout the year which are an opportunity to broaden your knowledge as well as to meet other students and have fun. Particular highlights include the Ig Nobel Awards Tour Show, the Chemistry Show and the Master’s 360 competition. You should regularly check the Graduate School’s website and e-Newsletters to keep up to date with all the events and training courses available to you.

Finally, I hope that you enjoy your studies here at Imperial, and I wish you well.

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**Dr Janet De Wilde,**
**Head of Postgraduate Professional Development**

I would like to welcome you to the Graduate School programme for postgraduate professional development.

Our team of tutors come from a wide variety of experiences and we understand just how important it is to develop professional skills whilst undertaking postgraduate studies and research. Not only will this development improve success during your time at Imperial College, but it will also prepare you for your future careers.

We are continually working to develop the courses we offer and over this year you will see a range of new courses including face-to-face workshops, interactive webinars and online self-paced courses.

I encourage you to explore and engage with the diverse range of opportunities on offer from graduate school and I wish you well in your studies.

Janet De Wilde
The Graduate School

You automatically become a member of the Graduate School when you register as a postgraduate student at Imperial.

The Graduate School has been set up to support all postgraduate students at the College through:

- Training and development courses
- Networking activities, social and academic events to encourage cross-disciplinary interactions
- Forums to represent the views of postgraduate students throughout the College

‘Masterclass’ professional skills courses

You can see the full range of free professional skills courses for postgraduate students on the Graduate School website:

[www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters](http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters)

All courses can be booked online.

Contact us

Level 3, Sherfield Building, South Kensington Campus
020 7594 1383
graduate.school@imperial.ac.uk
[www.imperial.ac.uk/graduate-school](http://www.imperial.ac.uk/graduate-school)
Welcome from the Graduate Students’ Union (GSU)

I am delighted to be able to welcome you to Imperial College and to introduce you to the Graduate Students’ Union (GSU). The GSU ultimately serves to represent you as a postgraduate student and to ensure you have the most fulfilling and enjoyable time possible at Imperial.

The GSU is a university-wide representative body for postgraduate students with a committee comprised of democratically elected postgraduate students. The GSU works to support students on welfare fronts, represent students on educational matters by working with you to voice your concerns to College/departments, whilst also hosting recreational events throughout the year.

Imperial College London is undoubtedly a world-class institution with unique strengths in both teaching and research. Having been an Imperial student for 5 years myself I can fully appreciate that the university is nothing more than the people that comprise it – you’re among some of the brightest minds in the world and Imperial welcomes your contributions and enthusiasm in every sense! I encourage you to make the most of being a valued member of the Imperial community.

I hope you have a fantastic time here at Imperial and manage to take advantage of the richness of opportunity that awaits you. If you have any questions at this stage, then please do get in touch.

Luke McCrone, GSU President 2017/18

gsu.president@imperial.ac.uk

www.imperialgsu.com
1. Introduction to the Department

The Silwood Park campus of the Department of Life Sciences, Imperial College London, is dedicated to the study of Ecology and Evolutionary Biology, and consists of one of the largest groups of research labs dedicated to this field worldwide.

Prior to 1947, Silwood Park was a private residence, the manor house of Sunninghill. The original Manor, at which Prince Arthur stayed in 1499 was known as Eastmore and was situated on the hill near Silwood Farm. In about 1788, Sir James Sibbald built a Georgian mansion on part of the present house and demolished the old "Eastmore", he called it Selwood or Silwood Park. The name stems from the Old English for Sallow (Salix caprea Agg.) which presumably grew then along the banks of the streams that flow through the Park.

Over 1000 postgraduate students have been trained at Silwood since its establishment, about half of them taking PhDs. They have come from more than sixty countries, and Silwood-trained graduates have gone to almost every corner of the globe. The number of graduate staff and students working at any one time has risen from about a dozen in 1948 to over 200 today. Undergraduates from the main South Kensington campus visit or reside at Silwood Park during Field Courses or the final year projects in summer. Silwood Park provides a wide range of habitats for the study of animals and plants in the field, as well as laboratories, controlled-environment growth facilities and computing resources for advanced experimental, molecular and theoretical research.

Silwood Park is world-renowned for the study of the ecology, evolution and conservation of biodiversity. It housed the Centre for Population Biology from 1989 to 2010, and is currently home to the Grand Challenges in Ecosystems and The Environment Initiative: http://www3.imperial.ac.uk/ecosystemsandenvironment. The Department of Life Sciences has formal links with the UK's leading Biodiversity Institutions, the Natural History Museum, London, the Institute of Zoology and the Royal Botanic Gardens, Kew, plus numerous formal and informal collaborations with academic and conservation institutions around the world.

Accommodation, dedicated study areas, library and computing facilities are all on campus as well as a gym, an outdoor exercise circuit, and a tennis court. Seminars are arranged for most weeks.

The Japanese Garden at Silwood Park
Academic and Administrative staff

- **Prof Tim Barraclough**
  Deputy Head of Department (HoD Silwood Park)
  - N2.4 Munro Building
  - 020 759 42247
  - t.barraclough@imperial.ac.uk

- **Dr Kleoniki Gournaris**
  Director of Postgraduate Studies
  - 205 Sir Ernst Chain Building, South Kensington Campus
  - 020 759 45209
  - k.gounaris@imperial.ac.uk

- **Dr Samraat Pawar**
  Silwood Park Masters Coordinator
  - 2.14 Kennedy Building
  - 020 759 42213
  - s.pawar@imperial.ac.uk

- **Dr Julia Schroeder**
  Postgraduate Tutor/Disability Officer
  - 2.13 Munro Building
  - 020 759 49086
  - julia.schroeder@imperial.ac.uk

- **Amanda Ellis**
  Postgraduate Administrator
  - G.16 Hamilton Building
  - 020 759 42251
  - amanda.ellis@imperial.ac.uk

- **Andrew Greig**
  Campus Services Coordinator
  - Accommodation Office, Hamilton
  - 020 759 42212
  - a.greig@imperial.ac.uk

- **Taru Khanna**
  IT Support Specialist
  - 1.11 Hamilton Building
  - 020 759 57889
  - Service.desk@imperial.ac.uk
A complete list of academic and administrative staff in Life Sciences and Silwood Park can be found online at [http://www.imperial.ac.uk/silwood-park/academic-staff/](http://www.imperial.ac.uk/silwood-park/academic-staff/)
**English language requirement**
If you are not a native English speaker you must meet the College’s English language requirements.

See the Admissions website for details:

[www.imperial.ac.uk/study/pg/apply/requirements/english](http://www.imperial.ac.uk/study/pg/apply/requirements/english)

For information on English language support available while you’re here, see page 43.

**Attendance and absence**
You must inform your Postgraduate Tutor if you are absent from the College for more than three days during term. If the absence is due to illness you must produce a medical certificate after seven days. If you miss an examination through illness you must contact your Postgraduate Tutor on the day and provide a medical certificate within five working days.

The Registry will be informed of all student non-attendances as the College is obliged to report the non-attendance of students on Tier 4 visas to the Home Office.

**Key dates 2017-18**

**Department dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Autumn term</td>
<td>30 September - 15 December 2017</td>
</tr>
<tr>
<td>Spring term</td>
<td>6 January - 28 March 2018</td>
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<tr>
<td>Silwood Masters SSC (Autumn)</td>
<td>1 November 2017</td>
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<tr>
<td>Winter Exams</td>
<td>Week commencing 8 January 2018</td>
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<tr>
<td>EEC Winter Project Submission</td>
<td>To be advised</td>
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<tr>
<td>EEC Winter Project Viva</td>
<td>To be advised</td>
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<tr>
<td>Spring Exams</td>
<td>Week commencing 26 March 2018</td>
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<tr>
<td>Silwood Masters SSC (Spring)</td>
<td>To be advised</td>
</tr>
<tr>
<td>Final Project Submission (electronic)</td>
<td>30 August 2018 (13:00hrs)</td>
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<tr>
<td>Final Project Submission (hard copy)</td>
<td>4 September 2018 (13:00hrs)</td>
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<tr>
<td>FrEE Symposium</td>
<td>12 - 14 September 2018</td>
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<tr>
<td>Vivas and Examination Boards</td>
<td>17 – 21 September 2018</td>
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**Closure dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
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<tr>
<td>Christmas/New year:</td>
<td>25 December 2017–1 January 2018</td>
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<tr>
<td>Easter holiday:</td>
<td>29 March–3 April 2018</td>
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<tr>
<td>Early May bank holiday:</td>
<td>7 May 2018</td>
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<tr>
<td>Spring bank holiday:</td>
<td>28 May 2018</td>
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<tr>
<td>Summer bank holiday:</td>
<td>27 August 2018</td>
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**Key events**

<table>
<thead>
<tr>
<th>Event</th>
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<tr>
<td>Postgraduate Awards Ceremonies</td>
<td>2 May 2018</td>
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<tr>
<td>Imperial Festival and Alumni Festival</td>
<td>27 – 29 April 2018</td>
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<tr>
<td>Bug’s Day</td>
<td>July 2018</td>
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</tbody>
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2. Programme Information

This student guidebook contains information about academic and non-academic topics that apply across all the Masters courses at the Silwood Park campus of the Department of Life Sciences, Imperial College London. Please refer to your course-specific guidebook for information about topics such as taught modules, descriptions, timetables and student assessment.

Seminars and Symposia

Weekly Seminars

A weekly seminar takes place most weeks on Thursday at 1pm in the Hamilton Building (http://www3.imperial.ac.uk/silwoodparkcampus/research/thursdayseminars). All masters students are expected to attend these seminars unless told otherwise, even if one is rescheduled to a day other than Thursday. Certain courses require students to submit a “seminar journal” as part of their coursework mark (please refer to your course’s guidebook). You are encouraged to arrange additional seminars to get feedback on your ongoing research, ideas for a research project, or practice critical thinking about research. Rooms can be booked for these by contacting Martin Selby (see contacts above).

The FrEE Summer Symposium

A three-day summer symposium co-organized by Masters and PhD students will be held in the first week of September, soon after all the Masters students have submitted their dissertations (dates in Section 3). This symposium, called the Frontiers in Ecology and Evolution (FrEE!) Graduate Symposium, will provide you an opportunity to present your research, see what your colleagues are up to, and discuss challenges in Ecological and Evolutionary research (see freesym.org). This is a great opportunity to get feedback on your project and get you geared up for your vivas later in September. All courses also formally mark the final student presentations — please see your Course specific Guidebook.

The symposium will be broken into concurrent sessions of focal research themes. There is also potential for an open poster session to be held in the CPB Common Room where PhD students can present their work. Session themes may be current ‘hot’ topics, such as ecological and evolutionary responses to climate change, deforestation and the global carbon cycle, responses of food webs and plant-pollinator networks to climatic warming, techniques for conserving biodiversity etc., or technical/methodological topics. External invitees, including as many our very own gang of seven external “20-percent” faculty members as possible, will give plenary talks in the different sessions, and host discussions session themes. In most cases, we expect that you will find personnel with the necessary expertise right on campus, but you can invite people from outside when needed.

A symposium organization committee consisting of 2 members of academic staff, 3 PhD and 7 Masters students (one from each masters course) will be established in the late Autumn. This will be a valuable opportunity to develop your organisational skills, from selecting, inviting and hosting speakers, to dealing with the logistics of catering. You will learn how to engage and discuss with your peers to prioritize topics for workshops, and to invite speakers when necessary. If you are interested in being on the FrEE graduate symposium committee, please email the Silwood Masters Administrator Amanda Ellis.

Guidelines for posters and talks will be released in early spring, coinciding with the first advertisement of the symposium.
Dissertation Projects

Every MSc and MRes student conducts an independent research project leading to a written report (dissertation). All projects must be overseen by one supervisor from the Department of Life Sciences at Imperial College, but can be based at external organisations with additional external supervision. Previous external organisations include the Zoological Society of London, the Meteorological Office, the Royal Botanic Gardens, Kew, Natural England, the Durrell Wildlife Conservation Trust and many others. Web links to potential internal supervisors as well as external supervisors and institutions are given below.

Choosing your Project

Research project topics are generally part of ongoing active research within the Department and across a range of academic partners. We maintain an online database of available projects to which new project proposals are added throughout the year. The details of available projects are available at: https://mhasoba.pythonanywhere.com/marking_reports/default/project_proposals

This list provides broad details of research projects but the precise topics and focus will typically be finalised in discussion between the student and potential supervisor(s). Project descriptions will appear throughout the year but we aim to provide the majority of project topics by 15th October of the year. We also encourage students to approach potential supervisors with their own project ideas (see section on Finding supervisors below).

The main mantra in all this is, act early! Don't approach supervisors at the eleventh hour, because you are likely to fail to elicit a response. Start contacting potential supervisors as soon as you can to discuss project ideas and to gauge how well you will fit in their lab (also see section below on student and supervisor expectations).

You are encouraged to look up titles and abstracts of previous year projects, both specific to your course and others, which can be obtained from the Library via the Spiral Repository http://spiral.imperial.ac.uk/. Example titles and reports are also available from course websites.

Note that the main difference between 5-month and longer (e.g., the CMEE Masters projects are almost 9 months long) will often be the scope. Appropriate project topics vary according to the course you are undertaking (see your Course Guidebook). Generally, they can be on any biological, ecological, evolutionary or conservation-related topic (including the social sciences and policy).

Finding a Project Supervisor

Be proactive about finding a supervisor (or co-supervisors). Each student on the course will have different backgrounds, different strengths and different interests and it is important that you find a supervisor whose interests match your own. Spend time on the Silwood Park website reading about the research of Academic Staff, including Fellows and Postdocs.

Please look up potential Silwood and non-Silwood supervisors through the DoLS website: http://www.imperial.ac.uk/life-sciences/research/research-themes/. A list of Silwood academic staff can be found here: http://www.imperial.ac.uk/visit/campuses/silwood-park/academic-staff/

Make sure you prepare before making first contact with a supervisor. They will ask what it is you want to do, and if you don’t know it leads to an awkward moment that is best avoided. So before meeting or calling a potential supervisor, check through their past work and be ready to tell them what papers they’ve authored that you’re particularly interested in, or what ideas you have for a project.
Please note that there are also a number of faculty members at the South Kensington and other ICL campuses that you could approach. Recommended websites to read about research interests of ICL staff in other departments and colleges are:

- **Mathematics**: [http://www3.imperial.ac.uk/mathematics](http://www3.imperial.ac.uk/mathematics), their staff list with personal web pages are at [http://www3.imperial.ac.uk/mathematics/about/people](http://www3.imperial.ac.uk/mathematics/about/people)
- **Biomathematics**: [http://www2.imperial.ac.uk/mathematics/php/researchgroups/bms/](http://www2.imperial.ac.uk/mathematics/php/researchgroups/bms/)
- **Statistics**: [http://www3.imperial.ac.uk/statistics/research](http://www3.imperial.ac.uk/statistics/research), especially the Statistical Genetics and Bioinformatics Group: [http://www.imperial.ac.uk/statistics/research/biostatistics](http://www.imperial.ac.uk/statistics/research/biostatistics)
- **Malaria modelling group**: [https://www1.imperial.ac.uk/malariamodelling/](https://www1.imperial.ac.uk/malariamodelling/)
- **Grantham institute**: [http://www.imperial.ac.uk/grantham/](http://www.imperial.ac.uk/grantham/)
- **Centre for Complexity Science**: [http://www.imperial.ac.uk/complexity](http://www.imperial.ac.uk/complexity)
- **The Centre for Environmental Policy**: [https://www.imperial.ac.uk/environmental-policy/](https://www.imperial.ac.uk/environmental-policy/)

In addition, have a look at

- **SAFE Project**: [http://www.safeproject.net/working-at-safe/ecological-monitoring/?id=5](http://www.safeproject.net/working-at-safe/ecological-monitoring/?id=5)
- **VectorBITE**: [www.vectorbite.org](http://www.vectorbite.org)
- **Vectorbase**: [https://www.vectorbase.org/](https://www.vectorbase.org/)
- **Silwood Long Term Experiments**: [http://www.imperial.ac.uk/visit/campuses/silwood-park/research/field-experiments/](http://www.imperial.ac.uk/visit/campuses/silwood-park/research/field-experiments/)
- **PREDICTS**: [http://www.predicts.org.uk](http://www.predicts.org.uk)

**External Supervisor and Organization Research Areas.**

Other research institutions where staff may be interested in supervising you include ZSL Institute of Zoology (IoZ), Natural History Museum (NHM), Centre for Ecology and Hydrology (CEH), Centre for Environment, Fisheries and Aquaculture Science (CEFAS), and UNEP-World Conservation Monitoring Centre (UNEP-WCMC). Many projects with external partners are likely to be advertised. The websites to find potential supervisors of our tried-and-tested and/or partner external organizations are,

- **ZSL Institute of Zoology (IoZ)**: [http://www.zsl.org/science/ioz-staff-students](http://www.zsl.org/science/ioz-staff-students); Contact Dr. Chris Carbone [http://www.zsl.org/users/chris-carbone](http://www.zsl.org/users/chris-carbone)
- **Natural History Museum (NHM)**: NHM has a massive collections digitization project going on that are yielding unique and massive datasets on species morphologies, and spatio-temporal distributions, among other things. Contact Andy Purvis [Andy.Purvis@nhm.ac.uk](mailto:Andy.Purvis@nhm.ac.uk) or Steve Brooks [S.Brooks@nhm.ac.uk](mailto:S.Brooks@nhm.ac.uk) for more information and project ideas. Also visit their website: [www.nhm.ac.uk/our-science/departments-and-staff/life-sciences](http://www.nhm.ac.uk/our-science/departments-and-staff/life-sciences)
- **Centre for Environment, Fisheries, and Aquaculture Science (CEFAS)** – Simon Jennings and others; A wide range of projects in applied and fundamental aspects of fisheries management and marine ecology and ecosystem management may be available linked with the CEFAS Lowestoft Laboratory in Suffolk. Projects may be located at Silwood or possibly at Lowestoft. For more information about CEFAS and what work goes on there, read [http://www.cefas.co.uk/](http://www.cefas.co.uk/) ; also Contact Sophie Pitois, Plankton ecologist (Cefas), [sophie.pitois@cefas.co.uk](mailto:sophie.pitois@cefas.co.uk)
- **Centre for Ecology and Hydrology, Wallingford**: Research areas for projects are based around ecological modelling of UK systems, often with practical or policy implications.
- **UNEP-World Conservation Monitoring Centre (UNEP-WCMC)**: A wide range of projects addressing global/regional biodiversity and ecosystem services issues, including: international agreements synergies, conservation priority setting, international trade and regional economies, drylands and livelihood support, wildlife trade and social networks, access and benefit sharing, protected area targets and social values, monitoring deforestation and degradation, and more.
- **Somerset Wildlife Trust**: Broad research interests cover the interaction of land use methods and biodiversity on lowland wetlands. A variety of projects are possible from looking at restoration of biodiversity on restored peat extraction sites through to examining the effects of drainage and re-wetting on peat soil integrity and micro-arthropod diversity. Many projects are available concerning the conservation of nationally rare invertebrate species.
The Project Proposal

All masters students must submit a two-page project proposal in pdf format after they have selected a project. These project proposals may be assessed in certain courses (such as TFE and EEC – please check your course-specific guidebook). The proposal must be submitted in pdf format, by the deadlines and following the procedures specific to your course (e.g., though blackboard; please consult your Course-specific Guidebook or Director).

Proposal Document Specifications. The proposal should be on A4 paper with 2cm margins, in 11pt Arial font, 1.5-spaced, with lines numbered continuously. It must not exceed 2 pages excluding references and title page. The proposal should begin with a title page consisting of Project title, supervisor name(s) with affiliation(s) and contact email. Thereafter, it should contain the following sections (all necessarily brief, of course):

(i) Six keywords (these will help us to allocate appropriate Examiners/Markers to your project)
(ii) Introduction to the project idea and proposed questions
(iii) Proposed methods
(iv) Anticipated outputs and outcomes (including stakeholders involved if applicable)
(v) Project feasibility supported by a timeline of tasks (including a Gantt chart)
(vi) An itemized budget
(vii) Cited references. The references can be formatted compactly, but must contain the full title of the paper, and each reference must have been cited in the main text of the proposal. In-text citations must not be in a numbered or superscript format, i.e., they should be in some form of author name-year format (e.g., Jenkins et al 2015).

The proposal will presumably be prepared under guidance of the project supervisor(s) (see Supervision guidelines below). Detailed instructions on the project budget are given below.

Project Budgets

*Tropical Forest Ecology Masters students have different rules than those stated here — please refer to your Course Guidebook if you are a TFE student.*

Every Master’s student may claim up to £500 as research expenses for the entirety of the research component of their Course (e.g., EEC MREs students may choose to split this amount across their two projects). Additional funds may be available from your Supervisor(s).

The permitted expense categories that can be claimed are:

- Lab equipment
- Field equipment
- High Performance Computing time
- Research-related travel (e.g., to field site)
- Research-related accommodation
- Costs of support staff, including interpreters, translators, transcribers

The expense categories that cannot be claimed are:

- Person time (e.g., hiring somebody on an hourly basis to carry out certain tasks)
- Per diems

Each dissertation project proposal must include a tabulated budget that includes budget categories and costs associated, with a brief justification for each category. Please discuss the project budget carefully with your supervisor(s) — major changes to the cost allocations are unlikely to be approved.

Each proposal should have on a separate (last) page the name, signature and date of the primary supervisor, with the statement:

“I have seen and approved the proposal and the budget”
Project Supervision Guidance

This section provides guidance on the general pattern of Masters project supervision. Projects differ very widely, so the timelines suggested below are not written in stone, but intended to give students and supervisors a rough framework and some suggestions to work around. The guidance isn't for a project of a specific length — it just highlights the steps along the way.

Student Expectations and Managing your Supervisor

Each Masters project is an independent piece of research and we expect you to drive forward your project. If you need training in a particular technique or advice on a particular problem, then don’t be shy about asking for help - that is what the supervisor is there for. However, do not expect to be told what to do or what to test - you need to take ownership of the research and have a strong command of the methods, literature and broad context of your work.

Your supervisor will be fundamentally interested in your research or they wouldn’t have suggested it as a project. However they will be busy, so you should be well prepared for any meeting: have a list of clear questions and read the literature around those questions so you can suggest, for example, potential experts to consult with or methods to apply. If you are having analysis or stats problems, then bring a computer with the data and your code.

Ask your supervisor how s/he prefers to communicate. Some supervisors will prefer meetings, whilst others will prefer email or telephone. If preferred by your supervisor, do not be afraid to email questions - you will often get a reply more quickly to a carefully phrased email than if you wait for a meeting. However take care to write the question carefully, clearly and with good detail - you will often find that writing out your question like this provides an answer or insight!

Take the initiative and let your supervisors (and course directors) know how things are going, both when you are on-campus, and when/if you are in the field. If you’re at the end of your tether and about to throw all the hard drives in a hedge and run off to China\textsuperscript{1} then stop, come and talk to us. We’re here to support you and every project has tough periods - do not be embarrassed to ask for help and support. The smart student proactively seeks input from their supervisor(s).

Guidelines for Progress on your Project

Even if you pay no further attention to the framework below (\textit{and it may not apply to the typical project in some courses, such as Con Sci}):

\begin{itemize}
  \item Start writing at the start of the project, don’t ever stop writing. Stick to this wherever you are. Even if you’re knee deep in alligators and 100 kilometers from the nearest power socket: write on paper, write on leaves, write on the alligators\textsuperscript{2}.
  \item Beware of data collection madness. That one extra data point might change $p=0.06$ to $p=0.05$, but rushing your report can easily change a 72\% to a 62\%.
  \item Give your supervisor time for feedback – at least a fortnight. If preferred by your supervisor, drip-feed them writing throughout your project.
\end{itemize}

\textsuperscript{1} This is not a joke. Their supervisor had to pay quite a lot of money to data recovery specialists.

\textsuperscript{2} Paper you can bring back, photograph the leaves and alligators.
a. First month

_Student_: You will almost certainly be straight into data collection, theory development, or coding through whether that is lab work/field work/computer work. You will be busy. You should however also be reading the literature around your project voraciously. By the end of this first month, you should have a draft of your introduction: this must explain why your work is new and important, how it fits into the literature and why you are testing the hypotheses that you set out. Setting this out clearly now - whilst you still have time to adapt - is a huge step towards a successful project. It is also gets you to write your project as you go along. You might want to read this book:


It isn’t long or difficult and has a very simple message that writing is something you should do frequently and regularly. It doesn’t need a laptop or inspiration or perfection: it is the act of organising your thoughts as words and as long as words are being written, you are advancing your research.

_Supervisor_: The first few weeks are going to need the most input from you as students are uncertain about the process. Agree a framework and a timetable for project progress and perhaps make the student revisit and revise the Gantt chart that was submitted with the project proposal (see section above).

Set a deadline for a draft introduction and provide short feedback on literature coverage, hypothesis framing and writing style. Alternatively this could be a longer essay to provide a broader overview from which to condense an introduction.

b. End of the first third

_Student_: You should now have made quite a bit of progress. It is very possible that initial attempts and methods have gone slightly wrong and you are only now beginning to see your data start roll in. Do not panic - teething problems are a common part of research!

However, you do now know what your methods are and what you are doing from day to day. Write your project methods now whilst it is fresh in your mind. Explain to yourself and your supervisor what you are doing so that anyone can replicate it - do not leave this until the end. As your work progresses, update your methods document but keep the paper style - you are not typing out your lab book, you are writing a paper.

_Supervisor_: Ask for a draft of the methods at this period. It may not be complete but give guidance on the level of detail and whether the writing is compact enough.

c. End of second third

_Student_: Your methods should now be pretty stabilised, so reread your introduction and methods and give them a bit of a polish. You almost certainly have enough data now to start preliminary analyses for some of your hypotheses. The dataset may be so small that the analyses have no power but you can start to plot your figures and start to write the code to do your statistics. Using this, start to plan your results section: write out the structure of your results and think about the key figures and tables?

_Supervisor_: Ask for a results structure document. At this point, have a planning meeting to check that the hypotheses and analyses all line up clearly and that the student is confident about how the analyses are going to proceed.

You must try and get feedback from your peers as well as your supervisor(s) throughout the early stages in particular. And after the end of the second third or so, you should consider making project-related presentations. These presentations can play a crucial role in giving the committee members,
supervisors (and whoever else you can get to attend!) a proper understanding of the project’s progress! Ask yourself (and your supervisors(s)!) whether the project continues to be feasible and approximately on schedule (don’t forget you made a Gantt chart).

d. **Last third**

**Student:** You now have introduction, methods and at least preliminary results. At this point you should **stop collecting data.** It is always tempting to collect more and more data. Don’t succumb to this temptation: rushing your write-up is a quick route to a lower grade no matter how good your data.

At a minimum, try and give yourself six weeks clear before the deadline. Four weeks of this are to run final analyses and write your discussion. The last two are to **give your supervisor a fortnight before the deadline to look at your final complete draft.** You will need a couple of weeks to give them a chance to provide feedback and then to give you a chance to make changes.

**Hand in your thesis.** However flawed you might think it is, getting no marks is the worst possible outcome. At this point\(^3\), you are the worst possible judge of the quality of your report - you’re too close and too invested to assess it. **Do not delay handing it in** to just revise that last section - the deadline penalties are accumulating faster than you’re adding marks. Hand it in and if it is wrong, discuss it in the viva.

**Supervisor:** Push the complete draft deadline strongly and then try and get final feedback to them as quickly as possible.

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**Supervisor guidelines**

Here are some guidelines for supervisors:

*Note that the following text is addressed to supervisors, not students! Students should of course read and be aware of Supervisor guidelines.*

The main expectation is each supervisor (you!) guides the student through the process of research. You can and should expect students to **take ownership of the question.** You must provide guidance on the literature, techniques and analysis but you might want to stop short of structuring the scientific story.

On writing, you should expect to provide feedback once on each section. In the suggested framework, this will come to you in sections in a timely fashion. You might give a detailed rewrite on a shorter section to show improved style but otherwise just comment on the draft. The final draft should allow you to check continuity and look at the discussion.

A possible strategy is to give detailed line-by-line feedback and comments on four pages of the student’s choice. This allows the student to pick a section that they are uncertain about and get ‘co-author’ style feedback. Any further comments should be limited to general structural oversight.

Please do not greatly exceed this level of writing support - we want the students to have roughly equal support and we want to encourage students to critique their own writing. You might be interested in publishing the project too but you’re going to have to hold back on polishing the manuscript: it’s a project not a manuscript!

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\(^3\) Days, hours or possibly minutes from the deadline.
Thesis Writing and Submission Guidelines

Your dissertation should be submitted in pdf format.

The write-up should be in the style of a scientific paper from a journal that it might be appropriate for submission to. Certain Courses may have a preferred Journal — please speak to your Course Director and/or refer to your Course Guidebook. By style, we mean the structure and how information is presented — you do not need to make it look like a journal paper, but it should have an abstract, introduction, methods, results, and discussion (possibly conclusions). If the results of your project are publishable, this approach will save much time and will provide valuable experience in paper writing. You may provide appendices (Supplementary Information) if necessary (for example, to provide detailed methods).

The thesis must contain the following two elements:

• Cover Page: The cover page must bear the project title, your name and the month and year of submission. In addition, the following text must appear at the bottom of the cover page:

  A thesis submitted in partial fulfilment of the requirements for the degree of Master of Science/Research at Imperial College London
  Formatted in the journal style of the Potato Journal
  Submitted for the MRes/MSc in XXXX

Obviously, insert your choice of journal and choose the appropriate degree course!

• Declaration: The first page inside the cover must provide a brief declaration of the contributions made by you and by others to your project. Key points to address are:
  o Was the data provided to you or did you collect or assemble it?
  o Were you responsible for data processing or cleaning, if required?
  o Were any mathematical models developed by you or by your supervisor?
  o What role, if any, did your supervisor play in developing the analyses presented?

Make sure you examine the marking criteria to get general guidelines for what markers are looking for.

Marker:

Supervisor:

Word limit. The thesis should not exceed 6,000 words in length (excluding figures, tables, references and appendices). Note that excessive referencing will be as frowned upon as inadequate referencing!

Typesetting. You may use whatever tool you like, such as Microsoft Word, openoffice writer or LaTeX. If you are preparing your thesis in LaTeX, a template can be found here: http://www.prettyprinting.net/imperial/ (a beamer presentation template is also available there).

Thesis Content

Always aim to be clear and concise. The size of the thesis will vary according to the student and project, but aim to make it as short as necessary to describe the work done and to discuss it in a general context. However, do not omit relevant data and information such as experimental procedures. A common mistake is to assume that the reader knows the projects as well as you do and to leave out clear descriptions of the motivation and structure of your research.

There are a few ways in which your thesis is likely to differ from a typical scientific paper:
• You should make sure that you clearly state your aims/hypotheses/questions towards the end of your introduction.
• You should take care to explain everything adequately so that the examiners can see clear evidence of understanding of all the concepts and methods -- this might entail providing more detail or background in the introduction and methods than in a typical paper. However, some of this detail can be put in an appendix or supplementary material. For example, a molecular study might state in the Methods section of the main text that you extracted DNA according to a phenol/chloroform extraction protocol according to a particular reference. In the appendix, you should then describe the steps of your lab protocol in sufficient detail that other people could reproduce this procedure by following your description. Another example would the mathematical derivation of an equation in the main text, or details of a computer algorithm.
• You should make clear what you did versus what you were provided with. For example, did you collect the data that you analyzed or were they provided to you by someone else? Did you build the mathematical model yourself, or were you given one that you then analyzed or simulated? Did you write all the simulation or analysis code yourself?

You should make sure to discuss limitations of your study and what future work you would do to address those limitations or any other questions raised by your work. In your project, most likely you will run out of time to complete everything you want to do. In most papers, the research would not be so time limited, so limitations can be addressed by further work.

The following guidelines on content include tips from Andy Purvis, author of over 100 scientific papers and referee of many more.

• **Introduction.** A good introduction should leave the reader with a clear idea of the problem to be tackled and looking forward to the more detailed sections to follow. It should include a section on the general way the problem has been approached. An essential concluding part of the introduction is to clearly define the aims of the research project and any hypotheses tested. Also, think about:
  o What is this paper about? (i.e., the broad area, big picture) Why is that interesting?
  o Given it's so interesting, why don't we know the answer?
  o So, what is this about, more specifically? What are hypothesised to be the important things? Build from the most general and fundamental hypotheses to the most refined or tenuous ones.
  o How, roughly and briefly, will you go about testing these hypotheses? Why are you using this system? What approach will you use?
  o State clearly what your hypotheses are. These are not usually stated explicitly in a paper.

• **Methods.** This should contain details of any methods used extensively during the project, layout of field experiments, theoretical methods, methods of statistical analyses etc. You can use subheadings for different procedures or tests. If field work is done, a general description of the study area may be included here. Extra methodological details can be placed in appendices. The golden rule is that the reader should be able to repeat what you did, should they so wish. The other rule -- more important for your project than in a paper -- is that you describe in enough detail to show you've understood what you did.

  You should feel free to use subheadings in your methods and results to help organise different parts of your project. If so, keep the same order of the different parts of the project in all of your sections: the methods for testing each hypothesis and the results of those tests are described in the same order as the hypotheses are described in the introduction. Also, think about:
  o What is the overall design of the study?
  o What are the variables and how do they relate to the hypotheses?
  o How did you get the data?
  o What are the characteristics of the data set / experiment -- how many observations, how many replicates etc.
  o General procedures, if any, that are true in all of the analyses (e.g., transformation of data, model checking, how models were compared)
  o How did you test the hypotheses, in the logical order outlined in the introduction (i.e., from the general to the specific)? Make sure you show that your tests are appropriate.
• **Results.** Describe your results in a logical order: this may not necessarily be the order in which you did the experiments. Briefly summarise the main results at the end of each main experiment or sequence of associated experiments. Do not duplicate results -- put a table or a graph but not both unless the two methods of presentation demonstrate different points of importance. You must refer appropriately to figures or tables in the text and remember to emphasise and perhaps quote significant results. In particular, think about:
  o What were the results of your hypothesis tests, in the order you describe them in the Methods?

• **Discussion.** This should attempt to tie together the results, what they indicate in a broader context, the extent to which the original aims have been satisfied and what future work is suggested. Return to and address the ideas raised in the introduction. In particular, think about:
  o What’s the main thing we know now that we didn’t know before?
  o What’s the chain of logic and results that means we know it?
  o How does this affect our -- and other scientists’ -- view of the world? What are the implications?
  o What are the implications of the intermediate steps in the chain towards the main thing?
  o What are the caveats that apply to this study? (Leave out caveats that apply to all studies.) What might be done about them? (Very important in a project write-up -- What would you do differently if you were doing the project again or had more time?)
  o What future work could build more broadly on what we’ve found?
  o A nice wrap-up, emphasising how this study in this system is of interest to people who work on other things, or other systems.

• **Abstract.** Now, and only now, write the abstract, making sure it includes the key point from each of the tips above. Don’t rush the abstract -- it is your first opportunity to tell a reader about the research and a clear, concise abstract sets them up to understand your work!

• **References.** Make sure all cited references appear in this list at the end of the thesis using the standard style from your chosen journal. If you are using LaTeX, use BibTex, of course! If you are using a WYSIWYG editor like MS Word, use bibliographic software (e.g. Mendeley) to manage and format your citations. In particular, note that you can use Mendeley to output *.bib files that you can use in LaTeX.

• **Appendices or Supplementary Information.** The days of the conventional appendix are numbered. Large sets of data (e.g. census results, ‘raw’ experimental results) should go into “Supplementary Information” (SI) if these are of value, e.g. indicating an interesting range of variation. All summary tables or graphs and outline results of analysis should be put in the text. Any useful parts of the study not directly relevant to the main theme may also be put in a section under the SI (e.g. taxonomic descriptions and drawings in an otherwise ecological study).

• **Computer Programs.** If the program has been published, cite the reference, include it in the reference list and provide a brief outline of the methods it uses. If you are using a program or code generated for the project then a more complete description is needed in the main text. You should provide the code used in an appendix and consider providing a flow chart and usage notes to help interpretation. You should take care to define all the input variables used in the program.

• **Figures.** You should prepare figures to the same standard required for publication. All journals provide advice on preparing figures for publication, so do look at the advice to authors pages for your chosen journal. All figures must be numbered and have a caption that is sufficiently detailed to explain the main features of the content by itself. All figures must be referred to in the main text of the thesis. Put the figures in appropriate points in the text, close to the text that refers to them. In particular:
  o The resolution of your figures is crucial. For plots, try to use vector image formats (exported as svg, pdf, or eps) and not bitmapped (raster) formats like JPG and TIFF. Standard /LaTeX
documents typically allow *.eps or *.pdf figures to be inserted. Using the freely available (and very capable!) vector graphics program Inkscape to "fine-tune" your figures is often a good idea. Inkscape will also allow svgs to be exported in a /LaTex compatible format (see the Inkscape documentation). For RASTER graphics, the freely available GIMP editor works very well.

- When using Word, figures in Windows Metafile format are the most reliable vector format. For Word 2011 on Mac, figures in PDF format should give a good result. If you do have to use bitmaps, make sure they are at a high resolution (300 dpi or more) -- this can be particularly important if you need to present line drawings or photographs of specimens or equipment.
- Plots are all about the data, so reduce margins and maximise the space in the figure for showing the data.
- Create the figure at the right size -- when it is included in your thesis are all the axis labels and text going to be clearly legible.
- Avoid `chartjunk' (google Edward Tufte!) -- and avoid superfluous lines, legends and titles along with 3D effects.

- **Tables.** Each table should be numbered, have a full descriptive caption and again must be referred to in the main text. Column headings should state units of measurement. Avoid large, complicated tables in the main thesis and if you have a large body of numerical data put it in an appendix.

### Thesis Printing and Submission

**NB: Students doing the Masters in Conservation Science course are required to only submit a digital version of their thesis (no need to cut-down more trees!).**

**Number of copies.** You must supply two bound copies of your thesis: one each for the external examiners and Library, and a third copy of your own, which you must take with you to your internal and external vivas.

**Printing layout.** Print your thesis double-sided on A4 paper. The main body of the text should be printed using 1.5 line spacing and page numbering should be used. The thesis margins should be at least 2 cm and the main text font size should not be smaller than 11 point.

**Binding.** Use a ring binder to bind the thesis. You should include a transparent plastic sheet in front of the cover page and use a plain white A4 sheet of card at the back. You will be provided with printed cover sheets with the college crest and logo.

**Online Submission.** You must also submit an electronic version of your project report on Blackboard and your class git repository (CMEE Masters). The digital copies should be identical to the printed version, including the pagination and cover sheet.

### Penalties for Late Submission

The Policy on Penalties for Late Submission of Assessed Work can be found here:

[http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/marketing-and-moderation/Late-submission-Policy.pdf](http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/marketing-and-moderation/Late-submission-Policy.pdf)
Final Presentations and Viva

The Final Presentation

All students will make a final project presentation as part of the Silwood Frontiers in Ecology and Evolution (FrEE) symposium in early September (see dates in section 3), following their dissertation submission. This presentation will help you prepare for your internal viva, and so will aid in your dissertation assessment. Therefore, please take it seriously. The structure and content of the presentation should match that of the final dissertation. Please see the FrEE Symposium section (page 18) for further details. All courses formally mark the final presentation — please refer to your Course-specific Guidebook.

Internal Viva

Each student will undertake a 30-min Viva with two Examiners (the markers). The marking criteria are available at:

https://mhasoba.pythonanywhere.com/marketing_reports/static/marketing_criteria/Project_Marking_Criteria.pdf

https://mhasoba.pythonanywhere.com/marketing_reports/static/marketing_criteria/Supervisor_Marking_Criteria.pdf

External Examiners Viva

Some candidates will be informally interviewed project by the External Examiner, the purpose being to reveal any problems the candidate may have had with the project, and to probe their understanding of the research they undertook. There is no mark attached to this viva with the external examiner, but the examiner will take part in moderation discussions in the Exam Board Meeting and use the feedback from students in assessing the quality of the course and the Student's dissertation work.

Imperial Mobile app

Don’t forget to download the free Imperial Mobile app for access to College information and services, including your programme timetable, College emails and a library catalogue search tool.

www.imperial.ac.uk/imperialmobile

Imperial Success Guide

The Imperial Success Guide is an online resource with advice and tips on the transition to Master's level study. More than just a study guide, it is packed with advice created especially for Imperial Master's students, including information on support, health and well-being and ideas to help you make the most of London.

www.imperial.ac.uk/success-guide
3. Assessment

Masters Programme Regulations

Please see your Course Guidebook for weightings of individual course components, which varies across Masters Courses.

General Masters (MSc or MRes) course regulations

Taking the Course

The word ‘take’ in the context of these regulations means that you have attended the timetabled parts of a course (unless prevented by illness), sat its examinations (if applicable), submitted the coursework specified for it, and completed a research project.

NB: IN the following regulations, “Element” refers to the Taught and Project parts of each course. A “Component” is a subset of an element. So for example, the Taught element may consist of separate Coursework and Exam components.

Class Boundaries

The final degree grade will be used to classify all Masters (MSc and MRes) degrees according to the following marks boundaries:

- **Distinction**: 70% or more overall, and on every course element
- **Merit**: 60% or more (less than 70%) overall, and on every course element
- **Pass**: 50% or more (less than 60%)
- **Fail**: below 50%

These boundary for a **Distinction** and a **Merit** is the minimal criterion for obtaining a degree with that classification. Additional requirements will also have to be met to obtain a Distinction. Specifically, to achieve a Distinction, in addition to getting 70% overall, the project element must have at least 70% (all projects, if there are multiple projects), the components of the taught element (e.g., exam and coursework) should have an average of at least 70%, and no element or component should be less than 60%. To achieve a Merit, in addition to getting 60% overall, the project element must have at least 60% (all projects, if there are multiple projects), the components of the taught element (e.g., exam and coursework) should have an average of at least 60%, and no element or component should be less than 50%.

Also, these boundaries will be moderated at the final Exam Board meeting with inputs from the Mitigation Advisory Panel to take account of any difficulties you may have experienced (such as illness).

**Research Projects.** Assessment will be by written report and for most courses, viva voce after the completion of each project (Please refer to your Course Guidebook). Information conveyed in the final project presentation will also be taken into consideration, or may be marked independently (check your Course Guidebook).
a) The Supervisor will complete an assessment form on your performance during the project, sending the mark direct to the Course Director.

b) Your project report will be marked by two examiners. Exceptionally, advice may be sought from scientists of equivalent standing from outside the Department.

c) The two markers will both mark the thesis (report) and agree a mark.

d) The Supervisor and Markers should each add a written justification of their marks, to inform the External Examiners.

e) The Markers will viva the student and assign a mark based on the student’s performance in the viva.

f) In the case that the two markers differ in 10% or more in their mark, they will provide a written justification on an agreed mark in the assessment form.

MSc Course Regulations

MSc courses are broken into Taught and Research project elements. The Taught element is further broken into Exam and Coursework components. All taught modules listed in your Course Guidebook are compulsory.

Assessment of Performance

**Taught element.** All taught modules are assessed by written examinations and coursework, or a combination of the two. Coursework assessment will typically be in the form of assessed lab or computer practicals, reports, or practical write-ups.

Receipt of marks for assessed coursework is absolutely dependent upon you delivering the work by the stated deadlines (making due allowance for sickness). Marks for assessed practical class reports can be gained only if you attend and perform the relevant practicals.

**Research Project element.** Assessment will be by written report and viva voce after completion of the project.

Resit Examinations

a) If you should fail the examination you are entitled to resit it the next two times it is offered;

b) if the coursework element failed to reach the threshold 50% mark, whether through inadequacy or lateness of submission, the student will normally be asked to repeat the specific failed course components (i.e. take them again);

c) a candidate who has attended most of a course but fails its coursework element because of ill health or bereavement will normally be allowed to resubmit the relevant coursework by a new deadline;

d) a candidate who has taken a course but fails to sit its exam because of ill health or bereavement will normally be allowed to carry over their coursework mark for that course to when they next take the exam.

Rules

a) All elements of the assessment must be passed before a degree of MSc can be recommended.

b) To pass the taught course element, the aggregate marks for each, the coursework and the examination components separately must be above 50%, as well as receiving an aggregate mark for the taught course above 50%;

c) If you fail the examination component of the course, then you would normally resit any failed exam papers the following year. If you fail the coursework component of the taught course you will be allowed to resubmit the failed coursework if it is deemed to be appropriate;

d) To pass the project element of the course you must obtain a mark of 50%;
MRes Course Regulations

MRes courses are broken into Taught and Research project elements. The Taught element may be assessed through Coursework assessments. All taught modules listed in your Course Guidebook are compulsory.

Assessment of Performance

Research Project element. Assessment will be by written report and viva voce after the completion of each masters project (both winter and summer projects, if applicable).

Rules.

a) All elements of the assessment must normally be passed before a degree of MRes can be recommended.
b) If a research project mark is a fail then the student would normally retake the project the following year.
c) Project reports are normally to be submitted in September and vivas with the internal and external examiners are in late September prior to the Examinations Board Meeting.
d) Only when a detailed case has been made and accepted by the Board will candidates be moderated into a different degree class from that associated with their aggregate final mark. In such cases, the Board may be guided by a notional ‘Grey Area’ (up to and including 2% below the threshold mark) within which the degree class might be moderated.
e) Course convenors and project supervisors have a responsibility to notify the Examination Officer of exceptional circumstances known to them that might have affected the course mark given to a candidate.
f) The Course Administrator must record existence of any medical or personal problems which might have affected performance in the taught component assessment, and notify the MSc Office. All such circumstances must be made known to the Chair prior to the meeting of the Board of Examiners so that a preliminary assessment can be made of their likely effect, and additional information sought where necessary.
Instruction to Candidates for Examinations

Students who are candidates for examinations are asked to note that all examinations are conducted in accordance with the College’s Academic Regulations, the Regulations for Programmes of Study and the Examination Regulations.

Instructions for exam candidates can be found here:


Plagiarism

Plagiarism is the presentation of another person’s thoughts, words, images or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse.

Plagiarism is considered a cheating offence and must be avoided, with particular care on coursework, essays, reports and projects written in your own time and also in open and closed book written examinations.

Where plagiarism is detected in group work, members of that group may be deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed, proportionate to their contribution.

For further information, please refer to the Academic Misconduct Policy and Procedures section on page 38 of this guidebook.
4. Board of Examiners

Board of Examiners

Each course has a board of examiners consisting of a Chair (a Silwood Academic), the course’s Director(s), and the External Examiner(s). An exam board meeting will be held after all the Coursework and Research Project marks have been finalized, and will follow 1:1 meetings of students (the External Examiner “Viva” – see section above). The purpose of the board meeting is to determine whether any of the students’ marks need to be moderated based upon the External Examiner’s interviews with students, and for the External Examiners to provide feedback about the quality of the course and the Students’ dissertations to the Course director(s). Subsequently, the external Examiners will submit a report that provides an assessment of the course and any recommendations for improvement.

Details of the External Examiners for your course can be found in your Course-specific Guidebook.

It is common for Master’s level students to have some form of academic or social interaction with their external examiners at some point during or after their studies as well as during the assessment process itself.

It is inappropriate for you to submit complaints or representations direct to external examiners or to seek to influence your external examiners. Inappropriate communication towards an examiner would make you liable for disciplinary action.

A summary of External examiners reports from the previous academic year can be found here:

www.imperial.ac.uk/staff/tools-and-reference/quality-assurance-enhancement/external-examining/information-for-staff
5. Location and Facilities

Imperial has a number of campuses in London and the South East. All have excellent travel links and are easily accessible via public transport.

Your main location of study will be:

Silwood Park Campus, Buckhurst Road, Ascot, Berks SL5 7PY

The emergency number for Silwood Park is 4444

You may also contact Silwood Park Security by:

020 7594 2515
spsecurity@imperial.ac.uk

The Department's administration office is located on the ground floor of the Hamilton building (room G.16) and is open Monday to Friday, 08:30-16:30.

The technicians office is located on the ground floor of Hamilton building (room G.11) and is open from Monday to Friday, 08:30-11:00, 11:45-16:30. The technicians can help with office keys, CE rooms and greenhouses, lab and course materials and equipment, coordination for fieldwork including maps and Silwood field data. Also the booking of and queries relating to lecture rooms.

Computing and Information Technology

Computer access and printing is available in the Computer Room, on the first floor of the Hamilton building, next door to the library. There are 26 desktop computers available for students to use, and numerous network points for laptops. There are a further 10 PCs available in Seminar Room 1, along with a colour printer. A second colour printer is also available in the ground floor foyer of the Hamilton Building. Computer practicals will typically be held in the Hamilton Computer Room.

In addition, during certain modules you will be required to use two local, multi-core linux machines in the Pawar lab, called "William" and "Harvey". These make it relatively easy to learn to run large-ish parallel jobs. If you want access, please ask Samraat Pawar. You would be able to log onto one of them remotely and run single-core or multi-core simulations, statistical fitting, and other computing jobs, with a few rules or constraints to be followed out of respect for other users. William has 16 cores and Harvey has 12. They each have around 50Gb memory. Documentation for these can be found at [https://bitbucket.org/mhasoba/pawarlab/raw/8d814b4571d265d3939b84f94d4fb793e2c716fce/Computing/LabServers/LabServers.pdf](https://bitbucket.org/mhasoba/pawarlab/raw/8d814b4571d265d3939b84f94d4fb793e2c716fce/Computing/LabServers/LabServers.pdf)

Finally, the Imperial College High Performance Computing (HPC) Cluster puts over 10,000 cores at the disposal of a researcher. For most purposes in quantitative biology this is essentially infinite computing power.

IT help and support is provided via the Information and Communication Technologies (ICT) web page at: [http://www3.imperial.ac.uk/ict](http://www3.imperial.ac.uk/ict). To request help, please contact the ICT Service Desk by email service.desk@imperial.ac.uk or call ext 49000. ICT Computer support at Silwood Park is available in Hamilton Building Room 1.12 (on the 1st floor) from 12.30 to 13.30 Mondays to Fridays during term. Online support is also available: [https://imperial.service-now.com/ict](https://imperial.service-now.com/ict)

Please also check your Course guidebook for course-specific instructions about computing.

Lecture Rooms

Most core lectures will be held in the Hamilton Building. Your timetable and Blackboard should be consulted for room allocations.
Field Laboratory

The Field Lab is located on the ground floor of the Hamilton building directly opposite the main entrance.

Desk and Work Spaces

Throughout the year, students are also welcome to work in the Wallace room of the Hamilton building. However, the Hamilton building lobby closes at 7pm. Students can also work in the Library and the desks in the CPB common room, though the library has limited desk spaces.

Project supervisors may also make desk space available to Masters students at their own discretion. Feel free to ask your supervisor about obtaining a desk space in her/his lab.

Silwood Park Library

The Silwood Park Campus Library (the Michael Way Library) is located on the first floor of the Hamilton Building. It specialises in ecology, evolution, biodiversity, conservation, plant and animal biology and entomology, and also covers related subjects in agriculture, life sciences and environmental sciences. It maintains a collection of recommended textbooks for the Master's courses and loan copies of MSc and MRes theses by past students. Books held at other Imperial libraries can be requested, and it is also possible to borrow books from non-Imperial libraries upon request. Students and staff of the College also have access to an enormous number of e-books and e-journals with their institutional log-ins.

The library has a few study spaces, and is open twenty four hours a day, seven days a week. It is staffed from 10am to 5pm Monday to Friday.

Silwood.library@imperial.ac.uk
www.imperial.ac.uk/library

Tree House Refectory and Silwood Bar

The Tree House refectory opens for breakfast, morning coffee and lunch on weekdays.

Breakfast and coffee: 8.00am – 12noon
Lunch: 12noon – 2pm
Snacks: 2pm - 3pm

The menu changes daily and can be viewed in the refectory building.

The refectory building also houses the Silwood Bar, which is open from 5pm usually on Tuesday, Thursday and Friday, but is subject to change. The bar is not open at weekends, but pub games, a foosball table, dart board, table tennis table, pool table and various board games are available from the games room adjoining the bar, and can be accessed at any time.
**Silwood News**

Students can sign up to Silwood News, which is a weekly email noticeboard where Silwood people can post messages about upcoming events, requests, jobs etc.

Send Silwood-news mailing list submissions to [silwood-news@imperial.ac.uk](mailto:silwood-news@imperial.ac.uk)

To subscribe or unsubscribe visit [https://mailman.ic.ac.uk/mailman/listinfo/silwood-news](https://mailman.ic.ac.uk/mailman/listinfo/silwood-news) or, via email, send a message with subject or body 'help' to [silwood-news-request@imperial.ac.uk](mailto:silwood-news-request@imperial.ac.uk)

You can reach the person managing the list at [silwood-news-owner@imperial.ac.uk](mailto:silwood-news-owner@imperial.ac.uk)

We also have a Silwood Campus Facebook page at: [https://facebook.com/groups/119599808093190/](https://facebook.com/groups/119599808093190/)

**Silwood Park Fields**

The campus covers about 100 ha, and contains grasslands, scrubland, and ancient as well as several decades-old oak-dominated woodlands. It also hosts several active field studies, some of which have been run for decades. These experiments are helping to test a broad range of hypotheses about the impact of agrochemicals and alteration of grazers-plant interactions on plant and microbial communities, the effects of climate change on the assembly of natural communities and ecosystem function, and the effect of species interactions and habitat structure in population dynamics and animal behaviour. The well-known history of the fields along with a substantial amount of information about the species that live here makes Silwood Park an ideal site for field research.

You can find more information about the field and long-term studies and weather at:

[www.imperial.ac.uk/silwood-park/research/field-experiments/](http://www.imperial.ac.uk/silwood-park/research/field-experiments/)

**Maps**

Campus maps and travel directions are available at:

[www.imperial.ac.uk/visit/campuses/silwood-park/find-us/](http://www.imperial.ac.uk/visit/campuses/silwood-park/find-us/)

**Smoke-Free Policy**

All Imperial campuses and properties are smoke-free. This means that smoking by staff and students is not permitted on or within 20 metres of College land. The policy covers all College properties, including student accommodation and sports grounds.

[www.imperial.ac.uk/smoke-free](http://www.imperial.ac.uk/smoke-free)
6. Placements

The College defines a placement as:

“work experience, assessed project work, a period of course-based study or a period of research (for which academic credit is awarded and/or where the student remains subject to College student regulations during the relevant period) and where there is a transfer of direct supervision of the student to a third party (i.e. where a member of staff at the third party acts as the day-to-day supervisor/manager) for a period of two weeks or more.”

Academic departments are responsible for managing any study or work placement which forms part of your degree programme. It is expected that you will contribute to the process of planning your placement.

For guidance on this, see the College’s Placement and Learning Policy and associated good practice:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/placement-learning

For more information on placements visit the Placements website:

www.imperial.ac.uk/placements

If you are considering/planning a placement outside the UK you should also refer to the Placement Abroad Handbook:

www.imperial.ac.uk/placements/information-for-imperial-college-students
7. Working While Studying

If you are studying full time, the College recommends that you do not work part-time during term time. If this is unavoidable we advise you to work no more than 10–15 hours per week, which should be principally at weekends and not within normal College working hours. Course Directors reserve the right to timetable activities at any time within normal College working hours, and they will not flex those timetables around you working hours.

Working in excess of these hours could impact adversely on your studies or health.

If you are here on a Tier 4 visa you can work no more than 20 hours a week during term time. Some sponsors may not permit you to take up work outside your studies and others may specify a limit.

If you are considering part-time work during term time you are strongly advised to discuss this issue with your supervisor or Personal/Senior Personal Postgraduate Tutor. If you are on a Tier 4 visa you should also seek advice from the International Student Support team regarding visa limitations on employment.
8. Health and Safety

You are responsible for looking after your own health and safety and that of others affected by your College-related work and leisure activities. You must:

- comply with all local and College policies, procedures and codes of practice and with the arrangements which the College has in place to control health and safety risks.
- ensure that your activities do not present unnecessary or uncontrolled risks to yourself or to others.
- attend appropriate induction and training.
- report any accidents, unsafe circumstances or work-related ill health of which you become aware to the appropriate person.
- not interfere with any equipment provided for Health and Safety.
- inform your supervisor or the person in charge of the activity in cases where you are not confident that you are competent to carry out a work or leisure activity safely, rather than compromise your own safety or the safety of others.

The College’s Health and Safety Statement can be found at:


Your Departmental safety contact is:

Stefan Hoyle
Sir Alexander Fleming Building, South Kensington Campus
07872 850018
s.hoyle@imperial.ac.uk

You may be required to complete inductions and attend training sessions to safely complete this course. These include:

Risk Assessment Foundation Training (RAFT)

This is a mandatory course for all students. It is an electronic assessment that is based on Blackboard and provides training on the basic principles of risk assessment, significant risk and College forms, procedures and guidance. RAFT must be completed by all students before undertaking research projects. The learning objectives for the course are tested in an online test. All MRes students will be enrolled and receive links and information at beginning of October and MSc students will be enrolled before commencement of projects. If you have any questions on the course please contact Stef Hoyle (s.hoyle@imperial.ac.uk).

Further information is available here:
http://www3.imperial.ac.uk/staffdevelopment/safety/index/raft

The College Safety Department

The Safety Department offers a range of specialist advice on all aspects of safety. This includes anything which you feel might affect you directly, or which may be associated with teaching, research or support service activities.

The College’s activities range from the use of hazardous materials (biological, chemical and radiological substances) to field work, heavy or awkward lifting, driving, and working alone or late.
All College activities are covered by general health and safety regulations, but higher risk activities will have additional requirements.

The Safety Department helps departments and individuals ensure effective safety management systems are in place throughout the College to comply with specific legal requirements.

Sometimes the management systems fail, and an accident or a near-miss incident arises; it is important that we learn lessons from such situations to prevent recurrence and the Safety Department can support such investigations. All accidents and incidents should be reported online at:

www.imperial.ac.uk/safety

To report concerns or to ask for advice you should contact your programme director, academic supervisor or departmental safety officer in the first instance. You may also contact the Safety Department directly.

Lone Working and Supervision

Students must be appropriately supervised and monitored when working in a laboratory area.

Masters students **must not** be left to work alone in the lab. Masters students cannot supervise each other, an experienced competent member of the lab must be available.

Fieldwork activities must be planned so that Masters students are not working alone.

Fieldwork Health and Safety

Please ensure that you think about health and safety for your fieldwork well in advance, and that you discuss your plans early with your prospective supervisor, Course Director and the Department Health and Safety representatives.

Where the FCO advice is either avoid all travel or avoid all but essential travel to parts of a country, or other information sources suggest that travel is not advised then the students must avoid these countries completely and identify other less hazardous countries in which to conduct their projects.

Students should plan their fieldwork so there is no lone working while out in the field.

Please refer to the General guidelines for Silwood Park field experiments and collections if you plan to do any fieldwork in the grounds of the campus. This document contains a Health and Safety Procedures section and is available online:  [http://www.imperial.ac.uk/silwood-park/research/field-experiments/](http://www.imperial.ac.uk/silwood-park/research/field-experiments/)

Before setting up your experiment or course practical please get familiar with the areas where field research at Silwood Park is taking place and with the marks and tags used by the experiments: [http://www.imperial.ac.uk/silwood-park/research/field-experiments/field-signs-and-markings/](http://www.imperial.ac.uk/silwood-park/research/field-experiments/field-signs-and-markings/)
Good Laboratory Practice

- Always ensure that an appropriate risk assessment has been completed and you are familiar with the identified risks and emergency procedures before starting lab work.
- Do not eat, drink, smoke or apply make-up.
- Wear a laboratory coat and fasten it correctly.
- Do not pipette anything by mouth.
- When necessary wear gloves of an appropriate type and do not wear gloves in corridors.
- Always use the correct route for waste disposal.
- Wear correct eye protection when appropriate.
- Keep benches tidy and floor areas and corridors unobstructed.
- Know the drill for emergency evacuation.
- All Accidents and Dangerous Occurrences must be reported.
- Report all defects to your supervisor or your Area Safety Representative.
- Permit to work forms must be completed before visiting ‘contractors’ begin work.
- All protocols and procedures must have a risk assessment.

Occupational Health requirements

The College Occupational Health Service provides services to:

- protect health at work
- assess and advise on fitness for work
- ensure that health issues are effectively managed

The Service promotes and supports a culture where the physical and psychological health of staff, students and others involved in the College is respected, protected and improved whilst at work.

[www.imperial.ac.uk/occupational-health](http://www.imperial.ac.uk/occupational-health)
9. College Policies and Procedures

Regulations for Students
All registered students of the College are subject to the Regulations for Students, the College Academic and Examination Regulations and such other regulations that the College may approve from time to time.

www.imperial.ac.uk/about/governance/academic-governance/regulations
www.imperial.ac.uk/students/terms-and-conditions

Academic Feedback Policy
We are committed in providing you with timely and appropriate feedback on your academic progress and achievement, enabling you to reflect on your academic progress. During your study you will receive different methods of feedback according to assessment type, discipline, level of study and your individual need. Further guidance on the Policy of Academic Feedback can be found on the Academic Governance website:

http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf

Provisional Marks Guidance
Provisional marks are agreed marks that have yet to be ratified by the Board of Examiners. These results are provisional and are subject to change by the Board of Examiners. The release of provisional marks is permitted except in certain circumstances. Further information can be found in the Guidelines for Issuing Provisional Marks to Students on Taught Programmes:


Late Submission Policy
You are responsible for ensuring that you submit your coursework assessments on time and by the published deadline. Any piece of assessed work which is submitted beyond the published deadline (date and time) would be classed as a late submission. Further guidance on Late Submission of Assessments can be found on the Academic Governance website:

http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/marking-and-moderation/Late-submission-Policy.pdf

Academic Integrity
You are expected to conduct all aspects of your academic life in a professional manner. A full explanation of academic integrity, including information on the College’s approach to plagiarism is available on the College website:

Academic Misconduct Policy and Procedures

It is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Plagiarism is scientific misconduct, and students whose assessments can be shown to contain plagiarism are subject to penalties as outlined in the College’s Misconduct Policy and Procedures.

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

MRes Code of Practice

The Code of Practice for MRes programmes is available here:


Appeal and Complaints Procedures

We have rigorous regulations in place to ensure assessments are conducted with fairness and consistency. In the event that you believe that you have grounds for complaint about academic or administrative services, or wish to appeal the outcome of an assessment or final degree, we have laid out clear and consistent procedures through which complaints and appeals can be investigated and considered:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Student Disciplinary Procedure

The College has the right to investigate any allegation of misconduct against a student and may take disciplinary action where it decides, on the balance of probabilities, that a breach of discipline has been committed. The general principles of the Student Disciplinary Procedure are available on the College website:

www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ordinances/students/

Student Alcohol and Substance Misuse Policy

View the policy at:

http://www.imperial.ac.uk/media/imperial-college/current-students/public/Student-Alcohol-and-Substance-misuse-policy.pdf

Intellectual Property Rights Policy

For further guidance on the College’s Intellectual Property Rights Policy is available on the College website:

www.imperial.ac.uk/students/enterprising-students/intellectual-property/

Use of IT Facilities

View the Conditions of Use of IT Facilities:

http://www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/staff-computers/conditions-of-use-for-it-facilities/
10. Well-being and Advice

Student Space
The Student Space website is the central point for information on health and well-being.

www.imperial.ac.uk/student-space

Departmental support and College tutors
Your Department has a system of academic and pastoral care in place to make sure you have access to the appropriate support throughout your time here. This includes:

Personal Postgraduate Tutor
The Department’s Personal Postgraduate Tutor can offer pastoral support and advice. You can arrange to have a meeting with them at any time during your studies – what you discuss will be completely confidential.

If necessary they will direct you to an appropriate source of support.

Dr Julia Schroeder
Room 2.13, Munro Building, Silwood Park Campus
020 7594 9086
julia.schroeder@imperial.ac.uk

Students with academic problems relating to their course should initially talk to the relevant module convenor or the course director. Personal problems, financial difficulties, etc, can be discussed with the course directors, the course welfare tutor or the postgraduate tutor. Students may also be assigned a personal tutor with whom they can discuss both academic and personal matters.
Advice services
The tutor system is complemented by a College-wide network of advice and support. This includes a number of specialist services.

Careers Service
The Careers Service has strong links to your Department and you will have a named Careers Consultant and Placement and Internship Adviser who will run both group sessions and individual meetings within your Department. You can arrange to meet with your linked Careers Consultant or Placement and Internship Adviser either in your Department or centrally on Level 5 Sherfield where the Careers Service is based.

Visit the Career Service’s website to:
- Book a careers appointment
- Find resources and advice on successful career planning

www.imperial.ac.uk/careers

Counselling and Mental Health
The Student Counselling and Mental Health Advice Service offers short-term counselling to all registered students. The service is free and confidential, and is available by email at emailcounselling@imperial.ac.uk, or via a personal appointment at the South Kensington campus.

www.imperial.ac.uk/counselling

counselling@imperial.ac.uk

Financial support and tuition fees
If you’ve got any questions about student financial support (loans, scholarships and research council studentships, US and Canadian loans) then contact the Student Financial Support team:

020 7594 9014
student.funding@imperial.ac.uk

If you suddenly find yourself in financial difficulties or experience an unexpected change in circumstances, you may be eligible to apply for emergency financial help through the Student Support Fund. The Fund offers a one-off payment of up to £2,000 to cover such emergencies as last minute accommodation and travel necessities, equipment and childcare. It does not have to be repaid.

http://www.imperial.ac.uk/students/fees-and-funding/financial-assistance/student-support-fund/

For tuition fees queries, contact the Tuition Fees team:

020 7594 8011
tuition.fees@imperial.ac.uk
Imperial College Union (ICU) Advice Centre

Imperial College Union runs the Advice Centre independently of the College with advisers on hand to provide free, confidential, independent advice on a wide range of welfare issues including housing, money and debt, employment and consumer rights, and personal safety.

www.imperialcollegeunion.org/advice

Student Hub

The Student Hub represents a single point of contact for all key administrative information and support. The Student Hub team can help you with enquiries about:

- Accommodation (including checking contracts for private accommodation)
- Admissions
- International student enquiries
- Research degrees
- Student financial support
- Student records
- Tuition fees

Level 3, Sherfield Building, South Kensington Campus

020 7594 9444
student.hub@imperial.ac.uk
www.imperial.ac.uk/student-hub

Health Services

NHS Health Centre and finding a doctor

Even if you’re fit and healthy we recommend that you register with a local doctor (GP) as soon as you arrive. The local surgery is Kings Corner Surgery in Sunninghill. Appointments are available on campus on Thursday mornings between 10:50 and 11:30. Appointments are available at other times by visiting the surgery in Sunninghill.

Kings Corner Surgery, Kings Road, Sunninghill, Ascot, Berks, SL5 0AE

01344 623181
www.kingscornersurgery.co.uk

NHS Dentist (based in the Imperial College Health Centre)

Imperial College Dental Centre offers a full range of NHS and private treatment options.

www.imperial.ac.uk/student-space/here-for-you/dentist
Disability Support

Disability Advisory Service
The Disability Advisory Service provides confidential advice and support for all disabled students and students with specific learning difficulties.

If you think you may have dyslexia or another specific learning difficulty but have never been formally assessed, the Disability Advisory Service offers initial screening appointments.

Room 566, Level 5, Sherfield Building, South Kensington Campus
020 7594 9755
disabilities@imperial.ac.uk
www.imperial.ac.uk/disability-advisory-service

Departmental Disability Officers
Departmental Disability Officers are the first point of contact within your department. They can apply for additional exam arrangements on your behalf, and will facilitate support within your Department.

Dr Julia Schroeder is the Disability Officer for Silwood Park.
020 7594 9086
julia.schroeder@imperial.ac.uk

More information on Departmental Disability Officers is available at:
www.imperial.ac.uk/disability-advisory-service/support/ddos

More information on procedures for the consideration of additional exam arrangements in respect of disability is available at:

IT

Information and Communications Technologies (ICT)
If you’re having problems with technology (including computers, laptops and mobile devices), you can get help from ICT’s Service Desk.

020 7594 9000
www.imperial.ac.uk/ict/service-desk

Software shop
The Software shop offers a variety of general and subject specific software programs and packages for free or at a discounted price for Imperial students.

www.imperial.ac.uk/admin-services/ict/shop/software
Religious support

The Chaplaincy Multi-faith Centre (located at the South Kensington campus) has chaplains from many different religions, as well as prayer rooms and information on places of worship. In addition, it runs meditation classes and mindfulness workshops for stress management. There is a student-run Islamic prayer room on campus and separate areas available for male and female Muslims.

www.imperial.ac.uk/chaplaincy

Support for International Students

English language support

The Centre for Academic English provides free in-sessional English courses for international students while they are studying. These include classes and workshops on academic language, social language, the four skills of reading, writing, listening and speaking, 1-1 consultations with a tutor to work on a piece of academic writing or an oral presentation, self-study resources in the VLE Blackboard, and the Conversation Project, which partners students with a native-speaker volunteer to practise social and conversational English.

www.imperial.ac.uk/academic-english

International Student Support team

Students from outside the UK make up around half of our student population, so our International student Support team offers year-round support to help our international students settle into Imperial life. This includes UK visa and immigration advice and trips to different places of interest.

www.imperial.ac.uk/study/international-students
11. **Student Records and Data**

The Student Records and Data Team are responsible for the administration and maintenance of the student records for all students studying at the College. This includes enrolments, programme transfers, interruption of studies, withdrawals and processing of examination entry for research degree students. The team also use this information to fulfil reporting duties to the Student Loans Company, Transport for London and the UKVI, as well as other external bodies.

The Team is responsible for the processing of student results and awards on the student record system as well as the production and distribution of academic transcripts and certificates of award.

The Student Records and Data Team produce a variety of standard document requests for both current and previous students including council tax letters, standard statements of attendance and confirmation of degree letters.

**Student records and examinations**

📞 +44 (0)20 7594 7268  
📧 records@imperial.ac.uk

**Degree certificates**

📞 +44 (0)20 7594 8037  
📧 certificates@imperial.ac.uk
12. **Work-life Balance**

The pace and intensity of postgraduate study at Imperial can be demanding so it's important to find time for outside interests.

**Silwood Park Students’ Union**

Silwood Park Union (SPU) represents the student community based at Silwood Park Campus.

Silwood Park Union (SPU) represents the student community based at the Silwood Park Campus of Imperial College London. We organise events and run clubs and societies with a grant from Imperial College Union (ICU). Most importantly, our Union is run by the students for the students - we need you to make things happen. Though your first priority at Silwood will be your academic work, getting involved will help you make friends, gain experience working in or leading teams and help you make the most of your time here.

Silwood Park Student Union Chair: Richard Sheppard.

For more information, visit the Union’s website at [www.union.ic.ac.uk/presidents/silwood/](http://www.union.ic.ac.uk/presidents/silwood/)

**Imperial College Union**

The Union’s range of 375+ student-led clubs, societies and projects is one of the largest of any UK university, opening up lots of ways for you to enjoy your downtime.

[www.imperialcollegeunion.org/about-us](http://www.imperialcollegeunion.org/about-us)

**Graduate Students’ Union**

The Graduate Students’ Union is the postgraduate arm of Imperial College Union. The GSU works alongside the Imperial College Union President to ensure that the requirements of postgraduate students are catered for. It also organises a number of academic and social events during the year.

[www.imperialgsu.com](http://www.imperialgsu.com)

**Physical Activity Sport**

Imperial College has a wide range of sports and activities on offer that cater for all standards and abilities. We have a recreational activity offer, competitive sports teams and an elite sport programme. We are dedicated to ensuring we have a diverse, inclusive and exciting offer for all.

Sports facilities at Silwood Park include the ‘Impetus’ fitness gym, which offers state-of-the-art cardiovascular and resistance equipment, along with changing facilities. The gym is open to all students, staff and Science Park employees seven days a week from 07.00-22.00.

[www.imperial.ac.uk/sport](http://www.imperial.ac.uk/sport)
13. Student feedback and representation

Feedback from Students

The College and Union is committed to continually improving your education and wider experience and a key part of this is your feedback. Feedback is thoroughly discussed by your student representatives and staff.

Student Representation

Student Representatives are recruited from every department to gather feedback from students to discuss with staff. More information about the role, and instructions on how to become an academic representative, are available on the Imperial College Union (ICU) website.

[www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview](http://www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview)

Each masters Course will nominate one Student Representative by the end of October — your Course director will explain the procedure for nominating representatives at the start of the course.

Staff-Student Committee

Staff-Student Committees are designed to strengthen understanding and improve the flow of communication between staff and students and, through open dialogue, promote high standards of education and training, in a co-operative and constructive atmosphere. College good practice guidelines for staff-student committees are available here:

[www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback](http://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback)

Each Masters Course at Silwood Park will have the following Staff-Student Committee meetings:

a. A course-specific feedback session with their course Director(s) in the Spring Term (dates vary by Course — please talk to your Course Director). This will be attended by the course student representative, as many of the students as possible, and the Course Director. It is the Student Representative’s duty to come prepared with a list of course-related issues that have come up. The objective of this meeting is for the students to provide feedback that may be used to address the issues, to the extent possible, in the remainder of the course. The Individual Course Directors will then provide a summary of their respective meetings and subsequent actions in Course Directors Meeting (AKA the Silwood Jedi Council Meeting) in Late Summer to the Silwood Park Masters Coordinator (AKA HoJC).

b. A cross-course feedback session in the Autumn and Spring Term attended by the Silwood Park Masters Coordinator (same HoJC), Course Administrator, Postgraduate Tutor, and each course’s Student Representative.
14. Student Surveys

Your feedback is important to your department, the College and Imperial College Union.

Whilst there are a variety of ways to give your feedback on your Imperial experience, the following College-wide surveys give you regular opportunities to make your voice heard:

- PG SOLE lecturer/module Survey or departmental equivalent
- Student Experience Survey (SES)
- Postgraduate Taught Experience Survey (PTES) – Spring 2018

The PG SOLE lecturer/module survey runs at the end of the autumn and spring terms. This survey is your chance to tell us about the modules you have attended and the lecturers who taught them.

For PG SOLE your lecturers will receive their individual numerical results and comments shortly after the survey closes. To make the most of your opportunity to give your feedback, please do not use offensive language or make personal, discriminatory or abusive remarks as these may cause offence and may be removed from the results. Whilst this survey is anonymous, please avoid self-identification by referring to personal or other identifying information in your free text comments.

The Student Experience Survey (SES) is another opportunity to leave your views on your experience. This survey will cover your induction, welfare, pastoral and support services experience.

The Postgraduate Taught Experience Survey (PTES) is the only national survey of Master’s level (MSc, MRes, MBA and MPH) students we take part in. This is the only way for us to compare how we are doing against the national average and to make changes that will improve our Master’s students’ experience in future. PTES covers topics such as motivations for taking the programme, depth of learning, organisation, dissertation and professional development. PTES last ran in spring term 2016 and will run in spring 2018.

All these surveys are anonymous and the more students that take part the more representative the results so please take a few minutes to give your views.

The Union’s “You Said, We Did” campaign shows you some of the changes made as a result of survey feedback:

- [www.imperialcollegeunion.org/you-said-we-did](http://www.imperialcollegeunion.org/you-said-we-did)

If you would like to know more about any of these surveys or see the results from previous surveys, please visit:

- [www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys](http://www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys)

For further information on surveys, please contact the Registry’s Surveys Team at:

- surveys.registrysupport@imperial.ac.uk
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- alumni email service
- networking events
- access to the Library and online resources
- access to the full range of careers support offered to current students for up to three years after you graduate
- access to our Alumni Visitor Centre at the South Kensington Campus, with free Wifi, complimentary drinks, newspapers and magazines, and daytime left luggage facility

Visit the Alumni website to find out more about your new community, including case studies of other alumni and a directory of local alumni groups in countries across the world.

www.imperial.ac.uk/alumni