STUDENT HANDBOOK
SCHOOL OF HEALTH AND HUMAN SCIENCES

Postgraduate research student handbook

2016–2017
Welcome to the School of Health and Human Sciences and thank you for choosing to study with us.

The School of Health and Human Sciences makes a difference to the health of the nation by working with individuals and public services to continually improve the experience of service users, carers and those who work with them.

Our School is located in the Kimmy Eldridge building on our Colchester Campus and in the Gateway Building on our Southend Campus. On both these sites you will find purpose-built accommodation to meet the needs of a growing and lively School.

Our School has a diverse range of staff reflecting the range of provision we offer. Staff hold academic and professional qualifications which enable them to deliver the highest quality of applied health and social care education.

Find out more about our school, areas of study we offer, our staff and the people who work with us on our webpages: www.essex.ac.uk/hhs. The School’s research activity centres around 4 themes that provide applied research skills and knowledge to solve real world problems within the local health and social care services:

- Research for Public and Patient Benefit
- Workforce Development and Health Education Research
- Social Policy and Social Care
- Mental Health and Psychological Wellbeing

For more information on our current research activity please visit our webpages: www.essex.ac.uk/hhs/research/default.aspx

The integration of research and teaching delivered throughout our School is highly regarded by local health, sport and social care organisations with whom we work in close partnership. These partnerships are critical to our effective functioning and are embedded in the way we work, ensuring that we focus on our goal of making a difference and excellence in education.

As a student we are keen that, when you leave our School, you will be highly employable and live by and exhibit the behaviours and values expected of a professional within the workplace. Consequently, we will try and keep everything we do relevant to the world in which you will be seeking employment.

You will have many opportunities to provide views on your experiences and we will provide feedback about the information we gather and how we have responded. I hope you will enjoy the time you spend with us at our School. You may be here for a single module or embarking on a programme of study that will last several years. In all cases you should have a positive experience; we hope you will embrace the opportunity to study in a supportive environment that values critical inquiry and the challenges of delivering health and social care both in the UK and internationally.

Vikki-Jo Scott
Head of School
School of Health & Human Sciences
Section 1: Introduction

School of Health and Human Sciences: Postgraduate (Research) Student Handbook 2016-17

About your student handbook
This handbook has been designed to give you essential information about your School and the University.

Other sources of information are available to help you, and are listed below at www.essex.ac.uk/myessex and www.essex.ac.uk/students. Our friendly departmental staff are here to help and you can find their contact details in this handbook.

Remember that at Essex, we don’t separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you’re part of a vibrant community that lives, learns and plays together.
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Section B - Guidance on each format

Hard Copy

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Books with 3+ authors
Chapter in an edited book
A Translated book
A Dictionary
Journal article
A Newspaper article
A Professional bulletin/newsletter
An Official Report
An Act of Parliament
Legal Reports/Cases
A leaflet/pamphlet
A PhD thesis, dissertation or unpublished research
A Conference presentation
A face-to-face interview or conversation
A letter

Electronic Resources

Web pages
The Department of Health/NHS web pages
An e-book
Online journals
An online newspaper
Radio programme
Online Radio Programme
A podcast
TV programme
Online TV programme
Film
DVD/Video/CD Rom
Email
Social Media – e.g. Facebook/Twitter
Blogs
YouTube
SlideShare
Online image library

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*NB Graduation - Provisional, subject to change. Graduation dates apply to all three campuses.

Please note Examination and Graduation dates may be subject to change.
1.1 Term Dates, Calendar and Academic Week Numbers
These term dates will not apply to some courses, please check your course specific handbook.

2016-2017
Autumn term  06 October 2016 – 16 December 2016
Spring term   16 January 2017 – 24 March 2017
Summer term  24 April 2017 – 30 June 2017

2017-2018
Autumn Term  05 October 2017 – 15 December 2017
Spring Term   15 January 2018 – 23 March 2018
Summer Term  23 April 2018 – 29 June 2018

1.2 Teaching timetable
Information about teaching timetables and your individual timetable can be found at www.essex.ac.uk/students.

1.3 Study leave and reading week
Some modules will have a reading week. This will be indicated on the module timetable.

1.4 myEssex – the Student Portal
myEssex is your online account. Use it to see your timetable, keep your personal details up-to-date, see how you’re doing on your course, let us know if you’ll miss a lecture or class, contact the Student Services Hub and much more. https://www.essex.ac.uk/myessex/

You can personalise myEssex further by adding and hiding links, adding personal contacts and by changing the look of the pages.
2. About our School

2.1 Our locations

Colchester Campus
School of Health and Human Sciences
Kimmy Eldridge Building
University of Essex
Wivenhoe Park
Colchester
Essex CO4 3SQ
United Kingdom

Reception: Room 2S2.4.02
Direct tel: +44 (0)1206 872854
General enquiries: hhs@essex.ac.uk
Pre-registration programme
enquiries:ipl@essex.ac.uk
Website: www.essex.ac.uk/hhs

Southend Campus
School of Health and Human Sciences
Gateway Building
University of Essex
Elmer Approach
Southend on Sea
Essex SS1 1LW
United Kingdom

Direct Tel: +44 (0)1702 328367
HHS is located on Floor 2 of the Gateway building.
Website: www.essex.ac.uk/hhs

2.2 Opening hours

9am - 4.30pm Monday - Friday – Administrative staff. For Academic staff please email to make an appointment.

2.3 School staff roles

Below is a summary of the roles of the staff you are likely to be in contact with most frequently:

Programme Leaders
Programme Leaders have overall responsibility for a degree programme and as such have an overview of the programme’s modules. Together with Progress Officer/Senior Tutor, they are responsible for monitoring student progress and addressing any problems both staff or students may have. They offer supervision, advice and support to the students.

Module Leaders
Module Leaders are responsible for the individual modules, which make up programmes. They design the modules, teach them and examine them. They keep an attendance register and monitor student progress and talk to students about any academic issues related to their particular module.

Module Contributors
Some modules bring in additional members of staff and clinical experts to teach some sessions on the modules.

Dean of Health
Professor Joanna Jackson, as our Dean of Health, liaises with all external organisations on behalf of the University for all matters to do with health and social care.

Head of School
Vikki-Jo Scott, the Head of School is informed of postgraduate matters by the Director of Education and the Programme Leads. The Head of School is responsible to the Vice-Chancellor for ‘maintaining and promoting the efficiency and good order of our School’.
Continuing Professional Development (CPD) Lead
Vikki-Jo Scott is the CPD lead for our school, and takes responsibility for the oversight of the courses, programmes and activities related to CPD within our School.

Director of Education
Mark Francis-Wright is the Director of Education and has oversight of all taught courses in our School through the respective Programme Leads.

Director of Research
Ewen Speed is the Director of Research and has an oversight of all research areas.

Deputy Director of Research
Leanne Andrews is the Deputy Director of Research and has oversight of all the research students in our School through the Programme Leads (for D Clin Psych and Professional Doctorate students). She will deal with issues of supervision, progression or status within a Programme that cannot be dealt with by your Academic Supervisor or Programme Lead.

Professional Doctorate Director
The Professional Doctorate Director is Peter Martin. He administers the programme by working with other members of staff in relation to all of the components of the programme (e.g. portfolio, dissertation and taught modules). Any difficulties experienced by Professional Doctorate students that cannot be resolved directly by the Professional Doctorate Director should be brought to the attention of the Deputy Director of Research.

Postgraduate Programme Administrators
The Graduate Programme Administrators deal with administrative matters relating to postgraduate Programmes.

School Administrator
Denise Green is the Senior School Administrator has overall responsibility for the administration of our School.

Please click on these links for a list of academic and administrative staff:
www.essex.ac.uk/hhs/staff/Staff.aspx?type=admin
www.essex.ac.uk/hhs/staff/Staff.aspx?type=academic

2.4 School computer access
As well as the central PC labs for all students, postgraduate students are able to use the PCs in the open access study area on floor 5 of the HHS building. Please observe the quiet working/no food and drink policies if using this area. There is a full time PhD student office located on floor 5 in the HHS building in Colchester.

2.5 Common room
There is a staff and student common area located on level 4 of the HHS Building in Colchester and a common room on Level 2 at Southend Campus.

2.6 Photocopying
Students are not permitted to use staff photocopying facilities in our School. Photocopying is available at the print shop at Colchester Campus and on site in The Forum Building at Southend Campus.
2.7 Your supervisor
All research students are allocated a supervisor who they will work closely with for the duration of their dissertation or thesis research. PhD, MPhil and MSD students will know who their supervisor is from the outset of their studies whereas students on the Professional Doctorate Programmes will not be allocated a thesis supervisor until the second year of study. Research students are expected to have at least one supervision session every month with their supervisor.

2.8 Using mobile phones, smartphones, laptops and tablet PCs
The school asks that students are respectful of lecturers and others when using devices. This will include as a minimum switching mobile phones to silent (the preference being to switch them off) and not accessing them in class, other than identified needs due to unforeseen circumstances. This should be discussed with the Lecturer prior to the start of the session. Laptops and tablets may be used for note taking with the lecturer’s permission.

2.9 Correspondence and communication
Our School will contact students in a variety of ways, including e-mail and post. It is a University requirement that you check your University e-mail at least once a week during term time. General information will be sent to your University e-mail address not to your home or work-e-mail address. It is therefore very important that you check your University e-mail account regularly. Please note that you can access your University e-mail address from outside the University via your my Essex student portal. If necessary, you can have your University e-mail forwarded to an address of your choice. There are details on how to do this on this webpage www.essex.ac.uk/it/email. The IT Help Desk, which is housed within the new Silberrad Student Centre in Square 5 at our Colchester Campus, can provide help if you have problems in doing this. Our Southend Campus IT helpdesk is in The Forum Building, Floor 2.

2.10 Appointments with staff
If you wish to contact a member of staff about a matter or to make an appointment, the best methods are to telephone or e-mail. If you should experience any difficulties in contacting a member of staff, then contact one of the administrative team.

2.11 Change of address
If your address, telephone number or e-mail address changes please amend your details using ‘myEssex’ straight away. For part-time students this applies to both your home and work address as we frequently need to contact part-time students at their home or work address.
Section 2: Academic Matters

3. Learning and Teaching

3.1 Brief statement about learning, teaching and the nature of doctoral studies
As a postgraduate student you are responsible for your own learning and development. This means that we expect you to be self-motivated and disciplined in your studies, but also, if you should experience any difficulties that you are proactive in raising these with your Programme Lead or thesis supervisor.

3.2 What the department expects from its students and what students can expect from the department
The School expects dedication to your field of study throughout your period with us. To help you achieve this we offer excellent support to all students from School staff. All students will be allocated a dissertation or thesis supervisor with whom they can discuss any difficulties with their studies as they may arise. The School also has a Doctoral Peer Support group where Doctoral students can go to meet other students in an informal setting.

3.2.1 Course structures
Please click on the link below for specific course structure
www.essex.ac.uk/hhs/subjects

3.2.2 Programme specifications
Programme Specifications provide key information, such as the structure and aims of your course, as well as the knowledge and skills you will develop. The learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes and assessment on the modules you take. The relevant Programme Specification for your course and stage of study will be available to you when you log onto either myEssex or eNROL. Your Department/Centre/School can provide you with a copy of the module map showing how your course learning outcomes are connected to the modules.

3.2.3 Learning outcomes
Your course’s learning outcomes are set out in Programme Specifications. They are categorised into knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes and assessment on the modules you take. You can measure your progress against the outcomes, for example when reviewing coursework feedback, and they can be used to guide you when undertaking independent study. You can find a copy of the module map by clicking on the following link:
http://www.essex.ac.uk/coursefinder/. Specific module learning outcomes are available within the individual module guides. These are available on the moodle site relating to your course.

3.2.4 Accreditation of Prior Learning (APL)
Accreditation of Prior Experiential Learning (APEL)
The University has an APL/APEL procedure by which applicants may apply to have their prior learning assessed and accredited towards the relevant degree programme or module of study. The APL/APEL procedure normally operates during the admissions process and the relevant Admissions Officer is responsible for its operation. The published procedure is available www.essex.ac.uk/dsh/apel.

3.3 Moodle, ORB and FAsers
Our online resource bank (ORB) stores important module materials such as reading lists and past exam papers.
We use Moodle as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FAser is our online coursework submission and feedback system. Use it to submit your coursework electronically, produce a watermarked copy of your work and receive electronic feedback all in one place.

### 3.4 Registration, absence and intermitting and maximum period of study

All new students and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year, your email account, access to IT and library services, enrolment on modules and confirming your contact details.

You should discuss any proposed change of degree title with your supervisor. Once you have decided you want to change your degree title, you will need to make a formal request using the online Change of Course/Degree title form (available here: www.essex.ac.uk/esf/)

Until your final term, you may request a transfer from one mode of study to another, for example from full time to part time, including distance learning, or vice-versa. You should discuss any proposed change with your supervisor.

If you are a sponsored student, you should discuss any proposed change with your funding body and/or check its terms and conditions. If you are a Research Council funded student you should contact the Student Services Hub to discuss your request to change your mode of study.

Once you have decided you want to change your mode of study, you will need to make a formal request, using the online Change of Mode of Study form, which will need to be approved by your department and the Dean. You can find the form at: www.essex.ac.uk/esf/

If your request is approved your minimum and maximum period will be adjusted pro-rata.

Please read carefully our guidance on Tier 4 and course changes here:
http://www.essex.ac.uk/immigration/studies/changes

### 3.5 Maximum periods of study

University of Essex awards are subject to a maximum period of study, within which an award must be achieved. The maximum period of study is set from the date when a student is first admitted to a postgraduate programme and changes of course, repeat years and periods of intermission are normally included within the maximum period.
Maximum and Minimum periods of study from 2008-09

<table>
<thead>
<tr>
<th>Research degree</th>
<th>Mode</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters by Dissertation (MA or MSc by dissertation)</td>
<td>FT</td>
<td>One year</td>
<td>Two years</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Two years</td>
<td>Three years</td>
</tr>
<tr>
<td>Master of Philosophy (MPhil)</td>
<td>FT</td>
<td>Two years</td>
<td>Three years</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Four years</td>
<td>Five years</td>
</tr>
<tr>
<td>Doctor of Medicine (MD)</td>
<td>PT only</td>
<td>Two years</td>
<td>Three years</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>FT</td>
<td>Three years</td>
<td>Four years</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Six years</td>
<td>Seven years</td>
</tr>
<tr>
<td>Doctor of Philosophy Integrated (PhD)</td>
<td>FT</td>
<td>Four years</td>
<td>Five years</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>Eight years</td>
<td>Nine years</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>FT/PT</td>
<td>See individual programmes</td>
<td>See individual programmes</td>
</tr>
</tbody>
</table>

(Table taken from the Principal Regulations for Research Degrees – Appendix 1)

3.6 Progression Milestones for research students

3.6.1 Professional Doctorate Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: Progress to Year 2 (or equivalent for part-time students)</td>
<td>A: Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>▪ Training Needs Analysis to be completed.&lt;br&gt;▪ Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>Term 1 for all students</td>
</tr>
<tr>
<td></td>
<td>B: Choose/narrow down the research topic and demonstrate significance/impact of research.</td>
<td>Research Project Proposal, including (dependent on subject area):&lt;br&gt;▪ Write central research problem/questions to be answered.&lt;br&gt;▪ Methodological considerations.&lt;br&gt;▪ Feasibility Report – identifying sources, access and ethical considerations&lt;br&gt;▪ Create project plan, outlining objectives</td>
<td>By Supervisory panel (Term 3 for full-time students; Term 6 for part-time students)</td>
</tr>
</tbody>
</table>
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students) | A: Review training needs and knowledge required to continue with research project and complete the thesis. | • Training Needs Analysis to be reviewed.  
• Attend Proficio courses and plan for further courses to attend, as appropriate. | By end of year Supervisory panel (Term 4 for full-time students; Term 7 for part-time students)  
By end of Term 6 for full-time students; Term 12 for part-time students |
| --- | --- | --- | --- |
| A: Review training needs and knowledge required to continue with research project and complete the thesis. | • Training Needs Analysis to be reviewed.  
• Attend Proficio courses and plan for further courses to attend, as appropriate. | By end of year Supervisory panel (Term 4 for full-time students; Term 7 for part-time students)  
By end of Term 6 for full-time students; Term 12 for part-time students |
| B: Demonstrate work of the quality and quantity expected at the end of Year 2 | • Produce 3000 word report  
• Report on research undertaken to date | By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students)  
By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students) |
| C: Review significance and impact of research and articulate output. | For example:  
• Present research to students and staff at seminars/conference | By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students)  
By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students) |
| D: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | • Create a detailed, realistic plan of work/timetable for Year 3.  
• Produce Supervisory panel report written in a clear and self-reflective style | By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students)  
By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students) |
| E: Subject-specific milestones | Participate in the HHS Conference  
To complete all taught modules | By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students)  
By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students) |
**University of Essex**

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M1: Progress to Year 2</strong>&lt;br&gt;(or equivalent for part-time students)</td>
<td>A: Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>▪ Training Needs Analysis to be completed.&lt;br&gt;▪ Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>▪ Term 1 for full-time students; Term 2 for part-time students&lt;br&gt;▪ By end of Term 3 for full-time students; Term 6 for part-time students</td>
</tr>
<tr>
<td></td>
<td>B: Choose/narrow down the research topic and demonstrate significance/impact of research.</td>
<td>▪ Research Project Proposal, including (dependent on subject area):&lt;br&gt;▪ Write central research</td>
<td>By Confirmation Board&lt;br&gt;(Term 4 for full-time students; Term 7 for part-time students)</td>
</tr>
</tbody>
</table>

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**3.6.2 PhD Milestones**

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M4: During Completion Year (for P/T students only)</strong></td>
<td>A: Clear evidence of progress towards submission</td>
<td>▪ Completed final draft of thesis for supervisor(s)/ Supervisory panel comment</td>
<td>By interim Supervisory panel prior to submission/Term 2 of completion year (Term 11/12 for full-time students; Term 20/21 for part-time students)</td>
</tr>
<tr>
<td></td>
<td>B: Subject-specific milestones</td>
<td>Department to add as appropriate.</td>
<td></td>
</tr>
<tr>
<td>M2: Confirmation</td>
<td>A: Demonstrate understanding of chosen topic within the context of the field.</td>
<td>▪ Critical Literature Review (where relevant)</td>
<td>By Confirmation Board (Term 4 for full-time students; Term 7 for part-time students)</td>
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</tr>
<tr>
<td>B: Demonstrate the ability to produce work of the quality and quantity in order to complete within the four year maximum period.</td>
<td>A 10,000 word document that evidences that academic writing is of standard and ability expected at PhD level, including adequate referencing, critical evaluation/discussion and language skills.</td>
<td>By Confirmation Board (Term 4 for full-time students; Term 7 for part-time students)</td>
<td></td>
</tr>
<tr>
<td>C: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</td>
<td>▪ Create a detailed, realistic plan of work/timetable for Year 2. ▪ Produce Supervisory panel report written in a clear and self-reflective style</td>
<td>By Confirmation Board (Term 4 for full-time students; Term 7 for part-time students)</td>
<td></td>
</tr>
<tr>
<td>D: Demonstrate work of the quality expected at the end of year 1.</td>
<td>3,000 word report – this may be a first draft of the research proposal or other piece of work.</td>
<td>By Supervisory panel in Term 3 for full-time students; Term 6 for part-time students.</td>
<td></td>
</tr>
<tr>
<td>E: Demonstrate involvement in School-wide Research activities as expected at the end of year 1.</td>
<td>Poster presentation at the School's Staff-Student Research Conference</td>
<td>At the School's Annual Conference (summer term).</td>
<td></td>
</tr>
<tr>
<td>F: Demonstrate knowledge of Ethics and Research Governance approval processes</td>
<td>Decisions have been made regarding which ethics and research governance approvals are required.</td>
<td>By Supervisory panel in Term 3 for full-time students; Term 6 for part-time students.</td>
<td></td>
</tr>
<tr>
<td>C: Demonstrate the ability to communicate appropriately to lay and expert audiences as expected in year 2.</td>
<td>A 10 minute oral presentation of the proposed research outlining progress to date.</td>
<td>At the Confirmation Board (Term 4 for full-time students; Term 7 for part-time students).</td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>M3: Progress from Year 2 to Year 3 (or equivalent for part-time students)</td>
<td>A: Review training needs and knowledge required to continue with research project and complete the thesis.</td>
<td>Training Needs Analysis to be reviewed. Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term 4 for full-time students; Term 7 for part-time students By end of Term 6 for full-time students; Term 12 for part-time students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: Demonstrate work of the quality and quantity expected at the end of Year 2</td>
<td>Produce at least 30% of thesis in draft form Report on research undertaken to date (3,000 word report)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: Review significance and impact of research and articulate output.</td>
<td>For example: Deliver workshop Present research to students and staff at seminars/conferences Write journal articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</td>
<td>Create a detailed, realistic plan of work/timetable for Year 3. Produce Supervisory panel report written in a clear and self-reflective style</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: Demonstrate involvement in School-wide Research activities as expected at the end of year 2.</td>
<td>Poster presentation at the School's Staff-Student Research Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>At the School’s Annual Conference (summer term).</td>
<td></td>
</tr>
<tr>
<td>M4: Progress from Year 3 (or equivalent for part-time students) to Completion Year</td>
<td>A: Ability to reflect on skills and knowledge development and its application to the research project</td>
<td>Training Needs Analysis reviewed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By end of year Supervisory panel (Term 9 for full-time students; Term 18 for part-time students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: Demonstrate work of the quality and quantity expected at</td>
<td>Research completed (experimental, empirical and)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By end of year Supervisory panel (Term 9 for full-time students; Term 18 for part-time students)</td>
<td></td>
</tr>
</tbody>
</table>
the end of Year 3 (or equivalent for part-time students)  

theoretical work, where relevant i.e. all data has been collected  
- Produce 60% of thesis in draft form that supervisor(s) have judged to be of acceptable standard.

students; Term 18 for part-time students)

C: Demonstrate ability to complete within the maximum period.  
- Produce a realistic completion year plan.  
- Produce Supervisory panel report written in a clear and self-reflective style

By end of year Supervisory panel (Term 9 for full-time students; Term 18 for part-time students)

E: Demonstrate involvement in School-wide Research activities as expected at the end of year 3.  
Oral presentation at the School's Staff-Student Research Conference

At the School's Annual Conference (summer term).

M5: During Completion Year  
A: Clear evidence of progress towards submission  
- Completed final draft of thesis for supervisor(s)/Supervisory panel comment

By interim Supervisory panel prior to submission/Term 2 of completion year (Term 11/12 for full-time students; Term 20/21 for part-time students)

### 3.6.3 MPhil Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| M1: Agreement on research topic and assessment of training needs and knowledge required to undertake research project and complete the thesis. | A brief description of the general research topic.  
- Training Needs Analysis to be completed.  
- Attend Proficio courses and plan for further courses to attend, as appropriate. | 2nd week  
- 2nd week  
- By end of Term 3 |
| M2: Clarify research topic and demonstrate an understanding of topic and relevance to wider research | Research Project Proposal, including (dependent on subject area):  
- Write central research problem/questions to be answered.  
- Methodological considerations.  
- Feasibility Report – identifying sources, access and ethical | By first Supervisory panel and RSPB (Term 1) |
<table>
<thead>
<tr>
<th>Considerations</th>
<th>M3: Demonstrate understanding of chosen topic within the context of the field.</th>
<th>M4a: Demonstrate the ability to produce work of the quality and quantity in order to complete an MPhil.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create project plan, outlining objectives for each stage.</td>
<td>• Critical Literature Review (where relevant)</td>
<td>• Evidence that academic writing is of standard and ability expected at MPhil level, including adequate referencing and language skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Refined statement of the work to be undertaken, its aims and significance, especially its novelty and timeliness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applications for ethical or other approvals to have been submitted as appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By end of year 1 SB and RSPB –(Term 3)</td>
</tr>
<tr>
<td>M4b: Progress to Year 2</td>
<td></td>
<td>By end of year 1 SB and RSPB –(Term 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By end of year 1 SB and RSPB –(Term 3)</td>
</tr>
<tr>
<td>M5: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</td>
<td>• Create a detailed, realistic plan of work/ timetable for Year 2.</td>
<td>By end of year 1 SB and RSPB –(Term 3).</td>
</tr>
<tr>
<td></td>
<td>• Produce Supervisory panel report written in an appropriate subject specific style</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M6: Subject-specific milestones</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>M7: Assessment of training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>• Training Needs Analysis to be reviewed.</td>
<td>Term 4</td>
</tr>
<tr>
<td></td>
<td>• Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>End of Term 6</td>
</tr>
<tr>
<td>M8: Demonstrate work of the quality and clear evidence of progress towards submission for an MPhil at the end of Year 2</td>
<td>• Research completed (experimental/theoretical work, where relevant)</td>
<td>By end of year Supervisory panel (Term 6)</td>
</tr>
<tr>
<td></td>
<td>• Produce 60% of dissertation in draft form that supervisor(s) have judged to be of acceptable standard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Produce a realistic completion year plan (if needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Produce Supervisory panel report written in an appropriate subject specific style</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Present research to students and staff at seminars/conference</td>
<td></td>
</tr>
<tr>
<td>M9: Subject-specific milestones</td>
<td>• Poster presentation at the School’s Staff-Student Research Conference</td>
<td>At the School’s Annual Conference (summer term).</td>
</tr>
<tr>
<td>Completion Year (if needed)</td>
<td>Completed final draft of thesis for supervisor(s) comments</td>
<td>By Supervisory panel prior to submission</td>
</tr>
<tr>
<td>M10: Clear evidence of progress towards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3.6.4 Masters by Dissertation Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| M1: Agreement on research topic and assessment of training needs and knowledge required to undertake research project and complete the thesis. | ▪ A brief description of the general research topic.  
▪ Training Needs Analysis to be completed.                                                                                                         | ▪ 2nd week  
▪ 2nd week               |
| M2: Clarify research topic and demonstrate an understanding of topic and relevance to wider research | Research Project Proposal, including (dependent on subject area):  
▪ Write central research problem/questions to be answered.  
▪ Methodological considerations.  
▪ Feasibility Report – identifying sources, access and ethical considerations  
▪ Create project plan, outlining objectives for each stage.                                                                                       | By first Supervisory panel (Term 1) |
| M3: Demonstrate the ability to produce work of the quality and quantity in order to complete a Masters by Dissertation. | ▪ Evidence that academic writing is of standard and ability expected at Masters by dissertation level, including adequate referencing and language skills.  
▪ Write critical literature review                                                                                                                 | By end of Term 2               |
| M4: Demonstrate work of the quality and quantity expected to be in a position to complete within one year | ▪ Create a detailed, realistic plan of work leading to submission  
▪ Produce x draft chapters/papers  
▪ Report on research undertaken to date  
▪ Research completed (experimental, empirical and theoretical work, where relevant)  
▪ Produce Supervisory panel report written in an appropriate subject specific style                                                                 | By Supervisory panel (Term 3)  |
| M5: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic completion plan (if required)                                                                                                                                             | By Supervisory panel (Term 3)  |
3.7 Supervisory panels, Examination Boards and Progress Board

It is necessary for all students to be aware of three important events within the academic year.

3.7.1 Supervisory panels
All research students are required by the University of Essex to attend Supervisory panels. These Boards are important events, necessary to monitor your progress through the programme and assess whether your progress is satisfactory.

A Supervisory panel consists of at least two members of academic staff, one of whom is normally your supervisor the other will be the Chair of the board. Supervisory panels are held twice a year (in December/January and May/June) for full-time students and once a year (May/June) for part-time students. Your programme administrator will write to you and ask you to attend the University at an identified time. Supervisory panels last approximately 45 minutes for professional doctorate students and 60 minutes for research students. Attendance at your Supervisory panel is compulsory. Please make every effort to attend at the time allocated or identify an alternative time with the programme administrator.

While the main purpose of Supervisory panels is to establish that you are making adequate progress, they are also an opportunity to identify and address any problems you may be having. You can expect to receive constructive comments from members of the board. The board will also consider how far you are meeting other expectations of research students including engaging with research activity in the school, the University and externally, all of which contribute to the development of the your academic profile and help prepare you for your viva examination.

Research Student Supervisory panels are the means through which your progress is assessed and reported on to the Research student progress board (RSPB) which in turn makes reports to the Dean of the Graduate school. A summary of points discussed at the board together with recommendations will be produced by the Chair for forwarding to the Graduate School. Any disagreement between your views and those of the board on your progress will be noted.

Chairs are free to conduct Supervisory panels in their own style. You can expect that the board will be non-threatening and non-confrontational but you should demonstrate that you understand its importance and ensure that members of the board are provided with sufficient written and oral evidence to make a recommendation on your progression.

3.7.2 Written material for Supervisory panel
You will be required to submit the following documentation in advance of your Supervisory panel:

1. A report of your progress
   (Template at: [http://www.essex.ac.uk/hhs/current_students/default.aspx](http://www.essex.ac.uk/hhs/current_students/default.aspx))
   You are strongly recommended to discuss what you write in your report with your supervisor.
2. Written work as detailed below*:

<table>
<thead>
<tr>
<th>Professional Doctorates in Health and Social Care – Year 1</th>
<th>1000 document outlining proposed area of research, detailing methodology and provisional research questions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Doctorates in Health and Social Care – Year 2 onwards</td>
<td>3000 word document reflecting current progress on work. In year two it would be anticipated that this would take the form of a more substantive proposal, and in subsequent years it would reflect the ongoing work the student is currently engaged in (vis a vis their progress on their project).*</td>
</tr>
</tbody>
</table>
| Research (PhD, MPhil, MSD) students not in completion | End of Year Board (Summer)  
3000 word 'work in progress' document*  
Interim Board (January)  
Documentation as requested by the supervisor |
| Clinical Psychology Trainees | Student to agree suitable submission with supervisor or programme team |

* Written documentation should be submitted electronically to your programme administrator no less than two weeks before the board meeting.

3.7.3 Examination Boards (Professional Doctorate Students only)
The Examination Board is the formal arena in which marks awarded to student work are ratified.

Coursework for students on doctoral programmes is assessed internally by two assessors and externally by the programme’s External Examiner. The External Examiner reports to the Examination Board on matters pertaining to individual students and the student cohort.

3.7.4 Research student progress board (RSPB)
The purpose of the RSPB is to report on progress and recommend whether the student should, or should not, be permitted to progress to the next year of study.

The outcome, for each student, of the Supervisory panel and (where relevant) the Examination Board is reported to a Progress Board. The Progress Board will determine whether each student should be permitted to progress to the next year of study. Should there be concern about fitness to progress the student will be invited to present extenuating circumstances to the Board (see Higher Degree Regulations). The Progress Board may stipulate special conditions where it has concerns over a student’s progress, for example that an additional Supervisory panel is held where the student will be required to demonstrate satisfactory progress with specific tasks.

3.7.5 Confirmation of PhD status
PhD students are registered for a standard minimum period (three years for full-time students; six years for part-time students) with an initial registration status as an MPhil/PhD student. Students will be supervised as PhD students, but PhD status will need to be confirmed.

At the end of term 4 (or term 8 for part time students) the Confirmation Board will take place. The Board will review the evidence to confirm whether or not progress and work is at PhD level.
In exceptional cases, if the departmental Research Students’ Progress Board was satisfied that a student had produced work of sufficient quality and quantity to provide evidence of appropriate PhD-level progress and agreed milestones for confirmation had been met, PhD status could be confirmed at the end of Year 1 (or equivalent for part-timers).

The following criteria apply for the Confirmation Boards for HHS students:

The Board will review a substantial piece of work the nature of which will depend on the type of thesis, but be in the region of 10,000 words. For example, this could be an initial draft of a literature review and a detailed outline of methodology or two draft chapters for more theoretical based theses. The Board will evaluate the piece of work and take into account progress reports from both the student and their supervisor(s). In addition, the student is expected to provide a 10 minute oral presentation of their research to the panel members after which the panel members may ask questions relating to the proposed research.

The criteria for confirming PhD status are:

- Evidence of written work appropriate for PhD studies and of potential to develop to submission standard.
- Confirmation from supervisor(s) that the student is at an appropriate stage of progress for their type of thesis.
- Initiation of approval processes relevant to the project e.g., ethics, employer etc.
- In normal circumstances, students will be expected to present a paper based on their project in a departmental seminar in the academic term of or before their Confirmation Board.

The Confirmation Board can make the following recommendations to the Research Students’ Progress Board:

- Confirm PhD status
- Defer a decision to the next Board
- Downgrading to MPhil
- Discontinuation

When PhD status has been confirmed by the Deputy Dean for Education (Faculty of Science and Health), the student will be sent a letter indicating that their formal registration status has been changed to PhD instead of MPhil/PhD. The minimum period will be unchanged. Students will continue to have two Supervisory panels each year (one for part-timers) and the full range of decisions regarding progress will remain open to the Board i.e. confirmation is not a guarantee that a student will be permitted to enter completion at the end of their minimum period or that a subsequent recommendation of downgrading or discontinuation could not be made if good progress did not continue.

If the first Confirmation Board does not recommend that a student’s PhD status should be confirmed the student will automatically have the right to continue as an MPhil/PhD student until the next Supervisory panel. If, however, a student accepts the assessment that their status be downgraded or discontinued, then this change will take place immediately. In such cases, the student does not have a right of appeal. A student who is downgraded to MPhil will have revised minimum and maximum dates.

If the decision regarding PhD status is deferred to a second Confirmation Board, or a student decides not to accept the recommendation of the first Confirmation Board of downgrading or discontinuation, then a second Confirmation Board will be held.

If, following the second Confirmation Board, PhD status is not confirmed, then the Board will recommend to the Research Students’ Progress Board either downgrading to MPhil or discontinuation. At this point, a student has a right of appeal against that decision. The RSPB’s recommendation is made to the Dean. Please note that these arrangements do not apply to Professional Doctorates and that for students on full-time Integrated PhDs the Confirmation process occurs in the third year.
3.8.1 Information for disabled students
We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies.

You can find out about the academic and learning support we offer here: www.essex.ac.uk/students/disability/academic

UK students may be eligible for a Disabled Students’ Allowance grant. Go here for more information including application forms and key changes for 2016-17 www.essex.ac.uk/students/disability/funding

3.8.2 Information for international students
We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, advise and assist you during your time at Essex.

You can find helpful information here - www.essex.ac.uk/students/new/international

If you are studying on a Tier 4 visa, don’t forget to read section 8.4 Tier 4 Information of this handbook which has further information and links.

3.8.3 Mature and part-time students
As a mature student you’ll be in very good company – around 37% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/life/students/mature

3.9 Student representation, Student Assessment of Modules and Teaching and Student Surveys
Student feedback is a vital part of the University’s approach to quality assurance and enhancement. It is important that you are given the opportunity and that you take time to feedback to the University.

You can do this in a number of ways:
1. You can contact (or be elected as) a student representative who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students’ Union website www.essexstudent.com/representation/coursereps/ and the University’s policy here: /www.essex.ac.uk/quality/student_representation/student_rep.asp.
3. You can find out information about Student Staff Liaison Committees (SSLCs) here: www.essex.ac.uk/quality/student_representation/sslc.asp.
3.10 Library services
At our Colchester Campus and located on Square 5, the Albert Sloman Library has long opening hours, a new extension, a dedicated postgraduate research room and 24 hour access in the weeks leading up to exam time. The library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.
libwww.essex.ac.uk/

Our Southend Campus library is located within The Forum, offering more than 140,000 books with access to 52,000 e-books and 33,000 e-journals online. Our library is open 8am to 10pm Monday to Friday, 8am to 6pm Saturday and 11am to 5pm Sunday. With silent and group study areas, as well as access to networked PCs, it’s a pleasant and safe environment for you to work in. You can also access all materials at our Albert Sloman Library, Colchester Campus - and your library card gives you access to all public libraries in Essex.
www.essex.ac.uk/dsh/forumlibrary
4. Research and Skills training

4.1 Proficio
Proficio is our innovative professional development scheme for doctoral students, and it’s unique to Essex. We believe that your academic and professional development is vital to your growth as a postgraduate research student and so we credit your Proficio account with funds that can be spent on a variety of courses. You can find out more information via www.essex.ac.uk/study/pg/research/proficio and you can contact the Proficio team at proficio@essex.ac.uk

4.2 Participation in Research Seminars
All research students are strongly encouraged to take advantage of the many research seminars which are held in the University. The School of Health and Human Sciences holds its own seminar series which Essex-based research students are expected to attend wherever possible. The seminars provide a supportive environment in which staff and students can present and discuss research issues at any stage of their research, from the germ of a research idea to final findings. Research students will be expected to present their work at appropriate stages throughout their studies in consultation with their research supervisor. Some of the seminars are set aside specifically for research students to present their work and exchange ideas with other students. Dates and venues of these and other HHS seminars will be available on our School website at: http://www.essex.ac.uk/hhs/news_and_seminars/seminars.aspx

HHS students may find seminars held in the Department of Sociology, Department of Psychology and the Institute of Social and Economic Research (ISER) useful and are encouraged to attend. Where appropriate, PhD students may also participate in some of the activities that Sociology host for their research students. If you are interested in this possibility please talk to the Deputy Director of Research or your supervisor.

4.3 Financial support for attendance at conferences or other research expenses
Doctoral students may use up to £700 of their Proficio budget towards the cost of attending conferences (see the Proficio website for details on how to apply for these funds). In addition, Doctoral students may also apply to our School’s Research Endowment Fund for help with the costs of attendance at conferences where they are presenting a paper or poster of their study or other research expenses connected with their studies at Essex. Details can be found at http://www.essex.ac.uk/hhs/current_students/default.aspx
5. Progression and Assessment

5.1 Principal Regulations for Research Degrees and the Code of Practice for Research Degrees

The Principal Regulations and the Code of Practice are extremely important documents that set out both your responsibilities, and the responsibilities of the University to you. Take time to familiarise yourself with them. They outline the roles and responsibilities of you, your supervisor, your Supervisory Panel and the Research Student Progress Board.

5.2 Extenuating circumstances, intermission and withdrawing

www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

The school’s extenuating lateness and circumstances policy can be found at:
http://www.essex.ac.uk/hhs/current_students/default.aspx

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your work than you might have expected. In general, extenuating circumstances will be of a medical or a personal nature that affect you for any significant period of time and/or during the examination period.

If you are taking taught modules you need to submit your form by the deadline, see:
www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules

Exceptional circumstances submissions relating to your overall postgraduate research studies should be made to the Supervisory panel and Research student progress board and you should consult your supervisor for the appropriate deadline.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students’ Union Advice Centre, www.essexstudent.com/services/advice_centre/, or the Student Services Hubs, www.essex.ac.uk/students/contact/registry if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies for one term, two terms or one academic year (stage). In exceptional circumstances, a period of up to two academic years away from our University may be allowed as long as it does not exceed your maximum period of study. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval and must be supported by your supervisor.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example the impact on your maximum period of study, accommodation, financial matters (including the impact on your fees) and visas if you have a student or Tier 4 visa.

If you decide to intermit your registration will be changed to partial registration, which means that you will no longer be entitled to supervision or to attend any modules or training events. You will still have access to your Essex email account which we will use to communicate with you and some library access.

If you decide to intermit, you will need to complete the online form at www.essex.ac.uk/esf/ and you will receive an email confirming whether your request to intermit has been successful.

You should read the guidance on intermitting very carefully before submitting your form, at: www.essex.ac.uk/students/course-admin/intermission.aspx. You are strongly advised to discuss intermitting with your department.
You may experience doubts about continuing on your course at some point during your studies. **Withdrawing from your course** is the formal process for permanently leaving your programme of study and the University. There are plenty of people at Essex who can provide you with information, advice, guidance and support to help you to make a decision that’s right for you. For instance, you might find that taking a temporary break from your studies (intermitting) will enable you to resolve the current situation that is causing you to think about leaving. Also, please note that if you are thinking about withdrawing from the University, there are some practical things you need to consider: accommodation, financial matters including your tuition fees, visas if you have a student or Tier 4 visa, and careers advice. Who to contact for advice, the practical matters that you need to consider, your options, and the withdrawal process are all detailed here: [http://www.essex.ac.uk/students/course-admin/withdrawing.aspx](http://www.essex.ac.uk/students/course-admin/withdrawing.aspx)

**5.3 Re-marking your coursework (if relevant)**
You have the right to request a re-mark of your coursework under certain circumstances which your department will advise you on. The University Marking Policy can be found here: [http://www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy/default.aspx](http://www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy/default.aspx) You will need to complete a form and be aware that marks can go down as well as up.

**5.5 Appeals, complaints, and fitness to practise**
If the recommendation of your Research Students Progress Board is that your degree should be downgraded or your studies discontinued, and you want to appeal, you must do so within two weeks of receiving the notification. You must do so in writing on the Form of Appeal which is available online at [www.essex.ac.uk/students/exams-and-coursework/ppg/pgr](http://www.essex.ac.uk/students/exams-and-coursework/ppg/pgr). You should read carefully the Appeals Procedure against a progress decision – postgraduate research students at: [www.essex.ac.uk/about/governance/policies/research-progress-appeals](http://www.essex.ac.uk/about/governance/policies/research-progress-appeals)

You may also appeal against an examination decision. ‘Failed’ or ‘referred’ candidates may submit their appeal no later than eight weeks after the notification of the decision.

You should read carefully the Appeals Procedure against an examination decision – postgraduate research students (thesis) at: [www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#thesis](http://www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#thesis)

Professional doctorate students may appeal against the recommendation of a Research Students’ Progress Board that they be discontinued or downgraded within two weeks of receiving notification of the recommendation. You should read carefully the Appeals Procedure for professional doctorate students at [www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#doctoral](http://www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#doctoral)

Making a complaint. The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms at [www.essex.ac.uk/students/experience/complaints](http://www.essex.ac.uk/students/experience/complaints)

A complaint is defined as *the expression of a specific concern about matters that affect the quality of a student's learning opportunities* (this is in line with the QAA Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints). The University aims to resolve complaints quickly and informally.

**Fitness to practise** is only applicable to students on certain professional courses (such as nursing or social work) at: [www.essex.ac.uk/about/governance/documents/policies/procedures-fitness-to-practise.pdf](http://www.essex.ac.uk/about/governance/documents/policies/procedures-fitness-to-practise.pdf)

If this applies to you, you will have been told by your department.
All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn't intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren't sure what referencing system you should use, you should ask your department and also refer to **6: Referencing and good academic practice** in this handbook.

**5.7 Ethics**

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review by an appropriate body and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants here - [http://www.essex.ac.uk/reo/governance/human.aspx](http://www.essex.ac.uk/reo/governance/human.aspx) - along with the University Ethical Approval application form.

‘Human participants’ are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and foetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements). Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority approval.

**6. Referencing and good academic practice**

**6.1 Statement on why good academic practice is part of scholarship and why it is important at Essex**

Good academic practice will stand you in good stead even after you have completed your studies with us. Whether you are going on to Professional Practice or remaining in Academia you will need to be able to maintain a professional standard. At Essex we pride ourselves on providing the highest academic standards not only within our subject areas but also in relation to transferable skills such as critical evaluation, communication and in appropriately acknowledging others' work.

**6.2 HHS Referencing Guidelines**

Please refer to Appendix 1 – School of Health and Human Sciences Referencing Guidelines for detailed referencing information.
6.3 Information relating to the University’s policy on academic offences
Respecting authorship through good academic practice is one of the keys to academic integrity, and a key value of higher education in the United Kingdom.

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting www.essex.ac.uk/see/tdc. You can also complete the online Academic Integrity course at https://moodle.essex.ac.uk/course/view.php?id=5844.

You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section 5.6 Academic Offences Procedure).

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

6.4 Proofreading policy
The University’s policy and guidance on proofreading can be found at: http://www.essex.ac.uk/proofreading/
Section 3: You Matter

7. Practicalities: Getting started and IT matters

7.1 Registration, enrolling and transcripts
All new and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year – which is held by our Postgraduate Research Education Team– getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Postgraduate Research Education Team will publish your results, close your record and send you an award confirmation letter. Your award certificate and academic transcript cannot be produced until the Postgraduate Research Education Team has completed the above step so if you have not received your award confirmation letter, the Graduation Office cannot produce your documents. For more about registration and the Postgraduate Research Education Team, visit our student webpages.

www.essex.ac.uk/students/new/registration
www.essex.ac.uk/students/graduation/award-documents

7.2 Find Your Way and room numbering system
Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There’s also a handy web version - findyourway.essex.ac.uk/

If you’re looking for a specific room, follow these rules.

If the room number has three parts and the first is alphabetical eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has two elements and the second element has three digits eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits show the room number.

Also… if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf

7.3 IT support, wifi, email account, free MS office, computer labs, m:drive
Visit our website to set up your IT account and password. Once you’re set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more. www.essex.ac.uk/it/getaccount.

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to change your password is online at: www.essex.ac.uk/password.
As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to ‘My Documents’ on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. www.essex.ac.uk/it

If you can’t find what you’re looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. www.essex.ac.uk/see/software

If you need to use a computer on campus our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: www.essex.ac.uk/it/computers/labs.

7.4 Tier 4 information
If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a visa to enter or remain in the UK to study. The type of visa you need to apply for will depend on your personal circumstances, proposed study and where you are applying from. Find out more on the University’s website at: www.essex.ac.uk/immigration/

7.5 On-campus facilities
There is a broad range of facilities to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, three banks, a general store run by the Students’ Union, a printing and copy centre, market stalls each Thursday, a Post Office, launderettes, and much, much more. Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.

www.essex.ac.uk/students
www.essex.ac.uk/welcome

7.6 Graduation
The culmination of all your hard work, Graduation ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:

www.essex.ac.uk/students/graduation/default.aspx

8. Skills, Employability and Experience

8.1 Employability and Careers Centre
Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time job vacancies.

www.essex.ac.uk/careers
8.2 Learning Languages at Essex
Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you’re looking for a job. There are a number of ways to do it, so look online to discover the best option for you.
http://www.essex.ac.uk/study/why/languages.aspx

8.3 Talent Development Centre
Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be.
www.essex.ac.uk/students/study-resources/tdc/

8.4 Career Hub
Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal.
www.essex.ac.uk/welcome/careerhub

8.5 Frontrunners
Frontrunners is the on-campus work placement scheme, and one of the best ways to enrich Frontrunners is our unique placement scheme for students. We’ll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We'll even give you on-the-job training and pay you, too.
www.essex.ac.uk/welcome/frontrunners

8.6 Student Ambassadors
Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term.
www.essex.ac.uk/careers/job_hunting/on_campus

8.7 Volunteering
There are plenty of opportunities to volunteer during your time at Essex. The Students’ Union runs the vTeam, which is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.
www.essex.su/vteam

8.8 Big Essex Award
This is the University’s employability award and will help you stand out from the crowd and get University recognition for all your extra-curricular experience.
www.essex.ac.uk/careers/bige
8.9 Essex Interns
Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package. www.essex.ac.uk/careers/internships


9.1 Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues
If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go. Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you’ll get answers from our team of experts.

Colchester email: askthehub@essex.ac.uk
Southend email: askthehub-sc@essex.ac.uk
Loughton email: askthehub-lc@essex.ac.uk
www.essex.ac.uk/students/health-and-wellbeing

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre can listen and talk you through the issues.

9.2 Harassment advisory network, dignity and respect
We are Essex. We encourage a culture of dignity and respect. We’re committed to upholding an environment that’s free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.
www.essex.ac.uk/equality
www.essex.ac.uk/equality/harassment
www.essex.ac.uk/students/new

9.3 Faith groups
We’re proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.
www.essex.ac.uk/students/experience/mfc

9.4 Nightline
Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we’re always willing to listen. From tea and toast to campbeds, whether you’re waiting for a taxi, need a revision break, or just want to chat, pop in or call us.
www.essex.ac.uk/students/health-and-wellbeing/nightline
9.5 Health and safety on campus
Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.
http://www.essex.ac.uk/students/experience/safety

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).
www.essex.ac.uk/students/experience/safety.aspx
www.essexstudent.com/services/safety_bus
www.essex.ac.uk/students/campus/emergency.aspx
www.essex.ac.uk/ohsas/fireSafety/peep.htm

9.6 Residence Life
Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents’ assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus they can help if you’ve got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.
www.essex.ac.uk/accommodation/support/reslife

9.7 Health Centre
If you’re studying on a course for more than six months, you’re required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor.
www.rowhedgesurgery.co.uk
www.nhs.uk

9.8 Students’ Union Advice Centre
Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex.
www.essex.su/advice
suadvice@essex.ac.uk
01206 874034

9.9 University Privacy Statement
Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: ‘How to access your personal data’.
www.essex.ac.uk/site/privacy_policy
www.essex.ac.uk/records_management/request
Section 4: Essex Matters

10. The Essex Experience

10.1 The Essex Student Charter
Our Student Charter is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community.
www.essex.ac.uk/students/experience/charter

10.2 Freedom of speech policy and the Code of Conduct
For regulations relating to the Code of Student Conduct; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University’s website and is updated annually.
www.essex.ac.uk/students/study-resources/handbooks
www.essex.ac.uk/about/governance/regulations/code-conduct.aspx

10.3 Essex Spirit, social media and other channels of communication with students
Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin.
http://blogs.essex.ac.uk/essexspirit/
www.essex.ac.uk/students/new/

We have more than 60 Facebook pages, including one for each department. We’re also on Twitter.
www.facebook.com/uniofessex/
https://twitter.com/Uni_of_Essex

Our ‘What’s on?’ calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex.
http://www.essex.ac.uk/events

10.4 Students' Union
We’re famous for our Students’ Union at Essex, and for good reason. Here you’re not just a member of a normal Students’ Union, you’re part of a family. We’re here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We’ve given students the tools to set up over 100 societies for anything they want. And if you’re into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we’ll do our absolute best to get it in stock for you ASAP.
Say hello at essex.su

10.5 Alumni
Your time will fly by. But Essex is forever, not just for a few years, and you’ll be part of this place for life. When you graduate, you’ll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch.
alumni.essex.ac.uk/home

10.6 What comes next?
If you have thoroughly enjoyed your experience as a research student within HHS you may consider post-doctoral study. Speak to your supervisor about developing funding applications to secure your own post-doctoral position.
11. Links and Further Useful Information for Students in the School of Health and Human Sciences

11.1 Confidentiality Policy
This is in the process of being developed and any instances will firstly be discussed within programme teams and referred to the Head of School for advice if it is considered necessary that a breach has occurred.

Further information on the School’s confidentiality policy is available at:
http://www.essex.ac.uk/hhs/current_students/default.aspx

11.2 Guidance re Pandemics for healthcare students at the University of Essex

Any situation regarding a pandemic is dynamic and guidance will be released as any situation progresses. The following guidance is to ensure you are aware of the expectations we would have of you if such an eventuality arose:

1. Please follow government (Department of Health), University of Essex, and regulatory body guidelines and policy.

2. Whilst undertaking your placements your supernumerary status must be maintained

3. You must continue to work (directly or indirectly) with a mentor/practice teacher.

4. If, due to staff shortages on placement you have difficulties with spending sufficient time working with your mentor or practice educator you must contact your link lecturer/visiting tutor.

5. Students who have joined bank/agency organisations to get paid work as HCAs may be asked to work more frequently. It is important for students to recognise that this work must not be undertaken at the expense of their studies. This paid HCA work will not count as 'practice hours'.

6. Wherever possible placements will not be interrupted or terminated, however students must follow guidance regarding attendance at hospital if they are personally experiencing symptoms. Any student requiring sick leave must inform their mentor/placement and the programme administration team at the earliest opportunity.

Our key priority during any potential pandemic is that professional standards, regulations and health services are maintained and we play a significant role in this. We will of course update advice and guidance as required, but please contact your link lecturer/visiting tutor if you have any further questions regarding this matter.

Updated January 2015

Jo Jackson
Dean of Health
Appendix 1 – School of Health and Human Sciences Referencing Guidelines

SCHOOL OF HEALTH & HUMAN SCIENCES

REFERENCING GUIDELINES

September 2015

NB - This guidance supersedes that previously given in Student handbooks, the MySkills web pages and earlier versions of this guidance - all students should refer to this latest version from September 2015.
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Section A – General Questions

1. What is Referencing?

Referencing is the system by which we acknowledge all sources used within a piece of work, either directly via quotes, or indirectly via paraphrasing and summarising. Referencing allows you to give credit to authors’ concepts and ideas, demonstrate your breadth of reading and subsequent knowledge on a subject, direct readers to your sources, and avoid plagiarism.

You should always use the best available sources of evidence, such as peer reviewed journals and recognised books. Newspaper articles, and public information web-pages should be avoided, unless they are the only source of appropriate information, or relevant to the module and assignment task.

There are various systems of referencing, but the School of Health and Human Sciences (SHHS) expects its students to use the Harvard system. This system uses an (Author’s surname, Year) method when citing in text, and full details of these references are then given at the end of the work in a reference list. This method is applied for all types of resource, and examples of each are given in Section B.

This system should be followed explicitly, and submitted work that follows the guidance listed below will be accepted by all assessors within the SHHS as an accurate and systematic referencing system, marked accordingly. Work submitted that adopts alternative systems or inaccurately applies the Harvard system may lose marks.

NB - A few SHHS programmes/modules (e.g. DClinPsych) advocate the use of the APA referencing system, or the use of footnotes for certain sources. If this is the case, it will be made clear in the relevant programme handbook/module guide. Please seek advice from your module lead if unsure.

2. What is a reference list?

A Reference list is a **single, alphabetical** list of ALL sources cited within your text, given at the back of EVERY assignment. The list is not numbered and you do NOT need separate lists for books, journals, web pages, pictures etc. If you are including appendices within your assignment, these come AFTER the reference list. Any references cited within the appendices should be given as footnotes on the relevant page, using the Harvard style.

Example:

**Reference List**


3. **What is a Bibliography?**

Within SHHS, a bibliography is a list of sources that have influenced the author’s work, but have not been cited within the text. They are rarely required.

**Example:**

**Bibliography**

4. **Where do I find these details?**

The bibliographical details for each type of source will vary, and required details for each type are given in section 2. For books, details are usually found inside the front cover. Journal article details are often given under the abstract, or as a footnote.

5. **What do I do if I have 2+ references by the same author?**

List the references in chronological order, oldest first.

**Example:**


6. **What if I have 2+ references by the same author in the same year?**

Identify each separate reference in your text by adding a letter after the year e.g. (Department of Health, 2008a), and then apply these letters in your reference list.

**Example:**


7. **What is plagiarism?**

Plagiarism is to steal ideas, verbalisations or writings from another person without correct acknowledgement, presenting these as your own work. It also includes utilising your own previous assessment submissions, without correct identification of such (‘Self-plagiarism’).
Any source you access and utilise when preparing your work (book, journal article, newspaper article, internet page, podcast etc) MUST be referenced appropriately to avoid plagiarism- ignorance of correct referencing techniques is inexcusable.

You may also be accused of assisting plagiarism if you lend your work to another student who then copies your text.

Plagiarism is indefensible and will not be tolerated in any form within the University of Essex. This Academic Offence carries severe penalties, and you may be withdrawn from your programme.

ALL SHHS students should access the University of Essex Plagiarism on-line tutorial at: http://www.essex.ac.uk/plagiarism/index.html to familiarise themselves with this issue. If you are concerned about plagiarism you should talk with your tutor.

8. How can I avoid plagiarism?

Give yourself enough time to plan, draft, write, edit and proof-read your work. Make sure you print or save full details of all sources, so that you can reference them easily once you have used them. Do not copy and paste large chunks of text from the internet – look at the source, read it critically, identify the main themes, and then paraphrase or present as a direct quote. NB- Paraphrasing does not mean changing the odd word within a sentence. You need to re-phrase the entire sentence in your own words, thus demonstrating your understanding.

9. What is quoting?

Ideally, higher education students should be able to paraphrase sources to demonstrate their own understanding of a subject. However, if you read a section of text, and feel that it is best said in the original words (for example a well-used phrase, or important speech), you should present it as a direct quote. You MUST always give the page number where the quote was taken from within your reference citation.

Direct quotes should be written within speech marks (to facilitate recognition by plagiarism software), and the page number should be given after a colon. Short quotes can be given within a sentence; longer quotes should be indented within the text, although the use of long quotes should be avoided where possible.

**Example 1:**

With the NHS reforms currently being seen, the mantra “No decision about me, without me” has become well discussed (Department of Health 2012:8).

**Example 2:**

Similarities can be drawn between the apprehension felt with the current NHS reforms, and those felt with its inception in 1948. Aneurin Bevan’s famous words of 1948 could quite easily have been said by Andrew Lansley, as he desperately tries to convince the public of current NHS changes: “On July 5 we start, together, the new National Health Service. It has not had an altogether trouble-free gestation! There have been understandable anxieties, inevitable in so great and novel an undertaking” (Bevan, 1948: 4565). As we enter the new era......
10. What is paraphrasing?

Paraphrasing is when you read some information from a source, and put it into your own words. Changing one or two words does NOT suffice. You still need to reference where the information has come from, although you do not need to use quotation marks, or give a page number.

Example:

ORIGINAL LOWE AND COOK (2003) TEXT:
Going to University is a challenging hurdle for most students but for others it is an intimidating leap into the unknown. The abrupt shift from the controlled environments of school or college and family to an environment in which the students are expected to accept personal responsibility for both academic and social aspects of their lives will create anxiety and distress, undermining their normal coping mechanisms. Some students will eventually cope simply by avoiding the challenge.

PARAPHRASED:
Starting University can be a challenge for many students as they move away from familiar environments at home and school/college, and as they take on more responsibility for their own learning, and well-being. This can cause anxiety and distress, and even withdrawal from programmes (Lowe and Cook 2003).

It is up to you how you word the sentence to include the reference citation. You should always try to place the citation as close to the element taken from that source, either at the start, within, or at the end of the sentence.

For the above text, you could also use:
Lowe and Cook (2003) state that starting University can be a............

OR

In a recent study on University transition by Lowe and Cook (2003), it was seen that starting University........

11. What does ibid mean?

Ibid (from the Latin ibidem) means ‘as mentioned directly above’, and can be used when using the same reference in succession, with no other author in between. If you are giving a direct quote, you should still give the page number. If you are referring to a source that is written by an author with another source used elsewhere in text, you should stick to (Author, year).

Example:

Clarke et al (2012) suggest that students should be taught the fundamentals of referencing at an early stage of their course, to establish the expected requirements of the programme team. It is also suggested that a written guide is made available to enhance understanding and subsequent success with the techniques (ibid).
12. What does op cit mean?

Op cit (from the Latin opera citato) means ‘in the work cited’, and refers to a reference given elsewhere in the document, but not immediately before. It is not good academic practice to use op cit, and will not save you words in your word count.

NB – The use of Ibid and op cit is NOT encouraged within SHHS and if used, should only be used sparingly, and if you are confident with their use.

13. What does et al mean?

et al means ‘and others’, and should be used ONLY in text, when citing sources with 3 or more authors/editors. ALL authors should be given in the reference list, even if they are numerous, in the order they appear in the original source.

Example in text:

Fergey et al (2008) argue that study skills weekends prepare students effectively for the first year of University study.

In Reference list:


14. Do I need to say which edition I used?

Yes, this is very important in a reference list as editions vary in content, and page numbering. You should always write edition in full, to prevent confusion with ‘editor’.

Example:


15. What is secondary citation?

Secondary citation (or indirect referencing) is when the source you are reading refers to, and references another source. If this information is important and you wish to use it, it is best practice to access the original source and read the information for yourself to check context and accuracy. Information on the source should be accessible via the reference list of the source you are currently reading.

If this is not possible, you should not really refer to the source, although if important, you can use secondary citation. In text, you would cite the original author (year), cited in the author you have read (year). In the list, you would only need to put the source you have actually accessed.

Example in text:
It could be argued that in the community, alcohol gel is a practical alternative to hand washing (Pellowe et al 2003, cited in Patel 2004).

Example in Reference list:

16. How do I cite several authors who have all said the same thing?
If you have read about an issue/theory that appears in several different places, you may wish to cite them all when paraphrasing. This is good practice, as it strengthens the evidence for what you are saying in text. When citing multiple authors in text, you should cite them in chronological order, oldest first. All references cited should appear in the reference list.

Example:
Since concerns were initially raised over a link between the MMR vaccine and Autism in children (Wakefield 1998), overwhelming evidence now exists that disproves any link between the two (Farrington et al 2001, DeStefano et al 2004, Demicheli et al 2005). Despite this evidence, parents remain concerned over possible risks to the future health of their children (Poland & Jacobsen 2011).

17. Do I need to reference pictures/diagrams used in text?
You should always cite and list ALL sources within your work, including any pictures/diagrams/graphs etc. taken from elsewhere.
In text, all pictures/diagrams etc. need a Figure number, a title, and:
- If copied directly - (Taken from Author, Year)
- If edited/ altered in any way- (Adapted from Author, Year)

In the Reference list, the picture should be listed as with any other source, see section B.

Example in text:

Figure 1- Kolb’s 1984 Learning Cycle
(Taken from: Warwick Learning and Development Centre 2012)
18. Can I use abbreviations?
As with elsewhere in your coursework, recognised abbreviations are fine to use, as long as you explain them in full first, both in text and again in the reference list.

Example in text:
In 2008, the Department of Health (DH) released a report entitled High Quality Care for all: NHS Next Stage Review (DH2008a). This report was accompanied by a report looking at the National Health Service (NHS) workforce (DH2008b).

Example in Reference list:
Department of Health (DH) (2008a) High Quality Care for all: NHS Next Stage Review London: DH

19. Can I use, and reference a tutor’s lecture/handouts?
It is NOT acceptable to directly reference information given in SHHS lectures/handouts. You should obtain the relevant reference from that tutor, and seek the material independently, to enhance understanding and allow you to use the information in the correct context etc.

20. If I have accessed a hard copy source via the internet (i.e. a journal), how do I reference it?
This is becoming more common, as articles and resources are becoming available online. It is best to reference according to the version you have accessed, so be truthful. An example is a lengthy Department of Health report, which is available as hard copy, but most easily accessed online- reference as an electronic resource (see section B).

NB- If you have accessed an electronic resource via a password protected website e.g. EBSCOhost, you only need to give the hard copy details and the database used, as the link will not be valid without your password.

21. How can I make sure I have been consistent between my in-text citation and reference list?
Software is available which stores, and manages your references, and can generate lists for you. However, there is still room for error with this software, and the lists may not meet the SHHS format requirements.

A safer method is to create a bibliography of all the information you have gathered initially, before you start writing your coursework. As you start to write your coursework, and cite each reference, cut and paste the appropriate reference into a reference list, in alphabetical order. When you have finished your coursework, all references cited should now be in your reference list, and any remaining sources are your bibliography.
Section B - Guidance on each format

Opinion on font, punctuation etc. within reference lists is varied, and often causes students some confusion. On the following pages are the SHHS preferred formats for each source type, and consistency in your reference list is checked.

In general, there is only punctuation between multiple authors, the title of the published source (book, journal, webpage etc.) should be in italics and with principal words capitalised, and the town/city of publication should precede the publisher’s name. If using a chapter in an edited book, or an article in a journal, the title of this should be in ‘apostrophes’ (see relevant example).

Hard Copy

Books
- Paraphrased within the text:

It is not common practice for nurses to record the details of their practice and consequently this information is not made accessible to others (Benner 1984).

- Cited within the text (note page number)

“A wealth of untapped knowledge is embedded in the practices and ‘knowhow’ of expert nurse clinicians, but this knowledge will not expand or fully develop unless nurses systematically record what they learn from their own experience” (Benner 1984:11).

- Reference List

Books with 2 authors
- In text (Holey & Cook 1999)
- In Reference List


Books with 3+ authors
- In text (Schofield et al 2007)
- In Reference List  (NB - Give them all, even if there are 20 authors!)

Chapter in an edited book
Cite the author of the chapter, NOT the editor of the book in text, and then give both in the list, using (ed) or (eds) to indicate the editor(s), and include the page numbers of the chapter.

- In text (Bryon & Steed 2008)
- In Reference List


A Translated book
Cite and list the original author, but give full details of the translated copy in your list.

- In text (Alberti 1974)
- In Reference List


A Dictionary

- In text

The Oxford Dictionary of Nursing defines chronic as ‘describing a disease of long duration involving very slow changes’ (McFerran 2003:93)

- In Reference List


Journal article

- In text (Van der Schans 2007)
- In Reference List

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title of the article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van der Schans P</td>
<td>2007</td>
<td>‘Conventional Chest Physical Therapy for Obstructive Lung Disease’ Respiratory Care 52 (9): 1198 -1209</td>
</tr>
</tbody>
</table>

A Newspaper article
Where possible, give the author of the article. If this is not given, give the name of the newspaper. Note the use of a page number.

- In text (Smithers 2005)
- In Reference List

OR

▪ In text (The Guardian 2005)
▪ In Reference List


A Professional bulletin/newsletter
When citing something from a professional body newsletter/bulletin or similar, try to use the actual author’s name, if given. If not, it is acceptable to use the professional body as the corporate author.
▪ In text (Chartered Society of Physiotherapy 2013)
▪ In Reference list

Chartered Society of Physiotherapy (2013) ‘Senior Service’ Frontline 7 August 2013: 24

Corporate body who produce the bulletin Title of article/item Date of bulletin/newsletter

An Official Report
If citing an official report, you should cite the body publishing that report, rather than a specific author. The example given below is often mistakenly cited as Darzi 2008.
▪ In text (Department of Health 2008)
▪ In Reference List


An Act of Parliament
There are 2 common methods for referencing an Act of Parliament, either using author, or title. Each method is given below for the same text - please choose a method and BE CONSISTENT!
▪ In text (United Kingdom Parliament 2012)
▪ In Reference List

OR
▪ In Text (Health and Social Care Act 2012)
▪ In Reference List

Health and Social Care Act 2012 (c.7) London: HMSO (c.7 refers to the Act chapter)

Legal Reports/Cases
These are usually cited under the parties names and [year], as a matter of protocol. Full details are given in the reference list, including the relevant law report series number, and page numbers. The last bit of this citation directs the reader to exactly where this case can be located.
▪ In text (Bolam v Friern HMC [1957])
▪ In Reference List

Bolam v Friern HMC [1957] 2 All ER 118
A leaflet/pamphlet
These are normally referenced via the corporate author
- In text (British Heart Foundation 2010)
- In Reference List
British Heart Foundation (2010) Cardiac Rehabilitation London: British Heart Foundation

A PhD thesis, dissertation or unpublished research
- In text (Ajayi 2009)
- In Reference List

A Conference presentation
You need to give the conference title, location and date details in the reference listing:
- In text (McKee et al 2009)
- In Reference List

A face-to-face interview or conversation
Smith A (2010) Supporting Students with Dyslexia Interviewed by: Clarke J University of Essex, Colchester 01 January 2010
OR
Smith A (2010) Supporting students with Dyslexia Conversation with: Clarke J University of Essex, Colchester 01 January 2010

A letter
You should always gain permission from anyone whose personal communication is used, and keep a copy of this permission.


Electronic Resources
Students should exercise the same degree of probity when referencing from electronic sources as from any other source and students must still respect the basic principle of the reference. That principle is that anyone reading the work should be able to locate a first-hand copy of the data sources to which reference is being made. As webpages do get moved/removed, it is best practice to also give hard copy details when possible.

Web pages
Internet sources and web pages are constantly changing, and being updated, so access and retrieval data is required along with the usual information. Some websites have identifiable authors, and some do
not- you should always use the specified author when possible, or alternatively use the corporation whose webpage the information comes from. **If you cannot identify an author, or a corporation, you should question the validity of the source, and thus the information gained.** You should also always give the date the webpage was created, or last updated- ONLY if this information is not present, is it acceptable to use non dated, or n.d.

The main things to look for are:
Author (Year of creation/update) **Title of webpage** Online at: full URL [Accessed on: 01 January 2012]

- In text (Hughes 2012) **NB - you do not put the URL (www…..) in your assignment text.**
- In Reference List

**OR**
- In text (BBC 2012)
- In Reference List

**NB -** If using a direct quote from a webpage that does not have separate page numbers, you will need to identify the relevant section/paragraph in text

**The Department of Health/NHS web pages**
Some Department of Health/ NHS resources may cite a specific author(s), although most should be referenced by the corporation- the Department of Health.

- In text (Department of Health (n.d)
- In Reference List

**OR:**
- In text (Department of Health 2008)
- In Reference List :

  - In text (NHS 2012)
  - In Reference List

**An e-book**
- In text (Otto & Smits 2011)
- In Reference List
Online journals
When using open access online journals, give the electronic retrieval details (URL) as above. If the electronic journal is only accessible via a password protected database (i.e. Albert Sloman Library, EBSCOhost etc.) this URL is useless without the password. In this instance, just name the database used. In both instances, you should give full hard copy information to enable the reader to complete their own search and access.

- In text (Powell et al. 2013)
- In Reference List


- In text (Holland & Hill 2011)
- In Reference List

Holland A & Hill C (2011) ‘New horizons for Pulmonary Rehabilitation’ Physical Therapy Reviews 16 (1): 3-9 Available through Albert Sloman library [Accessed on: 16 August 2013] This journal is only accessible via the password protected University database, therefore the online retrieval details have been omitted.

An online newspaper
- In text (Dimbleby 2012)
- In Reference List


Radio programme
You will still need to give as much information as you can including the exact time of broadcast, and the exact point at which any direct quote is used. Note the use of the 24hr clock.

- In text:
Dickson (2010: 2mins) feels that the overhaul of the NHS is “also an attempt - probably overdue - to respond to two revolutions: a revolution in expectations and a revolution in information.”

- In Reference list

Online Radio Programme
Tip - Some online radio broadcasts have accompanying subtitles, and these can be a useful way to access a direct quote.

- In text: (Dickson 2010)
- In Reference List
A podcast

- In text: (Porter 2012)
- In Reference List


TV programme

- In text: (Panorama 2011)
- In Reference List:

  **Panorama** (2011) ‘Gerry and the GPs’ *BBC 1* 09 September 2011 21.00hrs 02.25  
<table>
<thead>
<tr>
<th>Series Title</th>
<th>Programme/Episode title (&amp; number)</th>
<th>Date &amp; time of airing</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panorama</td>
<td>Gerry and the GPs</td>
<td>09 September 2011 21.00hrs</td>
<td>02.25</td>
</tr>
</tbody>
</table>

  4thought.tv (2013) ‘Lawrence Howard’ *Channel 4* 21 August 2013 19.55hrs 00.05

Online TV programme

- In text: (Panorama 2011)
- In Reference List:


Film

- In text: Carry on Doctor (1967)
- In Reference list

  **Carry on Doctor** [Film] Dir: Gerald Thomas. The Rank Organisation. UK (1967) 94 mins  
<table>
<thead>
<tr>
<th>Title of film</th>
<th>Director</th>
<th>Production Company</th>
<th>Release year</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry on Doctor</td>
<td>Gerald Thomas</td>
<td>The Rank Organisation</td>
<td>1967</td>
<td>94 mins</td>
</tr>
</tbody>
</table>

NB- It is best practice to also state how this film was accessed, i.e. broadcast date and time, or DVD details, as below.
E.g. *Carry on Doctor* [Film] Dir: Gerald Thomas. The Rank Organisation. UK (1967) 94 mins  Channel 4 10 August 2013 16.00hrs

**DVD/Video/CD Rom**
- In text: (ACPRC 2007)
- In Reference List:
  - In text: (British Thoracic Society n.d)
  - In Reference List:

**Email**
You should always gain permission from the other person/s involved before citing an e-mail. This and a copy of the e-mail must be attached to your assignment as an appendix.
- In text: (Bloggs 2011)
- In Reference List:
  Bloggs J (01 January 2011) *Harvard Referencing* [Email to Clarke J] Available email: bloggsj@........ac.uk

**Social Media – e.g. Facebook/Twitter**
Social networking postings are transient and can disappear at any time, thus you should copy and paste the information you are citing into an appendix. You should also state the date and time the post was made in your reference list.
- In text: (University of Essex 2012)
- In Reference List:

**OR:**
- In text: (Bloggs 2012)
- In Reference List:
  - In text: (Butterworth 2012)
  - In Reference List:

**Blogs**
- In text: (Edwards 2012)
- In Reference List:

**YouTube**
You will often find many versions of the same video on YouTube, therefore you need to give as much information as possible. If you are using a direct quote, remember to use speech marks”, and give the timing of the quote, and the duration of the clip e.g. (1min:4m30secs)

- In text: (Telegraphtv 2011)  
- In Reference List:


**SlideShare**

- In text: (Nuffield Trust 2012)  
- In Reference List:


**Online image library**
See Section A on how to use pictures/diagrams etc. in text.

You should ideally state the photographer’s name, along with the image name, photo code and date image was taken.

- In text: (Goulao 2007)  
- In Reference List:


**NB - If using Google image (or similar), always view the image on the original website, so that accurate Bibliographic details can be cited. Thus, an image sourced via a Google images search, is actually cited and listed via its original source.**

- In text: (National Heart Blood and Lung Institute n.d)  
- In Reference List:


**NB - If an image has copyright, stated either in writing or via ©, it SHOULD NOT be used, even with accurate referencing.**
Bibliography


British Universities Film and Video Council (2013) *Audiovisual Citation- Guidelines for referencing moving image and sound* Online at: http://bufvc.ac.uk/wp-content/media/2013/03/BUFVC-AV-Citation-ONLINE.pdf [Accessed on: 21 August 2013]


