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
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 at www.essex.ac.uk/myessex. 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 are part of a vibrant community that lives, learns and plays together.
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<th>Monday</th>
<th>Tuesday</th>
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<td>1</td>
<td>Welcome Week</td>
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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
Section 1: Introduction

1.1 Term Dates

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

<table>
<thead>
<tr>
<th>Colchester Campus</th>
<th>Southend Campus</th>
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</thead>
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<tr>
<td>School of Health and Human Sciences</td>
<td>School of Health and Human Sciences</td>
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<tr>
<td>Kimmy Eldridge Building</td>
<td>Gateway Building</td>
</tr>
<tr>
<td>University of Essex</td>
<td>University of Essex</td>
</tr>
<tr>
<td>Wivenhoe Park</td>
<td>Elmer Approach</td>
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<tr>
<td>Colchester</td>
<td>Southend on Sea</td>
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<tr>
<td>Essex CO4 3SQ</td>
<td>Essex SS1 1LW</td>
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<td>United Kingdom</td>
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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

Direct Tel: +44 (0)1702 328367
Southend Campus
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 undergraduate 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
Dr Mark Francis-Wright is the Director of Education and has oversight of all taught courses in our School through the respective Programme Leads.

Employability Development Director
Penny Hodgkinson is the Employability Development Director and has an oversight of employability issues within the School and liaises with the Director of Education on issues relating to employment.

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

Undergraduate Programme Administrators
The Undergraduate Programme Administrators deal with administrative matters relating to undergraduate Programmes.

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

Deputy School Manager
Daniel Gobbitt is the Deputy School Manager and has responsibility of various administration duties within the School and deputises for the School Manager in her absence.

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
The school does not have any dedicated IT space for undergraduate students.

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 personal tutor
All undergraduate students have a personal tutor who you will meet soon after you have arrived, and who you will meet regularly throughout your course. Your personal tutor is there to help you feel connected to your department, school or centre, and is someone you can talk to if you have questions about your course
or encounter any difficulties which affect your studies. Your personal tutor may also recommend other support services on campus that might be able to help. If you are unsure who your personal tutor is, please ask a member of the administrative staff in your department.

Need to talk to your personal tutor?
Your personal tutor will usually inform you of their availability at the start of the course. To make an appointment please use their university email address in the first instance.

2.8 Peer mentoring
Details of the undergraduate mentoring schemes are available at: [http://www.essex.ac.uk/students/study-resources/mentoring/default.aspx](http://www.essex.ac.uk/students/study-resources/mentoring/default.aspx)

2.9 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 or if as part of the learning activity. Using mobile phones 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.

2.10 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](http://www.essex.ac.uk/it/email). The IT Help Desk, is in the Silberrad Centre at the Colchester Campus, and can provide help if you have problems in doing this. Our Southend Campus IT helpdesk is in The Forum Building, Floor 2.

2.11 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.

2.12 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.

2.13 School annual prizes
- BSc Healthcare Practice prize for outstanding performance is awarded for academic excellence and use of increased knowledge to improve clinical practice.
- An Interprofessional learning prize is awarded to the BSc student with the best overall score and performance.
- A Foundation Degree Health Sciences prize is awarded to the student with the best overall score and performance for Adult Care and Mental Health.
- Outstanding Achievement Foundation Degree Oral Health Sciences studies
University of Essex

- Kimmy Eldridge outstanding progress Foundation Degree Oral Health Sciences
- BSDHT Graduate Prize Foundation Degree Oral Health Sc
- BSc Pre Reg prize (Mental Health and Adult Nursing) for completing student with best overall score
- BSc Prize for Best overall score (Occupational Therapy and Physiotherapy)
- Steve Moores memorial prize
- British Association of Dental Therapists (BADT) - Outstanding Achievement BSc (Hons) Oral Health Science
- WBL MH Nursing Prize for best overall mark

You can find information regarding these from the relevant course administrator.
Section 2: Academic Matters

3. Learning and Teaching

3.1 Learning, teaching and independent study
Whatever level of study you’re following at Essex, you’re here for an excellent education. We’re committed to research-led teaching as well as your personal development. During your time here, we’ll support you in demonstrating your academic potential and in developing the knowledge and skills you’ll need as you embrace your future graduate career.

3.2 What the School expects from its students and what students can expect from the School
The School expects you to try your hardest, to access the available support and learning resources and to attend all timetabled learning and teaching sessions. We expect you to adhere to the rules and regulations of the university and be familiar with these, through the various opportunities available, such as: the programme handbooks, School and University internet resources etc. We expect courtesy, honesty, respect and other similar characteristics from all of you.
You can expect our School staff to offer a personal and professional service which encompasses the same individual characteristics as those of expected of you, with an addition of a working knowledge and adherence to the School and University processes and procedures which impact on and guide your learning experience whilst with us. You can expect us to support your learning whilst here and to guide you towards an appropriate outcome of your studies.

3.3 Moodle, ORB and FASER
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.

faser.essex.ac.uk
www.essex.ac.uk/it/elearning

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

3.4.2 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 School will provide you with copy of the module map showing how your course learning outcomes are connected to the modules.

3.4.3 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 showing how your course learning outcomes 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.

3.4.4 Study by Credit Accumulation (Undergraduate)
The study of individual modules over a period of time, in which the credits obtained are accumulated and used towards approved university award in a manner that differs from full-time and part-time awards.

You could register on one or more stand-alone credit-bearing modules, and accumulate academic credit. Academic credit is awarded upon successful completion of each module. If you have been admitted to one or more individual modules, you may decide to use the credit towards an award, such as an Undergraduate Degree. You could apply to register for the award provided the relevant set of modules for the award had been taken.

The maximum period for completion of studies using credit accumulation is six years (normally five years to complete all taught elements and a further one year to complete the dissertation (or equivalent). The maximum period of study would be measured from the point at which you first registered for a module that contributed to the award. For SHHS courses that are registerable with a professional regulatory body, the timescale for completion is usually within five years. For specific information please contact the relevant programme lead.

3.4.5 Accreditation of Prior (Experiential) Learning (AP(E)L)
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.

3.5 Changing your degree and maximum period of study
If you want to change your course, you should talk to someone in your department first. Check the deadlines for course changes with the Student Services Hub.

Investigate your potential new course by looking at course information on the School’s web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.

If you are considering changing course due to academic worries with your current course, you might find it useful to seek academic support before changing. Contact the Talent Development Centre for advice. www.essex.ac.uk/students/study-resources/tdc

If you want to make a formal request for a course change, you should do so via the online Course Change form. Go to www.essex.ac.uk/students/course-admin/changing-course for more information.

Undergraduate students have a maximum period in which to complete their studies. This is set at the point at which you register, and is normally the length of your programme plus two additional years. This is to allow some flexibility in cases where you find you must intermit, or you fail a stage of study and must repeat it, or you want to transfer to a new course and must retake a stage of study.
3.6 Module enrolment
In the School of Health and Human Sciences, not all students have optional pathways. Those who do should discuss their options with their Programme Lead if needing clarification. If students wish to change their options during the year they should again discuss this with their Programme Lead. Where applicable, optional module choices can be made on eNROL www.essex.ac.uk/enrol/home/home_phase1.asp

Please note that if you are on a modular programme and you decide to take fewer or more modules and are being funded by your employer it is your responsibility to make sure they are aware of the change you have made. If you are considering changing Programme, you should approach your Programme Leader in the first instance.

It is essential that students complete module enrolment and keep our School informed of any changes in their module enrolment since this forms the basis of their examination entry.

3.7 Core, compulsory and optional modules
All modules within your course are assigned the one of the following statuses:
- Core – must be taken and must be passed;
- Compulsory – must be taken, but some condonement of fails may be possible;
- Optional – you have a choice of which module to take from a designated list. Some condonement of fails may be possible.

There are a maximum number of credits that can be condoned and ‘core’ modules cannot be condoned. You should see the Programme Specification for your course to see which modules are ‘core’, and refer to the Rules of Assessment for your course for any specific requirements.

3.8 Reading lists
Please refer to our Moodle site at: https://moodle.essex.ac.uk/course/index.php?categoryid=14 for details on reading lists.

3.9 Listen Again
Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. It’s available in teaching rooms or lecture theatres where you see the sign. listenagain.essex.ac.uk. Our School does not normally use the University’s Listen Again service.

3.10 Supervision of UG student research and final year projects
Your course may require you to submit either a final year project of dissertation. Specific information about content, outcomes and submissions requirements is available in the course module guides as they may differ in the School.

Supervision of dissertations and final year projects
1. Students are required to confirm with their Module Lead that their research topic is suitable for their particular course. The Module/Programme Lead will identify potential supervisors.
2. Where supervisors are absent (unplanned) for a substantial period of time the Programme Lead and, in consultation with the affected student(s), will consider appointing a replacement supervisor. This replacement can be either temporary or permanent taking the nature and length of the absence into consideration.
3. Dissertation and final year project workshops are run over the academic year. Details (topics, dates and times) of these workshops are available from the Moodle module site.
4. Supervision to be arranged by the student
5. Students are strongly encouraged to seek advice on the structure of their dissertation or final year project early in the writing process, and certainly well before the final deadline.

6. Students may submit draft material to their supervisor for formative feedback for comment prior to formal submission, and are encouraged to do so.

**Procedure:**

Supervisors will read and provide feedback for each section/part/chapter of the dissertation on one occasion only prior to submission.

Feedback will not include an indication of the likely mark.

The supervisor will provide general formative feedback to assist students' academic development but they will not comment in detail upon the draft. The outcome of this feedback is not a summative assessment of the student’s work.

**Submitting your dissertation/final year project**

An electronic copy of the dissertation or final year project in the form of a single file which includes references and all appendices must be submitted to the FASER (date will be published in the module guide). You are required to watermark the final version of your dissertation. Watermarking converts your file to PDF format. This is the version which will be marked.

You may be required to print and bind* 2 copies of the final watermarked version of your dissertation although this is currently under review. If this is required the bound copies must be submitted to the main HHS reception by the submission date. Failure to provide printed copies of the final watermarked version of your dissertation by this deadline will be considered as a non-submission.

The electronic copy of the dissertation will be screened for plagiarism using the TurnitinUK service. You are advised to only use your module registration number to identify the author on the main title page of the electronic copy of the dissertation. Students should familiarise themselves with the rules governing plagiarism before submitting their dissertation. It is important to note the rules governing plagiarism in dissertations are stricter than those which apply to standard coursework.

Students are also advised to ensure their submissions comply with the rules governing confidentiality which are outlined in the undergraduate handbook. No personal identifiable information can be included in the dissertation, and the names of individuals and workplaces (i.e. NHS Trusts) must not be present anywhere in the document other than as corporate authors of publicly accessible documents which are being referenced.

*Heat/comb binding with a plastic cover is recommended. Please do not submit cloth, board, or thread bound versions for dissertation marking.

3.11 Essex Abroad, terms abroad and opportunities

Broaden your horizons! There are many opportunities for Essex undergraduate students who wish to study in the United States (including Hawai'i), Australia, Canada, Europe, Hong Kong, Japan, Latin America, the Middle East, New Zealand or Russia, for one term or one year as part of their University of Essex programme of study.

We have exchange agreements with a wide variety of universities and can help students to select the most appropriate destination. Study abroad can enhance your CV and gives you valuable experience of another culture and way of life. Spending an extended period of time in another country provides an unparalleled opportunity to see a side of life which tourists never encounter. It is also true that employers value international experience in today's global economy.
You can study abroad in either the second or third year depending upon your degree programme. The marks you obtain abroad will contribute towards your final degree result. There are usually no tuition charges other than what you normally pay to Essex (if you study abroad for a full year your fees will be lower than the normal rate). Also, in many cases, the cost of living elsewhere is lower than Colchester, so you should not assume that study abroad is an expensive proposition.

Any student interested in applying should consult the Departmental Study Abroad Officer in the first instance for approval in principle.

For further information, contact Study Abroad Office, Room 5S.7.27, email: saoadmin@essex.ac.uk

3.12 Employability modules
Employability is about creating a rich educational experience that helps students develop as rounded individuals; enabling them to chart their course through life and fulfil their potential. In SHHS employability is embedded into all our course provision with co-curricular employability modules. As future health or social care professionals you will demonstrate the values as described in the NHS constitution and these values underpin all our delivery:

- Working together
- Everyone counts
- Compassion
- Improving Lives
- Respect and Dignity
- Commitment to quality of care

The SHHS Employability Moodle site supports HHS students in their careers whether clinical or other and contains details about a wide range of employability matters relevant for careers in health and social care fields including: a Job Shop (NHS and other), Volunteering opportunities, Professional Skills development and many other topics.

3.13 Placement information
Placement information is published at http://www.essex.ac.uk/hhs/placements/default.aspx

3.14 Job references: Requesting references from members of staff
If you require a personal reference, always ask permission from a member of staff before giving their name as a referee as information about you in a reference cannot be disclosed without your knowledge or permission. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject. For example, final year project supervisors, year organisers, core course supervisors are likely to be more suitable than lecturers that have taught you on a first year option course. Every reasonable effort will be made to meet a request for a reference for a student who has undertaken study within our School, within a minimum period of three years following his/her departure from the University.

Requests received outside of this time scale may, of course, be met if a member of staff is equipped with the necessary information on the student and is willing to provide a reference. In the case of research students, it would be normal to expect to provide a reference for a more extended period of up to ten years. It is helpful if you can provide the member of staff with details about the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – It is not always possible for a member of staff to write a reference immediately.
Copies of references
A copy of any reference provided will be retained within our School for no longer than three years for taught students and ten years for research students. If a reference is retained beyond this timeframe, our School will seek explicit consent from the student concerned. Read the outline of University policy on the writing and retention of references: www.essex.ac.uk/dsh/studentreferences.

3.15.1 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

3.15.2 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, give advice and assist you during your time at Essex.

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

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.

3.15.3 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

3.16 Student representation, Student Staff Liaison Committee, 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), Programme Management Committee meetings and other University level committees.


Every year, we will ask you to complete the **Student Assessment of Module and Teaching (SAMT)** for every module. This survey will be summarised and discussed by SSLCs and will inform reports written by us for central University committees as part of our quality assurance processes.

**Student satisfaction surveys** enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex. You will probably be aware of the National Student Survey (NSS) for final year students which feeds into university league tables. We also run our own Student Satisfaction Survey (SSS) which tells us on a local level how we’re doing and where we can make improvements. It’s for all undergraduate students not covered by the NSS. The surveys are run online and you will receive a link to the survey in your email.

**Health Education East of England Student Survey**

Health Education East of England (HEEOE) is the Local Education and Training Board (LETB) that covers Bedfordshire, Hertfordshire, Cambridgeshire and Peterborough, Norfolk and Suffolk and Essex. HEEOE’s aim is to improve the quality of education, training and development in the East of England. HEEOE commissions pre-registration nursing, midwifery and allied health profession programmes in the East of England at our 6 regional HEIs and some learners in other LETBs. HEEOE also commission Post Graduate Medical Training. For programmes such as Paramedic Science and Oral Health care, HEEOE fund the student’s placements. In total HEEOE invest almost £400 million each year in training of the current and future workforce.

HEEOE is committed to ensuring that every learner has an excellent experience of academic learning, and practical placements and are recruited and taught by the NHS values; and that these experiences continue to improve. HEEOE continually monitors the quality and performance of programmes to ensure that this happens including the view from the universities, the organisations taking students for placements, and from students who are undertaking programmes. We are committed to commissioning excellent education with quality outcomes directly influencing future commissioning. Full information in relation to the quality management of universities can be found here: [http://eoe.hee.nhs.uk](http://eoe.hee.nhs.uk)

Every year, HEEOE run a student survey. In 2014, 4227 students (57.2%) of all commissioned students completed this survey. The University of Essex had the lowest response rate from all the Universities in the East of England and this year we want to hear from more students! By completing your questionnaire you are fulfilling your responsibility to provide feedback on funded programmes and more importantly you are helping us to ensure that your programme and future programmes are the highest quality and all your learning reflects the values of the NHS. You are also given an opportunity to raise good practice and raise any concerns you may have. Learner feedback is central to our quality processes and we always value your input.

Once you have completed your programme of study at your University, you may be contacted to confirm the details of your first post. HEEOE provides significant funding for students trained locally and as part of ensuring value for money it is vital we know where you are working and what role you are undertaking. Please take the opportunity to let us know your employment details.
3.17 Library services
At our Colchester Campus, the Albert Sloman Library on Square 5 has long opening hours, a new extension and 24 hours a day 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. libwww.essex.ac.uk/southend.htm

3.18 Attendance monitoring (Count-me-in) and absence from sessions
Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You’ll need to record your attendance at teaching events using your registration card and the electronic reader in the teaching room. Just ‘tap in’ for every timetabled teaching event you attend. Your tap will count from 15mins before the start time and up to 15mins after the start time on your timetable.

You must not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This is breaking the Student Code of Conduct and you could be fined.

Attending is especially important if you are here on a Tier 4 visa.

If you lose your card or it is faulty, go to the Student Services Hub to get a new card (a small fee is applicable for lost cards).

If you need to report an absence from a teaching event you should do so by completing the notified absence on MyEssex. We will consider the reasons and may record it as an authorised absence. Be aware that you may need to provide evidence, including medical evidence if relevant. Please see www.essex.ac.uk/see/attendance for acceptable reasons to be absent.

You will be able to check your attendance record, and notified absences on MyEssex. We are introducing this by department during the year.

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks.

For more information on attendance, and for links to forms and guidelines visit: www.essex.ac.uk/see/attendance

For placement absences please refer to your Placement Programme Handbook.
4. Assessment

4.1 Rules of Assessment

www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx

The Rules of Assessment are the rules, principles and frameworks which the University uses to calculate your course progression and final results. These decisions are made by the Board of Examiners, which meets at the end of the Summer Term. The Board of Examiners use the Rules of Assessment to decide:

- whether you can be awarded credit for the modules you have studied
- whether you have done enough to move on to the next stage of your course
- whether you have done enough to pass your course
- what classification you will receive
- what reassessment you could be offered
- whether you must withdraw from your course, with or without and exit award

Exit Awards

If you decide to withdraw from your course before you finish, or you fail too many credits to be awarded a Bachelor’s degree, you may be awarded a qualification at a lower level, if appropriate.

4.2 Extenuating Circumstances, withdrawing and intermitting

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 coursework or examinations than you might have expected. In general, extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during the examination period.

You need to submit your form by the deadline, see: www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

You will not get extra marks if you hand in an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.

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 Hub, www.essex.ac.uk/students/contact/default.aspx, if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies. 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.

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 module choices and maximum period of study, accommodation, financial matters including the impact on your tuition fees and visas if you have a student or Tier 4 visa.

If you decide to intermit you will no longer be entitled to attend tuition but you will still have access to your Essex email account which we will use to communicate with you and some library access.
Please see [www.essex.ac.uk/students/course-admin/intermission](http://www.essex.ac.uk/students/course-admin/intermission) for guidance on intermission.

You should read the guidance on intermitting very carefully before submitting your form, at: [www.essex.ac.uk/students/course-admin/intermission](http://www.essex.ac.uk/students/course-admin/intermission). 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)

### 4.3 Re-marking of coursework

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 at: [www.essex.ac.uk/quality/university_policies/examination_and_assessment/markings_policy](http://www.essex.ac.uk/quality/university_policies/examination_and_assessment/markings_policy).

You will need to complete a form and be aware that marks can go down as well as up.

### 4.4 Moderation, second marking policies and External Examiners

The University policy on **moderation** is part of the Marking Policy. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change the individual marks for the work, but would liaise with the first marker if he or she believed that the marks were not at the correct level, with a view to the first marker reviewing and adjusting the marking.

**Second marking** is where a second marker marks the work but has access to the first marker’s marks and/or comments. This also applies to all fails. Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. Departments must keep a full record of both individual and agreed marks for all work which is second or double marked.

**External Examiners** are usually academics from other universities but may be from industry, business or the profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that courses at the University meet the academic standards expected across UK higher education. External Examiners write reports on the courses and modules they are responsible for which are made available to you via your department. You can find the name and institution of the External Examiner for your course and modules by looking on the Programme Specifications Catalogue and the Module Directory. You can find out more about how the University uses External Examiners at: [www.essex.ac.uk/quality/external_examiners](http://www.essex.ac.uk/quality/external_examiners)

**Please note:** you may not contact External Examiners directly under any circumstances. If you have any concerns about the quality and standards of your course, please contact your student rep, your Head of School or the Students’ Union.
4.5 Appeals, complaints, and fitness to practise

Academic Appeals Procedure
www.essex.ac.uk/see/appeals-ug

Following the release of your end of year results, you are eligible to submit a formal appeal against the progress decision of the Board of Examiners that have made the decision regarding your academic progress. Formal appeals can take up to 6 weeks to be considered, however, if you are not in the final year of your programme of study, you can “Consult the Dean” before submitting a formal appeal. The Dean can take action and change the original progress decision, and can also consider requests from students who want to repeat the year rather than take reassessment across the summer. Please visit the Appeals webpage for information regarding the deadline by which you must “Consult the Dean” and/or submit your formal appeal by.

As with all appeals, you would be required to provide any relevant evidence that substantiate your claims. The main legitimate grounds for appeal are any extenuating circumstances that you could not make the Board of Examiners’ aware of in advance, or procedural irregularities in the conduct of the Board of Examiners (including alleged administrative error) of such a nature as to cause reasonable doubt as to whether the result might have been different had they not occurred. Other grounds will be considered on their merits but you may not appeal against academic judgement. This means that you can’t appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.

The Appeals Procedure gives examples of grounds for appeal which are not considered legitimate. You should read these before submitting an appeal. You may also appeal against the outcome of academic offences committees and progress committees under certain circumstances.

We strongly advise all students thinking about making an appeal to contact the Students’ Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

The Complaints Procedure:
The University is a large community engaged in many activities, both academic and non-academic. If you feel dissatisfied with some aspect of your dealings with the University, 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 here:
www.essex.ac.uk/see/complaints

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work). If this applies to you, you will have been told by your department.

You can read the procedures on the University website at:
www.essex.ac.uk/students/exams-and-coursework/ppg

4.6 Academic Offences Policy
www.essex.ac.uk/see/academic-offence

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 8: Referencing and good academic practice in this handbook.

If an allegation of an academic offence is made against you, we strongly advise contacting the Students’ Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

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

5. Coursework
5.1 Assignment and essay length
Please see the specific Moodle page for the module and programme handbooks.

5.2 Coursework submission details
All assignments will be submitted via the online submission facility (FASER) unless you are specifically told otherwise. Your module leader will advise you if the assessment is not suitable for online submission. In this instance assignments should be handed in to the course administrator on or before the deadline. The standard submission time is 12 noon on the day of the deadline. The online submission facility is available at: www.essex.ac.uk/e-learning/tools/faser

You may also access the site via your myEssex portal. Please note:

When you log on to the link, you should see a list of all your modules. If a particular module is not listed please contact your programme administrator.

- All work (essay, reference list, appendices) related to any one assignment must be submitted in one file. Only the file submitted immediately before the deadline will be treated as the formal electronic submission.
- You may only submit Word (doc), Rich Text Format (rtf), or Adobe (pdf) files. Microsoft Works (wps) files must not be submitted. If you create the document with Works you must convert (file, save as) the file to Rich Text Format (rtf) before submitting to the system. You should follow the presentation guidelines in your student handbook.
- FASER provides you with an ideal place to keep partially completed copies of your work. Now you have no excuse to lose any of your work before the deadline.
- Submission deadlines should be detailed in module guides but check on FASER so you have checked the exact date and time for submission of your work.
• Read the online instructions very carefully. In the event of technical problems, please contact your administrator.
• You will automatically receive an email receipt (to your University account) once you have successfully submitted your assignment. However, if you do not receive a receipt immediately this might mean you have not submitted correctly. You should try again ensuring that you have submitted to the correct assignment coded page. We have noted that on occasion some students have submitted to the test page by mistake.

FASER provides you with an ideal place to keep partially completed copies of your work. Because of this facility a request for extenuating circumstances/ request for late submission will not normally be accepted if you experience computer failure or lose any work because of a technical issue before the deadline.

You can expect the submission deadline to be published in the module handbook. Deadlines will also be FASER. . A deadline for return of unratified marks and feedback will also be given in your module handbook. This is normally 4 weeks from the date of submission.

5.2.1 Layout of written work
You should be aware that Module Leaders may refuse to mark any assignment that does not conform to the following instructions:

• All work submitted for marking must be either typed or word processed.
• All work must have at least 1.5 line spacing.
• All work should be in a 12 point font size.
• All work submitted for marking must be referenced using the agreed system or style as identified with the Module Leader (see referencing section in this handbook for further information.)
• Students should note that they must not include company/ organisation logos in their assignments without prior written permission to do so. This includes the University of Essex logo. If permission has been gained, this should be included as an appendix
• All students are required to keep a copy of all their assignments.

5.2.2 Word counts in coursework
• All coursework will have a defined word limit.
• When work is submitted the precise word count must be declared.

The word count of coursework is the total number of words it contains excluding the final reference list and any appendices: all other text must be included in the word count (quotations, footnotes, references, tables etc.)

You may wish to include additional material in the form of appendices, but you are not required to do so. Students must note that:
• No marks are awarded for appendices unless it is clearly stated in the coursework guidance that the appendices will be marked
• The main body of the work (e.g. 2000 words) must be complete; markers will not read appendices in order to understand the main text.
• Appendices will only be looked at if referred to within the main text of the work.

Penalty
If work exceeds the stated word limit marking will cease at the word limit. This makes it very likely that students will lose marks or even fail if marks are awarded for that specific area as key information or analysis will be excluded from marking for example in the concluding part of the written work.
5.2.3 Formative assessment

Introduction
Formative feedback is a positive source of information which enables both students and teachers to develop their academic skills. The HEA (2004) guidance on feedback offers a resource for supervisors and restates why feedback is important.

Feedback

- Facilitates the development of self-assessment (reflection) in learning
- Encourages teacher and peer dialogue around learning
- Helps clarify what good performance is (goals, criteria, and expected standards).
- Provides opportunities to close the gap between current and desired performance.
- Delivers high quality information to students about their learning.
- Encourages positive motivational beliefs and self-esteem
- Provides information to teachers that can be used to help shape teaching.

In order to benefit from feedback students must be in possession of a clear understanding of what is expected of them. They must also be able to measure current performance against desired performance and know how to take remedial action. The policy on formative assessment attempts to manage the process in order to optimise quality and value to the student.

Policy

- Students may submit a formative assessment to a named tutor for comment prior to formal submission and are encouraged to do so. The formative assessment task may be in the form of a draft of a section of the summative assignment or a completely different activity.
- The tutor will provide general formative feedback to assist students’ learning and academic development but they will not comment in detail upon the work. The outcome of this feedback is not a summative assessment of a student’s work.
- If a tutor feels that a student requires assistance with the presentation of work he/she may refer the student for academic skills support.

Procedure
Students seeking formative assessment should:

- Receive a date for the submission of the formative assignment or if no date is specified submit work at least 4 weeks before the summative assignment submission deadline;
- Receive clear guidance as to whether the work is to be submitted via FASER, email or hardcopy to a particular tutor;
- Include a negotiated and agreed feedback form (if appropriate) or a format of feedback that suits both the student and tutor;
- Not seek more than one written formative assessment for each assignment;
- Opportunities for formative feedback will vary between modules reflecting the different assessment requirements. Guidance will be provided for each module and will be clearly outlined in the information provided for each module on Moodle;
- Seek formative feedback from one tutor only;
- Note that formative assessment does not incorporate or imply a final mark.

From time-to-time minor variation to this procedure may occur. In such circumstances this will be communicated directly to students by the module lead. However, any such variation will be in accord with the policy outlined above.

If students submit drafts within these parameters staff will undertake to provide timely feedback to them.
Focused discussion on assignments between student and supervisor is encouraged. In such instances students may seek guidance on specific problems arising through assignments. Students may be asked to complete formative review of draft request form which provides tutors with specific feedback requirements. These should accompany any request for formative feedback. The form is available to download at www.essex.ac.uk/hhs/current_students.
5.3 Details of samples of coursework
In some courses previous coursework will be made available for current students to view. This must not be copied under any circumstances or in any way. Any use of copied material falls under plagiarism and constitutes an academic offence.

5.4 Return of coursework policy
When hard copy documents are submitted (for example portfolios) students can collect their work following ratification from the relevant exam board. Work will be available to be collected in person from the HHS reception of the campus where the exam board took place, (i.e. Southend or Colchester campus) during standard working hours. Work will be available for a specified period (normally 2 months) after which it will be destroyed.

5.5 Late coursework policy
Please refer to the School's Coursework Deadline, Late Submission of Coursework and Extenuating Circumstances Policy at [http://www.essex.ac.uk/hhs/documents/current/late-extenuating-policy.pdf](http://www.essex.ac.uk/hhs/documents/current/late-extenuating-policy.pdf)

5.6 Essay writing support (if relevant)
There are many opportunities to access support within the university. Please refer to the Student Services Hub on the University website for further details or Southend-based students can visit the University Skills Centre in the Forum. Additionally, your personal tutor within the School will also be able to offer academic guidance, which may include essay-writing skills, report construction etc.

5.7 Anonymous marking in coursework policy
Effective feedback helps students to understand the mark given for a particular piece of work, and helps students to reflect on their own learning and to achieve better marks in future pieces of work. A variety of methods of providing feedback are used across the University, and departments chose the most appropriate for their courses and modules. The University does not have an institution-wide approach to anonymous marking in coursework. Departments decide whether to use anonymous marking in coursework or not.

This School operates a system of anonymous marking in coursework. The Quality Assurance Agency for Higher Education defines anonymous marking as the ‘marking of students’ submitted work without their identity being revealed to the person carrying out the marking at the time the work is marked, so that the assessment is unbiased.’ Anonymity helps to ensure that conscious or unconscious prejudice does not affect marks, and that each piece of work is judged on its merits and not in relation to the marker’s other impressions of a student. Anonymity should not prevent you discussing your work with academic staff, although systems for permitting this may vary depending on factors such as the nature of the exercise. Please see section 5.2 on coursework submission for details of how to submit your coursework.

If you take optional modules outside your home department, you should make sure you are aware of the policy on whether coursework is marked anonymously or not, and how to submit coursework.

5.8 Reassessment in Coursework
The School’s policy is set out below:

(i) students who are required to undertake reassessment for capped marks will normally be set a new piece of coursework or will be expected to resubmit a revision of their original piece of work;
(ii) if a student is required to undertake reassessment and has Extenuating Circumstances which have been accepted by the Board of Examiners, the student may be given the opportunity to revise and resubmit his/her coursework, or alternatively select a new essay question.

(iii) in the case of the final year project, a journal, or coursework which cannot be replicated over the summer, a student may be permitted to revise and submit the original work or may be set alternative coursework.

The School will send you details of the assignments which you are required to undertake. If you haven't received anything within three weeks of the results being published, you must contact the administrator identified in the relevant module guide.

5.9 Referencing
Please refer to 7. Referencing and good academic practice for full details.

6. Examinations

6.1 Examination regulations
The General Regulations which govern examinations can be found via the website here
www.essex.ac.uk/about/governance/regulations/affairs.aspx#exams.

Attendance at examinations is compulsory. For exams that are more than an hour long, you will not be allowed to enter the examination room if you arrive later than 55 minutes after the start of the exam. If your exam is only an hour long, you will only be admitted up to ten minutes after the start of the exam.

6.2 Access to exam scripts
If you want to see your exam script, you should normally make the request within four weeks after the exam to the department which is responsible for that module. The department should either: let you see the script in the presence of one of the staff responsible for teaching the module or give you a copy or summary of the examiners' comments on your performance. You can find further information about Assessment Policies for Undergraduate and Taught Postgraduate Awards at:
www.essex.ac.uk/quality/university_policies

6.3 Calculators
If you are allowed to use a calculator in your examinations, the only models you are permitted to use are the Casio FX-83GT PLUS or the Casio FX-85GT PLUS.

The only exception is for certain Finance exams that require a financial calculator, in which case you may use the Hewlett Packard 12c (all variants) or the Texas Instruments BAII Plus (including the BAII Plus Professional).

A limited number of the permitted calculators will be available to borrow on the day of your exam from the Exams Office on a first-come, first-served basis, on production of your registration card.

6.4 General information about summer exams and examination results
You can find your personalised exam timetable online at: www.essex.ac.uk/examtimes/

You must bring your registration card and exam entry form with you to the exam. You will not be allowed entry without them. Remember to check your exam entry form carefully and contact the Examinations Office if there are any errors.
You can download a guide to examinations, and watch a short video at [www.essex.ac.uk/students/exams-and-coursework/default](http://www.essex.ac.uk/students/exams-and-coursework/default)

You will receive an email to your Essex email account as soon as your results are published. You can find the publication schedule at: [www.essex.ac.uk/students/exams-and-coursework/schedule](http://www.essex.ac.uk/students/exams-and-coursework/schedule)

### 6.5 Observed Structured Clinical Examinations
Several courses within SHHS require examination by either one or both written or Observed Structured Clinical examinations (OSCEs) for example. The rules around examinations are as for any other assessments. Examinations may be single or double marked at the time. You may have the examination recorded for the purposes of the external examiners assessment.

### 6.6 Anonymous marking policy in examinations
All formal examinations at the University of Essex are marked anonymously.

### 6.7 Reassessment in examinations
You can find information relating to resitting exams at: [www.essex.ac.uk/students/exams-and-coursework/resits](http://www.essex.ac.uk/students/exams-and-coursework/resits).

Remember that reassessment in examinations (and coursework) carries a fee.

### 7. Referencing and good academic practice

#### 7.1 Why is good academic practice important at Essex?
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](http://www.essex.ac.uk/see/tdc). You can also complete the online Academic Integrity course at [moodle.essex.ac.uk/course](http://moodle.essex.ac.uk/course).

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 **4.6 Academic Offences Procedure**).

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

#### 7.2 HHS Referencing Guidelines
Please refer to Appendix 1 – School of Health and Human Sciences Referencing Guidelines for detailed referencing information.

#### 7.3 The University Academic Offences Policy
Please see section 4.6 and remember that the Academic Offence Procedure applies to all students [www.essex.ac.uk/see/academic-offence](http://www.essex.ac.uk/see/academic-offence)
Section 3: You Matter

8. Practicalities: Getting started and IT matters

8.1 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, 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 Assessment Team will publish your results and update your record. For graduating students, Degree Certificates will be provided by the Graduation Team either for collection at Graduation, or they will be sent afterwards for students who do not attend the Graduation event. For more about registration, visit our student webpages.

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

8.2 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 [http://findyourway.essex.ac.uk](http://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](http://www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf)

8.3 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](http://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](http://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. http://www.essex.ac.uk/it/services/computers-and-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.

8.4 Tier 4 Students
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/

8.5 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, two 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

8.6 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

9. Skills, Employability and Experience

9.1 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
9.2  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.
www.essex.ac.uk/study/why/languages

9.3  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/

9.4  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

9.5  Frontrunners
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

9.6  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

9.7  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

9.8  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

9.9  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/

10.1 Student Services Hub, including contacts for disability/SpLD
Please refer to section 3.11.1.

10.2 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.

10.3 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

10.4 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/default.aspx

10.5 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.aspx

10.6 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.
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).
10.7  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

10.8  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

10.9  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

10.10 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.aspx
www.essex.ac.uk/records_management/request
Section 4: Essex Matters

11. The Essex Experience

11.1 The Essex 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

11.2 Freedom of speech policy and the Code of Conduct – Terms and Conditions
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

11.3 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.
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/
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.
www.essex.ac.uk/events

11.4 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

11.5 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
11.6  What comes next?
Choosing to be a postgraduate student at Essex is one of the few decisions in life that's black and white. Our research degrees include PhD, MPhil, MSc, MA and MD, and our culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide to stay on for further study with us, you'll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You'll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our coursefinder, and find out more about the value of being a postgrad.

www.essex.ac.uk/study/pg
www.essex.ac.uk/coursefinder

11.7  HEAR
When you study at Essex, you get far more than just a degree. Along with showcasing your academic achievements, the Higher Education Achievement Report (HEAR) records any activities you've undertaken and logged through the Big Essex Award, and any awards and prizes you receive.

When you graduate, you’ll have full electronic access to your HEAR for free, for life. You’ll be able to share this with employers and other universities, providing them with a University-certified record of your achievements.

To start making the most of your HEAR; visit our website to activate your account.

www.essex.ac.uk/see/hear/

12. Links and Further Useful Information for Students in the School of Health and Human Sciences

12.1  School Procedures Relating to Absence and Illness
Attention will be monitored and information fed back to purchasers as part of contract monitoring. Failure to attend must be with good reason and notified to the Programme Leader or Graduate/Pre-registration Programmes Administrator. Repeated failure to attend may mean you are ineligible for the award you are studying for. Attendance requirements for Pre-registration Programmes are specified by the regulatory bodies. If a student is unable to meet these requirements they will be unable to become a registered practitioner. See programme specific information for details.

Procedure for Managing Late, Partial or Poor Attendance
This procedure is designed to clarify the process of dealing with students who are felt to be not meeting their obligations in relation to 7.1 of the Academic Conduct Regulations.

7.1. Students are required to be regular and punctual in their attendance at such instruction as may be prescribed by the relevant department in relation to individual modules.

http://www.essex.ac.uk/academic/docs/regs/conduct.shtm

Module registers should be kept, and should be monitored by the Module Lead. These are recorded by members of the Inter-professional Learning Administration Team. Where the module lead identifies that a student is not regular and punctual in their attendance the module lead should report this to the programme lead and personal tutor. Three occasions of non, late, or partial attendance without acceptable corroborating or explanatory evidence will normally be deemed unacceptable and will trigger this procedure.
A personal tutorial will be scheduled for the earliest possible opportunity to explore the reasons for poor attendance. In accordance with 7.2 of the Academic Conduct regulations “Students are required to see members of academic staff to discuss their attendance, conduct and progress when requested to do so.”

The student will be given a verbal warning in the first instance, if appropriate. Students will also be made aware of the possible outcomes should their attendance behaviour continue. Notification that a verbal warning had been given will be placed on the student’s personal file.

If a second incidence of a breach of 7.1 is identified, students will receive a further tutorial with the Programme Lead and a written warning issued. A copy of the warning is placed on the student’s personal file.

If there is further breach in the attendance or the student fails to attend any meetings relating to their attendance, the programme lead will refer the student through the Professional Suitability process.
Procedure for Managing Late, Partial or Poor Attendance

Poor attendance (which constitutes 3 occasions of late or partial attendance or complete absenteeism)

Personal tutorial with personal tutor or programme lead
Issues for poor attendance are explored and student given a verbal warning if appropriate

Further poor attendance

Meeting with progress officer
Issue relations to breach of attendance procedure discussed and student is given a written warning
Copy of warning place on file

Further poor attendance

Progress officer initiates Professional Suitability procedure

Student fails to attend tutorial

Student fails to attend tutorial
12.2 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.

12.3 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 2016

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, the School of Health and Human Sciences (SHHS) usually encourages 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. However, students can also use other systems when agreed by the Module Lead, as long as the system is consistently applied within and across the piece of assessed work.

NB - A few SHHS programmes/modules (e.g. DClinPsych) advocate the use of the APA or other referencing systems, 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
Get Body Smart (2012) Skeletal System Online at:  


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:**

Maidenhead: Open University Press


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:

As you did NOT read Pellowe, you cannot list it- list what you have read, which is:

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.
18. Can I use abbreviations?
As with elsewhere in your coursework, recognised universal 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

  Menlo Park: Addison Wesley

  Author (NB Initial not full forename) Year of Publication Town/City of publication (Not necc. where printed)

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
### 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


### 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)
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 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:

Broadcasting and channel

Panorama (2011) ‘Gerry and the GPs’ BBC 1 09 September 2011 21.00hrs 02.25

- Series Title
- Programme/Episode title (& number)
- Date & time of airing
- Duration

- In text (4thought.tv 2013)
- In Reference list:
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

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:

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