

Integrating education with consumer behaviour relevant to energy efficiency and climate change at the Universities of Europe, Russia, Sri Lanka, and Bangladesh (BECK)

Research Degrees in Affiliated Research Centres

Global Disaster Resilience Centre,

School of Applied Sciences, University of Huddersfield – United Kingdom

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## Postgraduate Research Handbook for BECK MOOC Modules - 2020-2021



This handbook introduces the services available to research degree students; the university policies that apply during registration; and advice about what to do at key points in your online research degree programme.

This handbook has been prepared by the Global Disaster Resilience Centre (GDRC) in University of Huddersfield and BECK Centre under the EU Erasmus+ BECK Project.

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## **Integrating education with consumer behaviour relevant to energy efficiency and climate change at the Universities of Russia, Sri Lanka, and Bangladesh (BECK)**

### **BECK – PhD MOOC Modules**



Development of New Adaptive MOOC modules on Consumer's Behaviour Related to Energy Efficiency and Climate Change

#### **Description**

The aim of the BECK project is to create a suitable basis for education in the field consumer's behaviour related to energy efficiency and climate change in the built environment (BECK) by introducing integrated, multidisciplinary BSc, MSc and PhD adaptive, recognised and certificated MOOC modules to existing study programmes in European, Russian, Sri Lanka and Bangladesh universities.

Accordingly, the Global Disaster Resilience Centre (GDRC) of University of Huddersfield as one of the project partners has developed the following two PhD MOOC Modules adhering to the themes and guidelines of the project.

[Disaster risk management, climate change and development \(PhD Module - 1\)](#)

[Climate change and disaster risk reduction nexus \(PhD Module - 2\)](#)

The PhD modules are available with the GDRC to be open accessed via online.

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## 1 Introduction

### 1.1 University of Huddersfield

<https://www.hud.ac.uk/>

The University of Huddersfield is a public university located in Huddersfield, West Yorkshire, England. It has been a university since 1992 but has its origins in a series of institutions dating back to the 19th century. It has made teaching a focus of its activities, winning the inaugural Higher Education Academy Global Teaching Excellence Award, and achieving a Teaching Excellence Framework (TEF) Gold Award, both in 2017.

The campus is in the centre of Huddersfield, a bustling and energetic town surrounded by beautiful countryside. Continual investment in improvements to the campus provides an inspirational teaching and learning environment, all on one campus.

#### Top 5 reasons to choose Huddersfield

- The University of Huddersfield is a gold-rated university in the Teaching Excellence Framework (TEF).
- Here at Huddersfield, you will be taught by some of the best lecturers in the country. The University is joint first in England for the proportion of staff with teaching qualifications (HESA 2020)
- We are unique in the fact that all our permanent teaching staff\* have, or are completing, doctorates. This expertise, together with our teaching credentials, means that students here learn from knowledgeable and well-qualified teachers and academics who are at the forefront of their subject area.
- For the past ten years, we have been the UK's leading university for National Teaching Fellowships too, which rate Britain's best lecturers. It is all part of our ongoing drive for teaching excellence, which helps our students to achieve great things too.
- 100% of our students can undertake professional work experience during their studies.

### 1.2 School of Applied Sciences

<https://www.hud.ac.uk/hr/jobs/sas/>

The School of Applied Sciences provides a vibrant teaching, learning and research environment for over 1500 students and 100 staff encompassing Chemistry, Chemical Engineering, Biological Sciences, Geography, Forensic Science, and Pharmacy. We deliver an inspirational learning experience and undertake pioneering research with a practical applied emphasis. The School is currently in the process of a £30million expansion of our facilities, adding a suite of research laboratories, general teaching space, a student hub and a four storey teaching laboratory block to enable us to enhance our delivery of scientific knowledge through modern practical technologies. This links with our emphasis on work placements and developing graduate skills leading to excellent employment prospects for our graduates.

Our established research profile and industry links allow us to maintain the quality and contemporary nature of our courses, keeping pace with an ever changing and increasingly technological world. Staff in Applied Sciences are internationally recognised for their research with a track record of attracting external funding from bodies such as the UK Research Councils, including EPSRC, AHRC, and NERC, and charities such as The Leverhulme Trust. We also have a large portfolio of research and consultancy work with local, national, and international industries. Much of our work has a focus on applications in society ranging from colour chemistry and analytical technologies to sustainable living and through to drug formulation and delivery.

### 1.3 Global Disaster Resilience Centre

[www.hud.ac.uk/gdrc/](http://www.hud.ac.uk/gdrc/)

A leader in inter-disciplinary research, education, and advocacy to improve the resilience of nations and communities. The Global Disaster Resilience Centre is committed to excellence in research, education, and advocacy to improve the resilience of nations and communities to disasters.

At the Global Disaster Resilience Centre (GDRC), our vision is for a society that has the capacity to resist or change in order to reduce hazard vulnerability, and to continue functioning when subjected to a hazard event. Our aim is to be a global leader in built environment research, education and advocacy that increases disaster resilience, and enables society to continue functioning physically, economically and socially when subjected to a hazard event.

### 1.4 Message from the directors

#### 1.4.1 Professor Dilanthi Amaratunga

<https://pure.hud.ac.uk/en/persons/dilanthi-amaratunga>

##### Message 1

#### 1.4.2 Professor Richard Haigh

<https://pure.hud.ac.uk/en/persons/richard-haigh>

##### Message 2

#### 1.4.3 GDRC Team at the University of Huddersfield

[Professor Dilanthi Amaratunga](#)

[Professor Richard Haigh](#)

[Dr Chamindi Malalgoda](#)

[Dr Nuwan Dias](#)

Dr Chathuranganee Jayakodi

Ms Kinikini Hemanchandra

Ms Georgina Clegg

Over 20 postgraduate researchers

## 2 Research degrees and projects at the Global Disaster Resilience Centre

The GDRC plays a leading role in setting the disaster resilience research agenda, nationally and internationally. It promotes educational opportunities and industrial engagement by providing high quality research education to the students. Through academic research, pedagogic innovation, and collaborative partnership the GDRC is promoting different categories of research:

- Applied research (is original work undertaken primarily to acquire new knowledge with a specific application in view)
- Basic research (directed toward greater knowledge or understanding of the fundamental aspects of phenomena)

- Blue sky research (scientific research in domains where "real-world" applications are not immediately apparent)
- Practice research (a form of academic research which incorporates an element of practice in the methodology or research output)
- Experimental Development (Systematic work, using existing knowledge gained from research or practical experience for the purpose of creating new or improved products/processes)

## 2.1 Integrating education with consumer behaviour relevant to energy efficiency and climate change at the Universities of Russia, Sri Lanka, and Bangladesh (BECK)

<http://beck-erasmus.com/>

Climate change is a result of modern human lifestyles and activities and leads to extreme weather events, such as storms, flooding, droughts, and heat waves. One of the possible solutions to these problems is the improvement of education on consumer behaviour related to energy efficiency and climate change. The main challenge is to consolidate a variety of diverse activities in education quality improvement, such as the delivery of extensive educational programmes and capacity building, the continued knowledge sharing, etc. To progress on these efforts, it is necessary to build the capacity and an associated network of experts and institutions.

Wider objective of the project is to upgrade the curricula with the 24 new harmonized study MOOC modules on consumer behaviour related to energy efficiency and climate change at the universities of Europe, Russia, Sri Lanka and Bangladesh in order to increase their capacity to continually modernise, enhance the quality and relevance of education of students to the global labour market needs and to ensure international cooperation.

Main objectives of the BECK project:

1. To upgrade curricula to improve their quality for BSc/specialists, MSc and PhD students by adding 24 new, harmonized and standardized study MOOC modules on consumer behavior related to energy efficiency and climate change (BECK) at the universities of Russia, Sri Lanka and Bangladesh (PC universities henceforth), to enhance the quality and relevance of education in PC and EU universities to global issues.
2. To transfer European practices in education (learning and teaching tools, methodologies and pedagogical approaches including learning outcomes and ICT-based practices) from participating EU universities to PC universities.
3. To assist competence development of teachers within PC universities.
4. To develop the Simulated Big Data Interuniversity Networked Affective Educational Centre to encourage use of ICT-based methodologies in education and research.
5. To strengthen educational and scientific networking among EU and PC universities in the BECK field.

The project in general terms also will spread and promote the awareness in the Partner Countries related to the EU policies referred to Energy Efficiency and Climate Change approach towards EU best practices, with specific reference to the "Environmental & Energy 20-20-20 targets". The dissemination of the benefits of the curricular reform all over other HEIs will be performed as well.

GDRC, UoH according to the adopted Capacity Needs Assessment Methodology (CAPNAM) for Planning and Managing Education (United Nations 2013) has developed 2 PhD programmes under the climate change



adaptation theme. The recognised and certificated MOOC module specifications and teaching materials are available for open access in the GDRC, UoH website.

## 2.2 BECK – Massive Open Online Course (MOOC) PhD modules

The MOOC course must contribute to an opening up of education to the benefit of both learners and the society at large while reflecting values such as equity, quality, and diversity. The common features of the course are:

- Openness to learners: open entry (considered pre-requisites), freedom to study at the time, place and pace of your choice, flexible pathways, fit for a wide variety of lifelong learners.
- Digital openness: courses available online.
- Learner-centred approach: courses aid students to construct their own learning from a rich environment, and to share and communicate it with others.
- Independent learning: a MOOC provides high quality materials to enable the progress of an independent learner through self-study.
- Media-supported interaction: course materials make best use of online affordances (interactivity, communication, collaboration) as well as rich media (video and audio) to engage students with their learning.
- Recognition options: successful course completion will be recognized as indicating worthwhile educational achievement.
- Quality focus: focus on quality in the production and presentation of a MOOC.
- Spectrum of diversity: the course is inclusive and accessible to very diverse citizens.

The delivery of the new certificated and recognized adaptive BECK MOOCs is enabled using the innovative Simulated Big Data Interuniversity Networked Affective Educational Centre. Affective computing technologies and neuro decision matrices, big data and text analytics, and an adapted Yerkes–Dodson law are the foundation of the BECK system.

Six major components have been identified for the development of the Simulated Big Data Interuniversity Networked Affective Educational Centre (the BECK Centre):

- i. Adaptive MOOCs.
- ii. Computer learning systems.
- iii. Big Data Mining.
- iv. Affective Tutoring System.
- v. Access to e-sources.
- vi. Moodle Virtual Learning Environment.

The computer learning system is understood as an object (with its components) for managing and investigating data and information related to the climate change and urbanization.

The data mining will enable integrated analysis of the following data and information from multiple locations: weather, climate change, adaptation best practices, disaster risk assessment and management, human influences, the behaviour of users, etc.

The Affective Tutoring System integrates the student self-assessment procedures with biometric (facial expression analysis) and intelligent techniques and technologies.

The centre will offer open-source videos, simulators (calculators and software), case studies from the best universities around the world to enhance the module.

The following main features have been identified for the development of the Moodle Virtual Learning Environment: adaptable design, modern and easy to use interface, personalized dashboard, collaborative tools and activities (Assignments, Chat, Choice, Database, Feedback, Forum, Glossary, Lesson, Quiz, Survey, Wiki, Workshop), all-in-one calendar, convenient file management, simple and intuitive text editor, notifications, progress track, secure authentication and mass enrolment, multilingual capability, high interoperability, user role and permission management, etc.

MOOC is accessible for various target groups. Its activities aid participants to construct their own learning and communicate it to others. The activities, tasks and routes are designed in such a way that they can be performed at specific levels of difficulty or complexity, to accommodate the broad spectrum of participants' knowledge and skills that is expected. The course contains sufficient interactivity (learner to content, learner to learner and learner to teacher) to encourage active engagement. The feedback of the academic tutor is limited and scalable. The course provides learners with regular feedback through self-assessment activities, tests, or peer feedback. The MOOC has possibilities to follow the score and progression.

The pedagogical model of the course is such that the efforts of all services do not increase significantly as the number of participants increases. All aspects of the course are delivered online.

Specifically, with reference to the PHD programmes the MOOC system will contain the necessary options for continuous supervisor meetings and progression monitoring, periodic submissions and evaluations, dissemination of reading materials, and evaluation of skills and ethical behaviours.

### 3 Module Programmes and Qualifications

Doctor of Philosophy (PhD) (full or part-time)

Further details about the following PHD Modules can be found in the respective module handbooks available with the Global Disaster Resilience Centre (GDRC) in University of Huddersfield and BECK Centre under the EU Erasmus+ BECK Project.

3.1 Disaster risk management, climate change and development (PhD MOOC Module - 1)

3.2 Climate change and disaster risk reduction nexus (PhD MOOC Module - 2)

### 4 Studying for a research degree

This section contains information about the key milestones in research degree registration and information on sources of support and guidance.

The PhD is awarded to a candidate who, having critically investigated and evaluated an approved topic resulting in an independent and original contribution to knowledge and demonstrated an understanding of research methods appropriate to the chosen field, has presented and defended the work by viva examination, to the satisfaction of the examiners.

[Regulations for the awards of PhD](#)



#### 4.1 Thesis length

The text of the thesis for these awards should not normally exceed 80,000 words (excluding references and appendices). This word count is the maximum allowable length for theses, not necessarily the preferred length. In some instances, supervisors may wish to recommend a shorter length. Supervisors should be able to advise on the usual length of theses in their subject area or topic.

#### 4.2 Admission criteria

PhD award (excluding the PhD by publication)

In addition to the general criteria, normally the minimum level of attainment required for entry is:

- A Master's degree from a UK University or equivalent, in a discipline appropriate to the proposed programme to be followed, OR
- An upper second-class honours degree from a UK university in a discipline appropriate to that of the proposed programme to be followed, OR
- Appropriate research or professional experience at postgraduate level, which has resulted in published work, written reports, or other appropriate evidence of accomplishment.

#### 4.3 Programme length

The standard and minimum enrolment programme lengths are as follows:

Mode of Study	PhD Standard Length	PhD Minimum Length
Full-time	36 months	24 months
Part-time	72 months	48 months

#### 4.4 Programme timeline and milestones

Full-time		Part-time	
Month 1	Registration and Induction	Month 1	Registration and Induction
Every month (minimum)	Supervision meeting: complete online log	Every second month (minimum)	Supervision meeting: complete online log
Month 3	Research Support Plan complete	Month 6	Research Support Plan complete
By end of month 9	Submit progression report 1	By end of month 18	Submit progression report 1
By end of month 12	Complete progression viva and any corrections	By end of month 24	Complete progression viva and any corrections
		By end of month 36	End of year report completed by student and supervisor
By end of month 21	Submit progression report 2	By end of month 42	Submit progression report 2

By end month 24	Complete progression viva and any corrections	By end of month 48	Complete progression viva and any corrections
		By end of month 60	End of year report completed by student and supervisor
By end of month 33	Submit: Apply for Writing-up Period OR Apply for additional time	By end of month 69	Submit: Apply for Writing-up Period OR Apply for additional time
By end of month 36	Submit thesis OR Enter writing-up OR Continue active research during additional time	By end of month 72	Submit thesis OR Enter writing-up OR Continue active research during additional time

#### 4.4.1 Change of Programme

A candidate who is enrolled for the PhD and who is unable to complete the approved programme of work, may, at any time prior to the submission of the work for examination, apply for the enrolment to be changed to that for the degree of MPhil.

### 4.5 Research support plan

The Research Support Plan is a formal requirement of the programme. It must be reviewed and signed off by the candidate's supervisory team.

#### 4.5.1 Submission deadline

- Month 3 for full-time students
- Month 6 months for part-time students

The candidate and the supervisor must document the proposed research support plan. This plan must set out the programme of related studies necessary for the attainment of competence in research methods and of knowledge related to the subject of the work.

The plan should be reviewed by an academic external to the supervisory team.

Failure to complete the research support plan satisfactorily by the required deadline may lead to the termination of the candidate's registration.

The plan may include registration for a maximum of 60 credits of master's level modules.

### 4.6 Progression monitoring

The purpose of progression monitoring is to determine the suitability of the candidate to remain registered on a research award.

#### 4.6.1 Deadlines

##### 4.6.1.1 Full-time students:

- Submission of report: by the end of month 9 and again by the end of month 21  
(Full examination including viva examination and any amendments to be completed by the end of year 1 and again by the end of year 2)

##### 4.6.1.2 Part-time students:

- Submission of report: by the end of month 18 and again by the end of month 42

(Full examination including viva and any amendments to be completed by the end of year 2 and again by the end of year 4)

Normally at least one member of the supervisory team will be present at the viva examination, but supervisors must withdraw prior to the deliberations of the progression monitoring panel on the outcome.

Candidates who fail to submit progress reports on the required schedule will be administratively withdrawn, subject to consideration of any extenuating circumstances.

Failure to complete progression monitoring satisfactorily will lead to the termination of the candidate's registration.

#### 4.7 End-of-Year reports

For part-time students only, at the end of years 3 and 5, the candidate's supervisor will write an end-of-year report, based on:

- The supervisor's own assessment of the candidate's progress; and
- A self-evaluation that has been completed by the candidate.

##### 4.7.1 Assessment of progression

Satisfactory completion of progression monitoring is demonstrated by:

- A progress report completed by the candidate and submitted for assessment by a progression monitoring panel.
- Satisfactory engagement with the research support plan.
- The defense of the progress report by viva examination in front of the progression monitoring panel.
- Confirmation by the progression monitoring panel that the candidate can proceed to the subsequent year of study.

##### 4.7.2 The progression panels

The panel will comprise two members that are independent of the student and the supervisory team.

Where the candidate is a member of staff, the progress report (at both initial consideration and following any amendments) must also be submitted for assessment to an external examiner, who satisfies the published criteria for appointment.

The external examiner will complete a preliminary written report for consideration by the progression monitoring panel. If deemed necessary by the School or the external examiner, the external examiner may join the progression monitoring viva examination via video link or in person.

##### 4.7.3 The progression reports

Supervisors should be able to advise on the usual format of progression reports in their subject area, but the progress report should typically be equivalent to 3,000 to 6,000 words in length and include:

- A review and discussion of the work already undertaken.
- A brief statement of the intended further work, including an indication of the original contribution to knowledge which is likely to emerge.

##### 4.7.4 Available outcomes following initial assessment (progression stage)

Following the completion of the progression monitoring exercise, including a viva examination, the outcomes available are as follows:

- That the candidate be permitted to progress.
- That the candidate be required to make amendments and resubmit the progress report no later than six weeks (12 weeks for part-time candidates) from the date of notification of the outcome of the examination.
- That the candidate be required to complete further work and submit for the award of MA / MSc by research (following first progression monitoring only) or MPhil (following second progression monitoring only). In this case, the candidate will be allowed 6 months in total to complete the work.

The requirement for a further viva examination of the work is at the discretion of the examiners.

#### 4.7.5 Available outcomes following amendments (progression stage)

Where a candidate has been required to complete amendments, the outcomes available following the completion of the examination, including a viva examination where required, are as follows:

- That the candidate be permitted to progress.
- That the candidate be required to complete further work and submit for the award of MA / MSc by research (following first progression monitoring only). Or MPhil (following second progression monitoring only). In this case, the candidate will be allowed 6 months in total to complete the work.
- That the candidate is not permitted to proceed.

#### 4.8 PhD final thesis examination

The examination for PhD has two stages:

- The submission and preliminary assessment of the written thesis
- Defense of the work by viva examination.

The examiners may not recommend that a candidate fail outright without holding a viva examination.

##### 4.8.1 Recommendations following examination

Following examination, including a viva examination, the examiners may recommend:

1. *Award (without amendments).*
2. *Award subject to the completion of editorial and minor presentational corrections:*  
The revised submission must be presented to the satisfaction of the internal examiner normally within two weeks from the date of the notification of the outcome of the examination.  
No award will be conferred unless the internal examiner is satisfied that all corrections have been made.
3. *Award subject to minor amendments:*  
The resubmission addressing all amendments must be completed to the satisfaction of the internal examiner within three months from the date of the notification of the outcome of the examination.  
No award will be conferred unless the internal examiner is satisfied that all corrections have been made.
4. *Referral to complete major amendments:*  
The resubmission addressing all amendments must be completed to the satisfaction of all examiners within six months from the date of the notification of the outcome of the examination.  
On receipt of the resubmitted work the examiners reserve the right to require a further viva examination.
5. *Referral to re-write the submission:*  
The resubmission must be completed to the satisfaction of all examiners within one year from the date of the notification of the outcome of the examination.

On receipt of the resubmitted work the examiners reserve the right to require a further viva examination.

6. *Referral to complete amendments to the submission and to re-submit for the award of MPhil:*

All amendments must be completed to the satisfaction of the examiners within six months from the date of the notification of the outcome of the examination OR in cases where editorial and minor presentational corrections are required, a two-week period of amendment will apply.

On receipt of the resubmitted work the examiners reserve the right to require a further viva examination.

7. *Fail so that the candidate is not awarded a degree.*

#### 4.8.2 Recommendations following the submission of minor amendments

1. *Award.*

2. *Award subject to the completion of editorial and minor presentational corrections:*

The revised submission must be presented to the satisfaction of the internal examiner normally within two weeks from the date of the notification of the outcome of the examination.

No award will be conferred unless the internal examiner is satisfied that all corrections have been made.

3. *Fail so that the candidate is not awarded a degree:*

Where a candidate has been required to complete minor amendments and resubmits work that is not to the satisfaction of the internal examiner, the work must be presented for consideration by all examiners before a recommendation can be made.

#### 4.8.3 Recommendations following the submission of referred work

Only one opportunity for referral is permitted.

Following the examination of referred work (including a viva examination where required), the examiners may recommend:

1. *Award (without amendments).*

2. *Award subject to the completion of editorial and minor presentational corrections:*

The revised submission must be presented to the satisfaction of the internal examiner normally within two weeks from the date of the notification of the outcome of the examination.

No award will be conferred unless the internal examiner is satisfied that all corrections have been made.

3. *Award subject to minor amendments:*

The resubmission addressing all amendments must be completed to the satisfaction of the internal examiner within three months from the date of the notification of the outcome of the examination.

No award will be conferred unless the internal examiner is satisfied that all corrections have been made.

4. *Award the degree of MPhil:*

Subject to the presentation of the work amended to the satisfaction of all examiners within three months from the date of the notification of the outcome of the examination OR in cases where editorial and minor presentational corrections are required, a two-week period of amendment will apply.

Where the resubmitted work is not to the satisfaction of the examiners, the candidate will not be awarded the degree.

This outcome is not available where the initial recommendation was a referral to resubmit for MPhil.

5. *Fail so that the candidate is not awarded a degree.*

## 5 Essential information

This section contains essential information for research degree registration with the University of Huddersfield.

### 5.1 University regulations, policies, and codes of practice

The Research Degree Regulations should not be read in isolation and are abided by the university's general regulations. The conditions of registration for PGR Students, the code of practice for student discipline, PGR handbook, and other relevant documents referred to can be accessed via the below links.

- [PGR Handbook](#)
- [Regulations for postgraduate research students](#)
- [Regulations for the awards of PhD](#)
- [Key facts about your enrolment](#)

There are several important policies and guidance that may be of specific interest to PGRs and we have listed these as follows:

- [Authorship and postgraduate researchers](#)
- [Code of practice for research](#)
- [Data protection policy](#)
- [Intellectual property policy](#)
- [PGR teaching framework](#)
- [Proof reading policy](#)
- [Research data management policy](#)
- [Research ethics and integrity policy](#)

Please also see our full list of policies and procedures at the following link: [Policies and procedures page](#)

### 5.2 Quick links to key areas

#### 5.2.1 Examination and assessment

- [Research support plan and skills audit](#)  
Find out more about your research support plan and skills audit, which is a formal requirement of all research degree programmes.
- [Progression monitoring](#)  
If you are studying at Doctoral level (not PhD by Publication) you must complete progression monitoring assessments. Find out more about this important stage of your programme.
- [Preparing and submitting your thesis](#)  
Here you will find out more about preparing your thesis submission, what is Turnitin and your final examination.

#### 5.2.2 If you need more time or things go wrong

- [Applying for additional time](#)  
If you have not completed all your research or you need time to write-up your work, you may be able to apply for additional time
- [Taking an interruption to study](#)



If you are unable to make progress on your research because of the serious or ongoing nature of your circumstances, you may be able to apply for a period of interruption

- [Extensions - short school](#)

Find out more about how to apply for a short school extension to either your research support plan or progression monitoring submission

- [Extensions - after write-up](#)

Here you will find out more about how to apply for an extension whilst you are writing-up your thesis or in your final examination phase

- [Assessment appeals](#)

If you are unhappy with the outcome of a progression assessment or a final thesis examination, here you can find out more on how to submit an appeal

- [How to complain](#)

If you are not satisfied with your University experience or with any of the services we provide, here you can find out more on how you can raise your concerns

### 5.2.3 Additional useful areas

- [Skills-Forge](#)

Here you can book onto our training and development sessions. You can also record your supervision meetings which is a formal requirement of your programme

- [Research degree timelines](#)

An overview of research degree timelines including important milestones

- [Research conduct](#)

Find out more about research conduct, research integrity and what happens when there is an allegation of research misconduct

- [Engagement and attendance](#)

Here we share how you are expected to engage in your research programme and meet our attendance rules

- [Fitness to study](#)

Find out more about what is fitness to study and what happens when your physical or mental health prevents you from engaging with your studies and/or functioning more widely as a member of the University community

- [Student disciplinary](#)

We expect you to follow the University's Code of Conduct. Here you will find out more about how we deal with complaints about student behavior.

## 6 Facilities and services

### 6.1 [Support for PGRs](#)

Being a postgraduate researcher (PGR) is very different from what you may have experienced in your undergraduate degree. For the most part you will be able to plan your own day and you may go several weeks at a time without seeing your supervisor, so it will be your job to drive your research forward and to be proactive in seeking out opportunities.

Explore the links available for useful ideas of what to do in your first few months and first six months as a PGR plus the wide variety of support and resources available to PGRs.

## [6.2 The University of Huddersfield Library](#)

The University of Huddersfield Library is located on level 4 of the Schwann Building and provides a wide variety of resources and services for postgraduate researchers (PGRs).

## [6.3 Heritage Quay Archives and Records Management](#)

Heritage Quay is the information, records management, and archive service at the University of Huddersfield, housing a variety of original documents specialising in education, British 20th/21st Century music, sport, politics, theatre, art and design, and nursing.

## [6.4 IT Support](#)

Computing and Library Services provide a wide variety of facilities and support for postgraduate researchers (PGRs), many of which can be accessed via [MyHud](#) by logging in with your University username and password. There is also an enquiries desk on level 4 of the Schwann Building within the Library.

The StudentHub includes information on the following topics:

UniMail, the StudentHub, Campus WiFi networks, IT training for PGRs, Campus IT facilities, Printing, IT accounts and passwords, Using mobile devices, the Green IT Initiative and software downloads.

- For more information regarding, and to access your personal storage drive (K drive) visit the [K Drive webpage](#).
- For more guides on apps, saving files and how to share files with members of staff, [visit the Office 365 page](#).
- For further details regarding data storage solutions for PGRs and staff, view this [Where Should I Store My Data](#) list.

## [6.5 Researcher Environment](#)

An excellent researcher environment constitutes with a culture of support, integrity and sharing best practice based on clear and robust policies, procedures, training and systems, which are in place to provide an environment where researchers at all levels can contribute and collaborate to the best of their abilities.

## [6.6 Enhance your career](#)

A postgraduate qualification is a great way to improve your professional prospects, change your career path or master your passion. And at Huddersfield we are proud that 93.8% of our postgraduate students go on to work and/or further study within six months of graduating (DLHE 2016/17). Postgraduate degrees and research are challenging, inspiring and can make a huge difference to your professional life.

# [7 Key contacts and quick links](#)

- Global Disaster Resilience Centre - [d.amaratunga@hud.ac.uk/r.haigh@hud.ac.uk](mailto:d.amaratunga@hud.ac.uk/r.haigh@hud.ac.uk)
- School of Applied Sciences Research Administration - [SASResearchAdmin@hud.ac.uk](mailto:SASResearchAdmin@hud.ac.uk)

## [7.1 Central contacts](#)

- [SkillsForge](#): For information regarding the training courses on SkillsForge, or if you are having trouble completing the booking process/cancelling a course/adding yourself to the waiting list for a course, please contact the Researcher Environment Team at [pgrskills@hud.ac.uk](mailto:pgrskills@hud.ac.uk). If you are having problems logging in to SkillsForge, please contact the relevant School PGR administrator in the first instance.
- Researcher Environment Drop-In (REDI): For postgraduate researcher (PGR) related queries, contact the Researcher Environment Team by emailing [pgrskills@hud.ac.uk](mailto:pgrskills@hud.ac.uk) or come to a Researcher



Environment Drop-In (REDI) for a confidential chat on any aspect of being a PGR. These usually take place every Wednesday throughout the year from 12-1pm in SB10/19.

- [iPoint](#): iPoint provide help, support, information and advice to all students and researchers at the University. If they are not able to help you straight away, they will be able to signpost you to others who can. iPoint are located on level 4 of the Schwann Building. Alternatively visit the [iPoint webpages](#) for more information.
- [Wellbeing and Disability Services](#): PGRs can book same-day appointments with Wellbeing and Disability Services through iPoint in person, or by emailing [ipoint@hud.ac.uk](mailto:ipoint@hud.ac.uk). You can also telephone to book on [+44 \(0\)1484 471 001](tel:+441484471001).
- [Registry](#): For queries regarding PGR programmes, appeals, rules and regulations, email [registryresearch@hud.ac.uk](mailto:registryresearch@hud.ac.uk).