

# Artificial Intelligence for the study of Environmental Risks (AI4ER)

MRes + PhD Programme



**Student Handbook  
2021/22**

## Contents

<b>Welcome and Introduction</b> .....	1
<b>COVID-19</b> .....	1
<b>AI4ER Management Team</b> .....	2
<b>MRes Aims and Objectives</b> .....	3
<b>Researcher Code of Practice</b> .....	4
<b>General Programme Information</b> .....	4
Virtual learning environment -Moodle .....	4
Recording of lectures .....	4
Attendance, leave and sickness .....	4
Terms of Residence .....	5
Supervision and Buddy system .....	5
Mentors.....	5
Student representatives.....	5
<b>Funding and Finances</b> .....	6
Fees and Stipend .....	6
Acknowledging funding.....	6
How to claim expenses .....	7
<b>Year 1 - MRes</b> .....	7
Taught Components.....	7
Projects.....	12
Assessment .....	13
Plagiarism and collusion.....	17
Provisional marks and feedback .....	17
Notification of degree and confirmation of final marks .....	18
<b>Years 2-4</b> .....	19
Year 2 – first year of PhD .....	19
Year 3 – second year of PhD .....	19
Year 4 – third year of PhD .....	19
<b>Intermission and Leave to Work Away</b> .....	20
<b>Student Support and Concerns</b> .....	21
<b>Equality and Diversity</b> .....	22

<b>Annual Reporting</b> .....	23
<b>Madingley Rise Site Information</b> .....	24
<b>Additional information</b> .....	26
Guides .....	26
Talks .....	26
Libraries.....	26
AI4ER resources .....	27
<b>Appendix 1 – AI4ER management structure</b> .....	28
<b>Appendix 2– Key Dates</b> .....	29

## Welcome and Introduction

Welcome to the UKRI Centre for Doctoral Training (CDT) in the application of Artificial Intelligence to the Study of Environmental Risks (AI4ER), and congratulations on being accepted onto the programme!

The AI4ER CDT was established in 2019 and provides training for researchers to develop and apply leading edge computational approaches that will address our current, critical global environmental challenges. Through a combination of scientific, technical and leadership training, the CDT aims to develop a new generation of leaders and AI practitioners in Environmental Sciences to address the most pressing environmental risks that society faces.

As an AI4ER student you will benefit from in-depth training in environmental risk, machine learning, data science and analysis. You will also gain experience in a wide range of transferable skills, including public engagement, communication and entrepreneurship via the professional development workshops, events and symposia that are organised by the programme.

The Centre has access to a vast array of knowledge and resources from researchers across 13 University departments, the British Antarctic Survey (BAS), and over 40 partners that span industry and policy. It therefore gives you the opportunity to access unparalleled expertise from a wide range of sectors and fields. Most importantly, you will gain new skills and interests that will provide a solid foundation to embark on your PhD and your future career.

The aim of this handbook is to provide you with an introductory reference point for many of the important pieces of information associated with being a postgraduate student at the University of Cambridge. It should be read in conjunction with the [Code of Practice for Masters Students](#), which sets out the University's expectations of students and the staff who teach them, and the [Bullard Handbook](#) which will cover IT, Library use, Security and Health and Safety on the Bullard site.

We hope you find your time on the programme an enjoyable and rewarding experience and wish you the very best for your PhD and beyond!

### COVID-19

The continuing pandemic will most likely offer challenges for your first year in Cambridge and we are taking advice from the Department of Earth Sciences, and central University bodies, on how to organise the programme to ensure your safety. As you can imagine, it is difficult to plan for uncertainty, but we will ensure you are always kept updated.

We hope to limit the disruption caused by COVID and will ensure that the health and wellbeing of both our students and faculty are a priority. At the time of writing, we expect all classes to be in person (with social distancing measures in place). This may change to a virtual format at short notice, and we will notify you of any changes as they occur.

We ask that you do not attend any in person event if you are experiencing any symptoms related to COVID i.e. high temperature, new persistent cough etc. and notify the Programme Administrator as soon as possible.

Please keep safe and if you have any concerns regarding the virus and its impact on your time as a postgraduate student please refer to the central University site [www.cam.ac.uk/coronavirus/students/postgraduate-students](http://www.cam.ac.uk/coronavirus/students/postgraduate-students) or contact the Programme Administrator.

## AI4ER Management Team

### Course Directors



**Dr Emily Shuckburgh**  
PI and Co-Director  
Dept: Computer Science  
and Technology  
Email: efs20@cam.ac.uk



**Prof Srinivasan Keshav**  
Co-Director (Partnerships  
and MRes)  
Dept: Computer Science  
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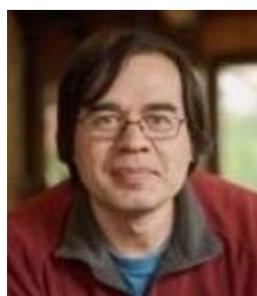
**Dr Scott Hosking**  
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**Dr Oscar Branson**  
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Diversity and Inclusion)  
Dept: Earth Sciences  
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Co-Director  
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**Prof Peter Haynes**

Deputy-Director (Research)

Dept: Applied Mathematics  
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### Admin team



**Dr Annabelle Scott**

Programme Manager

Email: as599@cam.ac.uk



**Ms Adriana Dote**

Programme Administrator

Email: ai4er@esc.cam.ac.uk



**Mr Ben Karniely**

Partners Liason Manager

Email: AI4ER-partners@cst.cam.ac.uk

See Appendix 1 for an outline of the management structure.

## MRes Aims and Objectives

The first year of the programme (MRes year) is dedicated to providing the skills and training needed to prepare you for your PhD project via a combination of scientific, technical and leadership training delivered within a diverse cohort environment. Specifically, it will:

1. Provide a broad understanding of the range of urgent environmental challenges facing global society and practical experience of applying AI-based tools to address these challenges.
2. Build a cohort of students and equip them with skills that prepare them optimally for PhD research.
3. Develop entrepreneurial and project-management skills and generate awareness of industrial, commercial and policy drivers through relevant cohort activities.

## Researcher Code of Practice

It is important that you take some time to read the [Codes of Practice](#) for postgraduate students, (note this is different to the code of practice for Masters students) which sets out what the University and those responsible for your study, expect of you. We will also ask you to sign a copy of the code which will be co-signed by your first-year programme Advisor.

## General Programme Information

You will officially be registered as a student within the [Department of Earth Sciences](#) during the first year, and then transfer to your PhD department, if different to Earth Sciences, in year two.

You will usually be based at the [Drum Building](#) on Madingley Road during your MRes year, where you will have access to a dedicated desk and PC. Lectures will also take place at the Madingley Rise site, in addition to other locations across Cambridge.

From year two, you will be hosted by your PhD department and will have access to the facilities and office space within that department.

The Programme Administrator and Programme Manager are the main points of contact for any general questions you may have. Please contact them by email, slack or teams or you can visit them in person at their office located in the Drum Building.

### *Virtual learning environment -Moodle*

In addition to this handbook, there is a programme Virtual Learning Environment (VLE) site – Moodle - ([www.vle.cam.ac.uk/login/index.php](http://www.vle.cam.ac.uk/login/index.php)) which will provide all the information and documentation you will need during the MRes year. Please ensure that you can access the site (you will need your RAVEN login details to access it).

### *Recording of lectures*

All lectures and seminars will be recorded and added to the student Moodle site. The recordings will not be shared outside of the programme and serve the sole purpose of providing a reminder of topics discussed, or for any student who may not be able to attend due to ill health. The only exception to this may be for those lectures or seminars which contain confidential information. You will be notified when recordings will be made, and further guidance will be provided in due course on these arrangements.

### *Attendance, leave and sickness*

Research students do not follow the traditional terms ([www.cam.ac.uk/about-the-university/term-dates-and-calendars](http://www.cam.ac.uk/about-the-university/term-dates-and-calendars)) and are expected to be in Cambridge throughout the year, except when formal leave has been agreed or for any other purposes such as Leave to Work Away and Intermission (further information on this can be found later in the handbook). We expect you to attend all lectures and events organised by the CDT.

During the MRes year, students are able to take Christmas leave from 16 December 2021, returning on the 10 January 2022. There will also be other short periods of time throughout the

year where there are no formally scheduled course activities. We ask that you organise leave during that time.

Postgraduate students are entitled to 8 weeks leave, with prior agreement from their supervisor, over a 12 month period.

If you are unwell at any point, which means you are unable to attend any lectures, seminars or any other programme activity, please notify the Programme Administrator as soon as possible. You should catch up on any of the taught components you might have missed via the recorded lectures and/or notes taken by the other students.

### *Terms of Residence*

All postgraduate students have a residency requirement that means you must be living in Cambridge for a set number of nights during each term. Further information can be found [here](#). During the pandemic there may be changes to these requirements and these will be communicated to you via your college and the programme.

Should you wish to [live outside of Cambridge](#), you must formally apply via your self- service account on CamSIS.

### *Supervision and Buddy system*

Your principal Advisor during the MRes year will be one of the Programme Directors. Individual meetings will be held at least once a term to provide advice and support in all aspects, including course and project selection, teaching support and general welfare. Supervision reports will be provided on a termly basis, which you can also access via CamSIS. After your first year, this role will be assumed by your PhD supervisor in the Department you are based for your PhD.

During the MRes project, you will also have the support of your project supervisor who can provide guidance on the day-to-day activities of your project.

We have also assigned one of the first year PhD students to you as a 'buddy', who can help with all aspects of being a postgraduate student at Cambridge.

### *Mentors*

The ED&I committee has put in place a mentorship scheme aimed at providing AI4ER students with additional pastoral support (beyond what is offered by college and centrally by the university). A total of 6 mentors have been appointed, all of whom are happy to be approached to provide such support. Thus, if you have any issues, concerns, or questions. (i.e. pastoral care, including welfare, emotional support and well-being issues), then please get in contact with any one (or more) of them. Their contact details can be found on the [website](#).

### *Student representatives*

Four student representatives (reps) spanning the different cohorts will be nominated at the beginning of each academic year to attend relevant programme committee meetings and provide central feedback from the cohort. The student reps will also meet with the Programme Manager on a termly basis to provide any feedback and suggestions for the programme. Student reps will

rotate on a yearly basis. During the first month of the programme, we will ask you to nominate a MRes student rep from your cohort.

### Current 2021 / 2022 Student representatives



#### Mr Ira Shokar

First year PhD student rep, serving on the Teaching and Management committee.  
Email: is500@cam.ac.uk



#### Mr Marc Girona Mata

Second year PhD student rep, serving on the Research and Management Committee  
Email: mg963@cam.ac.uk



#### Mr Simon Mathis

ED & I student rep, serving on ED&I Committee  
Email: svm34@cam.ac.uk



#### TBC – Oct 2021

MRes student rep, serving on the Management Committee

## Funding and Finances

### *Fees and Stipend*

**For those receiving funding via the programme**, your fees will be paid directly to your college by the Department of Earth Sciences. If you are contacted by your college regarding your fees, please let the Programme Administrator know.

Your stipend will be paid on a monthly basis directly to your bank account, and pay day is always the 26<sup>th</sup> of the month, unless that falls on a weekend or bank holiday, in which case it will be the nearest Friday. You can access your payslips online here [www.hrsystems.admin.cam.ac.uk/systems/systems-overview/employee-self-service-ess](http://www.hrsystems.admin.cam.ac.uk/systems/systems-overview/employee-self-service-ess), using your RAVEN details to access the system.

You also have funding to support training, travel and consumable costs, which is known as RTSG. Each student has £1,400 for the MRes year (£1200 for consumables/training, £200 for travel, although these funds are interchangeable), which can be used to support your project or undertake additional training e.g. conferences, summer schools. From year 2 you will have £4,866 per year.

### *Acknowledging funding*

Publications and other forms of media communication, including media appearances, press releases and conferences, must acknowledge the support received from the research council, quoting the grant reference number if appropriate. Please ensure that journal publications include an acknowledgement in the standard format agreed by funders and publishers as below:

“This work was supported by the UKRI Centre for Doctoral Training in Application of Artificial Intelligence to the study of Environmental Risks (reference EP/S022961/1).

For more information on publication of work and open access please visit the UKRI EPSRC website: <https://epsrc.ukri.org/funding/managing/publication/>

### *How to claim expenses*

Please note that the University has approved suppliers for certain items, and there are rules around travel, which is why it is best to seek advice (either from your supervisor, department administrator or the Programme Administrator) before any purchases are made, to ensure you can be reimbursed.

### MRes Students

Any planned expenses (e.g. equipment, conferences or other relevant training) should be discussed with your Advisor (if you have started your MRes project then please discuss with your MRes supervisor in addition to your Advisor). To submit a claim please fill out the appropriate [expense claim form](#) and send with your receipts to the Programme Manager for approval and processing. Further guidance is available [here](#).

### PhD Students

Any planned expenses should be discussed with your supervisor in the first instance. Please fill out the relevant [expense claim form](#) and follow your departments expense claim procedures.

## Year 1 - MRes

### *Taught Components*

**All lectures will be added to the University e-timetable which goes live on the 28 September - [www.admin.cam.ac.uk/timetable.html](http://www.admin.cam.ac.uk/timetable.html). Please ensure that you check your access to the system and if there are any problems, let the Programme Administrator know as soon as possible.**

### **University Postgraduate Safety Course**

All postgraduate students are required to attend the Postgraduate Safety Course and details will be sent directly to you. It is a mandatory requirement to attend the general safety course, all other courses are optional.

Further information can be found at [www.safety.admin.cam.ac.uk/training/graduate-safety-course](http://www.safety.admin.cam.ac.uk/training/graduate-safety-course)

### **Induction Week**

#### **27 September – 1 October 2021**

The induction week is a vital component of the programme that takes place a week prior to the official start of term. It is an intensive programme of lectures, practical sessions and team building activities. If you are planning to live in college accommodation you should liaise with your college regarding your early arrival.

The induction will provide a basic introduction to key concepts that will be required for the Foundation courses. These sessions will include interactive workshops on machine learning approaches and tools, and lectures on environmental data science and risk. The full schedule for the induction week will be circulated to all students in September.

### Taught Courses

All MRes students are required to take four compulsory Foundation courses that cover the fundamentals of data science, machine learning and environmental challenges. Students may then select two optional courses, one each from ‘Application Domain’ and ‘Specialist Domain’ lists. Because these courses are hosted across multiple departments, there will occasionally be timetable clashes between courses. Where this is the case, we expect students to prioritise attendance of the Core courses, and to catch up on optional courses via lecture recordings.

### Foundation Courses (compulsory)

During the first term (Michaelmas) you will attend core lectures on the following topics:

- Foundations of Data Science (<https://www.cl.cam.ac.uk/teaching/2122/DataSci/> and <https://www.cl.cam.ac.uk/teaching/2122/ADS/>)
- [Probabilistic Machine Learning](#)
- Environmental Risk

During the second term (Lent) you will attend the final series of core lectures on:

- Environmental Data Analysis

In addition to the formal teaching element, practical’s will also be held to support the lecture content and provide hands on training.

### Specialist and Application Domain Lectures (optional)

The majority of these lectures will take place in the second term (Lent).

You will select two lecture courses of which one must be an Application Domain course, the other selected from the Specialist Domain course list, which will allow you to tailor your training further according to your individual research interests and background.

You should ensure that you have discussed your preferred options with your Principal Advisor (time is scheduled for this in the induction), before notifying the Programme Administrator of your final selection by **Friday 1 October 2021 for Michaelmas lectures and Friday 12 November for Lent lectures**. You can choose more than the two lecture courses required, but you must ensure you can balance the ongoing work of the Guided Team Challenge and assessment.

### Application Domain Courses

Michaelmas Term (MT)

- [Climate Change Mitigation \(4M22, Engineering Tripos Part IIB\)](#)
- Frontiers of ice core science (Earth Sciences part III) – see below
- [Fluid dynamics of Climate \(Maths Tripos part III\)](#)

## Lent Term (LT)

- [Atmospheric chemistry & global change \(IDP-1, Dept of Chemistry\)](#)
- [The earth system and climate change \(IDP-2, Dept of Earth Sciences\)](#)
- [Responses to Global Change \(PLL-2, Dept of Plant Sciences\)](#)
- Natural Hazards (Earth Sciences part III) -see below
- Computational geosciences (Earth Sciences part III) -see below

## Specialist Domain Courses

### Michaelmas Term (MT)

- [Mobile Robot Systems \(L310, Computer Science, MPhil ACS part III\)](#)
- [Machine Learning and the physical world \(L48, Computer Science, MPhil ACS part III\)](#)

### Lent Term (LT)

- [Machine Learning and Bayesian Inference \(Computer Science Tripos part II\)](#)
- [Deep Neural Networks \(Computer Science Tripos part II\)](#)
- [Statistical Learning in Practice \(Maths Tripos part III\)](#)
- [Statistics in Medicine \(Maths Tripos part III\)](#)
- [Inference \(3F8, Engineering Tripos, Part IIA\)](#)
- [Advanced Machine Learning \(MLMI4, Engineering, Core module for MPhil in Machine Learning and Machine Intelligence\)](#)
- [Cloud computing \(Computer Science Tripos part II\)](#)

## Earth Science course descriptions

### **Frontiers of ice core science - Eric Wolff and Thomas Bauska**

8 lectures and 7 seminars

Ice cores provide invaluable information about how Earth's climate has varied in the past. Most notably, ice cores contain samples of ancient air that reveal the clear relationship between greenhouse gases and temperature over the last 800,000 years, with implications for our future.

This course explores recent advances in ice core science, combining a detailed understanding of Earth's climate system past, present and future with fundamental concepts from geochemistry, physics and climatology. The course begins with an overview of how ice core records are obtained and used to reconstruct past climate. Each session will then be focused on a current research topic in ice core science. A lecture that provides the fundamental knowledge is followed by student-led paper discussion seminars that explore the latest research in depth. Students will be encouraged to think critically when reading research papers and to develop their own scientific opinions.

Topics to be covered include: (i) synchronisation of ice cores and other palaeoclimate archives; (ii) advanced interpretation of water stable isotopes; (iii) ocean temperature reconstructions; (iv) new constraints on methane sources past and present; (v) human interaction with the climate and environment; (vi) climate forcing and response. The course culminates in a group discussion held at the British Antarctic Survey. The topic will be 'ice cores of the future': How will the Anthropocene be recorded and will there be ice to study? What could we learn from an ice core from Mars?

## **Natural Hazards - Marie Edmonds and James Jackson**

6 lectures and 2 seminars

In this course we will explore the scientific understanding of earthquakes, tsunamis and volcanic eruptions, as well as their accompanying hazards such as landslides. As well as the underlying science behind their occurrence and natural variations, we will also consider their impacts on human society and on landscapes and the environment, and how these impacts might be quantified. We will discuss the possibility and utility of forecasting such natural geohazards, the methods that are currently in place to do this, and those that may emerge in the future. In particular, the course will include discussion of how our scientific knowledge and insights might contribute to enhancing the resilience of societies to such hazards in terms of the built environment, infrastructure and public preparation. Two guest seminar speakers will discuss the wider implications of natural hazards, the risk of catastrophic collapse of complex systems such as the financial system, the resulting impacts on society, and the role of science in attempting to model and prepare for such events.

## **Computational Geosciences - Nick Rawlinson, Jerome Neufeld, David Al-Attar**

8 lectures and 8 practicals

The goal of this course is to understand and explore the important role that computational methods play in modern Earth Sciences. From seismic wave propagation, glacial flow, mantle convection to sea level rise, our understanding of Earth structure and processes is often underpinned by numerical methods and models which are implemented as computer code. In this course, which consists of eight lectures and eight one hour computer practicals, key scientific problems (e.g. how does the surface velocity of a glacier relate to deformation at depth?) that can be tackled with the help of computational methods will be described and investigated, including the architecture of the underlying numerical schemes. Basic mathematical methods and principles will be introduced, and manipulation and execution of pre-existing computer code will form a core component of the practicals. Computational methods are an increasingly relevant part of the physical sciences, and the ability to both understand how they work, and implement them to help answer crucial geoscientific questions, is an important skill to learn.

Practicals will be computer-based, and will be conducted using the Jupyter Notebook environment with Python.

## **Cambridge Environmental Data Science Group (CEDSG)**

This group will meet on a regular basis throughout the academic year where there will be talks from both internal and external speakers which will be open to the wider community within AI and Earth Sciences. During term time, talks are scheduled on [Tuesdays from 11.00 -13.00](#). In addition to the talks, cohort meetings will be held which will offer the opportunity for students to discuss topics specific to the first year of the programme, such as course and project selection.

## **Guided Team Challenge (GTC)**

Starting in December and running till the end of March, students will split into two teams to undertake a Guided Team Challenge. This will focus on accessing and processing Earth Observation data and using AI approaches to generate decision-support information.

The challenge will involve working closely with our industrial partners and is designed to build cohesion within the cohort, encourage innovative thinking, provide practical experience that will support later PhD research and encourage collaborative working. It will deliver both technical research skills and a wider range of translational skills, thus providing a valuable opportunity to develop skills outside your previous experience.

[The Team Challenge is the first component of the formal assessment \(see Assessment section\)](#)

### **Professional Development**

Workshops and talks will be organised throughout the duration of the programme in areas such as policy making, entrepreneurship and public engagement. These workshops will be held later in the academic year, exact dates will be advised once finalised. Attendance of these workshops is compulsory.

The University runs many training courses that you can sign up for and all students have access to [linkedin learning](#). A complete list of all University led training courses available for staff and students can also be found at: <https://www.training.cam.ac.uk/>. Note that any events organised by the CDT will take precedence over these courses.

The University also offers both online and in person [researcher development training](#), which we encourage you to undertake throughout the four year programme. These courses are an excellent way to gain further training in the skills you need as both a student and a researcher.

The University Libraries also offer useful courses for STEM subjects:  
<https://www.training.cam.ac.uk/cul/>

### **Training Plan**

At the beginning of term, you will be asked to complete a training plan for discussion with your First Year Advisor. The training plan should include a list of professional development and research skills training courses, conferences and workshops that you think would be beneficial to attend. The training plan will be discussed in your 6 monthly meetings with the Programme Manager and built upon throughout your time with the CDT.

### **Student Feedback**

We will ask for feedback on lectures, which we will use to shape future teaching for the programme. If you enjoyed something, please tell us, as we can include more on a given topic, alternatively if you didn't enjoy something we can then look to make changes.

An annual survey will also be sent to you so that you can provide feedback on all aspects of the programme including research, teaching, wellbeing, management and organisation. All feedback will be anonymous, and the results will be used to ensure the CDT delivers a valuable experience for all students.

In addition to these formal mechanisms, we also encourage informal feedback at any time. As we are a new programme we expect to evaluate the content yearly to ensure that our students receive the best education and training possible in this field.

## Projects

### MRes Research Project

A list of projects approved by the Research Committee will be provided in **January**, and you are encouraged to contact supervisors you are interested in working with to discuss the project further. While there will be no formal requirement for dual supervision between the “AI” and “Application domain” sides for the MRes project, it will be expected that supervisors will put in place arrangements to ensure there is sufficient access to the required breadth of expertise.

### Final Project Choice

You will be asked to confirm your selected project in writing by **Friday 25 February 2022**, with final approval of project allocations made by the Research Committee in mid/late March.

MRes projects will start the week commencing the **4 April 2022** at the latest, for three months and will provide practical research experience. There is no requirement to continue with your project to PhD, so you should see this time as an opportunity to develop your skills further as a researcher after the formal taught element.

**You will be formally assessed, via a report and presentation, for this component.**

### PhD Project

Similar to the MRes Project selection process, we will provide a list of possible PhD projects in **January**. We will also hold a PhD project Q and A event in January where University, BAS staff and our industry partners, will attend to allow for collaborations to be developed, in addition to hearing from supervisors regarding their potential projects. It is essential that you contact those supervisors you are interested in working with to discuss the project further before selecting a project.

### Self-Sourced PhD projects

If there is a particular area in which you wish to conduct research, which is not already covered by the list provided, you are able to source your own PhD project. However, while it is important that you undertake a project that is of interest to you, we must ensure that it fits within the objectives of the programme and also be a feasible piece of work for the duration of the project. If you choose to go down this route, we encourage you to discuss options with your first year advisor, your MRes supervisor, or any of the AI4ER Directors.

If you would like to source your own project, please notify the Programme Administrator of your intention to do so by **Friday 18 February 2022**. Once you have found an appropriate supervisor who is happy to supervise you and has the capacity to host you in their department, you will need to work with them to put together a brief project outline, which the supervisor must submit to the Programme Administrator by **22 April 2022**. The Research Committee will then consider the proposal and grant approval or seek further clarification.

No commitment to a project can be made until approval has been received via the Research

Committee. A self-sourced project will be rejected if suitable supervisors and/or topic have not been identified.

### **Project selection and PhD supervisor arrangements**

You will be required to confirm your selected project by **Monday 23 May 2022**. The Research Committee will review all selections and advise on their decision shortly after.

Ideally, projects will have a principal and co-supervisor that are based in a different department, so that you can benefit from the support and expertise offered by each department. The project should incorporate both AI and Environmental Risk themes. Your supervisors should be in place at the point of submitting your project confirmation to the Programme Administrator.

Please note that we may consider projects that have a principal supervisor identified only, if there is an appropriate support structure identified in the other field. For example, a project may be accepted if there is a supervisor within AI, along with suitable researchers from Earth Sciences who can provide the relevant support and guidance within that field.

We will only consider this option if it proves difficult to secure two supervisors in the relevant themes.

### **Feedback**

You will receive ongoing feedback on your assessments during termly meetings with your first year advisor, although no marks can be released until they are approved by the Degree Committee at the end of the year.

### *Assessment*

The assessment for the MRes component consists of the following:

- |                          |                                 |                       |
|--------------------------|---------------------------------|-----------------------|
| 1. Guided Team Challenge | Report, Presentation & Video    | 10% of the total mark |
| 2. MRes Project          | 5000 word Report + Presentation | 75% of the total mark |
| 3. PhD Project Proposal  | Two page Report + Presentation  | 15% of the total mark |

An additional oral examination will be held in August/September for any student who achieves an overall mark of 59 or under.

### **Marking Scheme**

Over 75%	Distinction
60 –74%	Pass
55 – 59%	Marginal Fail
Under 55%	Fail

Your final mark will be based on your weighted average score from all the assessments. To pass the MRes, your final mark **must be 60% or over**.

### *Example*

*Guided Team Challenge - 65*

*MRes Project - 72*

*PhD Project Proposal - 61*

*Overall mark awarded = 70 (65\*0.1+72\*0.75+61\*0.15)*

Students must achieve 60 or higher in each component, however a marginal fail in any component may be compensated by a distinction in another component. At the Senior Examiners discretion, you may be asked to attend an additional viva if you fail one of the components.

### **Assessment Specifics**

A summary of the assessments follows, but you will receive detailed information on the expectations and assessment criteria at the start of each component.

### **Guided Team Challenge (Component 1)**

#### **Report**

Each group will write a 2000 word report, to be submitted to the Programme Administrator as a PDF by **4pm on Friday 18 March 2022**. Code should be included as a link to a specific point in a GitHub repository.

The word count includes figure captions **but does not** include the title page, references, or appendices.

Please include the word count in your title page.

#### **Reflective Statement**

Each student will write a 500 word reflective statement, detailing the steps they took to tackle challenges that went beyond their previous experience. This should be submitted to the Programme Administrator as a PDF by **4pm on Friday 18 March 2022**.

#### **Presentation**

Presentations will take place as part of a cohort event on **Friday 25 March 2022**.

Further details on the format the GTC assessment will be provided by the end of Michaelmas.

#### **Showcase Video**

Each group will create a 3 minute showcase video outlining the project. This video will be assessed and made available to the industrial partners after the project is complete.

### **Research Project (Component 2)**

#### **Report**

Each student will submit a report of no more than 5000 words on their MRes project to be submitted to the Programme Administrator as a PDF by **4pm on Friday 1 July 2022**.

The word count includes figure captions **but does not** include the title page, references, or appendices. Code can be submitted in an appendix where appropriate. Your report must include the following text:

*This report is the result of my own work and includes nothing which is the outcome of work done in collaboration, except where specifically indicated in the text and/or bibliography.*

Please include the word count in your title page.

The format for your report is not prescribed, other than that you should include an abstract and a set of references (any format of referencing is acceptable). Your report abstract should enable the key results of your work to be interpreted by a non-specialist.

Your assessors will have a range of expertise/specialisms and as such the report should be written so that graduate level physical scientists can understand it. All data used should be cited and referenced and efforts to make your work FAIR should be employed. [www.go-fair.org/fair-principles](http://www.go-fair.org/fair-principles)

### **Presentation**

Presentations will be held on **Tuesday 12 July 2022**.

The format of your presentation can take any form, but consideration must be given to the content and layout which communicates your project clearly and concisely.

### **PhD Project Proposal (Component 3)**

The main purpose of this component is to assess your ability to produce an independent, scientific proposal, using your PhD project as the topic. Assessors may suggest amendments in order to strengthen the proposal. If changes are suggested, work will not be remarked, but an amended version of your proposal should be submitted.

The proposal should be no more than two sides of A4 with a font size of 11 using a Sans Serif font i.e. Arial, Calibri etc. All margins should be no less than 2cm. References and appendices are not included within the two page limit.

Your proposal must include the following text:

*This proposal is the result of my own work and includes nothing which is the outcome of work done in collaboration, except where specifically indicated in the text and/or bibliography.*

A PDF of your proposal should be submitted to the Programme Administrator by **4pm on Monday 25 July 2022**.

### **Presentation**

Presentations will be given as part of a cohort event on **Thursday 4 August 2022**.

For all assessments, you must keep to the given word count. Failure to do so may result in a reduction in marks, which will be determined at the discretion of the senior examiner.

**Further details on all of the expectations and assessment criteria will be provided at the start of each component.**

### **Additional Viva**

Any student who achieves a 'Marginal Fail' grade (55-59%) for the MRes course will be called for an additional oral assessment with the Internal and External Examiners. The viva will offer the opportunity for students to reach the minimum marks required to reach a pass mark of 60 i.e. you will not be able to achieve a distinction at the viva. The Examiners may also determine that your marks are unchanged.

The viva will primarily focus on any components where you have reached below 60, with scope to extend to other component topics.

The date for the additional viva will be communicated early in the academic year. Students are expected to be available in Cambridge on this date (dependent on COVID) and to attend at short notice.

### **Continuing to PhD**

In addition to an overall pass mark (60%) in the assessment, the following will also be considered before a student can continue to the PhD:

- Satisfactory supervision reports in all three terms
- Satisfactory attendance at compulsory training
- Satisfactory research proposal that lies within the scope of the CDT, including any corrections suggested as part of the assessment, and have the agreement of two participating PIs as the PhD Supervisors.

### **Late submissions**

Any assessment that is submitted after the specified deadline, without prior approval of an extension, will result in marks being deducted as follows:

Days late	Marks deducted
1-2	5 marks
3-5	10 marks
6>	15 marks

You may request a formal extension to deadlines on the basis of illness or serious personal grounds. If your extension request is for more than two weeks you must obtain a supporting letter from your College Tutor. The letter must clearly set out the grounds for the delay; confirm that supporting medical evidence has been received by the college (if appropriate) and propose a revised submission date.

### *Plagiarism and collusion*

Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include copying (using another person's language and/or ideas as if they are a candidate's own), by:

- quoting verbatim another person's work without due acknowledgement of the source.
- paraphrasing another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- using ideas taken from someone else without reference to the originator;
- cutting and pasting from the Internet to make a pastiche of online sources;
- submitting someone else's work as part of a candidate's own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

It is every student's responsibility to:

- Read, and ensure that you understand, the University-wide Statement on plagiarism (see [www.plagiarism.admin.cam.ac.uk](http://www.plagiarism.admin.cam.ac.uk)) which defines plagiarism and the forms that it can take. The statement follows the Regulations for discipline in Statutes and Ordinances.
- Familiarise yourself with guidance issued by your faculty or department which outlines the referencing techniques and other academic conventions that you will be expected to adhere to. This will be given to you in your handbook or other induction materials, but if you are in doubt ask your Director of Studies or Tutor.
- Ensure that you always follow these conventions and ask for clarification or support if you need it from your Director of Studies or Tutor.

If in doubt about any aspect of academic integrity it is always best to seek clarification at an early stage from the Supervisor, Programme Administrator or College Tutor.

### *Provisional marks and feedback*

No marks will be released until the assessment process has been completed in September. Should you fail any component, you will be notified as soon as possible of the requirement to attend a viva.

The assessments will measure performance to ensure students are ready and able to continue to a PhD, as such formal feedback will not be provided as standard and feedback will only be made available on request after the Degree Committee has confirmed the results. Any appeals can therefore only take place after the approved marks are awarded.

Informal feedback on your progress, however, will be provided at termly meetings with your advisor. Please note that any feedback given by your advisor bears no relation to your final grades, which have to be approved by the examiners.

### *Notification of degree and confirmation of final marks*

The Examiners will meet to review and agree the final marks for each candidate in September. Their recommendation will be submitted to the Degree Committee who will review the results and ultimately confirm the approval or non-approval of the degree in each case.

Following the Degree Committee meeting, you will be contacted directly (by the end of September or in early October) advising you of the outcome. A final copy of your marks will be sent to you by the Programme Administrator, who will also add your marks onto CamSIS. This makes up your transcript for the MRes Course.

### **Graduation, Degree Certificates and Official University transcripts**

Colleges are responsible for organising graduation and you should contact your College Tutorial Office to make the necessary arrangements. Student Registry are responsible for the production of formal University transcripts and Degree Certificates.

You will be able to attend a graduation ceremony for the MRes component after final marks are released. These marks will not be released in time to attend the undergraduate ceremony in Sept/Oct, but there are several other dates throughout the academic year that you will be able to attend.

More information on transcripts and graduation can be found at the following links:

[www.admin.cam.ac.uk/students/studentregistry/exams/after/degreeapproval.html](http://www.admin.cam.ac.uk/students/studentregistry/exams/after/degreeapproval.html)  
[www.cambridgestudents.cam.ac.uk/your-course/graduation-and-what-next](http://www.cambridgestudents.cam.ac.uk/your-course/graduation-and-what-next)

### **Review of Examination results**

Examinations are covered by strict regulations and the University has a standard procedure for the Review of Examination Results for Postgraduate Students, details of which can be found at [www.studentcomplaints.admin.cam.ac.uk/examination-reviews](http://www.studentcomplaints.admin.cam.ac.uk/examination-reviews). Students who are considering requesting a review under this procedure should discuss the matter with their College Tutor before proceeding. You are also encouraged to discuss any concerns with the Programme Administrator who can offer additional support or advice on the process.

### **Data Protection**

All assessment documentation is retained in line with the [University GDPR guidelines](#)

### **Transferring Department**

On successful completion of the MRes course, you will formally transfer to your host department which is usually the department where your principal supervisor is based.

## Years 2-4

Your host department will determine most processes during your PhD, and this handbook should therefore be read in conjunction with a departmental handbook and/or guidance documents. You should also read, and discuss with your PhD supervisors, the [code of practice for research students](#).

We will continue to hold student events during the duration of your PhD to ensure we retain a close cohort of CDT students.

### *Year 2 – first year of PhD*

All first year PhD students are registered as probationary and towards the end of year two you will be required to carry out a first year assessment. Those who successfully pass the assessment will then be registered as a PhD student.

The format of the first year assessment can vary across departments and your supervisor will advise on what is required. Usually, a report and presentation will be assessed by two independent assessors and one of the following outcomes will be determined:

- Registered for the PhD degree
- Resubmit and undergo a second viva
- Write up the first year work for a lower degree
- Withdraw from the University

Since the first year report involves the production of a piece of scientific writing, it is an opportunity for you to reflect upon the progress and direction of your research. The first year assessment must be completed before the start of your 4th term at Cambridge and preferably by the 10th month. Please contact the Programme Administrator if you have yet to undertake the assessment or you have any concerns regarding this process.

Should anything other than agreeing registration for the PhD be determined, your supervisor and programme staff will offer support and guidance on the next steps.

### *Year 3 – second year of PhD*

Once you have been registered formally for the PhD, you will continue to work on your project. For those in receipt of funding via the programme you are reminded that you have a training bursary and you should consider opportunities to attend relevant conferences and training to further your development.

You should ensure that you meet regularly with your supervisor so that you receive feedback and keep on track with timelines.

### *Year 4 – third year of PhD*

This is the writing up year, in addition to finishing up the last parts of your research.

The format and required word count for your thesis will be determined by the Degree Committee of the department you are registered, however you should refer to the link below to ensure you

have included the required University information. Please ensure you also follow the guidance on the intention to submit process.

[www.cambridgestudents.cam.ac.uk/your-course/examinations/graduate-exam-information/submitting-and-examination/phd-msc-mlitt/submit](http://www.cambridgestudents.cam.ac.uk/your-course/examinations/graduate-exam-information/submitting-and-examination/phd-msc-mlitt/submit)

## Intermission and Leave to Work Away

### Intermission

#### Medical

If you find that you are unable to study for more than two weeks due to ill health you should apply for medical intermission via the self-service portal on CamSIS. By formally applying for intermission, your submission date will be extended to account for the missing time, so it is important that an application is made so you can focus on your recovery and not worry about having to make up time.

If you are unable to make an application immediately, leave can be backdated by a maximum of 30 days.

#### Non-Medical

A list of reasons you might require intermission for non-medical reasons are listed here [www.cambridgestudents.cam.ac.uk/your-course/graduate-study/your-student-status/non-medical-intermission](http://www.cambridgestudents.cam.ac.uk/your-course/graduate-study/your-student-status/non-medical-intermission) this may include maternity/paternity leave and internships that are not relevant to your research, but are an opportunity for career development.

As before, you should formally apply for intermission via your self-service account on CamSIS.

### Leave to Work Away (LTWA)

There may at some point during your project, be a requirement to work outside of Cambridge, which could be for essential fieldwork, or for an internship that is directly relevant to your research.

You must apply for Leave to Work Away in good time prior to leaving via your self-service on CamSIS. Further information can be found here [www.cambridgestudents.cam.ac.uk/your-course/graduate-study/your-student-status/work-away](http://www.cambridgestudents.cam.ac.uk/your-course/graduate-study/your-student-status/work-away). As the University has a duty of care for all of its students, you will need to complete a risk assessment as part of the application process, as we need to know where you are and that you are safe whilst working away.

Please ensure that you liaise with your supervisor and the Programme Administrator if you need to take LTWA or Intermission. There can be financial implications for intermission requests and the Programme Administrator can provide further information if and when needed.

You will also need to apply for LTWA, should there be another outbreak of COVID and lock down measures are imposed.

## Student Support and Concerns

Some students may experience problems or difficulties which can take very different forms. The guidance below is provided to help you to identify available support and advice and you are encouraged to raise any concerns that you may have at the earliest opportunity. The sooner we know about problems, the sooner we can help – please, do not let things simmer. There are many people in the Cambridge system who will be able to help you with personal and academic matters and grievances; your wellbeing is of greatest importance to achieve success in this programme.

Overview of the support structure:

Phase	AI4ER CDT				Dept	College	University
MRes	Programme Manager	Mentors	Student Rep	MRes Advisor		Tutor	<a href="#">-Counselling service</a> <a href="#">-Disability Resource Centre</a> <a href="#">-Student Unions Advice Service</a> <a href="#">-Report + Support</a>
PhD					PhD Supervisor		

### Problems with the programme in general

We realise that Cambridge can be a daunting environment and occasionally a student may struggle with some aspect of the programme. If you are at all concerned that this is the case, you should speak with your Advisor or the Programme Manager, at the earliest opportunity. You may also wish to consult your College Tutor at this time.

All programme staff are available to help, even if you want a quick chat, please do reach out to us.

### Personal difficulties

Occasionally, students encounter personal difficulties, which could range from medical, financial or family issues, during the course of their studies. If you encounter such difficulties, you should inform your College Tutor as soon as possible. They can advise on your options and on any formal processes or procedures that may apply. Your College may also be able to provide you with other support (e.g. access to counselling services) and will have experience in dealing with many different issues. You are also welcome to discuss any difficulties with your Programme Manager or Advisor, who can offer advice or signposting to relevant support structures.

The University Student Wellbeing website has links to many useful resources ([www.studentwellbeing.admin.cam.ac.uk](http://www.studentwellbeing.admin.cam.ac.uk)). The university also has a counselling service available to all student registered at the University: [www.counselling.cam.ac.uk](http://www.counselling.cam.ac.uk).

Nightline (<https://cambridge.nightline.ac.uk>) is a confidential and anonymous listening service run by students for students. Nightline volunteers are available from 7pm – 7am during every Cambridge University full term. You can call, chat, email or skype with them: 01223 744444 – [email@cambridge.nightline.ac.uk](mailto:email@cambridge.nightline.ac.uk)

### Medical problems and disabilities

Students with medical problems or disabilities are strongly advised to discuss such problems with their College, who will offer advice and support for medical problems and disabilities. There is also a University Disability Resource Centre ([www.admin.cam.ac.uk/univ/disability/](http://www.admin.cam.ac.uk/univ/disability/)).

### Reporting inappropriate behaviour

The University has an anonymous reporting system tool, [report +support](#); for students to make named reports about any inappropriate behaviour of other students or staff. The scheme has been established to make Cambridge a place where everyone can feel safe, access support and thrive.

*"The University is committed to creating and maintaining a safe, welcoming and inclusive community which nurtures a culture of mutual respect and courtesy. There is no place for any form of bullying, harassment, discrimination, sexual misconduct, or victimisation in our community and each of us is responsible for the way we interact with and treat others".*

### University procedures

Should it not be possible to resolve any issue locally, the University has procedures in place for managing a range of student complaints ([www.studentcomplaints.admin.cam.ac.uk](http://www.studentcomplaints.admin.cam.ac.uk)).

### Leaving the programme early

If you are considering leaving the programme due to any of the issues above, please notify the Programme Manager as early as possible. We will review any cases on an individual basis and provide guidance on how to proceed.

If you make the decision to leave during the first year, prior to selecting a PhD project, you would be required to complete all of the assessed components in order to be awarded the MRes. We will discuss the options available, which may include selecting a project for you in order to complete the PhD proposal.

## Equality and Diversity

We are committed to creating and maintaining an environment for work, learning and research that is free from discrimination. We expect all staff and students to treat each other with respect irrespective of, for example, race, disability, religion, gender or sexual orientation. The programme's ED&I committee meets regularly to monitor our progress relating to these issues. You can find out more information on our ED&I policies on the [website](#).

If you have concerns about any such matters please refer to the [student support pages](#), or approach any of the Programme staff or the ED&I student rep, in confidence, who will provide advice and/or signposting to other support structures.

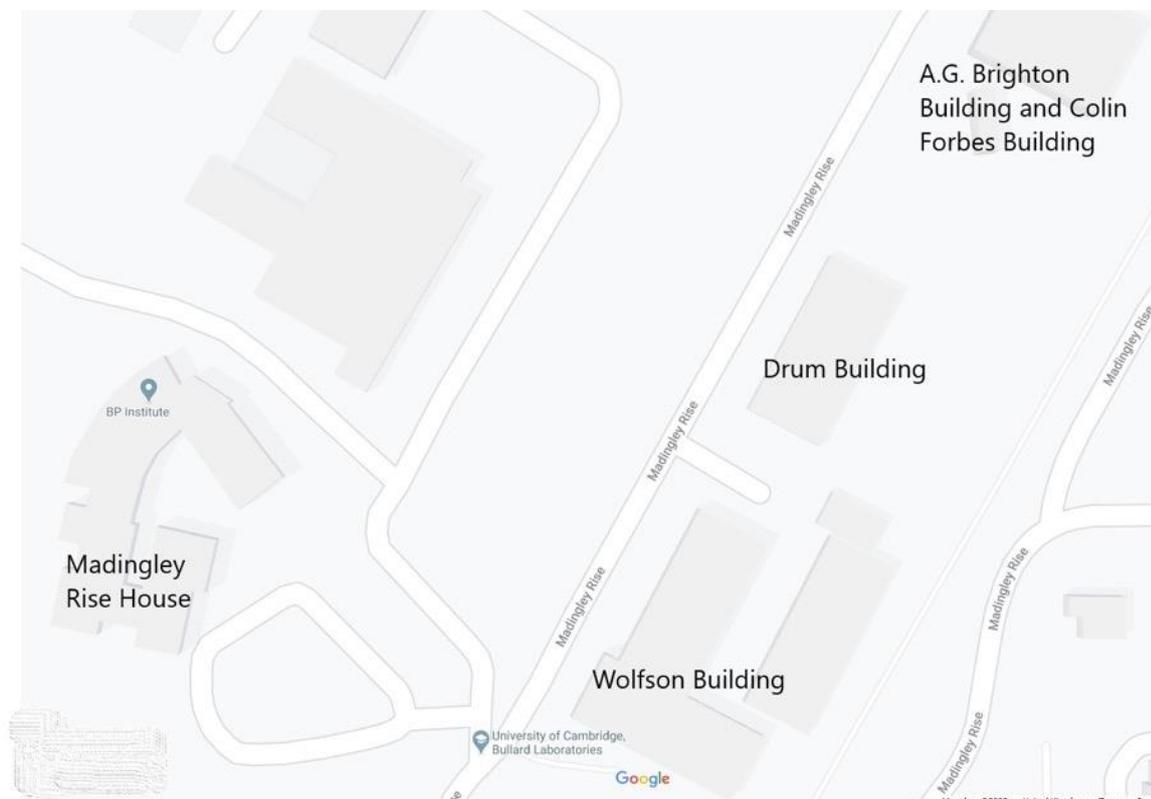
During the first term, you will be required to complete the [ED&I essentials online training](#), and Supervisors will be asked to provide proof that they have completed all relevant ED&I/unconscious bias training before they are approved as a Supervisor. You will also be invited to participate in the annual AI4ER ED&I survey, which plays a central role in improving Equality and Diversity within the DTP.

## Annual Reporting

UKRI / EPSRC requires all students (as recipients of their grants) to enter publications and success stories each year onto its “[Researchfish](#)” database. Researchfish can be linked with your [ORCID](#) account, which means you only need to update publications on one platform. EPSRC will contact each student who needs to do this (MRes and 1st year students are exempt), and you will be reminded by the University when you when you need to do this. **Please do this task.** If there is nothing to report you must submit a NULL return, doing this is quick and easy. If you don’t do it, both you and the department could be penalised, and it could reflect badly on the CDT when we apply for renewal.

Ahead of the reports that need to be submitted annually to UKRI, we may ask you to send us a list of training courses that you have attended throughout the year, therefore please make sure you keep your training plans up to date.

## Madingley Rise Site Information



During your first year you will be based at the Drum Building, which is one of four Earth Sciences buildings on the Madingley Rise site. The Drum Building houses PhD students, researchers, IT support and the AI4ER programme administration team. There is also a breakout area used for talks, meetings and lunch.

You will attend talks and some lectures at the Wolfson Building and at 11.00am on Wednesdays you can join other Earth Sciences students and staff for tea/coffee at Madingley Rise House. You can either bring your own drinks, or you can purchase them for a small cost.

All buildings are accessible by University card only, please ensure you keep this on you at all times.

### Safety Responsibilities and First Aiders

Bullard Safety Officer/Security	Mr Dudley Simons
Bullard Fire Manager	Mr Dudley Simons
Bullard Deputy Fire Manager:	Mr Andrew Pluck

In case of injury **call a first aider:**

Hannah Galbraith-Olive – Drum Building.....01223(8)37102  
 Sanne Cottaar – Mad Rise House.....07557 278944 ..... 01223 (7) 48938 Office  
 Sarah Wallace Johnson – Brighton Building 07976 124243 ..... 01223 (3) 61064

Sandra Freshney – Brighton Building .....07854 831207 ..... 01223 (7) 65717 Office  
 Tara Love – BPI .....07429840709 ..... 01223 (7) 65708  
 David Madden – BPI .....07791 166 840 ..... 01223 (7) 65721  
 Paddy Mortimer – BPI .....07711 658786 ..... 01223 (7) 65711  
 David Broussalt – BPI .....07403 739357 ..... 01223 (7) 65719

If you are already or would like to train as a first aider, please contact Dudley Simons.

**If an ambulance is needed try to contact a first aider, or dial 999** from any internal phone, ask for an ambulance to go to Bullard Labs, Madingley Rise, off Madingley Road, opposite JJ Thompson Avenue. If you are asked to give the post code – CB3 0EZ, be sure to tell the operator that the **post code does not work in most Sat Nav systems** and that the ambulance etc. **MUST** use the Madingley Road entrance to the site and **NOT** try to enter via Huntingdon Road, there is no vehicular access to the Bullard from Huntingdon Road. If possible, arrange for someone to go to the bottom of the drive to direct the emergency vehicle to the correct building.

Emergency contact numbers can be found on all notice boards.

***Please refer to the Bullard Handbook and the Earth Sciences Safety Handbook for all safety related issues.***

[www.esc.cam.ac.uk/resources/health-and-safety](http://www.esc.cam.ac.uk/resources/health-and-safety)

[www.esc.cam.ac.uk/resources/staff-resources/bullard-handbook](http://www.esc.cam.ac.uk/resources/staff-resources/bullard-handbook)

### **Travelling to the site and between lectures**

Cycle – cycling is the most common form of transport for students and the Drum building has cycle racks available for securing your bike. Students are strongly advised to use a bicycle to travel between different locations of their lectures and seminars etc. A cycle ride from the city centre to the Drum Building takes around 10 min. The West Cambridge site is undergoing major development and cycle paths are in place in some locations. It is expected that these will increase in time.

Bus – the **U bus** stops at the top of JJ Thomson Avenue and Madingley Rise is a 5 minute walk away. The bus operates between the Eddington site to the Biomedical Campus via the Cambridge rail station and costs £1 for all staff and students who show their badge. The **Citi 4** operates from the town centre and you will need to alight at the Veterinary School stop. Again, it is a 5 minute walk to the Drum Building. A weekly ticket currently costs £14. The Madingley Road Park and Ride is also an option which travels from the town centre to the park and ride site, which is a 10/15 minute walk to the Drum Building.

### **Catering Facilities and Common Rooms**

The Drum Building has a small communal kitchen with a fridge and microwave. The breakout room can be used during the lunch time period. The space and facilities at the main house can also be used.

If you wanted to purchase lunch, you can take the 3 minute walk to Greenwich House. The cafeteria offers sandwiches, paninis, soup and jacket potatoes. The Gates Building on JJ Thomson Avenue also hosts a cafeteria offering the same.

In addition to the above, there is a Sainsburys superstore which is a 10 minute walk away.

### Mail Services

The University of Cambridge operates the UMS (University Mail Service) which allows mail to be sent internally to other University departments without charge. Anything that you might need to send should be addressed accordingly and UMS written clearly on the envelope.

All mail is then left with the administrator at the main house.

### Stationery

There are some stationery items kept in the AI4ER admin office at the Drum Building, with a bigger supply kept at the main house. If you need anything in particular, do contact the Programme Administrator.

## Additional information

### Guides

The University Libraries have put together a guide for master's students. It is aimed at taught masters' (MPhil), but a lot of the advice is still useful:

<https://camguides.lib.cam.ac.uk/masters.html>

The [www.cambridgestudents.cam.ac.uk](http://www.cambridgestudents.cam.ac.uk) site also provides plenty of additional information about studying at Cambridge, from arrival to graduation.

### Talks

There are a huge range of fascinating seminars in Cambridge every week, accessible through [talks@cam](mailto:talks@cam) ([www.talks.cam.ac.uk](http://www.talks.cam.ac.uk)). Students are strongly encouraged to sign up to receive alerts for interdisciplinary seminar series in Cambridge e.g.

- Cambridge Centre for Climate Science (CCfCS)
- Conservation Research Institute (UCCRI)
- Artificial Intelligence Research Group Talks (Computer Laboratory)
- CuAI (Cambridge University Artificial Intelligence Society) – <http://cuai.org.uk/>
- Cambridge Centre for Climate Change Mitigation Research Seminar Series
- British Antarctic Survey

### Libraries

There are a number of libraries within the University that may be relevant to your studies:

- Cambridge University Library: [www.lib.cam.ac.uk/](http://www.lib.cam.ac.uk/) - the general University library
- Betty and Gordon Moore Library <https://moore.libraries.cam.ac.uk> – specialises in mathematics, natural sciences and technology
- Departmental and College Libraries

You need to get your University card activated at the individual libraries to gain access and being able to borrow books. The libraries often offer introductions to their contents.

#### *AI4ER resources*

Every month you will receive a student newsletter with information on key dates, seminars, conferences, training opportunities and resources. There is also a section on wellbeing and we are always looking for new content so please contact the Programme Manager if you come across anything you think may be relevant to all the students.

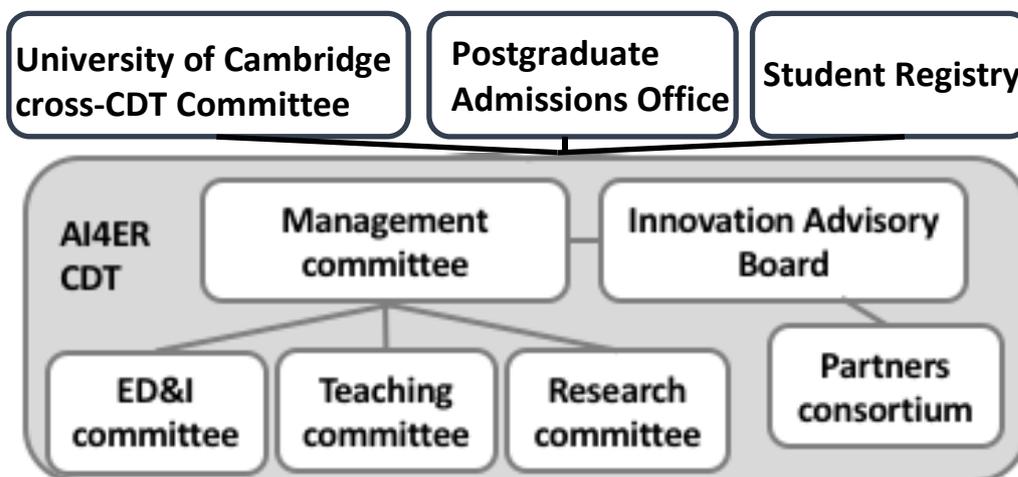
[A wiki resource on Github](#) has been established with lots of how to and intro guides on Jupyter, python, machine learning etc. A resource repository has also been set up, which you will need to use for the guided team challenge (you will receive access once you start the programme).

The CDT has a slack channel (the most popular form of communication between students). Once you have a Cambridge email address the Programme Manager will add you to the channel.

During term time AI4ER students get together for a morning coffee chat over zoom, every Friday at 10.30. If you are able to, please join:

<https://zoom.us/j/99597321360?pwd=aXI3Q2JMcm1YVk00RjZFUzdMaVRLdz09>

## Appendix 1 – AI4ER management structure



The AI4ER CDT is managed by 4 main committees:

- The ED&I Committee - responsible for the CDT’s ED&I strategy and implementation.
- Teaching Committee - oversees the MRes course and training provided by the programme.
- Research committee - responsible for overseeing the review and selection of MRes, PhD and research experience placement projects and ensuring the training and quality of supervisory teams, as well as monitoring student progression through each year of the PhD.
- Management committee – responsible for oversight and review of the strategic direction, operation of the Centre and for overall governance and reporting. It is comprised of all the Centre Co-and Deputy-Directors, a senior University representative, an external representative and student representatives. The 3 other committees all report to the Management committee, which meets every month.

The Innovation Advisory Board is comprised of Co-Directors and representatives from our partners, chosen to span the range of interests of the Centre; it reports to the Management committee and serves to guide the strategic direction of the Centre and to define research priorities. Finally, the aim of the Partner’s consortium is to establish, maintain, and increase the level of cooperation between the CDT and its Partners through engagement and timely and productive communications.

## Appendix 2– Key Dates

### Timeline

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Induction												
Foundation lectures												
Guided Team Challenge												
Assessment 1 (GTC)												
Application Domain/ Specialised lectures												
MRes Research Project selection												
Research project												
Assessment 2 (Research Project)												
PhD project selection												
Assessment 3 (PhD proposal)												

### Key dates

Event / deadline	Date
Induction week	Mon 27 Sep 21 – Fri 1 Oct 21
Student symposium	Mon 11 Oct 21
MRes Application and Specialist lecture selection	Fri 1 Oct 21
GTC introductory workshop	w/c 6 Dec 21
List of approved PhD and MRes projects available	Fri 7 Jan 22
PhD and MRes project Q and A session	w/c 24 Jan 22
Deadline for choosing MRes project	Fri 25 Feb 22
GTC challenge report due	Fri 18 March 22
GTC presentations	Fri 25 March 22
MRes project commences	w/c 4 April 22
Deadline for submitting PhD self-sourced project	Fri 22 Apr 22
AI4ER showcase	w/c 9 May 22
Deadline for confirming PhD project choice	Mon 23 May 22
End date for MRes project	Fri 24 June 22
MRes project report due	Fri 1 July 22
MRes project report presentations	Tues 12 July 22
PhD project report due	Mon 25 July 22
PhD project presentations	Thurs 4 Aug 22

Christmas break - 16 December 2021 to 11 January 2022

### MRes Research Project

List of projects available	by Friday 7 January 2022
MRes project Q and A session	w/c 24 Jan 2022
Selection of MRes project	Friday 25 February 2022
Start and end date of MRes project	w/c 4 April – 24 June 2022

### PhD Research Project

List of projects available	by Friday 7 January 2022
PhD project Q and A session	w/c 24 Jan 2022
Self Sourced PhD Project submission	Friday 22 April 2022
Confirmation deadline of PhD project choice	Monday 23 May 2022

### Assessment

	<b>Report Submission Deadline (4pm)</b>	<b>Presentation*</b>
<b>Guided Team Challenge</b>	Friday 18 March 2022	Friday 25 March 2022
<b>MRes Report/Presentation</b>	Friday 1 July 2022	Tuesday 12 July 2022
<b>PhD Proposal/Presentation</b>	Monday 25 July 2022	Thursday 4 August 2022

\*Times will be communicated to you at least 1 month before the date of the presentation.

Additional viva – tbc\*\*

Final Examiners Meeting – tbc\*\*

### Disclaimer

Every effort has been made to ensure the information contained in this handbook is correct, however, there is the potential for assessment dates to change or lectures to be rescheduled. We will do all we can to ensure you are not negatively affected by any possible changes that might be required.