Your studies

SCHOOL OF HEALTH AND SOCIAL CARE

Postgraduate research

STUDENT HANDBOOK
2017-18
Welcome to the School of Health and Social Care and thank you for choosing to study with us.

Our School of Health and Social Care (HSC) is a pioneering department committed to making a difference to local, national and international health and social care, through education, research and knowledge transfer.

Building upon its predecessor (the School of Health & Human Sciences), HSC is recognised for its excellence in education. In education quality reviews the School have received the highest quality rating for aspects of their education provision. Our graduates are recognised as independent and critical thinkers that are highly sought after by employers. We aim to continue this high reputation for excellence in education, ensuring that as the national Teaching Excellence Framework is introduced at subject level we perform to a ‘gold standard’ against the criteria set.

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

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

Our education provision is innovative, complex and often ‘non-traditional’ both in delivery and the students it attracts. We extensively use new technologies and flexible, work-based learning approaches to prepare our students for personal and professional success. We offer postgraduate and doctoral training as well as undergraduate provision to support ‘rising stars’ and future leaders in advanced clinical decision making and health and social care delivery.

Find out more about our school, areas of study we offer, our staff and the people who work with us on our webpages: https://www1.essex.ac.uk/hhs/.

The significant growth we have seen in Health & Social Care at the University is primarily through our close working with external partners involved in NHS workforce planning. We have benefitted by being responsive and collaborating with organisations (e.g. schools, businesses, and employers) and individuals within the local community (e.g. health and social care commissioners, service users and providers). Fostering these relationships is essential to sustain and grow our provision in the changing context and funding models in health and social care.

The School of Health & Social Care has placed a key focus on reducing the division between activity within education and activity in research. The School has developed its research strategy to bring these activities closer together and to provide a structure for enhancement in research activity that maps to the education and research vision of the University. There is recognition of the significant achievements already made by the School and it’s staff to produce high quality, impactful, multi-disciplinary research that addresses local, national and international issues relating to health and social care policy and practice. Our research activity centers on applied health and social care research and focuses on 4 key themes:
As a student we are keen that, when you leave our School, you will be highly employable and live by and exhibit the behaviours and values expected of a professional within the workplace. Most courses in the School require placement activity within the core delivery to gain professional and regulatory body approval. The large amount of work based learning and close partnership with placement providers has also played the central role in achieving 100% employability. This produces graduates with skills to work and lead teams, managing change in complex and ever evolving systems. Consequently, we will try and keep everything we do relevant to the world in which you will be seeking employment.

As an example of our values and behaviours, HSC achieved a Bronze Athena SWAN award for gender equality in 2015. This is reflective of the culture and practice that developed within the School and continues to be supported and developed in the newly restructured School of Health & Social Care. Building upon the actions set in this process we have submitted for a Silver award in 2017 and will continue to develop our work in promoting equality and diversity for our staff and students.

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

Vikki-Jo Scott  
Head of School  
School of Health and Social Care

School of Health and Social Care Vision Statement 2017

Our School of Health and Social Care (HSC) is a pioneering department committed to making a difference to local, national and international health and social care, through education, research and knowledge transfer.

Building upon its predecessor (the School of Health & Human Sciences), HSC is recognised for its excellence in education. In education quality reviews the School have received the highest quality rating for aspects of their education provision. Our graduates are recognised as independent and critical thinkers that are highly sought after by employers. We aim to continue this high reputation for excellence in education, ensuring that as the national Teaching Excellence Framework is introduced we perform to a 'gold standard' against the criteria set.

Some subjects taught within the school will for the first time feature in national league tables in the next few years. We aim to improve on our existing performance by identifying areas that we currently perform well to ensure this is replicated in other areas, (e.g. employability and student satisfaction). We have also identified actions to take forward where further developments can be made (e.g. continuation and good degrees), ensuring that these are addressed across the school for all subjects.

The significant growth we have seen in Health & Social Care at the University is primarily through our close working with external partners involved in NHS workforce planning. We have benefitted by being responsive and collaborating with organisations (e.g. schools, businesses, and employers) and individuals within the local community (e.g. health and social care commissioners and providers). Fostering these relationships is essential to sustain and grow our provision in the changing context and funding models in health and social care.

A key factor in maintaining existing provision and generating further growth is placement capacity. Most courses in
the School require placement activity within the core delivery to gain professional and regulatory body approval. The large amount of work based learning and close partnership with placement providers has also played the central role in achieving 100% employability. This produces graduates with skills to work and lead teams, managing change in complex and ever evolving systems. Strategic planning, working with the wider university, will be utilised to secure our current excellent performance and to allow for a growth in placement capacity that is in tune with workforce and professional/regulatory body requirements.

Our education provision is innovative, complex and often ‘non-traditional’ both in delivery and the students it attracts. We extensively use new technologies and flexible, work-based learning approaches to prepare our students for personal and professional success. We offer postgraduate and doctoral training as well as undergraduate provision to support ‘rising stars’ and future leaders in advanced clinical decision making and health and social care delivery. We will utilise expertise from across the university community to consolidate the growth achieved thus far from taking these approaches, look for areas of potential innovation and to identify opportunities for integration and ‘more standard’ education provision.

The School of Health & Social Care has placed a key focus on reducing the division between activity within education and activity in research. The School has developed its research strategy to bring these activities closer together and to provide a structure for enhancement in research activity that maps to the education and research vision of the University. There is recognition of the significant achievements already made by the School and its staff to produce high quality, impactful, multi-disciplinary research that addresses local, national and international issues relating to health and social care policy and practice. Our research activity centers on applied health and social care research and focuses on 4 key themes:

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

HHS achieved a Bronze Athena SWAN award for gender equality in 2015. This is reflective of the culture and practice that developed within the School and continues to be supported and developed in the newly restructured School of Health & Social Care. Building upon the actions set in this process we have submitted for a Silver award in 2017 and will continue to develop our work in promoting equality and diversity for our staff and students.

Key themes to achieve excellence in both education and research in health and social care are evidence based practice, public/service user engagement, inter-professional learning and working (IPL), and continuing professional development (CPD). The School intends to build on its existing strengths, ensuring that staff and students are clear of the significance of this activity and the support that is available. This includes a review of the Workload Allocation Model for staff and the establishment of new roles within the School to co-ordinate and promote activity in CPD, IPL, and service user engagement.

The vision set out above puts HSC on target to continue to grow, enhancing excellence in education and research and sustaining the School’s financial position.
Section 1: Introduction

School of Health and Social Care: Postgraduate (Research) Student Handbook 2017-18

About your student handbook
This handbook gives you essential information about your School and the University.

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

At our three uniquely intimate campuses we celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you’re part of a vibrant community that lives, learns and plays together.
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* NB Graduation - Provisional, subject to change. Graduation dates apply to all three campuses.

Please note Examination and Graduation dates may be subject to change.
1.1 Term Dates, Calendar and Academic Week Numbers
Information relating to the University’s term dates for students can be found at https://www.essex.ac.uk/governance/key-dates.

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

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

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

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

1.5 Student responsibilities

Research students have a responsibility to:

- Read the documentation provided, including the regulations for your degree, this Code of Practice and details of the departmental supervisory arrangements. You should sign a form to certify that you have read the documentation and agree to abide by it.
- Attend lectures and seminars for taught modules and attend meetings with your professional practice and research supervisors and Supervisory Panels as arranged and prepare adequately for them, notifying your supervisor in the event of unavoidable absence.
- Keep in regular contact with your professional practice and research supervisor. Students and supervisors are required to communicate, whether face-to-face or by electronic means, to engage in discussion/review of the student's work and progress at least once a month (and bi-monthly for part-time students).
  Provide updates on progress as outlined in the Progress and Appeals Procedures for Research Degree Students
- Complete the work required for your taught modules and carry out, as far as possible, the work agreed with your supervisor and submit written work as agreed so that you meet the required milestones.
- Familiarise yourself with University and subject-specific guidelines on ethical research, including data protection matters, and with health and safety and intellectual property regulations and obtain ethical approval as appropriate.
- Familiarise themselves with the expectations and conventions regarding academic referencing other people’s work.
- Attend any research training and generic skills courses as agreed with the PGR Director or supervisors.
- Submit reports on progress as requested to professional practice and research supervisors, Supervisory Panels, the PGR Director, or the departmental Research Students’ Progress Board.
- Keep a record of your personal progress, including a copy of agreed training needs, courses and
conferences that need to be attended and when they are attended. In the case of professional practice, this will usually take the form of a professional practice portfolio which forms part of the assessment for the degree. In the case of research, this may take the form of a log book or research portfolio to be signed off by your supervisor, but will not be part of the assessment for the research component.

- Inform the relevant module coordinator or supervisor and/or the PGR Director promptly if there are any specific needs or circumstances likely to affect your work. Notify the Supervisory Panel/Research Students’ Progress Board in writing of any extenuating circumstances that you believe have significantly affected your performance.

- Discuss any supervisory problems with your supervisor or PGR Director or the Head of Department. Alternatively, if they feel unable to talk to a member of the departmental staff, they should contact the Postgraduate Research Education Team to discuss their problems. Any discussions will remain confidential if requested. Students may request a change of supervisor but should note that it may not always be possible for suitable alternative arrangements to be made.

- You must present your thesis for examination by the end of the final term of your minimum period or completion period, depending on your programme of study. A request for an extension of up to two weeks to the submission deadline may be made. Requests must be made to the Postgraduate Research Education Team in advance of the deadline. If granted, an extension, you will not be expected to register or pay the prescribed fee for that two week period. If you fail to present your thesis for examination by the deadline, you will be deemed to have withdrawn permanently from the University and from your research degree unless you are permitted an exceptional further period of completion. Extenuating circumstances that affect your ability to submit your thesis by the agreed deadline will be considered by the Dean on a case-by-case basis.

- Familiarise yourself with the guidelines on thesis submission and with the examination process, and ensure that you are prepared for your viva.

1.6 Course costs in addition to tuition fees
Please visit the HSC website for further information if required or contact the PGR Student Administrator.
2. About our School

2.1 Our locations

<table>
<thead>
<tr>
<th>Campus</th>
<th>School of Health and Social Care</th>
<th>Building</th>
<th>University of Essex</th>
<th>Address</th>
<th>Tel</th>
<th>Enquiries</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colchester Campus</td>
<td></td>
<td>Kimmy Eldridge</td>
<td>University of Essex</td>
<td>Wivenhoe Park</td>
<td>+44 (0)1206 872854</td>
<td><a href="mailto:hsc@essex.ac.uk">hsc@essex.ac.uk</a></td>
<td><a href="http://www.essex.ac.uk/hsc">www.essex.ac.uk/hsc</a></td>
</tr>
<tr>
<td>School of Health and Social Care</td>
<td>Southend Campus</td>
<td>Gateway Building</td>
<td>University of Essex</td>
<td>Southend on Sea</td>
<td>+44 (0)1702 328367</td>
<td></td>
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</tr>
<tr>
<td>University of Essex</td>
<td></td>
<td></td>
<td></td>
<td>Essex CO4 3SQ</td>
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<tr>
<td>Colchester</td>
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<td></td>
<td></td>
<td>Essex SS1 1LW</td>
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<tr>
<td>Essex CO4 3SQ</td>
<td></td>
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<td></td>
<td>United Kingdom</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reception: Room 2S2.4.02</th>
<th>Direct Tel: +44 (0)1702 328367</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct tel: +44 (0)1206 872854</td>
<td>Southend Campus</td>
</tr>
<tr>
<td>General enquiries: <a href="mailto:hsc@essex.ac.uk">hsc@essex.ac.uk</a></td>
<td>HSC is located on Floor 2 of the Gateway building.</td>
</tr>
<tr>
<td>Pre-registration programme</td>
<td>Website: <a href="http://www.essex.ac.uk/hsc">www.essex.ac.uk/hsc</a></td>
</tr>
<tr>
<td>enquiries:<a href="mailto:ipl@essex.ac.uk">ipl@essex.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Website: <a href="http://www.essex.ac.uk/hsc">www.essex.ac.uk/hsc</a></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

**Head of School**
Vikki-Jo Scott, the Head of School is informed of postgraduate matters by the Director of Education, the Research Director, the Deputy Director of Research and the Programme Leads. The Head of
School is responsible to the Vice-Chancellor for 'maintaining and promoting the efficiency and good order of our School'.

**Continuing Professional Development (CPD) Lead**  
Caroline Barratt is the CPD lead for our school, and takes responsibility for the oversight of the courses, programmes and activities related to CPD within our School.

**Director of Education**  
Peter Martin is the Director of Education and has oversight of all taught courses in our School through the respective Programme Leads.

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

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

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

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

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

Please click on these links for a list of academic and administrative staff:  
[www.essex.ac.uk/HSC/staff/Staff.aspx?type=admin](http://www.essex.ac.uk/HSC/staff/Staff.aspx?type=admin)  
[www.essex.ac.uk/HSC/staff/Staff.aspx?type=academic](http://www.essex.ac.uk/HSC/staff/Staff.aspx?type=academic)

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

2.5 Common room  
There is a staff and student common area located on level 4 of the HSC Building in Colchester and a common room on Level 2 at Southend Campus.
2.6 Photocopying
Students are not permitted to use staff photocopying facilities in our School. Photocopying is available at the print shop at Colchester Campus and on site in The Forum Building at Southend Campus.

2.7 Your supervisor
All research students are allocated a supervisor who they will work closely with for the duration of their dissertation or thesis research. PhD, MPhil and MSD students will know who their supervisor is from the outset of their studies whereas students on the Professional Doctorate Programmes will not be allocated a thesis supervisor until the second year of study. Research students are expected to have at least one supervision session every month with their supervisor.

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

2.9 Correspondence and communication
Our School will contact students in a variety of ways, including e-mail and post. It is a University requirement that you check your University e-mail at least once a week during term time. General information will be sent to your University e-mail address not to your home or work-e-mail address. It is therefore very important that you check your University e-mail account regularly. Please note that you can access your University e-mail address from outside the University via your my Essex student portal. If necessary, you can have your University e-mail forwarded to an address of your choice. There are details on how to do this in section 7.3 IT support and information.

The IT Help Desk, which is housed within the new Silberrad Student Centre in Square 5 at our Colchester Campus, can provide help if you have problems in doing this. Our Southend Campus IT helpdesk is in The Forum Building, Floor 2.

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

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

3. Learning and Teaching

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

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

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

3.4 Moodle and FASER
We use Moodle as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

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

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

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

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

If you are a sponsored student, you should discuss any proposed change with your funding body and/or check its terms and conditions. If you are a Research Council funded student you should contact the Student Services Hub to discuss your request to change your mode of study.
Once you have decided you want to change your mode of study, you will need to make a formal request, using the online Change of Mode of Study form, which will need to be approved by your department and the Dean. You can find the form at: www.essex.ac.uk/esf/

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

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

3.6 Maximum periods of study
University of Essex awards are subject to a maximum period of study, within which an award must be achieved. The maximum period of study is set from the date when a student is first admitted to a postgraduate programme and changes of course, repeat years and periods of intermission are normally included within the maximum period. See file:///C:/Users/landre/Downloads/principal-regulations-research-degrees.pdf for minimum and maximum periods for individual research degree programmes.

3.7 Progression Milestones for research students

3.7.1 Professional Doctorate Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| M1: Progress to Year 2 (or equivalent for part-time students) | A: Assess training needs and knowledge required to undertake research project and complete the thesis. | ▪ Training Needs Analysis to be completed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | Term 1 for all students |
| B: Choose/narrow down the research topic and demonstrate significance/impact of research. | Research Project Proposal, including (dependent on subject area): | Write central research problem/questions to be answered.  
Methodological considerations.  
Feasibility Report – identifying sources, access and ethical considerations  
Create project plan, | By Supervisory Panel (Term 3 for full-time students; Term 6 for part-time students) |
<table>
<thead>
<tr>
<th>M2: Progress from Year 2 to Year 3 (or equivalent for part-time students)</th>
<th></th>
<th>outlining objectives for each stage.</th>
</tr>
</thead>
</table>
| C: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/timetable for Year 2.  
▪ Produce supervisory panel report written in a clear and self-reflective style | By Supervisory Board (Term 3 for full-time students; Term 6 for part-time students) |
| D: Subject-specific milestones | ▪ Participate in HHS Conference  
▪ To complete all taught modules | By end of academic year |
| A: Review training needs and knowledge required to continue with research project and complete the thesis. | ▪ Training Needs Analysis to be reviewed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | By end of Term 6 for full-time students; Term 12 for part-time students |
| B: Demonstrate work of the quality and quantity expected at the end of Year 2 | ▪ Produce 3000 word report  
▪ Report on research undertaken to date | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students) |
| C: Review significance and impact of research and articulate output. | For example:  
▪ Present research to students and staff at seminars/conference | By end of year Supervisory Panel (Term 6 for full-time students; Term 12 for part-time students) |
| D: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/timetable for Year 3.  
▪ Produce supervisory panel report written in a clear and self-reflective style | By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students) |
| E: Subject-specific milestones | ▪ Participate in the HHS Conference  
▪ To complete all taught modules | By end of academic year |
### M3: Progress from Year 3 (or equivalent for part-time students)

<table>
<thead>
<tr>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Ability to reflect on skills and knowledge development and its application to the research project</td>
<td>Training Needs Analysis reviewed</td>
<td>By Supervisory Panel (Term 8 for full-time students; Term 18 for part-time students)</td>
</tr>
<tr>
<td>B: Demonstrate work of the quality and quantity expected at the end of Year 3 (or equivalent for part-time students)</td>
<td>Research completed (experimental, empirical and theoretical work, where relevant)</td>
<td>By Supervisory Panel (Term 8 for full-time students; Term 18 for part-time students)</td>
</tr>
<tr>
<td>C: Demonstrate clear evidence of progress towards submission</td>
<td>Completed final draft of thesis for supervisor(s)/supervisory panel comment</td>
<td>By Supervisory Panel (Term 8 for full-time students; Term 18 for part-time students)</td>
</tr>
<tr>
<td>D: Subject-specific milestones</td>
<td>Participate in the HHS Conference To complete all taught modules</td>
<td>By end of academic year</td>
</tr>
</tbody>
</table>

### M4: During Completion Year (for P/T students only)

<table>
<thead>
<tr>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Clear evidence of progress towards submission</td>
<td>Completed final draft of thesis for supervisor(s)/supervisory panel comment</td>
<td>By interim Supervisory Panel prior to submission/Term 3 of completion year (Term 20/21 for part-time students)</td>
</tr>
</tbody>
</table>

### 3.7.2 PhD Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: Progress to Year 2 (or equivalent for part-time students)</td>
<td>A: Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>Training Needs Analysis to be completed. Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>Term 1 for full-time students; Term 2 for part-time students By end of Term 3 for full-time students; Term 6 for part-time students</td>
</tr>
<tr>
<td></td>
<td>B: Choose/narrow down the research topic and demonstrate</td>
<td>Research Project Proposal, including (dependent on</td>
<td>By Confirmation Board (Term 4 for full-time students; Term 7 for</td>
</tr>
</tbody>
</table>
significance/impact of research. subject area):
- Write central research problem/questions to be answered.
- Methodological considerations.
- Feasibility Report – identifying sources, access and ethical considerations
- Create project plan, outlining objectives for each stage.

<table>
<thead>
<tr>
<th>C: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</th>
<th>Create a detailed, realistic plan of work/timetable for Year 2. Produce Supervisory panel report written in a clear and self-reflective style.</th>
<th>By Confirmation Board (Term 4 for full-time students; Term 7 for part-time students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D: Demonstrate work of the quality expected at the end of year 1.</td>
<td>3,000 word report – this may be a first draft of the research proposal or other piece of work.</td>
<td>By Supervisory panel in Term 3 for full-time students; Term 6 for part-time students.</td>
</tr>
<tr>
<td>E: Demonstrate involvement in School-wide Research activities as expected at the end of year 1.</td>
<td>Poster presentation at the School's Staff-Student Research Conference</td>
<td>At the School's Annual Conference (summer term).</td>
</tr>
<tr>
<td>F: Demonstrate knowledge of Ethics and Research Governance approval processes</td>
<td>Decisions have been made regarding which ethics and research governance approvals are required.</td>
<td>By Supervisory panel in Term 3 for full-time students; Term 6 for part-time students.</td>
</tr>
<tr>
<td>M2: Confirmation</td>
<td>A: Demonstrate understanding of chosen topic within the context of the field.</td>
<td>Critical Literature Review (where relevant)</td>
</tr>
<tr>
<td></td>
<td>B: Demonstrate the ability to produce work of the quality and quantity in order</td>
<td>A 10,000 word document that evidences that academic writing is</td>
</tr>
</tbody>
</table>
| M3: Progress from Year 2 to Year 3 (or equivalent for part-time students) | A: Review training needs and knowledge required to continue with research project and complete the thesis. | ▪ Training Needs Analysis to be reviewed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate. | ▪ Term 4 for full-time students; Term 7 for part-time students  
▪ By end of Term 6 for full-time students; Term 12 for part-time students |
| --- | --- | --- | --- |
|  | ▪ Produce at least 30% of thesis in draft form  
▪ Report on research undertaken to date (3,000 word report) | By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students) |
|  | C: Review significance and impact of research and articulate output. | For example:  
▪ Deliver workshop  
▪ Present research to students and staff at seminars/conferences  
▪ Write journal articles | By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students) |
|  | D: Demonstration of effective project management through the setting of research goals and prioritisation of activities. | ▪ Create a detailed, realistic plan of work/ timetable for Year 3.  
▪ Produce Supervisory panel report written in a clear and self-reflective style | By end of year Supervisory panel (Term 6 for full-time students; Term 12 for part-time students) |
|  | E: Demonstrate involvement in School-wide Research activities as expected at the end of | Poster presentation at the School's Staff-Student Research Conference | At the School's Annual Conference (summer term). |
### M4: Progress from Year 3 (or equivalent for part-time students) to Completion Year

<table>
<thead>
<tr>
<th>Year 2.</th>
<th>A: Ability to reflect on skills and knowledge development and its application to the research project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Training Needs Analysis reviewed</td>
</tr>
<tr>
<td></td>
<td>By end of year Supervisory panel (Term 9 for full-time students; Term 18 for part-time students)</td>
</tr>
</tbody>
</table>

|        | B: Demonstrate work of the quality and quantity expected at the end of Year 3 (or equivalent for part-time students) |
|        | • Research completed (experimental, empirical and theoretical work, where relevant i.e. all data has been collected) |
|        | • Produce 60% of thesis in draft form that supervisor(s) have judged to be of acceptable standard. |
|        | By end of year Supervisory panel (Term 9 for full-time students; Term 18 for part-time students) |

|        | C: Demonstrate ability to complete within the maximum period. |
|        | • Produce a realistic completion year plan. |
|        | • Produce Supervisory panel report written in a clear and self-reflective style |
|        | By end of year Supervisory panel (Term 9 for full-time students; Term 18 for part-time students) |

|        | E: Demonstrate involvement in School-wide Research activities as expected at the end of year 3. |
|        | Oral presentation at the School's Staff-Student Research Conference |
|        | At the School's Annual Conference (summer term). |

### M5: During Completion Year

|        | A: Clear evidence of progress towards submission |
|        | • Completed final draft of thesis for supervisor(s)/Supervisory panel comment |
|        | By interim Supervisory panel prior to submission/Term 2 of completion year (Term 11/12 for full-time students; Term 20/21 for part-time students) |

### 3.7.3 MPhil Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: Agreement on research topic and assessment of training</td>
<td>• A brief description of the general research topic.</td>
<td>• 2nd week</td>
</tr>
</tbody>
</table>
### M2: Clarify research topic and demonstrate an understanding of topic and relevance to wider research

- **Research Project Proposal**, including (dependent on subject area):
  - Write central research problem/questions to be answered.
  - Methodological considerations.
  - Feasibility Report – identifying sources, access and ethical considerations
  - Create project plan, outlining objectives for each stage.

**By end of Term 3 (pro rata for part-time students)**

### M3: Demonstrate understanding of chosen topic within the context of the field

- **Critical Literature Review** (where relevant)

**By end of year 1 SP and RSPB – (Term 3 or pro rata for part-time students)**

### M4a: Demonstrate the ability to produce work of the quality and quantity in order to complete an MPhil.

- Evidence that academic writing is of standard and ability expected at MPhil level, including adequate referencing and language skills.
- Refined statement of the work to be undertaken, its aims and significance, especially its novelty and timeliness
- Applications for ethical or other approvals to have been submitted as appropriate.

**By end of year 1 SP and RSPB – (Term 3 or pro rata for part-time students)**

### M4b: Progress to Year 2

- Create a detailed, realistic plan of work/timetable for Year 2.
- Produce supervisory panel report written in an appropriate subject specific style

**By end of year 1 SP and RSPB – (Term 3 or pro rata for part-time students)**

### M5: Demonstration of effective project management through the setting of research goals and prioritisation of activities.

- Training Needs Analysis to be reviewed.

**Term 4 (or pro rata for part-time students)**

### M6: Assessment of training needs and knowledge required to undertake research project and complete the thesis.

- **Training Needs Analysis** to be completed.
- Attend Proficio courses and plan for further courses to attend, as appropriate.

**2nd week**

- By end of Term 3 (pro rata for part-time students)**
### Masters by Dissertation Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Deliverables</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| M1: Agreement on research topic and assessment of training needs and knowledge required to undertake research project and complete the thesis. | • A brief description of the general research topic.  
• Training Needs Analysis to be completed. | • 2nd week  
• 2nd week |
| M2: Clarify research topic and demonstrate an understanding of topic and relevance to wider research | Research Project Proposal, including (dependent on subject area):  
• Write central research problem/questions to be answered.  
• Methodological considerations.  
• Feasibility Report – identifying | By first Supervisory Board (Term 1) |
<table>
<thead>
<tr>
<th></th>
<th>sources, access and ethical considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create project plan, outlining objectives for each stage.</td>
<td></td>
</tr>
</tbody>
</table>

M3: Demonstrate the ability to produce work of the quality and quantity in order to complete a Masters by Dissertation.

• Evidence that academic writing is of standard and ability expected at Masters by dissertation level, including adequate referencing and language skills.
• Write critical literature review

• By end of Term 2

M4: Demonstrate work of the quality and quantity expected to be in a position to complete within one year

• Create a detailed, realistic plan of work leading to submission
• Produce 2 draft chapters/ papers
• Report on research undertaken to date
• Research completed (experimental, empirical and theoretical work, where relevant)
• Produce supervisory board report written in an appropriate subject specific style

• By Supervisory Board (Term 3)

M5: Demonstration of effective project management through the setting of research goals and prioritisation of activities.

• Create a detailed, realistic completion plan (if required)

• By Supervisory Board (Term 3)

Completion Year (if needed)

M7: Clear evidence of progress towards submission

• Completed final draft of thesis for supervisor(s) comments

• By Supervisory Board prior to submission

3.8 Supervisory panels, Examination Boards and Progress Board
It is necessary for all students to be aware of three important events within the academic year.
3.8.1 Supervisory panels

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

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

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

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

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

3.8.2 Written material for Supervisory panel

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

1. A report of your progress
   (Template at: [http://www.essex.ac.uk/HSC/current_students/default.aspx](http://www.essex.ac.uk/HSC/current_students/default.aspx))
   You are strongly recommended to discuss what you write in your report with your supervisor.

2. Written work as detailed below*:

<table>
<thead>
<tr>
<th>Professional Doctorates in Health and Social Care – Year 1</th>
<th>1000 document outlining proposed area of research, detailing methodology and provisional research questions*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Doctorates in Health and Social Care – Year 2 onwards</td>
<td>3000 word document reflecting current progress on work. In year two it would be anticipated that this would take the form of a more substantive proposal, and in subsequent years it would reflect the ongoing work the student is currently engaged in (vis a vis their progress on their thesis).*</td>
</tr>
<tr>
<td>Research (PhD, MPhil, MSD) students not in End of Year Panel (Summer)</td>
<td>3000 word ‘work in progress’ document*</td>
</tr>
</tbody>
</table>
Interim Panel (December/January)
Documentation as requested by the supervisor

| Clinical Psychology Trainees – Year 1 | 3000 word research proposal |
| Clinical Psychology Trainees – Year 2 onwards | 3000 word document reflecting current progress on work. In years two and three it would be anticipated that this would take the form of a draft thesis chapter.* |

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

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

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

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

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

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

At the end of term 4 (or term 7 for part-time students) the Confirmation Board will take place. The Board will review the evidence to confirm whether or not progress and work is at PhD level. In exceptional cases, if the departmental Research Students’ Progress Board was satisfied that a student had produced work of sufficient quality and quantity to provide evidence of appropriate PhD-level progress and agreed milestones for confirmation had been met, PhD status could be confirmed at the end of Year 1 (or equivalent for part-timers).

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

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

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

The Confirmation Board can make the following recommendations to the Research Students’ Progress Board:
- Confirm PhD status
- Defer a decision to the next Board
- Downgrading to MPhil
- Discontinuation

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

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

If the decision regarding PhD status is deferred to a second Confirmation Board, or a student decides not to accept the recommendation of the first Confirmation Board of downgrading or discontinuation, then a second Confirmation Board will be held.
If, following the second Confirmation Board, PhD status is not confirmed, then the Board will recommend to the Research Students’ Progress Board either downgrading to MPhil or discontinuation. At this point, a student has a right of appeal against that decision. The RSPB’s recommendation is made to the Dean.

Please note that these arrangements do not apply to Professional Doctorates and that for students on full-time Integrated PhDs the Confirmation process occurs in the third year.

3.9 Summary of how the department offers an inclusive learning experience, ensures the quality of opportunities and responds to the diverse needs of students

Whilst studying in the School of Health & Social Care we want you to feel you have a say in how the school evolves to meet the changing needs of all our students. We want you to feel that your time in the School is much more than just what happens during a lecture. The School is inclusive, a place where you
can develop as a learner, a person, a practitioner and where you can build lasting relationships with staff and your peer group.

We will constantly enhance the quality of all your learning experiences through quality assurance of our programmes. Lecturers are peer assessed and we undertake systematic evaluation of our modules to which you will be asked to contribute. Our clinical placements are regularly audited to ensure student learning in practice is equal to that in the University. Alongside these internal processes many of our programmes are monitored by regulatory bodies (e.g. Nursing & Midwifery Council, Health & Care Professions Council) and by health and social care bodies (e.g. Health Education England)

We regard all our students studying in the School as individuals with diverse needs. We will always try to meet your individual needs or point you to where you can get additional support. We do ask, however that you make us aware as soon as possible of any current or future problems that you may be encountering. If we work together we can usually find a best way forward.

3.9.1 Disability and emotional wellbeing
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 Student Services Hub so that we can plan how best to support you in your studies.

You can find out about the support we offer here: www.essex.ac.uk/students/contact/help.aspx

UK students may be eligible for a Disabled Students’ Allowance grant. See our webpages for more information, including application forms and key changes: www.essex.ac.uk/students/disability/funding.aspx

3.9.2 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/

If you are studying on a Tier 4 visa, don’t forget to read section 7.4 Tier 4 Information of this handbook which has further information and links.

3.9.3 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/students/groups/mature-students.aspx
3.10 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:
1. You can contact (or be elected as) a student representative who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students' Union website
   www.essexstudent.com/representation/courserereps/ and the University’s policy here:
   www.essex.ac.uk/quality/student_representation/student_rep.asp.
3. You can find out information about Student Staff Liaison Committees (SSLCs) here:
   www.essex.ac.uk/quality/student_representation/sslc.asp.

3.11 Library services
At our Colchester Campus, the Albert Sloman Library on Square 5 has a variety of study spaces over six floors, including 24/7 facilities and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, overnight chat service and the opportunity to book appointments with your Subject Librarian to help you through your studies and beyond.

libwww.essex.ac.uk

Our Southend Campus Library & Learning Hub is located within The Forum, and offers a variety of silent and group study areas as well as access to all the resources you need for your studies, either on the shelves of the Library or online via the Library website. You can access computers in the Learning Hub, which is a pleasant and safe environment that is permanently open, with help available from the InfoPoint. You can also use the Albert Sloman Library at our Colchester Campus - and your library card gives you access to all public libraries in Essex.

libwww.essex.ac.uk/southend.htm

The library has a team of Subject Librarians who can help you to find appropriate resources for your assignments and show you how to search effectively. They can also provide advice on referencing and how to avoid plagiarism, using reference management software, and evaluating sources. Your Subject Librarians are Greg Cadge, greg.cadge@essex.ac.uk (Colchester) and Greg Bennett gbennett@essex.ac.uk (Southend). They can be contacted directly by e-mail or by using the Book a librarian form on the Library website to get in touch.

For guidance in relation to third-party proofreading of student work: www.essex.ac.uk/proofreading.
4. Research and Skills training

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

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

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

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

5.1 Principal Regulations for Research Degrees and the Code of Practice for Research Degrees
www.essex.ac.uk/about/governance/regulations/codes-higher

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

5.2 Extenuating circumstances, intermission and withdrawing
www.essex.ac.uk/students/exams-and-coursework/ext-circ

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.

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

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

You should read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Seek advice from the Students’ Union Advice Centre (www.essexstudent.com/services/advice_centre/) or the Student Services Hub (www.essex.ac.uk/students/contact/default.aspx).

Thinking of leaving or taking a break from your studies?
You may experience doubts at some point during your studies, if you’re thinking about leaving Essex, we’re here to support you and give you the advice you need to help you make an informed choice.

Intermission is a temporary withdrawal or leave of absence from the University and provides you with the opportunity to take a break from your studies. Normally, this is for reasons beyond your control (e.g. health or personal problems) although other reasons are permitted. Intermission must be approved by the University first, so if you are thinking about intermitting, we strongly advise you to contact your department and your Student Services Hub to talk to one of our advisers.

You should also read our guidance on intermitting very carefully at www.essex.ac.uk/see/intermit. If your intermission is agreed to, we will also give you the advice and support you need to help you carry on with your studies.

Withdrawing is the formal process for permanently leaving your programme of study and the University. If you are thinking of withdrawing, you should seek advice from your Department or the Student Services Hub at the earliest opportunity. It is very important that you discuss your circumstances with the University and follow the formal procedure for withdrawing. If the university is not formally notified, then you may risk continuing to incur further tuition or accommodation fees. More advice and information is available at www.essex.ac.uk/see/withdraw.
5.3 Re-marking your 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 here: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy/default.asp
You will need to complete a form and be aware that marks can go down as well as up.

5.4 Submission of the thesis

The University of Essex

Thesis Submission Pre-Examination
All candidates for Masters by Dissertation (MA or MSc), Master of Philosophy (MPhil), Doctor of Medicine (MD), Doctor of Philosophy (PhD) and Professional Doctorate must submit two copies of their thesis for examination. Candidates being examined as staff must submit three copies of their thesis for examination. Each copy must be bound as detailed below.

Your two copies of the thesis should be submitted for examination in an unbound format.

They must be adequately secured (for example in spring-back binders or comb binding and not in ring binders or lever arch box files). They must not be overfilled and to avoid all risks of coming open and jeopardising examination, two binders must be used, if required.

All registration fees and debts must be paid before the thesis can be accepted for submission.

You should submit to the Silberrad Student Centre:

a) Two copies (one original and one good copy) of the thesis or dissertation.
b) A submission form (RD1) completed and signed by yourself.

You are strongly advised to retain one good copy of the thesis or dissertation yourself.

Please note that you must provide an electronic copy of your submitted thesis to the Postgraduate Research Education Team if your examiner requests an electronic version.

All submitted copies of the thesis belong to the University and shall be returned to the candidate following the viva

Thesis Submission For Award
Following the completion of the examination process, the candidate will be notified via email that in order to gain their award they must submit one electronic version of their thesis to the online research repository. Following the receipt of this deposit, the candidate will be awarded their postgraduate research degree.

Thesis Deposit
Detailed thesis deposit instructions to the repository can be found here:
http://www.essex.ac.uk/reo/repository/research-thesis.aspx

Students wishing to place a restriction on their thesis must do so in writing prior to submission of their thesis to repository@essex.ac.uk. Further information regarding restrictions can be found here:
https://www.essex.ac.uk/reo/repository/research-thesis.aspx

When depositing your thesis in the online repository you will be required to read and accept the conditions stipulated in the Thesis Deposit Agreement

Retention
Your thesis will be made open access when deposited in the online Research Repository.
The Thesis Deposit Agreement outlines the availability of the thesis and how it will be stored in the Repository.
Full details of the requirements for thesis submission can be found at https://www.essex.ac.uk/-/media/documents/about/governance/thesis-submission-deposit.pdf

5.5 Examiners and the viva
Your supervisor will not normally be present during your viva and will not normally have any contact with your examiners other than to arrange their appointment.

5.6 Appeals, complaints, and fitness to practise
If the recommendation of your Research Students Progress Committee is that your degree should be downgraded or your studies discontinued, and you want to appeal, you must do so within two weeks of receiving the notification. You must do so in writing on the Form of Appeal which is available online at www.essex.ac.uk/students/exams-and-coursework/pgr.

You should read carefully the Appeals Procedure against a progress decision – postgraduate research students at: www.essex.ac.uk/about/governance/policies/research-progress-appeals

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

You should read carefully the Appeals Procedure against an examination decision – postgraduate research students (thesis) at: https://www.essex.ac.uk/governance/policies

Professional doctorate students may appeal against the recommendation of a Research Students’ Progress Committee that they be discontinued or downgraded within two weeks of receiving the notification of the recommendation. You should read carefully the Appeals Procedure for professional doctorate students at Policies | University of Essex

Making a Complaint: The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination.

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

You can find the complaints procedure and the forms here: www.essex.ac.uk/see/complaints

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work). If this applies to you, you will have been told by your department. You can find the full Fitness to Practise procedure online at: www.essex.ac.uk/students/exams-and-coursework/ppg

5.7 Academic Offences Procedure
The University expects students to act with honesty and integrity in relation to coursework, examinations and other assessed work, and to follow our conventions for academic writing (including appropriate referencing of sources) and ethical considerations. If you don’t meet these expectations, then you may be charged with having committed an academic offence, a matter the University takes very seriously.
It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn’t mean to commit one, and examples include plagiarism, falsifying data or evidence, and communicating with another candidate in an examination.

If you aren’t sure what the conventions are, particularly in relation to referencing, you should ask your department, contact the Talent Development Centre, and also refer to 6. Referencing and good academic practice in this handbook.

More information about academic offences and getting support can be found at: www.essex.ac.uk/see/academic-offence

5.8 Ethics
All research involving human participants, whether undertaken by the University’s staff or students, must undergo an ethics review by an appropriate body and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants here - 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). Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority approval.

5.9 Risk assessments and health and safety for students carrying out research
It is important that risk is assessed at all stages of your research. In the first instance speak with your supervisor to discuss the potential risks involved in conducting your research; these may be risks to yourself or risks to potential participants or other members of the public. The University policies on Health and Safety can be found here https://www1.essex.ac.uk/health-safety/management/default.aspx.

6. Referencing and good academic practice

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

6.2 HSC Referencing Guidelines
Please refer to Appendix 1 – School of Health and Social Care Referencing Guidelines for detailed referencing information.

6.3 Information relating to the University’s policy on academic offences
Please also refer to Section 5.7 Academic Offences Procedure.

Respecting authorship through good academic practice is one of the key values of higher education in the UK.
The University takes academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

Referencing is a key academic/scientific skill. It is how you will acknowledge all sources used within a piece of work. You must reference all works used directly (quotes) and indirectly (paraphrasing and summarising).

Referencing allows you to give credit to authors'/researchers’ concepts and ideas/ideas and results, demonstrate your breadth of reading and 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.

To find out about your departmental referencing style; (see Appendix 1 – School of Health and Social Care Referencing Guidelines) and for help with referencing, visit the library website: http://libwww.essex.ac.uk/referencing.htm

6.4 Proofreading policy
For guidance in relation to third-party proofreading of student work: www.essex.ac.uk/proofreading.

6.5 Being Published
If you plan to have an academic career it is very important that you publish your research in peer reviewed journals. You should speak to your supervisor about publishing as they can help you think about which aspects of your research are suitable for publication.

6.6 Intellectual Property Rights
Information on Intellectual Property Rights can be found here: http://www.essex.ac.uk/about/governance/documents/policies/guidelines-ownership-iprstudents.pdf
Section 3: You Matter

7. Practicalities: Getting started and IT matters

7.1 Registration, enrolling and transcripts
All new and returning students must register at the start of each academic year. The Postgraduate Research Education Team will inform you of your formal outcome following your viva and when all necessary steps have been completed—close your record and send you an award confirmation letter. Your award certificate and academic transcript cannot be produced until the Postgraduate Research Education Team has completed the above step so if you have not received your award confirmation letter, the Graduation Office cannot produce your documents. For more about registration and the Postgraduate Research Education Team, visit our student webpages.

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

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

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

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

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

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

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

7.3 IT support and information
Visit our website to set up your IT account and password, register an external email address and passphrase and request a reminder for a forgotten passphrase: www.essex.ac.uk/it/getaccount.

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

Once you’re set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more.

As part of your Office 365 email account you get 1TB 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.

Information on computers and software is available here: www.essex.ac.uk/it/services/computers-and-software/default.aspx?tab=3

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/services/computers-and-software/default.aspx

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

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

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

8.1 Employability and Careers Centre
Get valuable, one-to-one advice from careers specialists throughout your time at Essex and beyond. Come and see us or log in to CareerHub+ whether you have one hundred questions or just don’t know where to start! We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online services for creating CVs, interview preparation and job vacancies. www.essex.ac.uk/careers

8.2 Learning a Language
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

8.3 Talent Development Centre
Our specialist academic skills advisors are on hand to give you guidance on all aspects of study skills such as assignment planning; essay writing; English language and academic style; maths, numeracy and stats support. Visit us to find out how to book in for one-to-one sessions and small-group workshops. www.essex.ac.uk/students/study-resources/tdc/

8.4 CareerHub+
Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on CareerHub+, the online Essex careers and jobs portal. Login with your Essex IT ID and password. careerhub.essex.ac.uk/students/login

8.5 Frontrunners
Challenge yourself. Frontrunners is Essex’s unique on-campus work placement scheme for students. You’ll get the chance to work on real projects in real workplaces and develop real skills for you to brag about on your CV. You’ll get fully trained in your role and you’ll get paid for it. www.essex.ac.uk/frontrunners

8.6 Student Ambassadors
Be a Student Ambassador and make a difference to others and make a difference on your CV! Student Ambassadors help to promote the University and higher education. You'll be a valued part of the Student Recruitment and Outreach teams. Keep an eye out for Student Ambassador vacancies on CareerHub+ at the start of the Autumn Term. www.essex.ac.uk/careers/job_hunting/on_campus

8.7 Volunteering
Join the vTeam and be the difference. There are plenty of opportunities to volunteer during your time at Essex. The vTeam, run by the Students Union, is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.
8.8 Big Essex Award
The University’s **employability award** is a guaranteed way to help you stand out from the crowd. Sign up and start your journey!
[www.essex.ac.uk/careers/bige](http://www.essex.ac.uk/careers/bige)

8.9 Essex Interns
Essex interns create paid internships exclusively for you as an Essex student. They’re flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package. Sign up for Essex Interns to kick-start your career.
[www.essex.ac.uk/careers/internships](http://www.essex.ac.uk/careers/internships)


9.1 Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues
If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go. Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you’ll get answers from our team of experts.
Colchester email: askthehub@essex.ac.uk
Southend email: askthehub-sc@essex.ac.uk
Loughton email: askthehub-lc@essex.ac.uk
[www.essex.ac.uk/students/health-and-wellbeing](http://www.essex.ac.uk/students/health-and-wellbeing)

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

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

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

9.4 Nightline
Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we’re always willing to
listen. From tea and toast to campbeds, whether you’re waiting for a taxi, need a revision break, or just want to chat, pop in or call us.

www.essex.ac.uk/students/health-and-wellbeing/nightline

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

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.essexstudent.com/safetybus
www.essex.ac.uk/students/campus/emergency
www.essex.ac.uk/health-safety/fire/peep

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

www.essex.ac.uk/accommodation/support/reslife

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

www.rowhedgesurgery.co.uk
www.nhs.uk

9.8 Students’ Union Advice Centre
Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex.

www.essex.su/advice
suadvice@essex.ac.uk
01206 874034

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

www.essex.ac.uk/website-privacy
www.essex.ac.uk/records_management/policies/students.aspx
Section 4: Essex Matters

10. The Essex Experience

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

10.2 Freedom of speech policy and the Code of Conduct
For regulations relating to the Code of Student Conduct, see the University's website: www.essex.ac.uk/students/study-resources/handbooks/default.aspx
https://www.essex.ac.uk/governance/regulations

10.3 Essex Spirit, social media and other channels of communication with students
Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin. http://blogs.essex.ac.uk/essexspirit/
www.essex.ac.uk/students/new/
We have more than 60 Facebook pages, including one for each department. We’re also on Twitter.
www.facebook.com/uniofessex/
https://twitter.com/Uni_of_Essex
Our ‘What’s on?’ calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex. http://www.essex.ac.uk/events

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

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

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

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

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

11.2 Guidance re Pandemics for healthcare students at the University of Essex
Any situation regarding a pandemic is dynamic and guidance will be released as any situation progresses. The following guidance is to ensure you are aware of the expectations we would have of you if such an eventuality arose:

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

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

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

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

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

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

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

Reviewed August 2017

Jo Jackson
Dean of Health
Appendix 1 – School of Health and Social Care Referencing Guidelines

SCHOOL OF HEALTH AND SOCIAL CARE

REFERENCING GUIDELINES

September 2017

NB - This guidance supersedes that previously given in Student handbooks, the MySkills web pages and earlier versions of this guidance - all students should refer to this version.
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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 Social Care (HSC) 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 HSC 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 HSC programmes/modules (e.g. DClinPsych) advocate the use of the APA referencing system, or the use of footnotes for certain sources. If this is the case, it will be made clear in the relevant programme handbook/ module guide. Please seek advice from your module lead if unsure.

2. What is a reference list?

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

Example:

Reference List


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

**Example:**

**Bibliography**

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

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

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

List the references in chronological order, oldest first.

**Example:**


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

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

**Example:**


7. **What is plagiarism?**

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

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

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

ALL HSC 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 HSC and if used, should only be used sparingly, and if you are confident with their use.**

13. What does et al mean?

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

**Example in text:**

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

**In Reference list:**


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

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

**Example:**


15. What is secondary citation?

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

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

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

**Example in Reference list:**

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


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

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

**Example:**

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

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

You should always cite and list ALL sources within your work, including any pictures/diagrams/graphs etc. taken from elsewhere.

In text, all pictures/diagrams etc. need a Figure number, a title, and:

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

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

**Example in text:**

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

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

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

19. Can I use, and reference a tutor’s lecture/handouts?
It is NOT acceptable to directly reference information given in HSC 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 HSC 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 HSC 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

<table>
<thead>
<tr>
<th>Title of the book</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Novice to Expert</td>
<td>Menlo Park: Addison Wesley</td>
</tr>
</tbody>
</table>

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


Books with 2 authors

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


Books with 3+ authors

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


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

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


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

- In text (Alberti 1974)
- In Reference List


A Dictionary
- In text

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

- In Reference List


Journal article

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

Author Year Title of the article


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

A Newspaper article

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

- In text (Smithers 2005)
- In Reference List

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


**A Professional bulletin/newsletter**

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

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

**Corporate body who produce the bulletin**

**Title of article/item**

**Date of bulletin/newsletter**

**An Official Report**

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


**An Act of Parliament**

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


OR

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

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

**Legal Reports/Cases**

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

*Bolam v Friern HMC [1957]* 2 All ER 118

**A leaflet/pamphlet**


These are normally referenced via the corporate author

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

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

**A PhD thesis, dissertation or unpublished research**

- In text (Ajayi 2009)
- In Reference List


**A Conference presentation**

You need to give the conference title, location and date details in the reference listing:

- In text (McKee et al 2009)
- In Reference List


**A face-to-face interview or conversation**

Smith A (2010) *Supporting Students with Dyslexia* Interviewed by: Clarke J University of Essex, Colchester 01 January 2010

OR

Smith A (2010) *Supporting students with Dyslexia* Conversation with: Clarke J University of Essex, Colchester 01 January 2010

**A letter**

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

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


OR

- In text  (BBC 2012)
- In Reference List


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

**The Department of Health/NHS web pages**

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

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


OR:

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


- In text (NHS 2012)
- In Reference List


**An e-book**

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


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

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


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

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

An online newspaper

- In text (Dimbleby 2012)
- In Reference List


Radio programme

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

- In text:

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

- In Reference list


Online Radio Programme

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

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

**A podcast**
- In text: (Porter 2012)
- In Reference List


**TV programme**
- In text: (Panorama 2011)
- In Reference List:

  **Broadcaster and channel**

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

<table>
<thead>
<tr>
<th>Series Title</th>
<th>Programme/Episode title (&amp; number)</th>
<th>Date &amp; time of airing</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>In text</td>
<td>(4thought.tv 2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Reference list:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Online TV programme**
- In text: (Panorama 2011)
- In Reference List:


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

*Carry on Doctor* [Film] Dir: Gerald Thomas. The Rank Organisation. UK (1967) 94 mins

<table>
<thead>
<tr>
<th>Title of film</th>
<th>Director</th>
<th>Production Company</th>
<th>Release year</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**DVD/Video/CD Rom**
- In text: (ACPRC 2007)
- In Reference List:

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

**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:

  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:

**YouTube**

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

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

**SlideShare**

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

**Online image library**

See Section A on how to use pictures/diagrams etc. in text.

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

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

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

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

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


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


