SCHOOL OF HEALTH AND SOCIAL CARE

Postgraduate taught
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:

- Research for Public and Patient Benefit
- Workforce Development and Health Education Research
University of Essex

- Social Policy and Social Care
- Mental Health and Psychological Wellbeing

For more information on our current research activity please visit our webpages:
https://www1.essex.ac.uk/hhs/research/default.aspx

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

About this 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.
Section 1: Introduction

School of Health and Social Care Vision Statement 2017

Section 2: Academic Matters

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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
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. Some modules will have a reading week. This will be indicated on the
module timetable.

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

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

2.1 Our locations

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

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

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

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

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 of the programme’s modules. Together with Progress Officer/Senior Tutor, they are responsible for monitoring student progress and addressing any problems both staff or students may have. They offer supervision, advice and support to the students.

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

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

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

Head of School
Vikki-Jo Scott, the Head of School is informed of postgraduate matters by the Director of Education and the Programme Leads. The Head of School is responsible to the Vice-Chancellor for 'maintaining and promoting the efficiency and good order of our School'.
Continuing Professional Development (CPD) Lead
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
Dr. Mark Francis-Wright is the Director of Education and has oversight of all taught courses in our School through the respective Programme Leads.

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

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

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

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

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

2.4 School computer access
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.

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 personal tutor
All postgraduate students have a personal tutor who you will meet soon after you have arrived, and who you will meet regularly throughout your course. If you are a postgraduate research student your research supervisor will take on this role. Your personal tutor is there to help you feel connected to your, school, and is someone you can talk to if you have questions about your course or encounter any difficulties which affect your studies. Your personal tutor may also recommend other support services on campus that might be able to help. If you are unsure who your personal tutor is, please ask a member of the administrative staff in your School.
Need to talk to your personal tutor?
Your personal tutor will usually inform you of their availability at the start of the course. To make an appointment please use their university email address in the first instance.

2.8 Peer mentoring
The Ask a Postgraduate Student scheme gives postgraduate students the opportunity to ask questions and discuss issues about living and studying as a postgraduate at Essex. Further details are available at: http://www.essex.ac.uk/students/study-resources/mentoring/ask-pg/default.aspx

2.9 Using mobile phones, smartphones, laptops and tablet PCs
The school asks that students are respectful of lecturers and others when using devices. This will include as a minimum switching mobile phones to silent (the preference being to switch them off) and not accessing them in class, other than identified needs due to unforeseen circumstances or as part of the learning activity. If the former reason, 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.

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

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

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

2.13 School annual prizes
Kimmy Eldridge Prize
MSc Prize for Best Overall Student Performance
Interprofessional Learning Prize for completing student with best overall score
Sandra Clark Memorial Prize
Steve Moores Memorial Prize
Tavistock Award for Aphasia
Doctorate in Clinical Psychology Prize

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

3. Learning and Teaching

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

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

3.3 Moodle 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 and wikis.

FASER is our online coursework submission and feedback system. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

faser.essex.ac.uk
www.essex.ac.uk/it/services/learning-technology/

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

3.4.2 Programme specifications
Programme Specifications provide key information, such as the structure and aims of your course, as well as the knowledge and skills you will develop. The learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes and assessment on the modules you take. The relevant Programme Specification for your course and stage of study will be available to you when you log onto either myEssex or eNROL. YourSchool will provide you with copy of the module map showing how your course learning outcomes are connected to the modules.
https://www1.essex.ac.uk/programmespecs/
3.4.3 Learning outcomes
Your course’s learning outcomes are set out in Programme Specifications. They are categorised into knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes and assessment on the modules you take. You can measure your progress against the outcomes, for example when reviewing coursework feedback, and they can be used to guide you when undertaking independent study. You can find a copy of the module map showing how your course learning outcomes by clicking on the following link: http://www.essex.ac.uk/coursefinder/. Specific module learning outcomes are available within the individual module guides. These are available on the Moodle site relating to your course.

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

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

The maximum period for completion of studies using credit accumulation is six years (normally five years to complete all taught elements and a further one year to complete the dissertation (or equivalent)). The maximum period of study would be measured from the point at which you first registered for a module that contributed to the award. Further information about study by credit accumulation can be found at https://www1.essex.ac.uk/quality/university_policies/credit-accumulation.asp. For HSC courses that are registerable with a professional regulatory body, the timescale for completion is usually within five years. For specific information please contact the relevant programme lead.

A copy of the module map for your programme can be obtained from your programme lead or programme administrator.

3.4.5 Accreditation of Prior Learning (APL)
Accreditation of Prior Experiential Learning (APEL)
The University has an APL/APEL procedure by which applicants may apply to have their prior learning assessed and accredited towards the relevant degree programme or module of study. The APL/APEL procedure normally operates during the admissions process and the relevant Admissions Officer is responsible for its operation. The published procedure is available https://www1.essex.ac.uk/quality/university_policies/Admissions/default.asp.

3.5 Changing your degree
Changing your course
If you want to change your course, you should talk to someone in your department first. Check the deadlines for course changes with the Student Services Hub. www.essex.ac.uk/students/course-admin/changing-course.aspx

You should discuss your thoughts about changing course with someone in your school/department/centre. If your new course is in a different department, you should also speak to someone in that department.

Investigate your potential new course by looking at course information on the department's web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.
If you want to **change your mode of study** from full-time to part-time, you should discuss this with our departmental staff. If this is possible, you will need to make a formal request using the online **Change of Mode of Study form** which you can find here: [www.essex.ac.uk/esf/](http://www.essex.ac.uk/esf/)

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

**Please read carefully our guidance on visas and course changes here:**
[www.essex.ac.uk/immigration/studies/changes](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.

Transfers of programme are still included in the original maximum period unless they involve moving to or from a 4-year course. Full details of the maximum period of study permitted for University awards can be found in the section of the Rules of Assessment: [www.essex.ac.uk/dsh/ugrulesofassessment](http://www.essex.ac.uk/dsh/ugrulesofassessment). View Programme Specifications online at: [www.essex.ac.uk/programmespecs](http://www.essex.ac.uk/programmespecs).

### 3.7 Module enrolment
In the School of Health and Social Care, not all students have optional pathways. Those who do should discuss their options with their Programme Lead if needing clarification. If students wish to change their options during the year they should again discuss this with their Programme Lead. Where applicable, optional module choices can be made on eNROL [www.essex.ac.uk/enrol/home/home_phase1.asp](http://www.essex.ac.uk/enrol/home/home_phase1.asp)

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

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

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

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

### 3.9 Reading lists
Please refer to our Moodle site at: [https://moodle.essex.ac.uk/course/index.php?categoryid=14](https://moodle.essex.ac.uk/course/index.php?categoryid=14) for details on reading lists.
3.10 Listen Again
Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. Available in teaching rooms or lecture theatres where you see the sign. listenagain.essex.ac.uk/

The University of Essex supports reasonable adjustment and is, therefore, committed to providing a Listen Again service for students. The Listen Again service will provide a resource of recordings of lectures delivered throughout your programme of studies. Recordings are usually available to students 24 hours after the lecture took place and continue to be available for 2 years.

Your Tutor may ‘edit’ recordings, but you should assume that all lectures will be recorded and available as they occurred. In consequence, you should be aware when volunteering personal information relevant to the topic under discussion during the lecture that this will also be recorded and available on-line.

For information about accessing Listen Again go to :https://listengain.www1.essex.ac.uk/

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

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

We have exchange agreements with a wide variety of universities and can help students to select the most appropriate destination. Study abroad can enhance your CV and gives you valuable experience of another culture and way of life. Spending an extended period of time in another country provides an unparalleled opportunity to see a side of life which tourists never encounter. It is also true that employers value international experience in today's global economy.

You can study abroad in either the second or third year depending upon your degree programme. The marks you obtain abroad will contribute towards your final degree result. There are usually no tuition charges other than what you normally pay to Essex (if you study abroad for a full year your fees will be lower than the normal rate). Also, in many cases, the cost of living elsewhere is lower than Colchester, so you should not assume that study abroad is an expensive proposition.

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

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

3.13 Employability modules
Employability is about creating a rich educational experience that helps students develop as rounded individuals; enabling them to chart their course through life and fulfil their potential. In HSC employability is embedded into all our course provision with co-curricular employability modules for some postgraduate courses. As future or current health or social care professionals you will demonstrate the values as described in the NHS constitution and these values underpin all our delivery:-
• Working together
• Everyone counts
• Compassion
• Improving Lives
• Respect and Dignity
• Commitment to quality of care

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

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

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

Requests received outside of this time scale may, of course, be met if a member of staff is equipped with the necessary information on the student and is willing to provide a reference. In the case of research students, it would be normal to expect to provide a reference for a more extended period of up to ten years.
It is helpful if you can provide the member of staff with details about the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – It is not always possible for a member of staff to write a reference immediately.

Copies of references
A copy of any reference provided will be retained within our School for no longer than three years for taught students and ten years for research students.

3.16 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.

3.16.1 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

3.16.2 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 8.4 Immigration Information of this handbook which has further information and links.

3.16.3 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

3.17 Student representation, Student Staff Liaison Committees, Student Assessment of Modules and Teaching and Student Surveys
Student feedback is a vital part of the University’s approach to quality assurance and enhancement. It is therefore important that you are given the opportunity to feedback and that you take time to feedback to the University. You can do this in a number of ways:
You can contact (or volunteer to be) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees. [http://www.essexstudent.com/representation/coursereps/](http://www.essexstudent.com/representation/coursereps/) [http://www.essex.ac.uk/quality/student_representation/student_rep.asp](http://www.essex.ac.uk/quality/student_representation/student_rep.asp) [http://www.essex.ac.uk/quality/student_representation/sslc.asp](http://www.essex.ac.uk/quality/student_representation/sslc.asp).

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

**Student satisfaction surveys** enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex. The National Student Survey (NSS) for final year students feeds into university league tables. NSS also lets us know how we’re doing and where we can make improvements. The survey is run online and you will receive a link to the survey via email. Students not eligible for NSS will be invited to complete the UK Engagement Survey (UKES) which asks about how you spend your time on your course, what kind of learning you’ve taken part in and your views on your teaching and learning experience.

**Health Education England Student Survey**
Health Education England (HEE) supports the delivery of excellent healthcare and health improvement to the patients and public of England by ensuring that the workforce of today and tomorrow has the right numbers, skills, values and behaviours, at the right time and in the right place. Although HEE no longer commissions the majority of health education and training it still provides funding to support the delivery of placements within the majority of health courses.

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

Every year, HEE run a student survey. By completing your questionnaire you are fulfilling your responsibility to provide feedback on health programmes and their associated placements and more importantly you are helping us to ensure that your programme and future programmes are the highest quality and all your learning reflects the values of the NHS. You are also given an opportunity to raise good practice and raise any concerns you may have. Learner feedback is central to the quality processes and your input is valued.

Once you have completed your programme of study at the University of Essex, you may be contacted to confirm the details of your first post. HEE provides significant funding for students trained locally and as part of ensuring value for money it is vital to find out where you are working and what role you are undertaking. Please take the opportunity to let us know your employment details.

### 3.18 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](http://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 Librarian is Greg Cadge (Colchester) and Greg Bennett (Southend) greg.cadge@essex.ac.uk / gbennett@essex.ac.uk or use 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

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

You’ll need to record your attendance at teaching events using the electronic reader in the teaching room. Just ‘tap in’ for every timetabled teaching event you attend.

You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This may result in disciplinary action being taken against you.

If you lose your card or it is faulty, go to the Student Services Hub to get a new card (a fee may be applicable). If you attend a teaching event but are unable to record your attendance as you don’t have your registration card, you should speak to a member of administrative staff in your department. In the case of a lost card, your department will normally record you as present for up to seven days.

For more information on attendance, and for links to forms and guidelines visit: www.essex.ac.uk/students/course-admin/attendance.aspx

If you need to report an absence from a teaching event, test or exam due to medical or other circumstances you should do so by completing the relevant form in myEssex for a notified absence. We will consider the reasons and may record it as an authorised absence. Be aware that you may need to provide evidence, including medical evidence if relevant.

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

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

4.1 Rules of Assessment and Credit Accumulation
www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/assess-rules.aspx

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

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

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

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

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

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

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

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

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

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

4.2 Extenuating Circumstances, withdrawing and intermitting

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

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

You need to submit your form by the deadline given here – [www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx](http://www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.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/](http://www.essexstudent.com/services/advice_centre/)) or the Student Services Hub ([www.essex.ac.uk/students/contact/default.aspx](http://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](http://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](http://www.essex.ac.uk/see/withdraw).

4.3 Your fitness when sitting for Exams, Tests and Practical assessment

E.g:
- Examinations & Tests
- Observed Assessment (OSCE, OSCA, OSPE)
- Practice assessment
Throughout your programme of studies you will have scheduled Exams, Tests and Practical assessments. You will be told in advance when and where these tests will be undertaken.

As an adult learner your tutors have an expectation that you will make a decision about whether or not you are fit to sit the exam or test. Many things may interfere with your ability to concentrate; you may be physically unwell, you may be experiencing some difficult social problems or you may be distressed.

**If you have reasons why you feel that you are not able to perform to the best of your abilities, you must talk to your tutor before the exam or test and consider using the Extenuating Circumstances process.**

You should also consider using the various forms of support available to students at the University of Essex through the [Student Support](https://www.essex.ac.uk/student-services/student-support)

You must be aware that, if you commence the assessment you will be considered to have declared yourself ‘fit’. Consequently, a claim for extenuation made after the exam or test has been sat will generally not be supported by the Extenuating Circumstances & Lateness Committee.

### 4.4 The Marking Policy and requests for re-marking of coursework and essays

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/marketing_policy](https://www.essex.ac.uk/quality/university_policies/examination_and_assessment/marketing_policy). You will need to complete a form and be aware that marks can go down as well as up.

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

The University policy on moderation can be found as part of the Marking Policy. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change the individual marks for the work, but would liaise with the first marker to agree whether marks should be reviewed across the particular piece of assessment or module, which may lead to marks being adjusted.

**Second marking** is where a second marker marks the work but has access to the first marker’s marks and/or comments.

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

You can find out more about how the University uses External Examiners by following this link: [www.essex.ac.uk/quality/external_examiners](https://www.essex.ac.uk/quality/external_examiners)

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

Appeals on academic grounds can be made following the meeting of the Board of Examiners and the publication of your results. Be aware that there are strict deadlines for the submission of the appeal form and your evidence.

We strongly advise all students thinking about making an appeal to contact the Students’ Union Advice Centre.

You may not appeal against academic judgement. This means that you can’t appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.

More information about appeals, including the deadlines and forms to complete, can be found online at: www.essex.ac.uk/see/appeals

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

4.7 Academic Integrity and Academic Offences

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 7: 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
4.8 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](http://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. Coursework

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

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

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

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

• All work (essay, reference list, appendices) related to any one assignment must be submitted in one file. Only the file submitted immediately before the deadline will be treated as the formal electronic submission.

• You may only submit Word (doc), Rich Text Format (rtf), or Adobe (pdf) files. Microsoft Works (wps) files must not be submitted. If you create the document with Works you must convert (file, save as) the file to Rich Text Format (rtf) before submitting to the system. You should follow the presentation guidelines in your student handbook.

• FASER provides you with an ideal place to keep partially completed copies of your work. Now you have no excuse to lose any of your work before the deadline.

• Submission deadlines should be detailed in module guides but check on FASER so you have checked the exact date and time for submission of your work.

• Read the online instructions very carefully. In the event of technical problems, please contact your administrator.

• You will automatically receive an email receipt (to your University account) once you have successfully submitted your assignment. However, if you do not receive a receipt immediately this might mean you have not submitted correctly. You should try again ensuring that you have submitted to the correct assignment coded page. We have noted that on occasion some students have submitted to the test page by mistake.

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

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

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

• All work submitted for marking must be either typed or word processed.
• All work must have at least 1.5 line spacing.
• All work should be in a 12 point font size.
All work submitted for marking must be referenced using the agreed system or style as identified with the Module Leader (see referencing section in this handbook for further information.)

Students should note that they must not include company/organisation logos in their assignments without prior written permission to do so. This includes the University of Essex logo. If permission has been gained, this should be included as an appendix.

All students are required to keep a copy of all their assignments.

5.2.2 Word counts in coursework

All coursework will have a defined word limit.

When work is submitted the precise word count must be declared.

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

You may wish to include additional material in the form of appendices, but you are not required to do so. Students must note that:

- No marks are awarded for appendices unless it is clearly stated in the coursework guidance that the appendices will be marked.
- The main body of the work (e.g. 2000 words) must be complete; markers will not read appendices in order to understand the main text.
- Only appendices that have been referred to within the main body of the text will be looked at.

Penalty

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

5.2.3 Formative assessment

Introduction

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

Feedback:

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

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

Policy
Students may submit a formative assessment to a named tutor for comment prior to formal submission and are encouraged to do so. The formative assessment task may be in the form of a draft of a section of the summative assignment or a completely different activity.

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

If a tutor feels that a student requires assistance with the presentation of work he/she may refer the student for academic skills support.

**Procedure**

Students seeking formative assessment should:

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

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

If students submit drafts within these parameters staff will undertake to provide timely feedback to them. Focused discussion on assignments between student and supervisor is encouraged. In such instances students may seek guidance on specific problems arising through assignments. Students may be asked to complete formative review of draft request form which provides tutors with specific feedback requirements. These should accompany any request for formative feedback. The form is available to download at [www.essex.ac.uk/hhs/current_students](http://www.essex.ac.uk/hhs/current_students).

**5.3 Details of samples of coursework**

In some courses previous coursework will be made available for current students to view. This must not be copied under any circumstances or in any way. Any use of copied material falls under plagiarism and constitutes an academic offence.

**5.4 Return of coursework policy**

When hard copy documents are submitted (for example portfolios) students can collect their work following ratification from the relevant exam board. Work will be available to be collected in person from the HSC reception of the campus where the exam board took place, (i.e. Southend or Colchester campus) during standard working hours. Work will be available for a specified period (normally 2 months) after which it will be destroyed.
5.5 Late coursework policy
Please refer to the School's Coursework Deadline, Late Submission of Coursework and Extenuating Circumstances Policy at http://www.essex.ac.uk/hhs/documents/current/late-extenuating-policy.pdf

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

5.7 Anonymous marking policy
All coursework which contributes to your final module mark should be marked anonymously where it is practical to do so, where this is not possible, departments will inform you in advance of the assessment task. www.essex.ac.uk/quality/university_policies/default.asp

5.8 Reassessment in Coursework
The School’s policy is set out below:
   i. students who are required to undertake reassessment for capped marks will normally be set a new piece of coursework or will be expected to resubmit a revision of their original piece of work;
   ii. if a student is required to undertake reassessment and has Extenuating Circumstances which have been accepted by the Board of Examiners, the student may be given the opportunity to revise and resubmit his/her coursework, or alternatively select a new essay question
   iii. in the case of the final year project, a journal, or coursework which cannot be replicated over the summer, a student may be permitted to revise and submit the original work or may be set alternative coursework.

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

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

6. Examinations

6.1 Examination regulations
The General Regulations which govern examinations can be found via the website here: www.essex.ac.uk/governance/regulations

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

6.2 Access to exam scripts
If you want to see your exam script, you should normally make the request within four weeks of the exam to the department which is responsible for that module. The department should either: let you see the
script in the presence of one of the staff responsible for teaching the module or give you a copy or summary of the examiners’ comments on your performance.

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

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

A limited number of Casio calculators will be available to borrow on the day of your exam from the Exams Office on a first-come, first-served basis, on production of your registration card. Please note financial calculators will not be available.

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

You must bring your registration card and exam entry form with you to the exam. You will not be allowed entry without them. Remember to check your exam entry form carefully and contact the Examinations Office if there are any errors.

You can download a guide to examinations here: www.essex.ac.uk/students/exams-and-coursework/
You will receive an email to your Essex email account as soon as your results are published. You can find the publication schedule here: www.essex.ac.uk/students/exams-and-coursework/schedule.aspx

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

6.6 Reassessment in examinations
You can find information relating to resitting exams at: www.essex.ac.uk/students/exams-and-coursework/resits.aspx

6.7 Observed Structured Clinical Examinations
Some courses within HSC are examined using Observed Structured Clinical examinations (OSCEs). These practical tests are examined using marking criteria that you will find published in the Module Guide. Marking adheres to the University of Essex Marking Policy.

Remember that reassessment in examinations (and coursework) carries a fee.
7. Referencing and good academic practice

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; please see xxx and for help with referencing, visit the library website: http://libwww.essex.ac.uk/referencing.htm

7.1 Why is good academic practice important at Essex?

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

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting https://www1.essex.ac.uk/students/study-resources/tdc/. You can also complete the online Academic Integrity course moodle.essex.ac.uk/login/index.php

You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section 4.6 Academic Integrity and Academic Offences).

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

7.2 HSC Referencing Guidelines

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

7.3 The University Academic Offences Procedure

Please see section 4.6 Academic Integrity and Academic Offences and remember that the Academic Offences Procedure applies to all students: www.essex.ac.uk/about/governance/policies/academic-offences.aspx.
Section Three: You Matter

8. Practicalities: Getting started and IT matters

8.1 Registration
All new and returning students are required to register at the start of each academic year. The process for new students includes activating an IT account, completing Pre-Arrival Online, and attending the University’s main registration event in the Sports Hall. New students: www.essex.ac.uk/students/new/registration.aspx

Returning students are required to complete Online Registration. In addition to this, returning students who hold Tier 4 visas are required to complete a document check in person at the University’s main registration event in the Sports Hall. Returning students: www.essex.ac.uk/students/course-admin/registration.aspx

8.1.2 Module enrolment
Students registered on programmes of study leading to a degree may have options to select as part of their course structure. The eNROL system is an online tool to review and select available modules specific to a particular course and year of study. All new and returning students should use the online system prior to the start of each academic year. Returning students will access the system from the April preceding the next academic year. New students will access the system from the end of August. Departments will approve student selections within a few weeks of eNROL use and timetables will take module enrolment into account when planning for the next academic year. Early module enrolment will ensure students know which modules to attend and where the lectures and classes are held.

8.1.3 Award documents
As your studies draw to a close, and once your exam board has met, it takes up to five working days for your results to be confirmed. You will be sent an email to inform you when the results are live on a password protected web page. Graduating students will receive a degree certificate.

8.2 Find Your Way and room numbering system
Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There’s also a handy web version - https://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 northwest (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.

8.3 IT support
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](http://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](http://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](http://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.

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. Information on computer lab locations, opening hours, real-time availability, study group pods, software, computer servers and assistive technology please view: [www.essex.ac.uk/it/services/computers-and-software/default.aspx](http://www.essex.ac.uk/it/services/computers-and-software/default.aspx)

8.4 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/](http://www.essex.ac.uk/immigration/)

8.5 On-campus facilities
There is a broad range of facilities to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, 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](http://www.essex.ac.uk/students)
[www.essex.ac.uk/welcome](http://www.essex.ac.uk/welcome)
8.6 Graduation
The culmination of all your hard work, Graduation ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:
www.essex.ac.uk/students/graduation

9. Skills, Employability and Experience

9.1 Employability and Careers Centre
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

9.2 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

9.3 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/

9.4 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

9.5 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/

9.6 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
9.7 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.
www.essex.su/vteam

9.8 Big Essex Award
The University’s employability award is a guaranteed way to help you stand out from the crowd and get University recognition for all your extra-curricular experience on your Higher Education Achievement Record (HEAR). Sign up and start your journey!
www.essex.ac.uk/careers/bige

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

10.1 **Student Services Hub**
Please refer to 3.16.1 Disability and emotional wellbeing

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

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

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

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

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

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

10.6 **Health and safety on campus**
Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.
www.essex.ac.uk/students/experience/safety
Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).
www.essexstudent.com/safetybus
www.essex.ac.uk/students/campus/emergency
www.essex.ac.uk/health-safety/fire/peep

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

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

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

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

11. The Essex Experience

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

11.2 Freedom of speech policy and 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

11.3 Essex Spirit, social media and other channels of communication with students
Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin.
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

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

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

11.6 What comes next?
The School of Health & Social Care offers a range of opportunities for postgraduate study and research.
If you are looking for a postgraduate Continuous Professional Development (CPD) programme, we offer taught programmes and modules relevant, and often essential, to contemporary practice within a health and social care environment.

For research degrees our focus is always on the ‘person’ who is at the centre of the health or social care encounter, but topics for which the School has a research reputation are encompass the many facets of health and social care provision locally, nationally and internationally.

For the University of Essex, our research degrees include PhD, MPhil, MSc, MA and MD, and our culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide to stay on for further study with us, you’ll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You’ll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our coursefinder, and find out more about the value of being a postgrad.

www.essex.ac.uk/phd
www.essex.ac.uk/coursefinder
12. Links and Further Useful Information for Students in the School of Health and Social Care

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

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

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

https://www.essex.ac.uk/governance/regulations

Module registers should be kept, and should be monitored by the Module Lead. These are recorded by members of the Inter-professional Learning Administration Team. Where the module lead identifies that a student is not regular and punctual in their attendance the module lead should report this to the programme lead and personal tutor. Three occasions of non, late, or partial attendance without acceptable corroborating or explanatory evidence will normally be deemed unacceptable and will trigger this procedure.

A personal tutorial will be scheduled for the earliest possible opportunity to explore the reasons for poor attendance. In accordance with 7.2 of the Academic Conduct regulations “Students are required to see members of academic staff to discuss their attendance, conduct and progress when requested to do so.”

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

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

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

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

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

Further poor attendance

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

Further poor attendance

Progress officer initiates Professional Suitability procedure

Student fails to attend tutorial

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

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

1. Please follow government (Department of Health), University of Essex, and regulatory body guidelines and policy.
2. Whilst undertaking your placements your supernumerary status must be maintained
3. You must continue to work (directly or indirectly) with a mentor/ practice teacher.
4. If, due to staff shortages on placement you have difficulties with spending sufficient time working with your mentor or practice educator you must contact your link lecturer/visiting tutor.
5. Students who have joined bank/ agency organisations to get paid work as HCAs may be asked to work more frequently. It is important for students to recognise that this work must not be undertaken at the expense of their studies. This paid HCA work will not count as ‘practice hours’.
6. Wherever possible placements will not be interrupted or terminated, however students must follow guidance regarding attendance at hospital if they are personally experiencing symptoms. Any student requiring sick leave must inform their mentor/ placement and the programme administration team at the earliest opportunity.

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

Updated January 2015

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

SCHOOL OF HEALTH AND SOCIAL CARE

REFERENCING GUIDELINES

August 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.
Section A – General Questions

1. What is Referencing?
2. What is a reference list?
3. What is a Bibliography?
4. Where do I find these details?
5. What do I do if I have 2+ references by the same author?
6. What if I have 2+ references by the same author in the same year?
7. What is plagiarism?
8. How can I avoid plagiarism?
9. What is quoting?
10. What is paraphrasing?
11. What does *ibid* mean?
12. What does *op cit* mean?
13. What does *et al* mean?
14. Do I need to say which edition I used?
15. What is secondary citation?
16. How do I cite several authors who have all said the same thing?
17. Do I need to reference pictures/diagrams used in text?
18. Can I use abbreviations?
19. Can I use, and reference a tutor’s lecture/handouts?
20. If I have accessed a hard copy source via the internet (i.e. a journal), how do I reference it?
21. How can I make sure I have been consistent between my in-text citation and reference list?

Section B - Guidance on each format

Hard Copy

Books
Books with 2 authors
Books with 3+ authors
Chapter in an edited book
A Translated book
A Dictionary
Journal article
A Newspaper article
A Professional bulletin/newsletter
An Official Report
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) usually encourages its students to use the Harvard system. This system uses an (Author’s surname, Year) method when citing in text, and full details of these references are then given at the end of the work in a reference list. This method is applied for all types of resource, and examples of each are given in Section B. However, students can also use other systems when agreed by the Module Lead, as long as the system is consistently applied within and across the piece of assessed work.

NB - A few 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 tutorial on Moodle 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.
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

  Title of the book
  
  
  Author (NB Initial not full forename)
  
  Menlo Park: Addison Wesley

  Year of Publication

  Town/City of publication (Not necc. where printed)
Books with 2 authors

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


Books with 3+ authors

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


Chapter in an edited book

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

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


A Translated book

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

- In text: (Alberti 1974)
- In Reference List


A Dictionary

- In text

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

- In Reference List


Journal article

- In text: (Van der Schans 2007)
- In Reference List
A Newspaper article
Where possible, give the author of the article. If this is not given, give the name of the newspaper. Note the use of a page number.
- In text (Smithers 2005)
- In Reference List

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

A Professional bulletin/newsletter
When citing something from a professional body newsletter/bulletin or similar, try to use the actual author’s name, if given. If not, it is acceptable to use the professional body as the corporate author.
- In text (Chartered Society of Physiotherapy 2013)
- In Reference list
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)
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 text (NHS 2012)

**An e-book**
- In text (Otto & Smits 2011)

**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 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)
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

Series Title  Programme/Episode title (& number)  Date & time of airing  Duration
- In text  (4thought.tv 2013)
- In Reference list:
  4thought.tv (2013) ‘Lawrence Howard’ Channel 4 21 August 2013 19.55hrs  00.05
Online TV programme
- In text: (Panorama 2011)
- In Reference List:
  Panorama (2011) ‘Gerry and the GPs’ BBC 1 09 September 2011. 02.25hrs. Online at:
  http://www.bbc.co.uk/iplayer/episode/b014gr72/Panorama_Gerry_and_the_GPs/ [Accessed on: 01 January 2012]

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

  Carry on Doctor [Film] Dir: Gerald Thomas. The Rank Organisation. UK (1967) 94 mins
  [Title of film] [Director] [Production Company] [Release year] [Duration]

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

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

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

Social networking postings are transient and can disappear at any time, thus you should copy and paste the information you are citing into an appendix. You should also state the date and time the post was made in your reference list.

- In text: (University of Essex 2012)
- In Reference List:


OR:

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


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


**Blogs**

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


**YouTube**

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

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


**SlideShare**

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

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

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

- In text: (Goulao 2007)

- In Reference List:


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

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

- In Reference List:


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


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


