Your studies

STUDENT HANDBOOK

SCHOOL OF COMPUTER SCIENCE AND ELECTRONIC ENGINEERING

Postgraduate student handbook

2016–2017

University of Essex

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About this 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.

Section 1 : Introduction

Welcome

Welcome to the School of Computer Science and Electronic Engineering and the Centre for Computational Finance and Economic Agents, and thank you for choosing to study with us.

I would like to extend a very warm welcome on behalf of the School of Computer Science and Electronic Engineering (CSEE) and the Centre for Computational Finance and Economics Agents (CCFEA) to all of you who are starting, or, perhaps returning to, their postgraduate studies. I am delighted to greet those of you who are new to the country and have chosen to undertake your studies in the UK and the University of Essex. It is a particular pleasure to lead a School with an international outlook, in a truly international university.

Wherever you are from, I am sure that you will find a new home and put down strong roots in the ancient town of Colchester.

The strength of any department is the knowledge, skill and originality of its academic staff. At Essex, you will have the chance to study with a very distinguished group of academics, experts in their respective areas of computer science and electronic engineering, who carry out high quality research with both national and international recognition for their work. You have a remarkable opportunity to study and learn under their guidance following modules that are informed by their expertise and skills. Please take this opportunity to develop your own knowledge of, and competence in, computer science or electronic engineering or any of the areas that they both support – these attributes will undoubtedly take you forward as you later embark on a fulfilling career in whichever sector your choose.

An academic department such as CSEE/CCFEA would not be able to operate without the invaluable support of the administrative and technical staff. They are here to help and support you in your studies and they will often be the first point of contact for some of your queries.

There has never been a better time to study in this area: the rate of technological advancement is truly amazing but the potential rewards for those who can master the technology are great. Indeed, for the last several years more than 90% of our graduates have gone straight into a graduate-level job or graduate study. I am sure that you will find this year both stimulating and challenging. I wish you every success in your studies with us and I look forward to meeting you all personally during the year.

Professor Simon Lucas
Head of School
Room: 1N1.3.2
Telephone: 4431

1.1 TERM DATES, CALENDAR AND ACADEMIC WEEK NUMBERS

2016-2017

Autumn Term	6 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	5 October 2017 – 15 December 2017
Spring Term	15 January 2018 – 23 March 2018
Summer Term	23 April 2018 – 29 June 2018

The University uses a week numbering system that covers the 52 weeks of a calendar year, beginning with Welcome Week as Week 1. Autumn term teaching takes place during Weeks 2-11, spring term teaching takes place during Weeks 16-25 and the summer term is Weeks 30-39. You can find the University week structure/ calendar here: http://www.essex.ac.uk/students/course-admin/timetables.aspx
The official University teaching day runs from 9am to 6pm, Monday to Friday. You must be available during these times every week in term time.

1.2 TIMETABLES

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

1.3 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.

Section 2: About our School

2.1 SCHOOL ACADEMIC STAFF

Information on academic staff within the School can be found by accessing the links below:

- List of academic staff including office locations and contact details: http://www.essex.ac.uk/csee/staff/Staff.aspx?type=academic
- Details of staff research areas: http://www.essex.ac.uk/csee/research/interests.aspx
- School administrative responsibilities and committees: http://www.essex.ac.uk/csee/documents/academic-responsibilities.pdf

Some of the key staff you may come into contact with during your postgraduate studies include:

Head of School:	Professor Simon Lucas
Director of Education:	Professor Anthony Vickers
Director of Graduate Studies:	Professor Stuart Walker
Director of CFFEA:	Prof Edward Tsang (Autumn), Dr Carmine Ventre (Spring)
Deputy Director of CFFEA:	Dr John O'Hara

CSEE Scheme Directors

MSc Cloud Computing	Dr Martin Reed
MSc Computer Networks & Security MSc Telecommunications	Professor Stuart Walker
MSc Electronic Engineering MSc Computer Engineering	Dr John Woods
MSc Intelligent Systems and Robotics MSc Embedded Systems	Professor Dongbing Gu
MSc Artificial Intelligence MSc Big Data and Text Analytics	Professor Hani Hagras
MSc Advanced Web Engineering MSc Advanced Computer Science	Dr Norbert Voelker
MSc Computer Games	Dr Diego Perez

2.2 SCHOOL ADMINISTRATIVE STAFF

If you have any queries relating to your department or course of study, please contact the School Office (Tel: 01206 872770 Email: csee-schooloffice@essex.ac.uk) or the relevant year administrator detailed below:

School Manager	Miss Marie Scott	3488
Examinations and Finance Manager	Mrs Gemma Aitchison	2438
Deputy School Administrator	Dr Robin Watson	2418
Undergraduate Administrator (Year 1 & 2)	Mrs Irene Smith	2679
Undergraduate Administrator (Year 3 & 4)	Mrs Valerie Hartgrove	2770
Student Administrator	Mrs Nicole Smither	4122
Postgraduate Taught Administrator	**Mrs Debbie Neve**	**2256**
Postgraduate Research Administrator	Mrs Claire Harvey	4379
Higher Apprenticeships Support Officer	Miss Megan Capon	4879

Please use the link below to access full information on School administrative staff:
http://www.essex.ac.uk/csee/staff/Staff.aspx?type=admin

If you need help during your studies, please don't hesitate to contact a member of the administrative team, the Director of Graduate Studies or your research supervisor; we are here to help.

2.3 SCHOOL OFFICE

The CSEE School Office is situated in room 4.514 (turn left as you enter the School from Square 2):
Opening hours: Monday – Friday 10.00am to 1.00pm and 2.00pm to 4.00pm.

Contact Information
Colchester Campus
Department of Computer Science and Electronic Engineering
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

Direct tel: 01206 872770
Email: csee-schooloffice@essex.ac.uk
Website: /www.essex.ac.uk/csee

2.4 LABORATORIES AND EQUIPMENT INFORMATION

The School provides twelve laboratories and teaching facilities for the exclusive use of Computer Science and Electronic Engineering students – including five computer laboratories, an electronics hardware laboratory, an embedded systems laboratory, and a robot arena. Laboratory sizes, between ten and seventy workstations, are designed to allow one-to-one interaction between staff and students during scheduled class times. The laboratories are managed by an experienced and dedicated team of technical support staff who can assist students with most practical aspects of the curriculum.

Additional information on the technical facilities and services available in the School is contained in the Technical Support section of the School website.

School Laboratories
Students have free access to the laboratories except when there is a scheduled practical class in progress. If a class is in progress general access is granted at the discretion of the class supervisor.

Support from Graduate Laboratory Assistants (GLAs) in practicals
In your practical lab sessions you and the Lecturer will sometimes be supported by Graduate Laboratory Assistants (GLAs).These may be technicians, postgraduate students or research staff from the School. The postgraduate students are trained and briefed before each practical. They are not there to carry out the work or you or to provide you with the answers, but they are there to help, to answer technical and scientific questions, and to check and aid your understanding. They will also check that you have tidied up your bench space before you leave the laboratory.

GLAs may mark some of your practical work. They receive training in marking and are given model answers and marks schemes to ensure consistency. The Lecturer retains overall control of the marking process and moderates the final marks. If you have concerns about the GLAs, either relating to their marking and feedback in your work or in the practicals, you should contact the Module Supervisor in the first instance.

2.4.1 Laboratory Opening Times

Laboratory opening times are given in the table 'Teaching Laboratory Opening Times', which appears on the following pages. Laboratories are classified as general computing (type C) or specialised laboratories (type S). Most software development modules are taught in Computer Laboratory One, Two or Three. These laboratories are open 24 hour, 7 days a week including the Christmas and New Year holiday closure period. Access to all other laboratories is restricted to the times specified.

For Health and Safety reasons, principally lone working, access to specialised laboratories requires that a technician or supervisor is present while the laboratory is open. The specialised laboratories are closed at weekends and out-of-term time. Access to specialised laboratories outside the stated hours is by prior arrangement and subject to the approval of the Systems Manager. All requests for out-of-hours access will be carefully considered, but scope for access, particularly as weekends, is limited.

During vacations, laboratories may be closed for refurbishment or due to reduced staffing levels. The School reserves the right to vary opening times for any or all of its laboratories as necessary. Students will be given advance warning of such decisions.

Please note when using laboratories with 24 hour access, that at approximately 0400 hours every day, each system may automatically restart to perform system maintenance. This includes rebooting systems which are running Linux back into Windows. The software present in the teaching laboratories is very complex and problems do sometimes occur, so as a general rule, please remember to save work on a regular basis to prevent any data loss that may result in such exceptional cases.

In addition to the School's computer laboratories, students are entitled to use any of the Computing Service's general access laboratories.

For network security reasons connection of private laptops in the School's teaching laboratories to the wired network is not allowed. Please use the University wireless network for laptop network connection.

Instructions detailing how to connect to the University Wireless Network are available from the Computing Service web site:- http://www2.essex.ac.uk/cs/services/wireless/default.htm. The recommended wireless network service is Eduroam.

Please note it is an offence to remove network cables from laboratory machines, as spare network connections in the laboratories are primarily for the use of students with disabilities.

Any problems relating to day to day systems administration (installation, maintenance and repair) should be reported to by email to ces-faults@essex.ac.uk . Please use this email address rather than individual staff email addresses, so that if a member of staff is absent another member of the team can help with your request.

2.4.2 List of Teaching Laboratory Opening Times

Laboratory	Room No	Type	Capacity	Information
Software Laboratory (Lab 1) [24 hours, 7 days]	5.512	C	77	Used for general computing. Technician: Jayne Bates
Software Laboratory 2 (Lab 2) [24 hours, 7 days]	5.518	C	33	Used for general computing. Technician: Beverley Colley
CCFEA - Laboratory (Lab 3) [24 hours, 7 days]	5.517	C	25	Used for by CCFEA for general computing. Computer Officer: Kevan Wilding
Project Laboratory 1 [24 hours, 7 days]	5.511	C	11	Undergraduate final year and MSc projects Technician: Beverley Colley
Project Laboratory 2 [24 hours, 7 days]	5.515	C	8	Undergraduate final year and MSc projects Technician: Beverley Colley
Project Laboratory 3 [24 hours, 7 days]	5.503	C	6 lab and 2 project PCs	Undergraduate final year and MSc projects Technician: Beverley Colley
Networks Laboratory (Lab 4) [9am – 7pm, weekdays]	4B.530	C	52	CISCO networking courses and general computing. Technician: Simon Moore
Games Laboratory (Lab 5) [24 hours, 7 days]	4.513	C	25 +AV	Apple iMac laboratory for games development. Technician: Simon Moore
Networks Laboratory (Lab 6) [9am – 7pm, weekdays]	4B.531	C	25	CISCO networking courses and general computing. Technician: Simon Moore
Intelligent Games Research Laboratory [Scheduled Classes]	3.511 (left side)	S	NA	Robotics and Games research laboratory. Access is limited to scheduled teaching sessions and by prior arrangement.
Embedded Systems Laboratory (Lab 7) [9am – 5pm, weekdays]	3.511	S	22	Signal analysis and test equipment, soldering stations. ARM7 development boards. Technician: Malcolm Lear
Hardware Laboratory (Lab 8) [9am – 5pm, weekdays]	1NW.2.10	S	20	Electronic equipment, and access to project workbenches and machines.
Telecommunications Laboratory (Lab 9) [Scheduled Classes]	1NW.2.10	S	N/A	Electronic and telecommunications equipment.
Clean Room [by appointment, weekdays]	5S.3.1.A	S	N/A	Users receive training before access is allowed. Access is by prior arrangement and technician supervised. Technician: Adrian Boland-Thomas
Robot Arena [9am – 5pm, weekdays]	1N1.2.1	S	12	Robots plus workstations with a software build for robotics usage. Technician: Robin Dowling

2.4.3 Technical Support and Resources

The Systems Manager, Dr Bob Self, has overall responsibility for technical services and facilities and is responsible for the day to day operation of the computer laboratories and associated facilities.

Members of the School's Computer Support Team are responsible for the general maintenance of the computer laboratories and computing infrastructure, including loading printers with paper and dealing with both hardware and software problems. Each member of the team has specific responsibilities (see below) in addition to their laboratory responsibilities and should be contacted with any related queries in the first instance.

Name	Responsibility	Phone Extension	E-mail address
Bob Self	Systems Manager with overall responsibility for teaching laboratories	2908	rpself@essex.ac.uk
Beverley Colley	Software Build and Projects	2927	bev@essex.ac.uk
Simon Moore	Linux and Systems Programming Network Laboratory	2920	moors@essex.ac.uk
Jayne Bates	CAD and Multimedia	2909	jayne@essex.ac.uk
Kevan Wilding	Programming Support and Databases CCFEA	3583	kwilding@essex.ac.uk

Registration as Authorised User

Following registration at the beginning of the Academic Year, all students automatically become authorised users of the University Computing Facilities. Authorisation to use University Computing Facilities implies that you agree to read and to abide by the *Guidelines for the Proper Use of University Computing Facilities* - a copy of which will have been given to you at registration.

The University Regulations include as breaches of discipline:

- unauthorised access to, and use of, any University computing facility
- unauthorised access to computer material
- unauthorised modification of computer material.

Students should refer to the *Guidelines for the Use of IT Facilities* at:
http://www2.essex.ac.uk/cs/about/regulations/proper_use.html

Care of your Laboratories

In past years, excellent co-operation from students has enabled us to keep long opening hours for the programming laboratories. The continuation of this policy is very much in your control and therefore all authorised users of the laboratories carry the Head of School's authority to look after the laboratory. You are asked to be watchful for any actual or potential misuse of the facilities. In the very rare event of any physical "incident", please use the telephone to summon a security officer immediately.

Please note that all teaching laboratories are monitored by a video surveillance system.

Please use the laboratories in a socially responsible way:

- Do not take food or drinks into the laboratories,
- Do not create excessive noise which will disturb others.
- Do not leave computer printouts on the desks, please use the paper recycle bins provided.

IMPORTANT NOTE

The School's computers should only be used for course related activities. Any student reported for misusing the School computer facilities runs the risk of losing access to these facilities.

Security

You are not allowed to remove any equipment, hardware or components from the laboratories. Only under very exceptional circumstances will permission be given to remove equipment, and then only by approval from the laboratory supervisor and the Systems Manager. To seek permission, a written application must be presented to both the above-mentioned persons.

Passwords

Unfortunately there are malicious and misguided people about and it is a sad fact that given the ability to read, write and delete your files, somebody may wish to do so. No system is completely secure, but you can maximise your own security by choosing an unlikely password and by protecting access to your files appropriately.

Please refer to the Computing Service Password FAQ for detailed information regarding password changing and security:- https://www.essex.ac.uk/password/faq.aspx

Feedback and Special Requests

We welcome feedback on the operation of our laboratories, either by email to the laboratory supervisor or ces-faults@essex.ac.uk.

Reservations/Bookings

During term time the laboratories are usually reserved for classes in the daytime and a timetable of scheduled teaching will be posted outside each laboratory. You may use spare machines during scheduled classes, but only with the expressed permission of the laboratory supervisor. Outside of scheduled teaching times, you may use the laboratories when you wish.

Project Facilities

There is strict control on the installation and removal of software in the general computing laboratories, but there is often a requirement for administrator-level privileges when students are working on projects.

Machines are set aside for project use by the Computer Support team in the Project areas adjoining Laboratory 1. These machines are considered "insecure", and are networked behind a firewall, to isolate project machines from the rest of the University network.

Systems and removable disks are allocated to students for the duration of projects. Linux or Windows can be used as required. Students who require a project disk in support of their project should contact Beverley Colley in room 5.509, adjacent to Computer Laboratory One.

Hardware Projects

Students who need to purchase electronic components for their project should place their order through the relevant laboratory technician, Robin Dowling (Robotics), or Malcolm Lear (Embedded Systems).

Please select the required components using the online catalogue provided by one of the University approved suppliers; Onecall (Farnell) or RS Components. If the component required is not available seek the advice of the technicians, who can often find a suitable supplier or recommend an alternative item. The

lead time for in-stock components is typically two weeks, but some specialised components can take longer to source so remember to order well in advance.

Please note that University purchasing regulations do not allow the School to order from EBay. Only in the most exceptional circumstances should students order or supply components themselves. Such cases must be approved in advance by the Systems Manager. Students are not entitled to reclaim costs for unapproved purchases.

Disk Space
Users' home directories (M drive) are maintained on disk drives managed by the University's Computing Service and are backed up nightly. Critical files, such as reports or your thesis, should be stored on your M drive. Less important files, typically those which you can easily recreate or download, may be backed up and stored on a USB memory stick or a writable CD or DVD.

If you lose files from your M drive you should contact the Computing Service Help Desk (telephone extension: 2345), who can help restore lost files from the most recent backup.

There is a M drive quota of 500Mb disk storage for all students, so please make sure that you delete unwanted files regularly. The disk management utility 'WinDirStat', which is installed on all lab machines, is ideal for managing M drive space and identifying the best candidate files for removal.

Note that image and sound files occupy much more space than text and that certain applications (such as Internet Explorer) maintain caches of recently accessed pages automatically, which may become quite large if not cleared periodically.

See 'Managing You M Drive' for more information relating to home directory space management:-
http://www.essex.ac.uk/csee/documents/ManagingMDrive.pdf

Printers
There are laser printers in each laboratory, and in addition laser printer output is available from the Computing Service Help Desk, including colour output. Payment for printing is by voucher or online credit card payment, as detailed at: http://www2.essex.ac.uk/cs/services/printing/default.asp

It is a University regulation that the cost of production of project reports, dissertations and theses is the candidate's responsibility (Regulations 3.31, 4.14). If you wish to submit laser printed final copy (single-sided), you must pay for that yourself.

Electronic Mail (e-mail)
All students may use electronic mail. Your world-wide electronic mail address is: *username@essex.ac.uk*. All users of electronic mail are reminded that it is not confidential; messages must be kept short and must not cause offence; it is not a right but a privilege which may be withdrawn selectively or globally without notice if misuse is suspected.

MSDNAA
The School is a member of the Microsoft MSDN Academic Alliance (MSDNAA) service for students and staff which allows free download of most Microsoft operating systems and development tools (excluding Microsoft Office) for personal use and student projects.

You will need to register in order to use this facility. A copy of the registration form together with full details about MSDNAA can be found at the School's student intranet website at:
http://www.essex.ac.uk/csee/current/default.aspx

2.4.4 Logbooks for your Laboratory and Project

The information in this section is relevant for the following MSc degree courses:

MSc Computer Networks and Security
MSc Telecommunication and Information Systems
MSc Electronic Engineering

You are expected to keep two logbooks during your MSc studies – one for your MSc project and one for your MSc laboratory (Networks Laboratory, Communications Laboratory or Group Project, depending on your MSc course). These may be inspected by academic staff at any time and you will be expected to keep them up-to-date, by applying the guidelines below. Also, properly kept logbooks will of course help you when you write your laboratory reports and your project report.

The need for a logbook

In order to keep a record of how work has progressed, a good engineer keeps a logbook. Indeed, properly-maintained logbooks have significant scientific, legal, and administrative value. In engineering, there are three main reasons why a logbook should be kept:

- The logbook is a *personal journal* which records not only your experience during the work but also your own knowledge. It is furthermore a way of facilitating your thinking as you work on the laboratory or project.
- It is also a *commentary*, which can be consulted by colleagues whenever they need to understand your work or reconstruct it. Often, in a commercial environment, employees leave or are transferred to another part of the company. In such circumstances, a logbook is invaluable for those who must continue the work.
- In an industrial setting, it acts as a *legal document* which can provide evidence. For example, claims must often be made about the date on which an invention or development was made; these would be supported by a logbook which, in that case, would be signed by witnesses. Also the rules about what goes into such a logbook would be more formal than is required for your MSc logbooks. In industry, protection of intellectual property such as knowledge and patents has always been important, and logbooks are an important means of achieving this.

Clearly, only the first of these reasons is directly applicable to your project or MSc laboratory. However, you must get into the habit of keeping a logbook, as the latter two roles will be important later in your career.

Even in industry, although the person keeping the logbook will use it every day, it is quite possible that no-one else will read it, and that it will never be required to provide evidence in a legal setting. Hence although all roles of a logbook should not be forgotten, the most important and beneficial reason for keeping one is a personal journal.

Logbook Format

An engineering logbook has no clearly defined structure, but its entries must be dated, much like any other type of journal. It should record your own perspective on your work, and once it has been written, it should never be changed or subjected to revisions. It should be an effective way of reminding you about the important aspects of the progress made, by recording a series of records of your work in the laboratory or project as it proceeds.

When writing a logbook, it is important not to be too concerned about recording exactly the right things. Even if you make misjudgements, even if what seemed crucial at the time now seems unimportant, and even if many facts are not recorded, the logbook is still likely to be useful in the future. This is because when you refer back to the logbook later, it will still remind you of the important facts. Hence even an imperfect logbook can be remarkably useful in jogging your memory.

When writing a log book, it is best to imagine that you are not writing it for yourself. Instead, pretend that you are writing it to be read by someone else who is reasonably knowledgeable and proficient in the field, perhaps another MSc student who is not familiar with the particular laboratory or project that you are doing. So, when you are deciding what you are going to write, put in whatever you think would be required by the

imaginary other person in order to understand your work. And of course, this means that the second and third roles above are fulfilled too.

Furthermore, it is arguable that, by the time you come to write up your laboratory report or project report, you may as well *be* another person, from the viewpoint of understanding the work you originally did. Also, writing as if someone else is going to read it gives you extra practice in "public" writing. The logbook does not need to be written in prose – it will often be written in bullet points, and frequent use will be made of diagrams – however, its purpose will be to communicate. You should always write carefully in the logbook as, with practice, this will still not slow you down, and will help you refine an important communication skill.

Here are some other important points to bear in mind:

- When selecting the notebook, make sure it is properly bound and that it can open like a book – it should have both left and right pages and it must not be possible to add extra pages.
- If your logbook records fill more than one notebook, the volumes should be numbered sequentially.
- Entries should be made using a black or dark blue ink so that the logbook can be photocopied.
- Pencil entries can be changed, and are therefore not allowed.
- The entries for each day should be dated – in industry you would have to sign them also.
- Each new entry should start on the line after the previous one.
- If you do start a new entry on a new page, make sure you cross out the unused area on the previous page.
- Entries must be made in chronological order, except for any tables which you may need to fill in order a period of time.
- Refer to yourself in the logbook as "I" or "me", and always state the names of others when referring to their work.
- No entry should be erased, blotted out, or scribbled through under any circumstances. All corrections should be made by drawing a single diagonal line through the entry that is not correct. Also, if it is not obvious why the correction has been made, a reason or explanation should be provided.
- It is often necessary to attach separate pages from computer printers or test equipment. When doing this, attach them over a blank logbook page; don't cover any text or data on the page.
- You should not skip pages, and blank areas should be marked through with a diagonal line.
- The language used should be factual and objective. Avoid expressing personal feelings, or using any terminology that is inappropriate.
- Never remove pages or parts of a page from the logbook.
- If time elapses between entries, then an explanation must be provided, such as "Working on other activities", along with the date.

Why you must use a real notebook

You should use a real notebook for your logbook, and not keep and update a soft copy on a computer. It is tempting to keep such a soft copy, as many engineers are better at typing than writing, cross-referencing such as hypertext is possible, and sharing information with others is easier. However, there are several good reasons which dictate that a physical notebook should be used:

- A book is extraordinarily portable and economical. It can be used anywhere – during meetings, when gathering information, when travelling, in the library or, if necessary, at home.
- Writing in pen is a very simple and flexible way of recording text and graphics, with accompanying annotations. It is arguable that computer software does not provide such a convenient way of doing this. (Keeping in practice your ability to write quickly and legibly also helps when it comes to your exams).
- Searching and browsing are very easy with a book, and it is possible to examine multiple parts of it at once. Again, this is cumbersome on a computer.
- A soft copy can easily be changed, updated or tampered with. Some authors would find it difficult not to "improve" what they had already written, and would try to "bring it up to date" after the work had been done. Also, old logbook files on a computer may be corrupted, and it is very easy to abandon them or delete them accidentally.

2.5 PERSONAL TUTORS

All undergraduate and taught postgraduate students have a personal tutor who you will meet soon after you have arrived, and who will meet with you regularly throughout your course. If you are a postgraduate research student your research supervisor will take on this role. 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.

2.6 SUPPORT WITHIN THE SCHOOL

2.6.1 Peer Mentoring

Any questions? Ask a peer mentor!

Any questions? Ask a Postgraduate Student! The "Ask a Postgraduate Student" mentoring scheme is available to both intending and current postgraduate students and provides them with the opportunity to seek information and advice about living and studying at Essex from fellow postgraduate students. Find out more here: https://www.essex.ac.uk/students/study-resources/mentoring/ask-pg/default.aspx

2.6.2 Who to contact in the School

In addition to your Academic Tutor, the School has a Senior Tutor and a Disability Liaison Officer, who may be contacted by any student at any time during School hours for help or advice (see contact details below).

Name	Room	Telephone	E-mail
Senior Tutor			
Dr Nick Zakhleniuk	1NW.4.14	01206 87 (4248)	naz@essex.ac.uk
Disability Liaison Officer			
Dr Francisco Sepulveda	4.516	01206 87 (4151)	fsepulv@essex.ac.uk

Students seeking advice on any kind of problem, whether personal or academic, may also contact the PGT Taught Administrator, the School Manager or the Director of Graduate Studies. We are here to help so please contact us.

2.7 COMMUNICATION METHODS

Important information is communicated to students by means of regular mail, electronic mail and on University notice boards. The University makes increasing use of electronic mail to advise students of deadlines and to communicate information on various aspects of student life. In the School of Computer Science and Electronic Engineering, e-mail is the main method of communication, and students are required to access and check their University e-mail account at least three times per week in term time, and preferably daily. Important information is also posted on the University notice boards and on school notice boards.

2.8 DEPARTMENTAL PRIZES

The following prizes are awarded annually at the Final PGT Boards. No student will be eligible for the award of more than one prize.

The Institute of Electrical and Electronic Engineers UK and RI Communications Chapter Prize – *(subject to confirmation at time of this handbook going to print)*
This prize, worth £100, is sponsored by the Institute of Electrical and Electronic Engineers. It is awarded by the Board of Examiners on the basis of best overall performance on the MSc Advanced Communication Systems degree scheme.

MSc Project Prize in the area of Computer Science
A prize of £150 will be awarded to the student with the highest MSc Project Mark in one of the following MSc degree schemes: -

- MSc Advanced Computer Science
- MSc Embedded Systems
- MSc Intelligent Systems & Robotics
- MSc Advanced Web Engineering
- MSc Artificial Intelligence
- MSc Computer Engineering
- MSc Big Data and Text Analytics
- MSc Cloud Computing
- MSc Computer Games

MSc Project Prize in the area of Telecommunications & Data Communications
A prize of £150 will be awarded to the student with the highest MSc Project Mark in one of the following MSc degree schemes: -

- MSc Electronic Engineering
- MSc Advanced Communications Systems
- MSc Computer Networks & Security

CCFEA MSc Project Prize
A prize of £150 will be awarded to the CCFEA student with the highest MSc Project Mark.

The R.A. Brooker Prize
This prize, worth £200, is donated by the Computer Science Department's founding Professor. It is awarded by the Board of Examiners on the basis of best overall performance on one of the following degree schemes: MSc Advanced Web Engineering, MSc Advanced Computer Science, MSc Computer Networks & Security.

Section 3: Learning and Teaching

3.1 LEARNING, TEACHING AND INDEPENDENT STUDY

The School's educational aims include to:

- Deliver an education in the chosen subject of high academic standard set in a framework of procedures to monitor and improve quality;
- Offer coherent, flexible, modular undergraduate degree courses, shaped by the research strengths of the School, allowing specialisation in relevant disciplines and accessible at different levels by students with varied backgrounds and qualifications;
- Provide a choice of undergraduate degree courses with curricula designed: (a) to promote the progressive development of subject knowledge and understanding and of practical and key skills; (b) to encourage the development of independence in learning;
- Deploy a range of teaching, learning and assessment modes structured to meet the requirements of the curriculum in a well- resourced environment;
- Stimulate interest in and enthusiasm for the chosen subject and encourage students to realise their academic potential;
- Help students by providing a friendly, supportive environment and clear, comprehensive information relating to degree organisation, year structure, module content and assessment methods;
- Produce graduates who can proceed either to postgraduate study particularly in appropriate subject areas, or to a range of careers, using the key skills acquired during their study.

Successful teaching and learning involves a partnership between student and staff. Whatever level of study you're following at Essex, you're here for an excellent education. We're committed to research-led teaching and your personal development, and 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 LEARNING AND TEACHING EXPECTATIONS

You can expect that we will:

- Work to achieve our aims;
- Provide clear and comprehensive documentation for all modules;
- Provide teaching sessions which (a) are well prepared and delivered, (b) are supported by sufficient materials and equipment and (c) for practical work, are safe;
- Notify you as far in advance as is possible of any changes to the teaching timetable;
- Return assessed work within 3 term-time weeks;
- Deal with queries you may have relating to modules within a reasonable timescale.

We expect that you will:

- Make the best use of the educational opportunities and resources available and work to achieve the stated objectives and to realise your academic potential;
- Familiarise yourself with the contents of this handbook and the documentation which accompanies each module and follow the guidance, procedures and rules described;
- Attend prescribed instruction of all types and where absence is unavoidable notify the relevant person;
- Regularly consult notice boards and your email and keep your address updated so that you do not miss important information;
- Prepare adequately for and participate actively in teaching sessions;
- Support your formal tuition with an appropriate level and intensity of student managed learning;
- Submit assessed work in the appropriate form and by the published deadlines;
- Use feedback on written work constructively, both to build on your strengths and to identify and remedy your weaknesses;
- Regularly review your academic progress (marks) and take appropriate action where and when necessary;
- Contribute to the development and improvement of the student learning experience by providing accurate and considered feedback on modules when required, and by participating in the staff-student liaison process.
- Abide by the various rules and regulations in the School and University that have evolved in order to provide safe, fair and effective teaching and learning support for all students.

Teaching and Assessment Methods

The School uses a range of teaching methods depending upon the level of the module and the type of material that is being dealt with:

- Lectures and classes play a key role in all years, conveying knowledge and facilitating understanding.
- Lab sessions are used to develop key skills, and to augment knowledge and understanding of the lecture material. They can be supported by Technicians and by trained Graduate Lab Assistants.
- Project work develops skills in planning, problem solving and research methodology.
- Students develop oral presentation skills as part of the presentation of the 3rd year project.
- Outside formal contact hours, you will undertake student managed learning (e.g. studying lecture material, preparing coursework assignments, revising for exams)
- Team work skills are developed in Group Project modules in Year 2.

You are expected to work 35-40 hours per week. The formal timetable comprises a relatively small fraction of this. You are responsible for organising your time in an effective way. Independent learning is developed by systematically increasing the proportion of time available for student-managed learning over the three years.

An important part of our teaching and your learning is the feedback that we give you on all assessed coursework; this may be comments written directly on your work, or on marks' criteria grids and cover sheets, or it may be more general feedback when the work is returned. You should review carefully and learn from all these sources of feedback. Whilst staff may give general feedback on the progress tests, you do not receive feedback on any of the end of year exams in any year.

Academic Conduct:

Personal Recording of Teaching Events/supervisory meetings/ formal meetings

A student may not make a personal recording of a teaching event, supervisory meeting, oral examination or other formal meeting or committee which considers the student's academic progress or performance without the permission of all other individuals present. If this permission is granted, the recording may be made for the personal use of the student only, in support of their studies and learning. The recording must not be made publicly available or shared for other purposes without the consent of those present. Disabled students who

have difficulty with note-taking are encouraged to contact Student Support for further information on when recording is permissible and other access strategies.

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 COURSE STRUCTURES, LEARNING OUTCOMES, AND PROFESSIONAL BODIES

3.4.1 CSEE/CFFEA Courses and Course Structures

Information on course structures, including a mapping of which modules are core/compulsory and which are optional for your course can be found on the CSEE website http://www.essex.ac.uk/csee/current/default.aspx. *The information is kept as up-to-date as possible, but the School reserves the right to make changes to the provision of modules before the academic year starts.*

3.4.2 Programme specifications and Modules

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 online through the *MyEssex* webpage or via this link: www.essex.ac.uk/programmespecs/

Full module outlines are located on the module directory: https://www.essex.ac.uk/modules/, including details on the module supervisor and teaching staff, module content, learning and teaching methods and assessment methods.

3.4.3 Professional Bodies and Societies

THE INSTITUTION OF ENGINEERING AND TECHNOLOGY (IET)

The IET is the UK body which accredits degrees in engineering and technology. You can have complete confidence that the degrees we offer meet the highest standards required for education and training by the Engineering profession. The School encourages students to become a Student Member of the IET.

IET literature is available at: www.theiet.org/

You can choose to join the IET at any time during your course but obviously the sooner you join the sooner you benefit from membership. In order to become a Student member you can complete an online registration form at: www.theiet.org/membership/join/

Locally the IET Anglian Coastal Network organises a number of meetings at the University. The topics selected for these evening meetings are of broad interest to all students on our courses. The meetings are also held in the Ipswich area and the IET Essex Branch organises meetings in Chelmsford. Whether or not you choose to become a Student member of the IET, you are welcome to attend any of these events which will be publicised in the School by posters and also via email. Details of local IET meetings and details of student bursaries can also be found on the IET notice board.

If you join as a Student member you will be automatically transferred to the class of Member of the IET (MIET) when you graduate. After some further study (for example an MSc) and a number of years in a responsible position, you can apply to be become a Chartered Engineer.

Further information is available from Professor Dariush Mirshekar (Rm 1NW.3.18) and Dr Anthony Vickers (vicka@essex.ac.uk) (Rm 5A.528).

THE BRITISH COMPUTER SOCIETY (BCS)

Membership
The School encourages students to become a student member of the British Computer Society, the Chartered Institute for IT. Student members are members of the 'BCS Young Professionals Group'.

Students in their third year also have the opportunity to apply for accelerated full membership (MBCS) via the 'Membership on Graduation Scheme'. This special scheme process allows students who are about to graduate to apply early for full membership which is awarded on the successful completion of their degrees. This is a significant saving in time as normally applicants would have to work for three years in a suitable job before being eligible to apply for full membership.

The BCS has found that many potential employers are increasingly looking for graduates who not only have a good degree in a relevant subject but they are also giving preferential treatment to those who already have a professional membership, for example an MBCS. Having this membership illustrates a commitment to being a professional and may well make the difference of being invited for interview or rejected on a first application.

Further information and application forms for student membership are available from the CSEE School Office (4.514), or from Dr Adrian Clark (alien@essex.ac.uk) (Rm 1NW.3.24) for the accelerated full membership scheme.

General information on the British Computer Society, particularly the advantages of student membership, is available at: www.bcs.org

Information about the local (Essex) branch of the BCS is available at: www.essex.bcs.org
The Branch holds many events throughout the year, some of which are based at the University Campus. Details are publicised on the University Intranet and on the Branch website.

PROFESSIONAL ACCREDITATION

Some of the School's degrees have received formal accreditation from the IET and/or the BCS on behalf of the UK Engineering Council. This means that graduates from these degree programmes will be well on the way to applying for Chartered status. In its accreditation visit in March 2016, approval was granted for the following degrees:

BCS	IET	BEng Computers with Electronics
BCS	IET	BEng Computer Networks
BCS	IET	BEng Computer Systems Engineering
	IET	BEng Electronic Engineering
	IET	BEng Telecommunication Engineering
BCS	IET	BSc Computer Games
BCS	IET	BSc Computer Science
	IET	MEng Electronic Engineering
	IET	MEng Telecommunication Engineering
BCS		MSci Computer Science
BCS	IET	MSc Advanced Computer Science
	IET	MSc Advanced Communication Systems
BCS	IET	MSc Artificial Intelligence
BCS	IET	MSc Advanced Web Engineering
BCS	IET	MSc Big Data and Text Analytics
BCS	IET	MSc Cloud Computing
	IET	MSc Computer Engineering
BCS	IET	MSc Computer Games
	IET	MSc Computer Networks and Security
	IET	MSc Electronic Engineering
BCS	IET	MSc Embedded Systems
BCS	IET	MSc Intelligent Systems and Robotics

3.5 CHANGING YOUR COURSE

If you want to change your course, you should talk to someone in your department first. Normally, you would be required to make a new application for admission.

Investigate your potential new course by looking at course information on the department'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 want to change your mode of study from full-time to part-time, you should discuss this with our departmental staff. If this is possible, you will need to make a formal request using the online Change of Mode of Study form which you can find here: www.essex.ac.uk/esf/

Changing your mode of study may affect your immigration status if you have a Tier 4 visa and you may need to contact the Home Office or make a new Tier 4 application.

Please read carefully our guidance on Tier4 and course changes here:
www.essex.ac.uk/immigration/studies/changes

3.6 MODULES

3.6.1 Module Enrolment and Selection/Changing Modules

You need to enrol for your modules every year, even if there are no optional modules on your course. New students are invited to enrol during the summer vacation before they register. At registration they receive a confirmation of module enrolment for checking. All continuing students will receive information on module enrolment during the Easter vacation. Instructions on choosing your optional modules and confirming your compulsory modules will be provided nearer the time. Module enrolments are made online on eNROL: www.essex.ac.uk/enrol/home/home_phase1.asp

If you need advice about your choice of modules, you should discuss this with your personal tutor or Year Supervisor in the first instance. For advice on specific modules you should speak to the module supervisor. Your choice of optional modules may be subject to timetabling constraints.

You can change your optional modules using eNROL up to end of the second week of teaching in each term, and all changes to optional modules must be processed by these dates:

- Autumn Term Modules (end of Week 3)
- Spring Term Modules (end of Week 17)

Please note that if you are requesting changes to your optional modules during the Spring Term (week 17), you are not permitted to drop an Autumn module and replace it with a Spring term module at this stage.

3.6.2 Core, Compulsory and Optional Modules

Programme Specifications provide key information on which modules are core, compulsory and optional within your course. Your course specification is available to you online through the MyEssex webpage or via this link: www.essex.ac.uk/programmespecs/

Full module outlines are located on the module directory: https://www.essex.ac.uk/modules/, including details on the module supervisor and teaching staff, module content, learning and teaching methods and assessment methods.

All the School's Masters' degree courses are available on a full-time (12 months) or part-time (24 months) basis. All modules are 15 credits, unless noted otherwise in the grids. The dissertation is worth one-third of the total marks awarded for the course (60 credits).

Optional Modules
For your Masters' course, you will be required to select a number of optional modules depending on what degree course you are on. The number of modules for your course is detailed on each of the grids. In choosing optional modules, students are advised to keep a balance across both terms, but may choose modules to a maximum of 75 credits in either the autumn or spring terms. Please note that a full year 15 credit module is worth 7.5 credits in each term; a full year 30 credit module is worth 15 credits in each term.

PLEASE NOTE – Further information about degree course structures can be found on your programme specification and on the School intranet. The information is kept as up-to-date as possible, but the School reserves the right to make changes to the provision of modules before the academic year starts. It should be noted that some module combinations may not be allowed on academic grounds or because of timetabling constraints.

3.6.3 Module Reading Lists

Please refer to https://essex.rl.talis.com/index.html for details on reading lists.

3.7 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

3.8 POSTGRADUATE PROJECT AND DISSERTATION

3.8.1 CSEE MSc Project and Dissertation

Project Co-ordinator: **Dr Michael Gardner**
Room: **4B.526**
Telephone extension: **4457**
E-mail: **mgardner@essex.ac.uk**

Introduction
This section is addressed to all taught MSc students. An important feature of your course is that you will be expected to propose, plan, design, implement and report on, both in writing and orally, a project, to professional standards, under the supervision of a member of staff. You should read the module description for CE901 or CE902 in this Handbook. In this section there are notes on the role of the supervisor and assessment of your dissertation. Further information, ***which you must look out for,*** will be posted on the Course Materials Repository, the postgraduate notice board and by e-mail at key times throughout the year.

Method of Assessment
CE901 breakdown of assessment:
Dissertation (90%) submitted in week 48
Presentation (10%) to take place in weeks 49 or 50

Supervisor and Supervision
At the end of the autumn term, you will be assigned a supervisor, whose task will be to guide you through the process of proposing, conducting and writing up your project. Your supervisor will inform you of the timetable and other arrangements for supervision for work to be carried out during the summer immediately after the examinations. This normally involves regular meetings during normal term time and at least once every two weeks during the summer. However, you must make arrangements to cover periods when the supervisor is away from the University for any extended period, especially during the summer months.

The Project
A full proposal for your project (which you will begin in the first week of the spring term) forms part of the assessed coursework for CE902 Professional Practice and Research Methodology, and must be submitted in the last week of the spring term. You will receive guidance in the preparation of the proposal from your supervisor.

After your examinations, you will continue with the project over the summer. This will involve, over a short period of time, the implementation and testing of your project. This will involve writing software and/or building hardware (where appropriate). By careful planning you should know by the start of the project which programming language and platform you are going to use. Ensure they are available within the School so that you can demonstrate your work during the presentation.

You should set personal milestones for your project and a date by which you hope to have passed each of them. Consider your progress frequently and take advice from your supervisor.

It is good practice to keep an up-to-date diary of the project to see how you are progressing; it may be that your objectives need to be modified in the light of unforeseen problems.

The Written Dissertation
The dissertation is the most important deliverable of your project; remember this when time is rapidly being consumed by programming or hardware development. It is quite possible you may not be able to achieve all your goals. In this case, it is better to write a good dissertation on a limited set of objectives which have been accomplished rather than a poor dissertation on (many) items of unfinished work. You can always discuss these incomplete items in a ‘conclusions and further work’ chapter. No study is ever completely finished, even at PhD level; new material becomes available all the time.

When writing your dissertation you should remember that it will be read by examiners whose knowledge of your particular project may be less than your own. Your reader will not have spent the same amount of time on the project as you, so make the assumption that they are not familiar with the topic. Clarify the chapter and subsection structure early in the life of the project. Pay particular attention to a clear explanation of the general background to the project as well as your specific objectives. Avoid too much jargon and define clearly any technical terms before you use them. Check your writing thoroughly for spelling and grammar mistakes.

If English is not your first language then ask a native speaker to proof read a draft BEFORE you submit it to your supervisor. Use your supervisor for constructive comments on a complete draft of your dissertation and leave yourself plenty of time to make changes which your supervisor might suggest. Failure to do this will probably result in a lower quality dissertation with the subsequent loss of marks. The marking guidelines to be used by your assessors will be made available to you and will be discussed in supervision. Your final dissertation will be assessed by your supervisor and an independent internal assessor. The recommended length is between 10,000 and 15,000 words.

Some of the important sections of the dissertation are discussed below in the order in which they appear in the finished document. Note that this is usually not the best order in which to write them, for example, the Introduction is best written late when you have a clear overview of all the material you are introducing.

Abstract
The dissertation should begin with an abstract of not more than 200 words in which the objectives and achievements are briefly described. One copy should be submitted separately for the School's records; the others should be included as the first page in each copy of your dissertation. An example of an abstract can be found at the end of this section.

Contents
The contents section displays the structure of your dissertation and contains the chapter and major subsection headings with corresponding page numbers. Do not be tempted to make the contents too detailed - it is not an index - two pages should be sufficient. Begin the contents at an early stage and keep it under continuous development. Finish it at a late stage to make sure references to page numbers are accurate.

Introduction
The introduction prepares the ground for the more detailed discussion in the following chapters; it should set out briefly but clearly the domain, motivation and goals of the project. Your introduction will be read thoroughly by your assessors to obtain an overview of your work. This is an opportunity to create a good initial impression of the entire dissertation.

Main Body
The chapters in the main body of the dissertation will depend upon the technical details of the project. Determine how many chapters are appropriate and what should be included in each. As always discuss it with your supervisor.

Conclusions / Further work
In this section you should state the technical achievements of your project. Suggest how you might have improved the results if you tackled the project in the light of your experience with it. Suggest how your work might be extended.

Appendices
All program listings, and relevant tables and diagrams must be included in the dissertation. Tables and figures should be included within the text; they should be numbered and given an explanatory title.

Important - using references in your dissertation
Reference to relevant published work is an important part of your dissertation. If you are summarising or discussing the work of others, it must be acknowledged in the text and the work referenced in your Bibliography. ***This includes work of others you have obtained from the Internet including any code you have used.*** It is plagiarism not to make such acknowledgements, accidentally or deliberately. You need to be careful; otherwise you may be in breach of University Examination Regulations 6.12 and 6.13. The section 'Cheating (Plagiarism)' in the **'Academic Offences'** section of this Handbook applies particularly to project dissertations. This may require careful discussion with your supervisor.

The following information should be included in a Bibliography: author(s); article title; publication title; place of publication; publication date and page numbers. There are a number of accepted styles for a Bibliography such as Harvard, Vancouver etc. One such style ('Harvard') is described here.

Within the text you should refer to a published paper or book by the author's surname followed by the year of publication, for example, Palaniappan (2008).

Where you refer to two or more papers published by the same author(s) in the same year you should add an identifying letter, e.g. Wilson and Palaniappan (2009a).

Where there are two authors they should be written as, for example, Balli and Palaniappan (2009); three or more authors need only be specified by giving the first author's surname followed by et al e.g. Palaniappan et al (2002).

For journal articles you should specify the journal title, date, volume and page numbers; for books you should specify the title, publisher, date and place of publication.

References to material obtained from the WWW, including code incorporated in your implementation, should be checked that they are still available due to their transient nature. The date the material was accessed should be given.

The general principle is to provide sufficient information for the interested reader to identify and obtain the paper, book or report you have cited. If in doubt, as always, discuss in supervision.

A typical example of a bibliography is:

BIBLIOGRAPHY

Palaniappan, R., Raveendran, P., Nishida, S., and Saiwaki, N. (2002) 'A new brain-computer interface design using fuzzy ARTMAP', IEEE Transactions on Neural Systems and Rehabilitation Engineering, vol. 10, no. 3, pp. 140-148.

Balli, T. and Palaniappan, R. (2009) 'Nonlinear approach to brain signal modelling', published in Khosrow-Pour, M. (Ed.) Encyclopedia of Information Science and Technology, 2nd ed., IGI Global, Hershey, USA, vol. 6, pp. 2834-2839.

Palaniappan, R. (2009) 'Vision related brain activity for biometric authentication', In Proceedings of 32nd Annual Conference of the IEEE Industrial Electronics Society, 7-10 Nov. 2006, Paris, France, pp. 3227-3231.

Printing
Word processing and printing facilities are widely available throughout the University's laboratories. You should make it an early priority to find out what is available, make an appropriate choice and become thoroughly familiar with it. The number of high quality printers available is limited. You must use a reasonable size font, for example Times New Roman 11 or 12 pt. Dissertations may be bound quickly and cheaply by the Printing Centre.

WARNING: Printing is always at a high volume in the last few days before the submission deadline. Never leave long printing jobs this late.

Submission of the Dissertation

All submissions are to be submitted to the CSEE School Office.

IT IS IMPORTANT TO SUBMIT WORK ON TIME.

THE SCHOOL'S POLICY ON LATE SUBMISSION OF COURSEWORK WILL APPLY TO THIS MODULE.

Because your dissertation is independently assessed by two members of staff, you are required to provide two identical submissions.

Each submission must contain the following:

- a printed version of the abstract on a single sheet of A4
- a printed version of the report, including a copy of the abstract, (preferably comb bound but not including all the program listings)
- a CD containing
- the abstract (held in a separate file)
- a full copy of the report
- the program listings of your implementation

In addition to the printed version, you will be required to submit the full report and program listings electronically using the School's on-line submission system (FASER).

The deadline for submission is as follows:

Submission Deadline

Tuesday 29th August 2017 by 11:59:59 via the online submission server, and as *two* hard copies to the CSEE School Office.

Presentation

The oral presentation allows you to show that you understand the project and your contribution to it and to demonstrate that the deliverables, as described in the dissertation, exist.

The demonstration must be carried out within the School of Computer Science and Electronic Engineering and your attention is drawn to the use of computing facilities outside the School (see 'Laboratories and Equipment'). You will be required to present your work to your supervisor and an independent internal assessor. Your presentation should last approximately 30 minutes and, using whatever visual aids are appropriate, you should:

- explain the main points of your work, stating clearly your objectives and achievements;
- demonstrate any software/hardware deliverables;
- be prepared to answer questions.

As with all deliverables your presentation should be discussed with your supervisor beforehand.

CE901 Presentations will take place in weeks 49 and 50

Intellectual Property Rights and the MSc Project
Some MSc projects generate Intellectual Property. That is, they constitute a system or an invention with a market value, or the possibility of being developed into such. In many cases this will not become clear until the project is completed, or nearly completed. In some other cases a student may be aiming to provide a service or system for a potential client from the outset of their work.

It is most important that as soon as it becomes clear to a student, or their supervisor, that their project may constitute exploitable intellectual property, that they contact the School's Director of Industrial Liaison, or alternatively the Head of School.

Full details regarding Intellectual Property Rights can be found at: www.essex.ac.uk/ipr/

An example of an Abstract:

SURNAME
OTHER NAMES
QUALIFICATION SOUGHT
TITLE OF PROJECT
SUPERVISOR
DATE (month and year)

ABSTRACT [Not more than 200 words)

This project dissertation is in accordance with Examination Regulations 6.12 and 6.13

3.8.2 CFFEA MSc Dissertation

Writing your dissertation

Make sure your dissertation is well focused, i.e. it is directed to addressing one or more specific questions. Emphasise in your work the application and use of financial and economic ideas and methods.

Be realistic about what can be achieved within your time frame. If your work has shortcomings, it is better to acknowledge and discuss these shortcomings than pretend to ignore them. If you plan to do empirical work, it is a good idea to check for data availability at a relatively early stage. For some topics data are easily available while for others data may be difficult or expensive to obtain. In some cases, it may take some time for suitable data to be found and/or obtained.

As a general rule, the clearer the motivation for the project, the deeper the understanding and the more successful the application or use of Finance and Economics oriented ideas and methods, and the more

competent the analysis, *the higher the mark awarded*. Also, the higher the degree of originality in the work done, *the higher the mark awarded*. Dissertations that are mere literature surveys do not usually get high marks. **In any case, the dissertation must address aspects from both computer science/engineering science *and* finance/economics**. Therefore, demonstration of high computational and technical/mathematical expertise is expected.

It is important that the work you submit is all your own. For further information on this subject you should look at the University's web sites:
www.essex.ac.uk/plagiarism/
www.essex.ac.uk/academic/docs/regs/offpro.shtm

A bibliography in the form of a list of references must be included at the end of the project. Every entry in the bibliography should be referred to at some point in the project and every citation in the project must be included in the bibliography. Further information and guidelines are provided on page 35 under the section titled "**Important - using references in your dissertation**".

Students should meet their allocated supervisors regularly throughout the summer term and summer vacation. It is recognised that supervisors will not be available continuously throughout the vacation and it is the student's responsibility to ensure that the availability of the supervisor is taken into account in planning the schedule of the work.

If you do not regularly meet your supervisor, the assessors will question the originality of your work that you submit. It is possible that the Centre then decides to call you in after the submission deadline for an oral examination to assess the originality (not quality) of your work, before we start marking your MSc dissertation.

For further general information, also refer to the section CSEE MSc PROJECT AND DISSERTATION in this handbook.

Assessment
The marking structure for this module is as follows:

- 20% Layout & Presentation
- (5% - general standard; 5% - figures, tables, diagrams, etc. ; 10% - references, language and quality of writing)
- 30% Motivation & Literature
- (5% - research motivation; 5% - originality; 20% - method)
- 30% Results & Discussion
- (20% - results and evaluation; 10% - discussion)
- 20% Oral presentation or video presentation, with short viva, to take place after the summer exams and before the final submission. Dates to be confirmed.

Presentation and Length
The MSc dissertation should include **at least** the following components:

1. Title Page
2. Abstract (maximum 200 words).
3. Table of Contents
4. Introduction
5. Method
6. Results and Evaluation
7. Conclusion
8. Bibliography/References
9. Appendix (e.g., codes, additional material, etc.)

Formal Layout Requirements are:

- A4 page size
- 12-point typeface
- double spacing
- margins of at least 2.5cm in all directions
- must be bound, but no special binding needs to be used

The *maximum word limit is* ***10,000 words***, *including* footnotes, endnotes, appendices and the bibliography, *excluding* program codes. It is recognised that there may be some small variations according to the number of diagrams, graphs and technical appendices included. Examiners have the discretion to penalise excessively long dissertations and over what penalty to exact. The appendix containing the code of the programs used will not be counted in the word length. It is compulsory to include the code for programs used in the submitted work.

Submission

Submission Deadline

Tuesday 29th August 2017

IT IS IMPORTANT TO SUBMIT WORK ON TIME.

THE SCHOOL'S POLICY ON LATE SUBMISSION OF COURSEWORK WILL APPLY TO THIS MODULE.

You must submit to the School Office as follows:

- *Two* identical copies of the *printed* version of the dissertation.
- *Two* identical copies of the *CD* in a flexible cover (please write your name on the CD) containing:
  - A full copy of the MSc dissertation
  - The program listings of your implementation *in the original source files*.
  - The source data you used in your project.
- *In addition*, you are required to submit the full dissertation and the program listings electronically using the School's on-line submission system (FASER).

Extensions to the deadline can only be granted for properly documented circumstances of an acute medical nature. Requests should be made by contacting the School Office in the first instance, who will forward your request to the appropriate member of academic staff. Extensions will not be granted because of any form of computer failure (e.g. disk corruption, printer breakdown) or because of congestion of the University's central computing facilities.

Submitted dissertations are not returned to students. You are strongly advised to keep a separate copy of the final version of the dissertation.

3.9 CAREERS AND EMPLOYABILITY

The Employability Development Director within the School is Prof Dariush Mirshekar (dariush@essex.ac.uk).

However the following staff within the Faculty also have particular responsibility for careers. You can also contact them with careers-related queries at any time:

Nick Goodman	Senior Faculty Employability Manager
Khrieu Healy	Faculty Employability Officer
Dee Hardcastle	Faculty Careers Advisor (on maternity leave until January 2017)

Keep your eye out for careers-related emails and also check our Facebook page for information on careers activities.

The Employability and Careers Centre
The Employability & Careers Centre assists students in a friendly and informal manner during their time at the University and after graduation. The Centre offers one-to-one advice on all aspects of planning your career including job hunting techniques such as making applications and interview skills. There are programmes of talks and workshops run by Centre staff and employers each term. Details are available at www.essex.ac.uk/careers/.

The Employability & Careers Centre can also help students find part-time and temporary work during term time or in vacations, as well as internships and placements to develop relevant experience. It aims to help students find suitable employment opportunities either on campus or in the local area, whilst providing a quick and convenient service for employers to promote opportunities. You can find all the details on their webpages at: www.essex.ac.uk/careers

Students should look out for special events including the Jobs Market (October) and the annual Careers Fair (November).

Employability
As the proportion of the population with degrees increases, so the process of securing a graduate level job becomes more competitive. Just having a degree is no longer a guarantee of getting the job you want, so during your time at Essex, you should take every opportunity to improve your employability. The kinds of things that will help are:

- Gaining additional qualifications such as Cisco Certification.
- Gaining relevant work experience through a placement year or vacation work. If you are taking a year abroad degree it is possible to undertake a placement as part of your year abroad.
- Holding positions of responsibility in student societies, being a mentor, or being a representative on the Staff Student Liaison Committee.

- Making use of the facilities offered by the Employability and Careers Centre, for example, advice on writing your C.V. and careers workshops.

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. 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, or 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 graduates up to three years after they leave the University. Requests received outside of this timescale 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 of 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

3.10 AN INCLUSIVE AND DIVERSE LEARNING EXPERIENCE

3.10.1 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

3.10.2 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.

3.10.3 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

3.11 STUDENT REPRESENTATION

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:

Staff Student Liaison Committees
You can contact (or be elected as) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.

You can find more information on the Students' Union website www.essexstudent.com/representation/coursereps/ and the University's policy here: www.essex.ac.uk/quality/student_representation/student_rep.asp.

You can find out information about SSLCs here: www.essex.ac.uk/quality/student_representation/sslc.asp.

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Every year, we will ask you to complete the **Student Assessment of Module and Teaching (SAMT).** 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.

3.12 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

3.13 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 should 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

Section 4: Assessment

4.1 RULES OF ASSESSMENT

http://www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/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 who use the Rules of Assessment to decide:

- you can be awarded credit for the modules you have studied
- you have done enough to move on to the next stage of your course (if you are on a course which lasts more than one year)
- you need reassessment
- whether you have done enough to pass your course
- whether you are eligible to receive a merit or distinction

If you fail your course you are not able to repeat it. The Rules of Assessment for Postgraduate Taught Awards only allow reassessment for up to a maximum of 60 credits worth of modules for taught Masters degrees. The Board of Examiners will inform you if you are eligible for reassessment once it has considered your marks.

If you fail your dissertation you may be permitted by the Board of Examiners to resubmit your work, provided you meet the criteria as set out in the Rules of Assessment for Postgraduate Taught Awards. Alternatively, if you have obtained enough credits in your taught modules, you may be eligible for another award such as a postgraduate diploma or certificate.

You can decide if you want to accumulate credit by taking individual modules with the aim of achieving a postgraduate award; this is called Modular study. There are opportunities to achieve postgraduate awards through credit accumulation study in an increasing number of departments, as an alternative to standard full or part-time study.

Individual modules can yield 15, 20, 30 or 40 credits depending upon which department you are studying in. Each award has a defined structure, normally consisting of a combination of core, compulsory and optional modules, and requires a specific volume of credit to be achieved:

- Graduate/Postgraduate Certificates - 60 credits (all taught module credits)
- Graduate/Postgraduate Diplomas - 120 credits (all taught module credits)
- Masters Courses - 180 credits (normally 120 credits of taught module credits and a 60 credit dissertation or equivalent)

Credit is awarded for successful completion of individual modules. Students taking a credit-accumulation route of study register for the separate modules individually and accumulate the required volume of credit for the relevant award, including the dissertation if necessary. You will be given a different registration number for each module.

The Rules of Assessment are different when you study individual modules; make sure you check the relevant Rules of Assessment for the award you're studying towards.

You will have a maximum of six years to study (this is usually five years with a sixth year for a dissertation). We measure the six years from the first module you register on towards the award.
You can find out more information here: www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular and you should talk to your tutors about fees, and applying accumulated credit towards an award.

4.2 EXTENUATING CIRCUMSTANCES, WITHDRAWING AND INTERMITTING

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

You will **not** get extra marks 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/registry) if you need any guidance.

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

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.

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

You should read the guidance on intermitting very carefully before submitting your form at www.essex.ac.uk/students/course-admin/intermission**. You are strongly advised to discuss intermitting with your department.**

Withdrawing from your course is the formal process for permanently leaving your programme of study and the University. Before deciding that withdrawal is the best action for you, there are plenty of people at our University who can offer you information and advice. Where possible, we will try and give you the advice and support you need to help you stay and carry on with your studies.

You should consider whether taking a temporary break from your studies will help you to address the concerns that are making you think about leaving.

If you are thinking about withdrawing, 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, careers advice available from our Employability and Careers Centre www.essex.ac.uk/careers/.

If you decide to withdraw, you will need to complete the online form at www.essex.ac.uk/esf/ and you will receive a letter confirming that your withdrawal has been completed.

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/marking_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. 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

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 Department or the Students' Union.

4.5 APPEALS AND COMPLAINTS

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

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

4.6 ACADEMIC OFFENCES PROCEDURE

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).'

Section 5: Coursework

Most modules contain assessable assignment work, which is marked and returned to the student. Please note that illegible coursework work will be awarded zero.

5.1 COURSEWORK SUBMISSION (including FASER) AND DEADLINES

Most assignments will be submitted on-line via the coursework submission system (FASER) at: http://faser.essex.ac.uk/

Alternatively, students may be required to submit their assignment in hard copy format to the CSEE School Office (4.514), or an assignment may be marked in a laboratory session. In a small number of cases, for example project modules, you may be required to submit hard copies to the CSEE School Office and on-line using FASER.

When assignments are submitted to the CSEE School Office (4.514) your student card will be scanned and a receipt will be automatically generated in the form of an e-mail. The e-mail receipt will include the title and module code, the assignment number, and the date and time it was scanned.

Coursework deadlines for all assignments are published on FASER. You should use this information to assist with planning your coursework throughout the year to ensure you are able to meet all your deadlines.

As a result of exceptional circumstance, it is occasionally necessary to change deadlines. In the event of any variation to the schedule, FASER will be updated and information will be published by e-mail and on the notice boards. It is your responsibility to check for changes to deadlines. Students should note that module supervisors are not permitted to change coursework deadlines once published.

5.2 SAMPLES OF COURSEWORK

The External Examiners are provided with electronic samples and if the coursework is a hardcopy submission then then paper copy samples are taken and in exceptional circumstances the department would reserve the right to hold back samples as required.

5.3 RETURN OF COURSEWORK POLICY

The School is committed to providing timely feedback that is designed to help you understand your strengths and weaknesses and give you the opportunity to enhance those strengths and overcome the weaknesses. Marked coursework/assignments, including feedback, will be returned to students within three weeks of the submission deadline. A due date for feedback and grades will be provided for each piece of coursework. In exceptional circumstances there may be a delay in the return of grades and feedback. If the submission deadline is during the last three weeks of term, the marked coursework will be returned to the student at the start of the following term.

All assignment marks are recorded in a University database. With the exception of the project modules, students will receive their coursework marks by email as soon as the marks have been entered. The marks for modules which are assessed by coursework only will be provisional and subject to possible change until they have been confirmed by the meeting of the Board of Examiners. The final mark for project modules will not be released until after the meeting of the Board of Examiners. You should check your coursework marks carefully against your records, and report any discrepancy immediately to the CSEE School Office.

Module supervisors reserve the right to ask students to come to a meeting to discuss any piece of work submitted.

5.4 LATE COURSEWORK POLICY

The University operates a uniform policy on late submission of coursework. Work which is not submitted by the deadline will receive a mark of zero; no individual extensions will be granted. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline. The University expects you to plan and organise your work carefully and sensibly, and to schedule your time so that coursework is completed safely in advance of its deadline.

There will, very occasionally, be circumstances in which work is completed very close to the deadline and unforeseen circumstances prevent it from being submitted by the published deadline. In such a case you should take all possible steps to inform the School (via the CSEE School Office) as soon as possible, and submit a 'Late Submission of Coursework Form' to the CSEE School Office.

The 'Late Submission of Coursework Form' must be submitted within seven days (including weekends and/or bank holidays) of the deadline date. It will be considered by the School's 'Late Submission Committee' which meets three times during the academic year (see 'Diary for the Academic Year 2013-14'). This Committee has the power to reinstate your marks in certain circumstances. Other academic departments have similar arrangements.

The Committee will not, however, accept circumstances such as oversleeping, or confusion over the deadline, but will take into account any positive steps you have taken to ensure submission. Further guidance concerning late submission of coursework, including guidance on what circumstances are not accepted as grounds for mark reinstatement, can be found on the University website at:

http://www2.essex.ac.uk/academic/students/ug/crswk_pol.htm

When a piece of work constitutes 100% of assessment for the course (for example, a project or a dissertation), and you feel that you have extenuating circumstances, submissions beyond seven days of the published deadline will be accepted for consideration by the relevant 'Late Submission Committee'. You will need to submit a 'Late Submission of Coursework Form' and any supporting documentation along with the piece of work.

In general, work submitted beyond seven days of the deadline will be marked for formative feedback only (provided model answers have not been released).

If your application is rejected by the Late Submissions Committee, you may still submit an Extenuating Circumstances form. If the Board of Examiners accepts that the circumstances have affected your ability to submit your work, it has the power to instate your formative mark if it concludes that this is the best way to deal with your claim. More information about submission of Extenuating Circumstances forms is available via the Registry web pages at the following URL

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

5.5 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 department does not operate a system of anonymous marking. We believe that marking provides an important point of contact with the student, through which individualised and personal forms of encouragement and involvement can be fostered. We believe that the quality of formative feedback is enhanced when the marker knows the student, and current work can be seen in the context of earlier assignments and classroom interactions. The comments we provide in coursework seek to encourage students in areas where they have done well and to highlight what they could do better. We take great care to mark fairly and effectively and we feel strongly that our ability to do this is improved through knowing our students.

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.

5.6 RE-ASSESSMENT IN COURSEWORK

A student who believes an assignment has been marked incorrectly may request a formal re-marking of an assignment provided:

1. The assignment has been single marked and has not been through a moderation process.
2. The student has already discussed the reason for the mark awarded with the module supervisor.

Such requests for remarking must be submitted within 7 days of the marks being released. A form is available from the CSEE School Office.

In response to a request, the work will be second marked by another member of academic staff and the marks will be reconciled. Students should be aware that the new mark may be higher or lower than the original mark.

5.7 REFERENCING

Please refer to Appendix 1 for a full referencing guide.

Section 6: Exams

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

CSEE students may, by request, view their examination scripts in the presence of a member of academic staff. The only purpose of these viewings is to provide students with an opportunity to review their performance in the examination: www.essex.ac.uk/dsh/assessmentpolicy

Students must not attempt to engage the member of staff in discussions about whether the script has been marked correctly. The marks will have been approved by the external examiners and ratified by the examination board. The member of staff therefore has no authority to change the marks.

Examination scripts may be viewed only during the following two periods:

Weeks 42 and 43 (the third and fourth weeks of the summer vacation)
Weeks 2 and 3 (the first two teaching weeks of the autumn term)

A student who wishes to view an examination script should request a form from the CSEE School Office. An administrator will then contact the appropriate member of academic staff and arrange an appointment. All appointments will be booked for a maximum of 30 minutes and will take place in an appropriate meeting room.

6.3 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

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

6.4 ANONYMOUS MARKING POLICY IN EXAMINATIONS

All formal examinations at the University of Essex are marked anonymously.

6.5 RE-ASSESSMENT IN EXAMINATIONS

You can find information relating to resitting exams at: www.essex.ac.uk/students/exams-and-coursework/resits. Remember that reassessment in examinations (and coursework) carries a fee.

6.6 USE OF DICTIONARIES AND CALCULATORS IN EXAMS

Dictionaries
Dictionaries (paper or electronic) are not permitted in any Computer Science and Electronic Engineering examinations. If you take a dictionary to an examination where it is not permitted, you will be reported on suspicion of committing an Academic Offence.

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.

6.7 HELP WITH EXAMINATION PREPERATION

Examinations create stress for most people and, in order to help students prepare, the department offers a programme of postgraduate revision lectures in week 30 in the summer term. In addition, the Student Support Office offers a series of Examination Workshops which are run by specialist staff. Sessions cover revision, planning and exam techniques, the examinations, using the exam paper and the examination room, as well as sessions on relaxation and how to cope with stress. Staff in the Counselling Service can also provide sessions on stress management.

6.8 SCALING OF EXAMINATION RESULTS

Very occasionally, when there is a problem with the assessment for a module, the Exam Board may scale (decrease or increase) the marks of all students on a module in order to achieve a fair result. Scaling requires approval by the External Examiners. It will only be proposed after consideration of both statistical evidence and candidates' work. An unusual mark distribution on its own is insufficient reason for scaling. It therefore follows that no mark can be considered final until a Board of Examiners has met.

6.9 DEPARTMENTAL TESTS AND EXAMINATIONS

The School runs internal tests in addition to the examinations run by the University. These take a number of forms including multiple choice progress tests, time-constrained assignments or online assessments. Any student entitled to special examination arrangements should inform the School (Julie Poole: jpoole@essex.ac.uk) as soon as this has been agreed with student support in order that appropriate arrangements can be made.

Departmental Tests are usually shown on your teaching timetable. You should enquire with your Module Supervisor the form in which your test will take.

Section 7: Referencing and Good Academic Practice

Respecting authorship through good academic practice is one of the keys to academic integrity, and a key value of higher education in the United Kingdom.

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

The University Academic Offence Procedure
Please see section 4.6 and remember that the Academic Offence Procedure applies to all students
www.essex.ac.uk/see/academic-offence

Section 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

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

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

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to **change your password** is online at: www.essex.ac.uk/password.

As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to 'My Documents' on any lab computer.

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

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

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

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

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

Section 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/

Section 10: You Matter: Health, Welfare, Support and Safety

10.1 STUDENT SERVICES HUB

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.
http://www.essex.ac.uk/fees-and-funding/money/ http://www.essexstudent.com/advice/money/

10.2 HARASSMENT ADVISORY NETWORK, DIGNITY AND RESPECT

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

10.3 FAITH GROUPS

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

10.4 NIGHTLINE

Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we're always willing to listen. From tea and toast to campbeds, whether you're waiting for a taxi, need a revision break, or just want to chat, pop in or call us.
www.essex.ac.uk/students/health-and-wellbeing/nightline.aspx

10.5 HEALTH AND SAFETY ON CAMPUS

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.

www.essex.ac.uk/students/experience/safety

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

10.6 RESIDENCE LIFE

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

10.7 HEALTH CENTRE

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

10.8 STUDENT'S 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

10.9 UNIVERSITY PRIVACY STATEMENT

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

Section 11: The Essex Experience

11.1 THE ESSEX STUDENT CHARTER

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

11.2 FREEDOM OF SPEECH POLICY AND THE CODE OF CONDUCT

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

11.3 ESSEX SPIRIT, SOCIAL MEDIA AND WHAT'S ON?

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 research 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

Appendix 1 – Referencing Guidelines

REFERENCING GUIDELINES

September 2016

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Section A – General Questions

1. What is Referencing?

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

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

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

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

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

2. What is a reference list?

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

Example:

Reference List

Get Body Smart (2012) *Skeletal System* Online at: http://www.getbodysmart.com/ap/skeletalsystem/skeleton/menu/menu.html [Accessed on: 01 January 2012]

Palastanga N, Soames R & Palastanga D (2008) *Anatomy & Human Movement Pocketbook* Oxford: Churchill Livingstone

Waugh A & Grant A (2010) *Ross and Wilson Anatomy and Physiology in health and Illness* (11th edition) Oxford: Elsevier

Winston R (2005) *Body: An amazing tour of human anatomy* London: Dorling Kindersley

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
Warburton D (2006) *How to write better essays.* London: Routledge

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:
Ham C (2003) *Reasonable Rationing: International Experience of priority setting in Healthcare* Maidenhead: Open University Press

Ham C (2009) *Health Policy in Britain* (6th edition) Basingstoke: Palgrave

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:
Department of Health (2008a) *Health and Social Care Act* Online at:
http://www.legislation.gov.uk/ukpga/2008/14/pdfs/ukpga_20080014_en.pdf [Accessed on: 01 January 2012]

Department of Health (2008b) *Your health, your way* Online at:
http://webarchive.nationalarchives.gov.uk/+/www.dh.gov.uk/en/Healthcare/Longtermconditions/yourhealth/index.htm [Accessed on: 01 January 2012]

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:

Fergey S, Heatley S, Morgan G & Hodgson D (2008) 'The impact of pre-entry study skills training programmes on students' first year experience in health and social care programmes' *Nurse Education in Practice* **8** (1): 20-30

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:

Waugh A & Grant A (2010) *Ross and Wilson Anatomy and Physiology in Health and Illness* (11th edition) Oxford: Elsevier

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:

Patel S (2004) 'The efficacy of alcohol-based hand disinfectant products' *Nursing Times* 100 (23):23 Online at: http://www.nursingtimes.net/204343.article?&lang=en_us&output=json# [Accessed on: 01 January 2012]

16. How do I cite several authors who have all said the same thing?

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

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

17. Do I need to reference pictures/diagrams used in text?

You should always cite and list ALL sources within your work, including any pictures/diagrams/graphs etc. taken from elsewhere.
In text, all pictures/diagrams etc. need a Figure number, a title, and:

- If copied directly - (Taken from Author, Year)
- If edited/altered in any way- (Adapted from Author, Year)

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

Example in text:

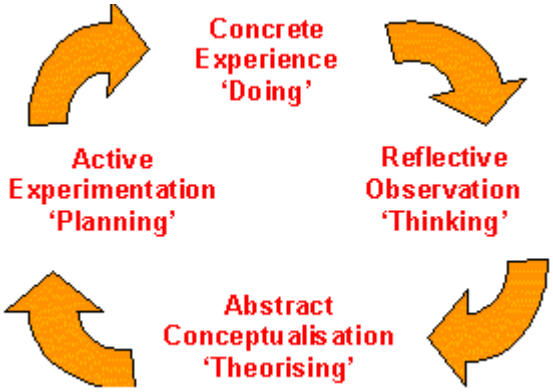


Figure 1- Kolb's 1984 Learning Cycle
(Taken from: Warwick Learning and Development Centre 2012)

18. Can I use abbreviations?

As with elsewhere in your coursework, recognised abbreviations are fine to use, as long as you explain them in full first, **both** in text and again in the reference list.

Example in text:

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

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

19. Can I use, and reference a tutor's lecture/handouts?

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

20. If I have accessed a hard copy source via the internet (i.e. a journal), how do I reference it?

This is becoming more common, as articles and resources are becoming available online. It is best to reference according to the version you have accessed, so be truthful. An example is a lengthy Department of Health report, which is available as hard copy, but most easily accessed online- reference as an electronic resource (see section B).

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

21. How can I make sure I have been consistent between my in-text citation and reference list?

Software is available which stores, and manages your references, and can generate lists for you. However, there is still room for error with this software, and the lists may not meet the SHHS format requirements.

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

Section B - Guidance on each format

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

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

Hard Copy

Books

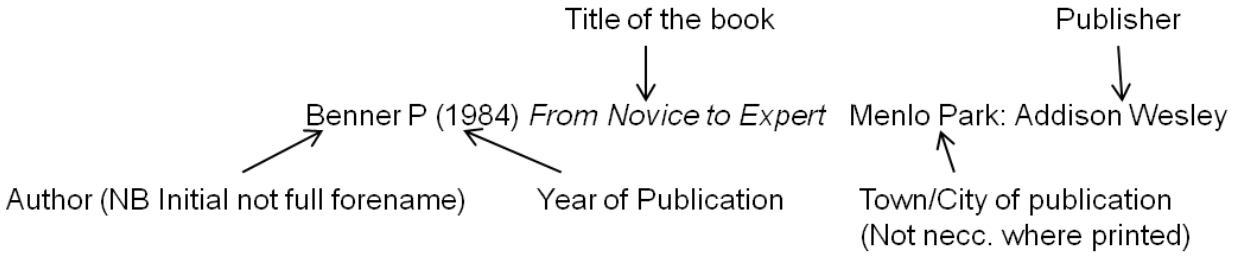
- Paraphrased within the text:

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

- Cited within the text (note page number)

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

- Reference List



Books with 2 authors

- In text (Holey & Cook 1999)
- In Reference List

Holey E & Cook E (1999) *Therapeutic Massage* London:WB Saunders Company Ltd

Books with 3+ authors

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

Schofield P, Aveyard B & Black C (2007) *Management of Pain in Older People* Keswick: M&K Publishing

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

Bryon M & Steed E (2008) 'Psychological aspects of care' In: Pryor J A, & Prasaad SA (eds) *Physiotherapy for Respiratory and Critical Care Problems* (252-269) Edinburgh: Churchill Livingstone Elsevier

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

Alberti L (1974) *Music through the ages.* Translated from the Italian by R. Pierce. London: Cassell (Originally published in 1968)

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

McFerran (2003) *Oxford Dictionary of Nursing* (4th edition) Oxford: Oxford University Press

Journal article

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

Author Year Title of the article

Van der Schans P (2007) ‘Conventional Chest Physical Therapy for Obstructive Lung Disease’ *Respiratory Care* **52** (9): 1198 -1209

Journal where the article was published | Volume number | Issue number (not all journals have issues) | 1st and last pages of article

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

Smithers R (2005) ‘Ex-Ofsted chief sparks new row’ *The Guardian* 13 May 2005: 7

OR

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

The Guardian (2005) ‘Ex-Ofsted chief sparks new row’ *The Guardian* 13 May 2005: 7

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

Bulletin name Page no.

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

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

An Official Report

If citing an official report, you should cite the body publishing that report, rather than a specific author. The example given below is often mistakenly cited as Darzi 2008.

- In text (Department of Health 2008)
- In Reference List

Department of Health (2008) *High Quality Care for all: NHS Next Stage Review* London: DH

An Act of Parliament

There are 2 common methods for referencing an Act of Parliament, either using author, or title. Each method is given below for the same text - please choose a method and BE CONSISTENT!

- In text (United Kingdom Parliament 2012)
- In Reference List

United Kingdom Parliament (2012) *Health and Social Care Act* (c.7) London: HMSO

OR

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

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

Legal Reports/Cases

These are usually cited under the parties names and [year], as a matter of protocol. Full details are given in the reference list, including the relevant law report series number, and page numbers. The last bit of this citation directs the reader to exactly where this case can be located.

- In text (Bolam v Friern HMC [1957])
- In Reference List

Bolam v Friern HMC [1957] 2 All ER 118

A leaflet/pamphlet

These are normally referenced via the corporate author

- In text (British Heart Foundation 2010)
- In Reference List

British Heart Foundation (2010) *Cardiac Rehabilitation* London: British Heart Foundation

A PhD thesis, dissertation or unpublished research

- In text (Ajayi 2009)
- In Reference List

Ajayi O (2009) *Dynamic Trust negotiation for decentralised e-health collaboration*. PhD thesis. University of Glasgow

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

McKee G, Patterson A, Fleming S & Huntley-Moore S (2009) *Nursing and Medical Approaches to Learning and Studying: A longitudinal study.* All Ireland Society for Higher Education 2009 International Conference. National University of Ireland, Maynooth. 27 August 2009

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.

Smith A (2010) *Supporting Students with Dyslexia* [Personal communication- letter] University of Essex, Colchester 01 January 2010

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

Hughes J (2012) *Councils putting stricter time limits on Elderly Care* Online at: http://www.bbc.co.uk/news/health-18347303 [Accessed on: 06 July 2012]

OR

- In text (BBC 2012)
- In Reference List

BBC (2012) *Gene flaw 'explains why drugs failed to treat MS'* Online at: http://www.bbc.co.uk/news/health-18738785 [Accessed on: 09 July 2012]

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

Department of Health (n.d) *About Us* Online at: http://www.dh.gov.uk/health/about-us/ [Accessed on: 09 July 2012]

OR:

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

Department of Health (2008) *End of Life Care Strategy: promoting high quality care for all adults at the end of life* Online at: http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_086345.pdf [Accessed on: 01 January 2012]

- In text (NHS 2012)
- In Reference List

NHS (2012) *Health Services near you* Online at: http://www.nhs.uk/servicedirectories/Pages/ServiceSearch.aspx [Accessed on: 01 January 2012]

An e-book

- In text (Otto & Smits 2011)
- In Reference List

Otto M & Smits JA (2011) *Exercise for Mood and Anxiety* New York: Oxford University Press. Online at: http://www.ebooks.com/728806/exercise-for-mood-and-anxiety/otto-michael-smits-jasper-a-j/ [Accessed on: 01 January 2012]

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

Powell HA, Tata LJ, Baldwin DR, Stanley RA, Khakwani A & Hubbard RB (2013) 'Early mortality after surgical resection for lung cancer: an analysis of the English National Lung cancer audit' *Thorax* **68** : 826-834 Online at: http://thorax.bmj.com/content/68/9/826.full [Accessed on: 16 August 2013] Link is given in this case as the open access requires no password, along with hard copy details

- 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

Dimbleby H (2012) 'School food: we've changed our ideas, now for the hard work' *The Guardian* Online at: http://www.guardian.co.uk/commentisfree/2012/jul/08/henry-dimbleby-school-food [Accessed on: 09 July 2012]

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

Dickson N (2010) 'The Today Programme' *BBC Radio 4* 30 June 2010. 10.30 hrs

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

Dickson N (2010) 'The Today Programme' *BBC Radio 4* 30 June 2010. 10.30 hrs Online at: http://www.kingsfund.org.uk/publications/articles/niall_dickson.html [Accessed on: 01 January 2012]

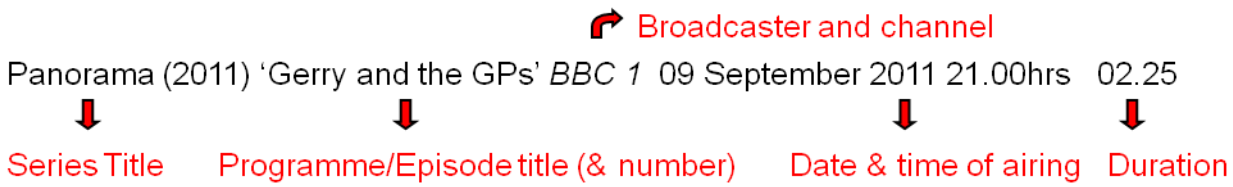
A podcast

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

Porter M (2012) 'Nature and Mental Health' *Medical Matters BBC Radio 4 Podcasts* 26 June 2012. 15.30hrs Online at: http://www.bbc.co.uk/podcasts/series/medmatters [Accessed on: 10 July 2012]

TV programme

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



- 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:

Panorama (2011) 'Gerry and the GPs' *BBC 1* 09 September 2011. 02.25hrs. Online at: http://www.bbc.co.uk/iplayer/episode/b014gr72/Panorama_Gerry_and_the_GPs/ [Accessed on: 01 January 2012]

Film

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

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:

ACPRC (2007) *Move On Up* [DVD] London: ACPRC/Kings College Hospital

- In text: (British Thoracic Society n.d)
- In Reference List:

British Thoracic Society (n.d) *Effective Care- Effective Communication: Living and Dying with COPD* [CD Rom] London: British Thoracic Society

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:

University of Essex (2012) *Everything Essex* [Facebook 11 July 09.50hrs] Online at: https://www.facebook.com/uniofessex [Accessed on: 11 July 2012 10.30hrs]

OR:

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

Bloggs J (2012) Comment in response to: University of Essex (2012) *Everything Essex* [Facebook 11 July 09.50hrs] Online at: https://www.facebook.com/uniofessex [Accessed on: 11 July 2012 10.30hrs]

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

Butterworth O (@oliviaatDH)(2012) *'If you're a London clinician interested in Autumn event on patient access to online medical records, stay tuned over Summer'* [Tweet 9 July 2012 09.45hrs] Online at: http://twitter.com/OliviaatDH/statuses/222938213537415168 [Accessed on: 11 July 2012 11.00hrs]

Blogs

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

Edwards A (2012) *Occupational Therapists and the Long Term Conditions agenda* [Blog 7 June 2012] Online at: http://longtermconditions.dh.gov.uk/2012/06/07/amyedwards/ [Accessed on: 11 July 2012 11.00hrs]

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:

Telegraphtv (2011) *Furious doctor interrupts cringing David Cameron's photo-op at NHS hospital* [YouTube] Online at: http://www.youtube.com/watch?v=WIQWaBbURlY&feature=relmfu [Accessed on: 01 January 2012]

SlideShare

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

Nuffield Trust (2012) 'Snapshot survey of health leaders on NHS reform' *SlideShare* Uploaded 29 February 2012. Online at: http://www.slideshare.net/NuffieldTrust/snapshot-survey-of-health-leaders-on-nhs-reforms [Accessed on: 11 July 2012]

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:

Goulao J (2007) 'Hospital' *Flickr image gallery* 2109163748.jpg- 11 December 2007 Online at: http://www.flickr.com/photos/goulao/2109163748/ [Accessed on: 11 July 2012]

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:

National Heart Blood and Lung Institute (n.d) *Heart Exterior* Online at: http://www.nhlbi.nih.gov/health//dci/Diseases/hhw/hhw_anatomy.html [Accessed on: 11 July 2012]

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

Bibliography

Anglia Ruskin University (2013) *Harvard System* Online at: http://libweb.anglia.ac.uk/referencing/harvard.htm [Accessed on: 21 August 2013]

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

Edgehill University Learning Resources (2011) *Harvard Referencing* Online at: http://www.edgehill.ac.uk/ls/faqs/harvard/ [Accessed on: 12 June 2012]

School of Health and Human Sciences (2009) *Postgraduate handbook* Student handbook. University of Essex

The Atlantic (2012) *How do you cite a tweet in an academic paper?'* Online at: http://www.theatlantic.com/technology/archive/2012/03/how-do-you-cite-a-tweet-in-an-academic-paper/253932/ [Accessed on: 11 July 2012]

The Open University (2012) *OU Harvard Guide to citing references* Online at: library.**open**.ac.uk/documents/Harvard_citation_hlp.doc [Accessed on 21 August 2013]

University of Bradford Learner Support Services (2012) *School of Health Studies Guide to Referencing using the Harvard System* Online at: http://www.brad.ac.uk/library/media/library/documents/hslref1.pdf [Accessed on: 16 August 2013]