This handbook covers key points about the Department of Electronic Engineering and study advice as you work towards your degree in the Department.
Degree Programmes covered:

BEng in Electronic Engineering
BEng in Electronic Engineering with a year in Industry
MEng in Electronic Engineering
MEng in Electronic Engineering with a year in Industry

Disclaimer

This document was published in September 2018 and was correct at that time. The Department reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.
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1. Introduction to the Department

1.1 Welcome

Welcome to the Department of Electronic Engineering. Our electronic engineering degrees are designed to equip you for an exciting and fulfilling career in tomorrow's fast moving technological world. Your chosen course offers a dynamic blend of creativity and development alongside scientific learning and product prototyping by working on topically relevant projects; this is electronic engineering in practice. Through these, you will be provided with the tools to innovate, invent and develop products for the market place, along with a host of transferable skills that could open doors to a wide range of exciting careers.

You are in the privileged position of being the first students to use our new purpose-designed building with state of the art lab facilities and equipment, solely for the use of Electronic Engineering students. This is an exciting time for all and we hope that you find Royal Holloway a stimulating and friendly place to study.

If you returning for the next stage of your degree programme, the material will be more advanced and our expectations of you are greater this year but you have already proved to us, by progressing to this stage, that you are ready to meet these rising standards. It is a year that you will be expected, with a lot of support from us, to take more independent control of your learning.

Dr Steve Alty
Programme Director and Director of Teaching and Learning
2. How to find us: The Department of Electronic Engineering

Our administrative team, our technical staff and our academics are located in the Shilling Building. This can be found on the College campus map attached as appendix 1.

Student parking is limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with College. To find more information about Parking Permits click here.

2.1 How to find us: the academic staff and Departmental office

A list of staff names and contact details is also available on the Department web pages.

2.1.1 Departmental Office/Administrative Team

Our administrative team is located on the 2nd Floor of the Shilling Building (S2-19) - top of the main stairs, through the double doors, the main office door is on your right. Along with this handbook, the Departmental office should be your primary source of information.

Sharon Clutterbuck
Department Manager
01784 27(6933)

To be advised
Administrator (UG and PG)
to be advised

Departmental office: 01784 27(6933)
Departmental email: ElectronicEngineering@rhul.ac.uk

2.1.2 Technicians Office/Technical team

The technician’s room can be found on the 1st floor between the Fab Lab and the Teaching Lab. It is best accessed through the teaching lab providing no class is in operation. You will get to know the team well as they will be around in all practical classes.

Lisa Fell
Technical Operations Manager
01784 41(4004)

Alex Clarke
Technician
01784 44(3852)

Hugh Morton
Technician
01784 27(6048)

2.1.3 Academic Team

All academic staff are based on the 2nd floor of the Shilling Building - top of the main stairs, through the double doors, the main office door is on your right.

Professor David Howard
Head of Department;
Module Coordinator for EE1010
Tel: 01784 44(3655)
Email: david.howard@rhul.ac.uk
Room: 2-18

Dr Steve Alty
Director of Teaching and Learning;
BEng and MEng Programme Director;
Staff Student Committee Academic Rep;
Module Coordinator for EE1000 & EE1020
Tel: 01784 27(6256)
Email: steve.alt@rhul.ac.uk
Room: main office
Dr Clive Cheong Took  
Academic Coordinator;  
Educational Support Officer;  
Senior Tutor;  
Module Coordinator for EE2010 & EE2050  
Tel: 01784 27(6040)  
Email: clive.cheongtook@rhul.ac.uk  
Room: main office

Dr Anush Yardim  
Placements Coordinator  
Module Coordinator for EE2000 & EE2020  
Tel: 01784 27(6041)  
Email: anush.yardim@rhul.ac.uk  
Room: main office

Dr Shyqyri Haxha  
Module Coordinator for EE1030 & EE2040  
Tel: 01784 44(3183)  
Email: shyqyri.haxha@rhul.ac.uk  
Room: main office

Dr Wenqing Liu  
Module Coordinator for EE2060  
Tel: 01784 27(6577)  
Email: wengqing.liu@rhul.ac.uk  
Room: main office

Dr Stefanie Kuenzel  
Module Coordinator for EE1040 & EE2030  
Tel: 01784 27(6255)  
Email: stefanie.kuenzel@rhul.ac.uk  
Room: main office

2.2  The Department: Key Staff

Day-to-day administration of the BEng and MEng Programmes is carried out primarily by the  
Administration Team and the Programme Director.

Academic Staff are usually full-time and include teaching fellows, lecturers, senior lecturers, readers  
and professors. Staff teach and also conduct their own research.

Module Coordinators are responsible for the organisation, content, delivery and assessment of the  
modules(s) that they lead. If you have any questions relating to these, please make an appointment  
to see the relevant coordinator.

If you find a particular piece of work difficult, or experience health, financial, emotional or family  
problems that are affecting your performance and/or your ability to meet deadlines, you should notify  
your Personal Tutor or a member of the Administration Team as soon as possible so that they can  
advise you on how to minimise the impact of such problems on your performance.

Head of Department
The Head of Department has the ultimate responsibility for all the activities within the Department. He  
is responsible for dealing with any disciplinary matters, appeals or complaints that have not been  
successfully addressed by the appropriate procedures.

Director of Teaching and Learning (also the Programme Director)
The Director of Teaching and Learning is responsible for the oversight of all the Department’s taught  
programmes. He ensures that close contact with our students is maintained and you are encouraged  
to make your concerns about the degree programme, the Department or anything else that is  
relevant to your studies known at the earliest opportunity, by making an appointment to see either the  
Director of Teaching and Learning or your Personal Tutor.
**Academic Coordinator**
The Academic Coordinator supports students registered with The Disability and Dyslexia Services Office (DDS). The Academic Coordinator liaises with Registry and DDS to support students with their studies, for example agreeing alternative assessment arrangements and can advise students on various issues including academic progression, interruption, changes of degree, withdrawal, resits and course repeats.

**Senior Tutor**
The Senior Tutor is a member of Academic staff who coordinates the personal tutor system, supervises allocation of tutees, develops networking, and evaluates the system. The Senior Tutor is a point of contact for students who have concerns about how the system is working, and for requests for re-allocation.

**Personal Tutors**
Your Personal Tutor is the first port of call for pastoral matters and will guide you through your programme of studies. Please see Personal Tutors below, for more details.

**Educational Support Officer**
An Educational Support Officer is a member of the Disability and Dyslexia network and is your port of call if you have an issue that affects your learning needs. If you have not already declared to the Disability and Dyslexia office a long term condition that you may require support for you should do so at the earliest opportunity.

**Department Manager**
The Department Manager is the head of the Departmental administration. They are responsible for all the day-to-day running of the administrative processes within in the Department and leads the team of administrators who will be your first port of call with issues around module registrations, timetables, submissions of work, attendance etc.

**Technical Operations Manager**
The Technical Operations Manager is the head of the Departmental technical team. They are responsible for the day-to-day running of the laboratories and overseeing the technicians. They are also responsible for Health and Safety within the Department and all maintenance issues should be reported to them.

### 2.3 Staff research interests

**Dr Steve Alty** SMIEEE, MIET, SFHEA
Dr Alty studied for his BEng (Hons) in Electronic Engineering at Liverpool University and subsequently his PhD at Liverpool John Moores University. He has been a senior lecturer at King’s College London and Head of Division at London South Bank University. His research interests include signal processing, machine learning and pattern recognition with applications in biomedical engineering.

**Dr Clive Cheong Took** PhD, SMIEEE
Dr Cheong received his bachelor degree in Telecommunication Engineering from King’s College London and his PhD degree in Signal Processing from Cardiff University. He was previously a lecturer at University of Surrey and a research associate at Imperial College London. His research interests include machine learning, signal processing, and Internet of Things with applications in biomedicine, smart cities, and security.
**Dr Shyqyri Haxha** CEng, Senior MIEEE, FHEA, M-OSA
Dr Haxha received the MSc and PhD degrees from City University in London in 2000 and 2004, respectively. He has also obtained industrial trainings and diplomas such as Executive MBA Cambridge Judge Business School and Mini Telecom MBAs from Telecoms academy UK. Prior to joining Royal Holloway, he was a lecturer in Optics Communication in University of Kent, and Reader in Photonics in Bedfordshire University. He was a Telecommunication CEO in partnership with Cable & Wireless Communications Ltd., a British multinational telecommunications company, and Monaco Telecom International. His research interests include Microwave photonic signal processing, designing various ultra-high-speed optics communication devices and systems for applications in telecoms, and sensors for real-time environmental and personal health monitoring applications, physical-layer security in fiber optic communications systems and Photonics for High-Speed Quantum Key Distribution (QKD).

**Professor David Howard** FREng, CEng, FIET, FIOA
Professor Howard works in the analysis and synthesis of singing, speech and music. Specific areas of interest include: digital speech and singing synthesis based on replicating virtual vocal tracts acquired from magnetic resonance imaging (Vocal Tract Organ), voice analyses for singing development and furthering understanding of singing, tuning in choral singing, speech in Parkinson’s patients.

**Dr Stefanie Kuenzel** MIEEE, ACGI
Dr Kuenzel completed an MEng and PhD degree at Imperial College London, where she is a visiting researcher. She has worked with Imperial Consultants for the Norwegian power grid operator, STATNETT and National Grid UK and has conducted research for the UK-China Stablenet project. She has also been a visiting researcher at the University of Duisburg. Her research interests include HVDC transmission systems and wind generation and the impact of integration into AC systems.

**Dr Wening Liu** PhD York
Dr Liu has a first degree in Physics from Nanjing University and completed a PhD at the University of York. She was an EPSRC research associate at University of Cambridge and a visiting scholar of Hong Kong University. Her research interest is in the areas of condensed matter physics, nanotechnology, spintronics, advanced low-dimensional materials and systems, and synchrotron-radiation.

**Dr Anush Yardim** CEng, FIET, MIEEE, F3EP, SFHEA
Dr Yardim holds a First Class Honours BSc in Control and Computer Engineering and a PhD in Digital Signal Processing (DSP) from The University of Westminster. She was a Principal Lecturer and Director of Industrial Liaison in the School of Electronics and Computer Science at Westminster, engaging in research in a variety of DSP application areas, including flexible sampling and communication systems, biomedical instrumentation, radar waveform and digital filter design - focusing on adaptive notch filters, matched filters and fractional-sample delay filters. Her current interests centre on recovery of discrete-time signals distorted by nonlinear processes and on algorithms supporting the emerging Software Defined Radio sector.

### 3. Support and advice

#### 3.1 Student Charter

The College aims to bring all students into a close, harmonious relationship with each other and with the wider community. The [Student Charter](#) outlines how you can support the College in achieving these goals and also seeks to encourage you to act as an effective ambassador for the College, during your time as a student and later as part of the College’s alumni.

This Charter is not intended to constitute a binding agreement but is offered as a framework of aspirations, designed to be of benefit primarily to you as a student and to underpin the College’s aim of ensuring that you have a highly enjoyable and rewarding experience during the course of your degree.
3.2 UG Degree Regulations

The Undergraduate Regulations set out the various standards that shape the regulatory framework of your undergraduate degree with the College. These include a variety of essential information, ranging from admissions to academic progression and examination. Some frequently used elements of the regulations are covered in this handbook.

3.3 Support within your Department

Your first point of reference for advice within the Department is the Educational Support Officer. Inevitably, problems will sometimes arise that they are not qualified to deal with. The College offers a high level of student welfare support which includes a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of student wellbeing, financial, career and other advice.

3.4 Students’ Union Royal Holloway University of London (SURHUL)

The Students’ Union Royal Holloway University of London (SURHUL) is a registered charity (Registered No: 1141998) and actively represents the students of Royal Holloway University of London. SURHUL promotes your needs and interests by offering employment, participation, entertainment, support and advice, your clubs and societies, catering, transport, volunteering, campaigning and advocacy.

The SU Advice and Support Centre, situated on the first floor of the Students' Union, is a free service that offers you the opportunity to discuss any concerns you may have and receive impartial advice and information from the team of experienced and professional advisers. Open 9:30am – 5:00pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment.

Phone: 01784 24 6700
Email: helpdesk@su.rhul.ac.uk

Find out more about the Students’ Union

3.5 Student-Staff Committee

We want to hear your views on the way the Department and College operates. There are Student-Staff committees on which both taught and research students are represented. Course representatives are elected by you to represent your views and ultimately, to help improve the quality of education provided by the College.

The Students’ Union takes the lead in training and supporting course representatives, working with your Department and professional services to help you make as many positive changes as possible.

Your Student-Staff Committee will meet at least once a term and plays an important role in the Department as a forum for airing student views. For more information see the Course Reps page on the SURHUL website.

You can use the Committee to raise any issues which concern students. Notices will appear on the Departmental Student Information page in Moodle, giving details of forthcoming elections and the names of current representatives.

You also have access to an email address electronicengineering-UG-SSC@rhul.ac.uk that will put you in contact directly with your representatives in a completely confidential manner. You should be reminded that all email correspondence is subject to Freedom of Information (FOI) requests and therefore the content of these should not contain specific details regarding a particular lecturer or student by name. Emails should be phrased as the lecturer of module EE1000 rather than by Dr Smith or my peers and I on module EE1000 would like to put forward the following feedback etc.
3.6 Student Services Centre

The Student Services Centre is located in the Davison Building and provides a single point of contact for all non-academic related queries including accommodation, fees, enrolment and graduation.

Phone: 01784 27 6641
Email: studentservices@royalholloway.ac.uk

Find out more about the Student Services Centre

3.7 Support Advisory & Wellbeing

The College offers a high level of student wellbeing support which includes triage and support through Student Wellbeing, a BACP accredited Counselling Service, dedicated disability & dyslexia support, financial and budgeting advice and support for international students. There is also access to an NHS run Health Centre on campus.

Phone: 01784 44 3394
Email: wellbeing@royalholloway.ac.uk

Find out more about Support Advisory & Wellbeing

3.8 Student Wellbeing

Student Wellbeing provides advice and guidance to all students on personal and emotional wellbeing, to assist you in maintaining a healthy balanced lifestyle and to support you from transition to university and then in the continuation of your studies towards graduation. The Student Wellbeing team actively encourages all members of the campus community to alert them to concerns or signs of vulnerability to enable proactive engagement with intervention.

Phone: 01784 44 3395 / 44 3132 / 27 6757
Email: wellbeing@royalholloway.ac.uk

Find out more about Student Wellbeing

3.9 Disability & Dyslexia Services (DDS)

If you have a disability, long standing medical condition or specific learning difficulty, it is important that you bring it to the College’s attention as soon as possible.

The College Disability & Dyslexia Services support dyslexic and disabled students and those with mental health or chronic medical conditions to demonstrate their academic abilities by arranging support packages, dyslexia assessments and study skills sessions.

Phone: 01784 27 6473
Email: disability-dyslexia@royalholloway.ac.uk

Find out more about Disability & Dyslexia Services

Your first point of contact for advice and guidance are the Disability & Dyslexia Services Network Members in your Department:

Name: Clive Cheong Took
Phone: 01784 27 6040
Email: clive.cheongtook@rhul.ac.uk

Name: Lisa Fell
Phone: 01784 41 4004
Email: lisa.fell@rhul.ac.uk
3.10 International Student Support Office (ISSO)

The International Student Support Office offers advice to international students on visa issues, working in the UK, opening a bank account, processing federal loans and police registration.

Phone: 01784 27 6168
Email: internationaladvice@royalholloway.ac.uk

Find out more about the International Student Support Office

3.11 Academic Skills Support

The Centre for the Development of Academic Skills, CeDAS, offers a variety of courses, workshops, 1:1 tutorials, online resources that aim to ensure all students at Royal Holloway reach their full academic potential in a range of areas, including academic writing, oral communication skills and maths and statistics.

Whatever your needs, CeDAS is there to ensure that you can perform to the best of your ability, whether it be through a workshop that introduces you to a crucial academic skill, a session within your Department that focuses on writing in the discipline, a course that develops your confidence and competence in academic English language, or a 1:1 tutorial with a specialist to help you master a maths technique or sharpen your essay skills.

The CeDAS Office can be found on the ground floor of the International Building, room IN002, and you can follow them on Twitter: @cedashul.

3.12 IT Services Desk

The College IT Service Desk offers a range of support covering all aspects of IT services, such as email access, connecting to the College’s wireless network, connecting devices such as iPads and making use of College printing facilities. The IT Service Desk will also be able to provide expert advice and guidance on a range of more specific IT issues, should you experience any problems. They also offer a range of free software, including Microsoft Office 365, Sofos Antivirus, NVivo and SPSS.

Phone: 01784 41 4321
Email: itservicedesk@royalholloway.ac.uk
In person: Visit the IT support office in the Davison Library (ground floor)

Find out more about IT Services

4. Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to be able to contact you to inform you about changes to teaching arrangements, special preparations you may have to do for a class or meetings you might be required to attend. You will need to be able to contact members of the Department for example, if you are unable to attend a class, or wish to arrange a meeting with a tutor or your Personal Tutor.

4.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the campus-wide portal, CampusNet or direct via Outlook.com.

We will routinely email you at your College address and you should therefore check your College email regularly (at least daily). We will not email you at a private or commercial address. Do not ignore emails from us. We will assume you have received an email within 48 hours, excluding Saturdays and Sundays.
If you send an email to a member of staff in the Department during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

Email may be used for urgent communications and by module tutors to give or confirm instructions or information related to teaching so it is important that you build into your routine that you check your emails at least once a day. Email communications from staff and the Department Manager should be treated as important and carefully read and actioned as appropriate.

To enable you to check your email, the College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc. It is also important that you regularly clear your College account of unwanted messages or your in-box may become full and unable to accept messages. Just deleting messages is not sufficient; you must clear the ‘Sent Items’ and ‘Deleted Items’ folders regularly. It is your responsibility to make sure your College email account is kept in working order. If you have any problems contact the IT Service Desk.

The Electronic Engineering Department will only use the address in the College Global Address List. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting http://help.outlook.com/ and searching for forwarding. This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, say, Hotmail, it will not be deleted from the Royal Holloway account.

4.1.1 Guidance for emailing staff

Whilst online communication (particularly social media and instant messaging) often encourages informality, it can sometimes be difficult to know what is expected when emailing a member of staff on Departmental business. The following tips will help you compose suitable emails:

**Include a formal salutation.** When emailing a member of staff, particularly when writing to them for the first time, it is preferable to remain formal in your salutation: “Dear Dr Smith” or “Dear Jane” will be greeted more favourably than “Hey there”. Whilst most staff are happy to be addressed on a first-name basis, it is always appreciated if you use their title and surname in the first instance. You will be able to gauge the formality which a member of staff expects from their reply to you.

**Introduce yourself and provide a context.** It is helpful if you can remind the member of staff who you are and the context in which you are writing: “I am a first-year undergraduate student taking EE1000: Embedded systems team project 1 and have a query about one of today’s readings…” is better than “I have a query about one of today’s readings…”. 

**Be succinct and provide a descriptive subject line.** To allow a member of staff (who may well receive more than 100 emails a day) to address your query as quickly and fully as possible. Make sure that it is clearly phrased and succinct. Your email should always be accompanied by a clear and intelligible subject line (e.g., “Query regarding EE1000 reading list” or “Absence due to illness”).

**Include a formal ending.** In keeping with the polite and formal tone of your email, you should sign off in an appropriate way: “Yours sincerely”, “With best wishes”, or “I look forward to hearing from you” are preferred to “Cheers”.

**Proofread before clicking “send”.** You should always take a moment before sending your email to read it through to check for grammatical errors or spelling mistakes. As with all formal writing, you should avoid ‘text speak’ and other colloquialisms. If you are including an attachment, make sure this is actually attached and in a format that can be easily read (e.g., ‘.doc’ or ‘.pdf’) with standard programs such as Word or Adobe reader!
Sit back, relax, and be patient. Members of staff will always endeavour to answer emails in a timely fashion, but their teaching, administrative, and research commitments will occasionally mean that an instantaneous response is impossible. You should allow between 3 and 4 working days (Monday to Friday, 9am to 5pm only) for a reply. Responses may be somewhat slower outside of term time, when members of staff are at conferences or engaged in research (in such cases, an out-of-office notification will let you know when you can expect a response to your email). Staff are not expected to deal with emails over the weekend.

You should also recognise that email is not a substitute for face-to-face meetings in the Department, and that both academic and welfare issues are best dealt with in person. You should not use staff email addresses to check routine information about modules, timetables and examinations which are published either in Moodle or on Campus Connect; nor should you email to ask questions where the answer is easily available to you, such as in this handbook. It is impossible for staff to write detailed replies to academic queries. Again, the appropriate way to discuss these issues is in person during office hours or formal classes. Therefore, unless staff have explicitly made other arrangements, undergraduates should normally restrict the use of email to short queries and the arrangement of meetings with staff.

4.2 Departmental web pages & Student Moodle pages

The Departmental web pages can be found by clicking here.

The Electronic Engineering Student Information page in Moodle can be found by clicking here.

4.3 Post

Students should not use the College address for private mail. Administrative staff will alert you via email to any internal mail received by the Department.

4.4 Telephone and postal address

There can be occasions when the Department needs to contact you urgently by telephone or send you a letter by post. It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date. Further information about maintaining your contact information is available here.

You can find out about how the College processes your personal data by reading the Student Data Collection notice.

The Department/College does not disclose students’ addresses and telephone numbers to anybody else (including relatives and fellow students) without the student’s specific permission to do so.

4.5 Notice boards

Every effort is made to post notices relating to class times etc. well in advance, on the module Moodle page but occasionally changes have to be made at short notice and in that case email will be used.

It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your modules, so, if in doubt, please ask!

4.6 Personal Tutors

Your Personal Tutor is a member of the Academic teaching staff, assigned to you for the duration of your degree. Their function is to monitor your progress throughout your programme of study and to help maximise your potential as a student of Electronic Engineering. It is therefore important to maintain regular contact with your Personal Tutor to discuss your progress, as well as to consider how to enhance your skills and employability. Your Personal Tutor is also responsible for writing your letters of reference (e.g., for job or postgraduate study applications).
You can make an appointment with your Personal Tutor in person, by phone, or by e-mail. Alternatively, staff have office hours, which you can check weekly on the Electronic Engineering student information page in Moodle. The names and contact details of academic staff (and other key members of the Department) are also listed on the Department web pages.

A list of Personal Tutors and their Tutees is prepared before the beginning of the academic year and displayed on the Student Information page in Moodle.

Your Personal Tutor will be introduced to you during your first few weeks at Royal Holloway when you and your Personal Tutor will have an initial meeting. They have particular responsibility for your welfare and academic development during your degree programme.

You will also see your Personal Tutor, to discuss details of academic progress and preparation for examinations. At the start of June, your Personal Tutor will discuss your overall performance and progress, following publication of your exam results.

If you experience any difficulties in keeping up with your work, or in adhering to deadlines, it is crucial that you inform your Personal Tutor or your Departmental Administrator as soon as possible.

There are many reasons why students sometimes run into difficulties of this kind: particular pieces of work may be seen as too difficult to cope with; emotional or family problems may be interfering with work; financial problems, which might, for example, result in students taking on excessively long hours in part-time jobs; accommodation problems; or an accident or ill-health may interrupt your studies. Whatever the reason, your Personal Tutor needs to know at the very earliest opportunity in order to help you decide on the best course of action with respect to your programme of study and to help you avoid penalties for late submission of coursework.

Your Personal Tutor can offer advice about the best course of action to take with respect to your studies. Sometimes, they can also refer you to other agencies that might be able to offer support and advice, for example, the College Counselling Service. While following college regulations, personal and other information that you provide to your Personal Tutor will be treated in strictest of confidence unless you give explicit permission to divulge information to specified sources outside of the College. It is at the discretion of the Personal Tutor whether, due to the nature of the information provided, it may be shared internally. Your confidence will only be broken in cases where the Personal Tutor has good reason to believe that you are likely to cause harm to yourself or others.

Your Personal Tutor will also be involved in monitoring and reviewing your personal and employability skills and also to help you think about how these can be developed through your module choices. You are strongly encouraged to keep a written record of your modules, activities and acquired skills during your degree programme, to help you write a curriculum vitae and focus on your career choices. This process is known as Personal Development Planning and allows you, to plan for your personal education and career development. You are strongly advised to visit the Careers Centre website for further details of CV preparation and PDP.

You will also have regular scheduled group meetings with your Personal Tutor, particularly in Year 1. These are designed to provide a forum for discussing various academic issues in a small-group setting, develop presentation skills, and discuss career-path ideas and plans. Your Personal Tutor will contact you in good time about when and where these group meetings will take place and about any preparation work you will need to do.

If for any reason you wish to change your Personal Tutor, you should consult the Senior Tutor, who will treat the matter in confidence should you so wish.
4.7 Questionnaires

We take student feedback very seriously and welcome your comments on the Department and all taught modules. In order to obtain your feedback on taught modules, you are asked to complete an anonymous questionnaire at the end of each module. The feedback you give us helps in making changes to modules and to increase the effectiveness of our teaching and teaching resources.

All questionnaires are seen by the Head of Department and Director of Teaching and Learning, and are analysed as part of the College’s Annual Monitoring process. Constructive criticism is always welcomed and plays an important role in module development. Deserved praise is also very welcome and can make a tremendous contribution to the job satisfaction of your lecturers.

You can also make comments throughout the year about the quality of your modules and degree programmes through the Student-Staff Committee.

5. Facilities

5.1 Facilities and resources within your Department

The Department of Electronic Engineering has a number of labs/rooms, on the ground and first floor of the Shilling Building. These are available for use by Electronic Engineering students only. We ask that all students respect these spaces and always leave them clean and tidy and as they found them.

The Creative Thinking room is your space to use at any time between 9am and 5pm unless there is a scheduled class in there, which will be kept to a minimum to allow Electronic Engineering students as much use of this space as possible. This room can be used for both quiet study and for group work however students should be mindful of other users and try to keep noise to a minimum, if possible. No food or drink is allowed in the Creative Thinking room (or the labs) except water. Students are asked to look after this room and keep it looking nice. Chairs and other seating implements should be returned to their original place after use.

Electronic Engineering students are allowed to use room 1-08, on the first floor for quiet study or reflection.

The Shilling building has two teaching labs where some practical sessions are taught. These contain sophisticated test equipment that are the sort students will come across in industry. The teaching labs are accessible to students via their college card during their class times.

The Fab Lab (fabrication) will be available to students during project work and will be opened as required. This room has 3D printers, PCB engravers, laser cutter, pillar drill, robotics table and general fabricating equipment.

5.2 Library

The Library is housed in the Emily Wilding Davison Building (often referred to as the Davison Building).

Details, including Library Search, dedicated subject guides and opening times can be found online from the Library home page.

The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for undergraduate courses. The rest of the Library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work, as well as many areas to work on your own. The Library contains a large number of PCs and has laptops to borrow, on the ground floor, to use in other study areas.

If you cannot find the specific items that you require in the Library, it is possible to gain access to the online resources of Senate House Library as well as access to use the Library’s physical collections or other university libraries. You can obtain further information on this by clicking here or contacting the Information Consultant for Electronic Engineering, Rachel White.
5.2.1 Books & e-books

Library books tend to be heavily in demand at certain times (notably at essay deadlines and in the run-up to examinations) and to be under-used at others. Careful timing in your use of them (e.g. during the summer and Christmas Vacations, or early in each term) will pay dividends. The Library has multiple copies of many of the most frequently-used works as well as a large collection of e-books.

Books heavily in demand may be on 24 hour loan. Please consult the module tutor in good time if there are particular works which you would like to see on short loan.

**Book suggestions**: we are always happy to consider students’ recommendations for acquisitions. If you think that the Library does not possess a book potentially useful for a module you are following, or for a dissertation you are writing, please contact the module tutor or the library’s Information Consultant for your subject. Be aware, however, that not all requests can be satisfied and that there is sometimes a delay between ordering and receipt that is beyond the College’s control. A request may be made by the Student-Staff Committee on behalf of a larger number of students.

In addition to book suggestions, the Library also offers an inter-library loan service, so if you cannot find specific items that you require such as journal articles, it is possible to order items from other libraries.

5.2.2 Online resources

The Library provides access to an extensive collection of journal titles in electronic, full-text format (eJournals), eBooks, online databases and an online library of multi-media material (texts, images, audio, films and mixed-media). All of these ‘e-resources’ are available via an extensive suite of student PCs in the library and around the campus (all connected to printers), laptops & most mobile devices (via wi-fi), as well as from off-campus (see below).

You should get used to consulting the key online databases (such as our online collections of primary sources, research material & online databases), eBooks & online reference material and electronic journal collections relevant to your subject area. These can be accessed on-line using the E-resources A-Z lists & LibrarySearch via the Library’s homepage or via the dedicated Library Subject pages.

In order to access the Library’s extensive and growing collection of e-resources off campus (e.g. from home) you will need to use the College’s Campus Anywhere (VPN) service (in some cases you may need to login direct to the e-resource). Details of how to use these services can be found from the ‘help pages’ linked to from the Library homepage (see above).

5.2.3 Past exam papers

Past exam papers can be useful as a guide to focusing your study as well as being an essential part of revision for your exams. The Library provides online versions and you can search using Library Search or from the Exam Papers service on the Library home page.

5.2.4 Reading Lists Online

Most modules will have an online reading list which provides you with information on module readings and information about the availability of books in the library or direct links to the full text or other items online. You can search for reading lists for your modules on the Reading Lists Online service.

5.2.5 Study space

There are large silent study areas, group study areas & bookable group study rooms available in the library (some group study rooms maybe equipped with projectors, smart boards, white boards and/or flip charts).
5.2.6 Training

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats. For information on available sessions and to book a place, go to the Library Subject Guide for Electronic Engineering and click on the Training tab.

5.2.7 Help and Advice

If you have any questions about the Library’s services and collections or need help using the information and online services provided (including one-to-one training), please phone, email, contact the library via the ‘Ask a Librarian’ live chat service, or call in person at the library helpdesks.

If you have a query specific to your subject, the contact details for the Library’s Information Consultant for your subject can be found on the dedicated Library Subject pages. Here you will also find an option to book a 1-1 appointment with your Information Consultant.

The Information Consultant for Electronic Engineering is Rachel White, who can be contacted at rachel.white@rhul.ac.uk.

5.2.8 Using other libraries

As a student of the University of London, you have access to the University of London Library (Senate House Library), which is situated in Senate House, Malet Street, London, WC1E 7HU (020 7862 8462). This central Library has large reference collections and facilities for borrowing and is an important resource for print and online material for the Arts & Humanities and Social Sciences (with limited Science coverage). In order to obtain a Senate House Library card you must present your College ID card at the Senate House Library and complete a short application form.

The British Library, 96 Euston Road, London, NW1 2DB (020 7412 7000). Please check the BL’s web pages for registration and access regulations, or contact the RHUL Library for advice.

5.2.9 Other libraries

You may also be able to register as a reader at the libraries of other Colleges if you can demonstrate that you need to use their collections. Please check the respective College Library’s web pages before visiting. More information about using other libraries can be found here.

5.3 Photocopying and Printing

The Departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are located in the library, the Computer Centre and many PC labs. These will allow you to make copies in either black and white or colour. Further information is available here.

If you require copying to be done for a seminar presentation, you need to give these materials to your tutor to copy on your behalf. Please make sure that you plan ahead and give the materials to your tutor in plenty of time. Many of the PC labs are open 24 hours a day, 7 days a week. Alternatively, there are computers available for your use in the Library, and Computer Centre.

5.4 Computing

There are various open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your College card.

Click here to find an available PC.
6. Teaching

You will be taught in a variety of ways, including lectures, laboratory sessions, workshops and tutorials. Your success at degree level is also about the work that you do outside of the formal teaching programme. You must spend a substantial amount of time reading, preparing and writing assignments. As a rough “rule of thumb” we recommend that you spend at least the equivalent of a 35 hour working week on your studies. In a normal week you will usually have between 15 and 20 hours of formal teaching (contact hours). This means that you should be spending about 15 hours a week working independently, perhaps going over lecture notes, reading around a lab experiment or exploring a topic in more depth in the library.

University-style working is not something that comes easily to everyone - it is, for example, very different from school or working for a company. In the first few weeks in the Department, and at the beginning of each new academic year your Personal Tutor, will take you carefully through the basics of what we call ‘study skills’. You may feel you need more help after these initial sessions - your Personal Tutor should be your first port of call for advice, but it may be worth getting hold of any of the following, either from a bookshop or the library. Finding books in the library is, of course, an essential study skill in itself:


6.1 Dates of terms

**Autumn term**
Monday 24th September to Friday 14th December 2018
12 weeks (week 1 is Welcome Week) followed by a 4 week Christmas break (weeks 13 – 16)

**Spring term**
Monday 14th January to Friday 29th March 2019
(11 weeks followed by a 4 week Easter break)

**Summer term (exams and remaining coursework)**
Monday 29th April to Friday 14th June 2019
(7 weeks)

Term dates can also be found on the College website.

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency which requires you to leave the country and/or miss lectures/seminars/practical’s etc., you are expected to keep your Department informed and fill in a Notification of Absence Form (explained further below). During the summer term, after the examination period, you are expected to attend all required academic activities organised by your Department and to be available should you be required to meet with College staff for whatever reason.

6.2 Academic Timetable

Your individual student timetable is available to see online via the Your Timetable page on the Student Intranet. Log in with your College username and password and view your timetable via the system or download to a personal calendar. In September you will receive communications by email about exactly how to access and download your timetable, so keep an eye out for these.

Timetables are subject to change during the course of the academic year, so you should check yours regularly, (as a minimum every few days) to ensure you are using the most up to date timetable. Any changes to your timetable that occur within two working days will be notified by email to your RHUL account, so please also check your emails regularly. All classes start on the hour and end ten minutes before the hour to allow you time to move between classes.
6.3 Reading weeks

The Department does not have reading weeks. There are two terms of teaching each of 11 weeks commencing immediately after Welcome Week in term one (Autumn).

7. Attending classes and engaging with your studies

The College has a responsibility to ensure that all students are attending classes regularly and progressing with their studies. We also have legal obligations placed on us under the Equality Act (2010), UK Visa and Immigration (UKVI) and Student Finance to ensure we monitor your attendance and engagement with studies.

Your regular attendance in class and consistent engagement with your studies are essential to your learning experience with the College. If you encounter difficulties with this, do please tell your tutor or another member of staff as soon as you can. The earlier you do so, the sooner we can provide the appropriate help. As such, failure to attend and/or absence without permission can result in serious consequences and may lead to disciplinary action, including the termination of your registration.

7.1 Attendance requirements

Your classes are the learning activities deemed essential to your programme of study. These could include a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings with your Personal Tutor.

While you are expected to attend all the classes related to your programme of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the Department of Electronic Engineering has set a minimum attendance level at 80%. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements. You can find out more about attendance policy here.

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities including sport or social commitments do not interfere with periods where you are required to attend classes. The Undergraduate Regulations stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. You may not undertake paid work which may conflict with your responsibilities as a student of the College. International students must ensure that any working restrictions, as stated on their visa, are also adhered to.

7.2 Adjustments to attendance requirements

If you believe that you will not be able to comply with the attendance requirements, you may request an adjustment in your case. This would only be permitted if you have good reason to ask for it and if adjustment would not compromise competence standards or your ability to reach the learning outcomes of your programme. Requests to consider an adjustment to attendance requirements will be treated case by case and discussed by the Department with the Disability and Dyslexia Services (DDS) and Academic Quality and Policy Office (AQPO).

7.3 Monitoring Attendance

Your responsibilities around attendance and engagement include:

- attending all classes necessary for the pursuit of your studies (including lectures, workshops, practical’s and personal tutorials);
- undertaking all summative and formative assessment requirements for your modules;
- attending all meetings (including those for group project work) and other activities as required by the Department(s) in which you are studying.
You are expected to fully engage in your classes, undertaking any reading, research or further preparation identified between these sessions alongside punctual attendance. It is essential that you make suitable arrangements for travel to your classes and plan to arrive in good time, as teaching will start on the hour and finish ten minutes before the hour. You will be marked absent if you turn up late without good reason.

The Electronic Engineering Department will monitor your attendance at all timetabled learning activities. It is your responsibility to complete any attendance registers that are circulated to make sure that your attendance has been noted.

7.4 Missing classes

If you are unable to attend College for whatever reason you must advise the Department in which you are taking the module(s) in question and follow the Notification of Absence Procedure. You must submit a Notification of Absence Form together with any relevant supporting documentation either before your absence begins or within five working days of the end of the period of absence, as explained in the on line guidance.

Your Notification of Absence form should be emailed to ElectronicEngineering@rhul.ac.uk.

The Department will decide whether or not to authorise your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Tutor, the Programme Director or Department Manager. In addition, an extensive range of additional support, guidance and advice is available from the College’s Student Advisory & Wellbeing teams. As explained in section 2 above, the Students' Union also operate an Advice and Support Centre.

If you are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal Tutor). The Department will monitor the frequency of self-certified absences and the Head of Department may request a doctor’s medical certificate from you in the event of multiple and/or sustained instances of self-certified illness.

Additionally the Department will contact you in the event that:

- you fail to attend for two weeks without providing notification of your absence via a Notification of Absence form;
- you display a pattern of absence that the Department feels is affecting or is likely to affect your work;
- you fall below the minimum attendance level of 80%; or
- you display a pattern of absence that causes concern over your wellbeing or may point to an undisclosed disability.

If you are sponsored by Royal Holloway on a Tier-4 (General) Student visa please be aware that if you do not follow the process to submit a notification of absence or have an acceptable reason for absence you are putting your Tier 4 visa at risk of withdrawal. Therefore, it is very important that you continue to communicate with the College through your Department and the Advisory & Wellbeing teams if you are struggling to attend.

7.5 Formal Warnings

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the Department may issue you with a formal warning which can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the formal warning process and the consequences of receiving a warning in section 24 of the Undergraduate regulations.

In situations where you are experiencing documented severe difficulties the Department and College will make every effort to support you and counsel you as to the best course of action. However, there may be cases where, although non-attendance is explained by an acceptable reason, your level of attendance falls to a level which compromises educational standards and/or your ability to reach the learning outcomes of the module. In such cases it will be necessary to implement disciplinary procedures as detailed above.
7.6 Withdrawal of visa

If you are sponsored by Royal Holloway on a Tier-4 (General) Visa, should your registration at the College be terminated for non-attendance, general lack of engagement with your studies or any other disciplinary matter you will be reported to the UK Visa and Immigration (UKVI) and your Tier 4 (General) student visa will be withdrawn. Alternatively, in line with the College’s legal obligations to UKVI, if you fail to meet the requirement of your Tier 4 (General) student visa, including attendance and completion of assessments, the College may terminate your student registration without following the disciplinary procedures outlined in the Academic Regulations. This decision is not open to appeal as it is part of the College’s obligations to the UKVI. Please see our Undergraduate Regulations.

7.7 Missing an examination

If you are unable to attend an exam (e.g. through reasons of sudden illness) then there are two steps to follow.

Step 1
You must notify the Student Services Centre at the earliest possibility. Wherever possible, please e-mail them at studentservices@royalholloway.ac.uk before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email why you cannot attend the exam. The Student Services Centre will then forward this information to your Department so that they are aware of your non-attendance.

Step 2
It is essential that you inform your Department and Chair of the Sub-board of Examiners by completing the Extenuating Circumstances form. For further information, please refer to section applying for extenuating circumstances below.

8. Degree Structure

Full details about your programme of study, including the aims, learning outcomes to be achieved on completion, modules which make up the programme and any programme-specific regulations are set out in the programme specification available through the Programme Specification Repository.

The degree structure is progressive (you build each year on the knowledge and skills of the previous year) and so is the weighting of each year towards your final outcome. To view the weightings click on the following: BEng or MEng. After your 2nd year some modules are non-condonable and must be passed in order to complete your degree.

8.1 Taught modules

All taught module units are worth 15, 30 or 45 credits (out of a total of 120 credits per year) and you will take between 6 and 7 modules per year. In years 1 and 2 all modules are mandatory and both years have a 30 credit team project. In the third year for both the BEng and MEng there is an individual project worth 45 credits which is ‘non-condonable’, that is you must pass it and at the 1st attempt (this is part of our professional body accreditation rules). In addition, in the third year (and 4th year for MEng students) you will also have one mandatory module (Signal Processing) plus you must choose 4 additional modules from a selection of optional modules each worth 15 credits.

8.2 Module registrations

You can only register for modules to the value of 120 credits in each academic year (this excludes modules which are being re-sat). You will have the option of changing modules up to the end of the second week of teaching (excluding Welcome Week), subject to agreement from the Department. Any modules that you wish to take on an extracurricular basis (that is, as extra and not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the module.
8.3 Change of programme

You may transfer to another programme subject to the following conditions being met before the point of transfer:

(a) you must satisfy the normal conditions for admission to the new programme;
(b) you must satisfy the requirements in respect of mandatory courses and progression specified for each stage of the new programme up to the proposed point of entry; and
(c) the transfer must be approved by both the department(s) or school(s) responsible for teaching the new programme and that for which you are currently registered.

Further information about changing programmes is available in Section 8 of the Undergraduate Regulations.

You are only permitted to change programmes up to the end of the second week of teaching (excluding Welcome Week), with the following exceptions:

- if the change is only in degree pathway title, which does not affect the modules taken and you are still taking the correct modules (worth 120 credits in total) as detailed in the relevant programme specification; and
- if the change does affect the modules taken and you have to pick up an extra half unit in the Spring term but you would be taking the correct modules as detailed in the relevant programme specification and would have no less than 120 credits.

9. Assessment Information

Your work is assessed in a variety of ways throughout the degree programme. You will have a combination of formal examinations, coursework, oral presentations, laboratory sessions (lab log book) and final project reports. Some of these are formative and do not count towards your final grades and some are summative and contribute towards your final degree.

The weighting given to piece of summative coursework and examination may vary between modules due to the nature of the material being studied, and how this work is assessed.

All coursework is designed to test students against a series of skills and learning outcomes. To achieve this, emphasis is put on the most appropriate form of assessment which allows students to demonstrate their full potential.

Whilst formative assessment does not count towards your module overall grade it is essential that you submit on time. Do not be tempted to regard this work as non-essential as getting the most out of these assessments, and the feedback provided to you, is vital for your development.

9.1 Coursework Essays

Essay writing is an important skill which you develop during your studies, starting with tutorial support in the first year, into the second and third year through practice and feedback. Such a skill is important to develop because it allows you to consolidate your understanding of, and to thoroughly analyse, a topic through interrogation of the relevant literature. Through this process, you will ultimately argue a strong enough case to persuade your reader that the point of view you have developed is well supported by the ideas and information you present.

When writing essays, it is vital that you understand what you are being asked to write about. One of the most frequent mistakes made by students is not fully understanding the task set. You can present an excellent essay but if it does not address the key points of what is being asked, then much of your effort will be wasted. Think about the title carefully and look for the key words. If you are unsure, ask the person who set the title for clarification.
A good essay should demonstrate a series of points. Firstly, it must answer the question through presenting the key points and a balanced range of arguments. Secondly, it must demonstrate a good knowledge base, achieved through wide reading and thorough preparation. Finally, it must be well structured, well-argued and logical in its ordering of content.

9.2 Presentations

For some of your modules you will be required to give a short individual and/or group presentation which will form part of a summative assessment.

Presentation skills are an important part of your development. These are designed to develop both your confidence and communication skills for speaking in public. You need to not only demonstrate your knowledge of your subject but be able to relay this to an audience. Your future employers and funders will be looking for strong persuasive delivery of ideas that demonstrate your understanding of all aspects, from idea conception to production of the finished solution.

Advice will be offered on good presentation techniques and you will be given feedback after each presentation so you can continue to develop your skills.

9.3 Reports

A report is a more highly structured document than an essay that presents information about an investigation that you have undertaken into events, organisations, situations, issues and processes. Typically, this form of assessment is used following laboratory investigations or work placements. Importantly, the structure and convention in written reports stresses the process by which the information was gathered as much as the information itself. Hence, you need to discuss the methods used and the processes involved in gathering the information you are going to use as the basis of the report.

9.4 The Individual project

In the final year of the BEng or in the third year of the MEng, you will work on your individual project. The report that you produce for this is worth 70% of your overall module mark. In many ways this can be likened to a dissertation in that it is the culmination of your learning experience on the degree programme. It is an opportunity to study, in depth, a topic or problem that appeals to you. It is also an opportunity to demonstrate what you’ve learnt about posing research questions, formulating problems, designing and executing a project against a specification and justifying decisions you make and analysing or interpreting your data. Perhaps most importantly, a successful project shows that you can (1) put together a substantial and sustained literature report with appropriate graphical, numerical and bibliographic materials, and (2) put together a specification for solving a practical problem and work towards an appropriate solution against your specification. Many potential employers see these as critical evidence about your abilities, and the result of your project is often taken into account by us when writing references for you.

9.4.1 Choice of project

Project supervisors will present a list of topic outlines that could be investigated. Each student will select their 3 most favoured from the selection and rank them in order of preference. The Programme Director will then review the requests and assign each student a topic and supervisor taking into account the rankings.

9.4.2 The project supervisor

The project supervisor you have been assigned will have a good understanding of the scope of your project since s/he wrote the original topic outline, and will therefore be well positioned to guide you in its execution. You will be given plenty of opportunities to meet with your project supervisor to discuss your ideas and seek advice on progress with your project work and the production of your final project report.
9.5 Referencing & bibliographies

A reference is the way in which you inform the reader where the information you have used in your work came from, such as a textbook, academic paper, project report, patent or technical report. It also tells the reader that the information you are using was originally produced by someone else and is thereby acknowledging that person’s work. For this reason, referencing all such sources of information is critical, not least because failure to do so can lead to accusations that you are trying to use someone else’s information as your own, known as Plagiarism (see definition below).

Do be careful if using information you have found on the internet as a source; this is normally discouraged unless you have good reason to trust the authenticity and accuracy of the information. Bear in mind that a web page can be altered by its author at any time so there is no guarantee that the information will remain the same for all time.

All assessed coursework (including PowerPoint slide presentation), therefore, should be properly referenced and have a full bibliography at the end and include all of the sources you have cited in your work.

In some cases, you may not have been able to find the original source. For example, you may have read a paper in which the author cites another, for example a paper by Smith (2009) may include a statement that ‘Hunt (2006) showed that there was a correlation between variable A and B’. If you want to quote Hunt’s results, you should, ideally, go to Hunt’s paper and check that Smith has cited correctly. If this is not possible, you should acknowledge the secondary reference by acknowledging this correlation as ‘Hunt, (2006), quoted in Smith, (2009)’. In formal ‘unseen’ examinations you are expected to provide references in your answers, and show that you know the sources of the facts and arguments that you are presenting, but you are not expected to produce a bibliography.

When you cite (identify) references in the text of your assignment, you should include the author’s surname (or name of editor or organisation responsible), the year of publication (or, in the case of an Internet site, when it was last updated), and actual page numbers if appropriate (such as when citing quotes), and where available. There are two approaches to citing references.

The first gives prominence to the information, with all the required referencing details in brackets: ‘It has been suggested that the relative seriousness of the two kinds of errors differs from situation to situation (Black 2009).’

The second approach gives prominence to the author by using the author’s name as part of your sentence, with the date and page number in round brackets: ‘Black (2009) has suggested that the relative seriousness of the two kinds of errors differs from situation to situation.’

Page numbers are necessary when you directly quote a passage, or when you copy tables or figures: ‘A recent study has shown a series of possible causes that “result from changes in environmental factors”’ (Jones and Chan, 2002: p2).

Having written your assignment and included a range of citations, it is important to list all of these, in alphabetical order, by authors’ surname, in a bibliography at the end of your work. This bibliography is typically titled ‘References’ or ‘Reference List’. This should be comprehensive and detailed enough to allow the reader to trace all items you have used. There are a range of referencing and bibliographic conventions, and you will come across both in your time here. Which you use will depend on the work being assessed, but the most important rule is to be consistent. Particular lecturers or your dissertation advisor may suggest you use certain conventions because of the particular materials you are working with.
The following is suggested as an appropriate standard format, based on the so-called ‘Harvard’ or author-date referencing system. The following guidance is based on the book *Cite them right: the essential referencing guide* (2010), multiple copies of which can be found in the Library:

1. References in the text should give the surname of the author and the year of publication in brackets, for example, Collins (1970) or (Smith and Jones, 2001). When there are two or more references to work by one author for the same year, the year is followed by the letter a, b, c, etc. - e.g. (Harris, 1996c). Text references to multi-authored work should include the first author’s name, followed by ‘et.al.’ then the year of publication e.g. Collings et.al. (2012). The reference list must contain all of the authors of the paper.

2. Page numbers should be given for quotes, for example, (Collins, 1970 p42).

3. Examples of references for different types of publication are given below. Please note that the bibliography *should not be divided* according to these categories (i.e. with sub-sections for journal articles, books, chapters etc). Many more examples, including guidance on how to cite audio, visual, and digital material, can be found in *Cite them right: the essential referencing guide* (2010).

For more examples of good referencing refer to Appendix 2 below.

**9.6 Academic Misconduct**

The College regulations on academic misconduct (also known as assessment offences) can found on the [Attendance and Academic Regulations page](#) of the student intranet.

Academic misconduct includes, but is not limited to plagiarism (see below), commissioning, duplication of work, (that is, submitting work for assessment which has already been submitted for assessment for the same or another module), falsification, impersonation, deception, collusion (for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work), failure to comply with the rules governing assessment, including those set out in the ‘Instructions to candidates’. The definition of each type of academic misconduct offence can be found [here](#).

The Regulations set out some of the types of academic misconduct in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Tutors or other members of staff in their Department should they have any queries about what constitutes an academic misconduct. The College treats academic misconduct very seriously and misunderstanding about what constitutes an academic misconduct will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse academic misconduct.

**9.6.1 Plagiarism**

‘Plagiarism’ means the presentation of another person’s work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment.

Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student’s work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student’s work alone, without reference to further evidence.
9.7 Illustrations

The use of illustrations in your work is important, as these can convey a lot of information and replace text. These should be scanned and cut and pasted into the essay, avoid cutting out photocopies and sticking them onto the relevant page with glue. Colour is fine. It is important, however, to obey a few rules:

- All illustrations should be numbered consecutively, and referred to in the text. This can be sequentially, e.g. Figure 1, Figure 2, etc.; or by sections, Figure 1.1, Figure 1.2, Figure 2.1, etc.
- Refer to graphs and diagrams as ‘Figures’; tables as ‘Tables’, and Photographs as ‘Plates’
- All should have a title and a source (reference from where they are obtained). If you use a web site, such as Google image, then you should acknowledge this.
- Make sure that after scanning, the quality of the image is still readable at the size you reproduce it.

Any illustrations that are used within any of your coursework must be either produced by you, copyright free, or properly referenced (see section on referencing & bibliographies above)

9.8 Appendices

Appendices should be used for data (such as full tables of measurements, software listings, complete circuit diagrams, descriptions of measurement set-ups) that does not form part of the direct narrative of the report or essay, but is important for a full understanding by the reader of your work. Appendices are the place for such supplementary material and they are placed at the end of your report before the references. Like illustrations they should be numbered e.g. Appendix 1, Appendix 2 etc.

9.9 Submission of Coursework Assignments

All coursework should be submitted by the deadline specified in its Assignment Information Sheet.

9.9.1 Moodle Turnitin submissions

All written work must be submitted electronically to Moodle ‘Turnitin’ through the relevant module’s Moodle page. For further information on how to upload and submit your work, via Turnitin, refer to the Moodle guides which can be accessed via a link in the Electronic Engineering Student Information page. New students will be issued with further guidance on this process before submitting for the first time.

You should ensure that you keep a copy of all your submissions for your own records. Do not put your name anywhere on your coursework submission, this includes the file name. Second, third and/or final year students should ensure they use the candidate number from the current academic year (not the previous year), and do not confuse this with your college student ID number. Candidate numbers are issued by the College, each year, early in the first term.

Please note that it is your responsibility to check that you have submitted the correct file and that the coursework was successfully uploaded to the correct module page (acknowledged by an electronic receipt emailed to you once the file is uploaded). Make sure you read and follow the online submission instructions carefully.

You are strongly advised not to leave it until the last minute to upload your coursework onto the system. If you submit more than one copy of your assignment, then the last submission you make will be the one that will be marked. This means if you submit before the deadline and then decide to resubmit after the deadline, the last version will be marked and the late penalty applied, unless an extension has been agreed.

Ensure you have your work backed up on a removable drive/USB stick. Computer and/or internet problems are not accepted as grounds for late submission or viewed as extenuating circumstance and you will be penalised.
9.9.2 Non Moodle Turnitin submissions

Some coursework assignments, because of their nature, are excluded from Turnitin submission. You will be advised of any such assignments and details about how to submit these will be shown in the relevant Assignment Information Sheet, posted on the Moodle page for that module.

On submission to the Department office, coursework receipts are issued, you should retain these until the examination process is completed each year, i.e. after you receive formal notification of your performance from the College, usually in July.

9.9.3 Submission deadlines

All coursework (hardcopy, electronic and Turnitin) must be submitted by the deadline specified in its Assignment Information Sheet. If you try to submit to the Turnitin box 1 minute past the deadline it will be closed and you will have to submit to the late box.

A penalty will be applied to any work submitted after the deadline (see penalties outlined below) unless an extension has been granted.

All coursework (both hard copy and electronic) must be submitted in order for students to complete the module, regardless of whether it is classed as summative or formative. Non submission may result in you being given a formal warning.

9.9.4 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section (13), paragraph (4) of the College’s Undergraduate Regulation.

Section 13 (4)
In the absence of acceptable extenuating cause, late submission of work will be penalised as follows:

- for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks;*
- for work submitted more than 24 hours late, the mark will be zero.

*eg. an awarded mark of 65% would be reduced to 55% and a mark of 42% would be reduced to 32%.

If you believe that you will be unable to submit coursework on time because of illness or other acceptable causes then you should apply for an extension to allow you to submit the work late without suffering a penalty. If you did not request an extension but then miss a deadline due to factors which have affected your ability to submit work on time, then you may submit a request for extenuating circumstances to be considered. Please note however that if you do so, you will have to provide convincing reasons why you had been unable to request an extension.

9.10 Penalties for over-length work

Some pieces of coursework have a stipulated length or size. Work which is longer than the stipulated length or size stated in the Assignment Information Sheet will be penalised in line with Section (13), paragraph (5) of the Undergraduate Regulations.

Section 13 (5)
Any work (written, oral presentation, PowerPoint slides, file size, poster size etc.) which exceeds any upper limit set will be penalised as follows:

- for work which exceeds the upper limit by up to 10%, the mark will be reduced by ten percent of the mark initially awarded;
- for work which exceeds the upper limit by more than 10% and up to and including 20%, the mark will be reduced by twenty percent of the mark initially awarded; and
- for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.
The upper limit may be:

- a word or page limit in the case of written work;
- a time limit in the case of assessments such as oral work and presentations;
- a file size in terms of non-standard electronic file submissions;
- a notional monetary budget; or
- a poster size.

For written assignments, in addition to the text, the word count includes citations in the text, quotations and footnotes, information in tables/figures and legends for tables/figures.

Please note that the following are excluded from the word count: candidate number, title, module title, preliminary pages, page numbers, reference list and appendices as described above.

9.11 What to do if things go wrong – Extensions to deadlines

You are expected to manage your time appropriately and hand in your coursework assessments on time. However, unforeseeable or unpreventable circumstances may occasionally arise which prevent you from doing so. In this case you should apply for a deadline extension using the College’s online extension application system. You can read the policy and guidance on extensions on the College’s webpage about Applying for an Extension.

You must do this before the original deadline, and you will need to submit appropriate evidence to support your application. This will be considered by your Department. If your application is approved then you will be sent an email confirming this, along with your new deadline for the assessment. If your application is rejected, you will be sent an email confirming the rejection and stating that the original deadline stands. If the application is pended then you may be asked to attend an interview in your Department to discuss your application, and to bring in your supporting evidence in hard copy. If you submit too many extension applications then you will be required to meet your Personal Tutor, who may direct you to support services to help you meet your deadlines.

When you log into Campus Connect you can apply for an extension under the ‘Extensions’ heading in the My Studies Tab.

If you are registered with the Disabilities and Dyslexia Service you should not assume you will be granted extended deadlines. Extension are only for unforeseen circumstances that could not have been planned for.

9.12 Anonymous marking and cover sheets

Coursework is wherever possible marked anonymously. When submitting your written assessments and your written examinations these will be marked using your candidate number only. For obvious reasons it is not possible to mark oral presentations or log books in this manner.

The Assignment Information Sheet, held within each module’s Moodle page, will remind you how to present your work for submission. In particular, you must not write your name or student number on any written assignment.

If you are asked to submit via the Moodle Turnitin page, then Moodle will recognise you automatically when you log in and so providing your name/student number is not necessary. By securing your anonymity, you can be confident that the marking process is fair and unbiased. Please enter the Title, Candidate number, module and assignment type on the front cover of your coursework. For example: 19XXXXX, EE1020 Lab Report.

9.13 Stepped Marking

From September 2018, work submitted for assessment will be graded by using a set of marks with the pattern X2, X5 or X8. This means that an upper second class piece of work would be awarded 62%, 65% or 68%. This approach, which is called stepped marking, has been found to help in better aligning grades with marking criteria and for providing greater clarity to students about the standard of their work and how close they are to lower and upper grade boundaries. For example, a 62%
represents a low 2:1, while a 68% indicates a high 2:1.

Assessed work which is quantitative (for example, where there are only ‘right or wrong’ answers, numerical or multiple-choice tests or where there is a detailed mark scheme under which each question is allocated a specific number of marks) will be exempt from stepped marking.

9.14 Marking criteria

The following table shows the assessment criteria that are used by examiners in marking work (with the exception of presentations – see below) within the Department, and show the general criteria that are used to calculate grades and marks. They are general models of the characteristics that are expected of work being awarded particular grades.

When looking at them you should keep the following points in mind:

- Many pieces of work will have characteristics that fall between two or more classes. Your examiners retain the ultimate decision (academic judgement) as to the mark given to a particular piece of work, and your mark may be amended following consultation with second markers or external examiners;
- Look at the full range of assessment criteria, rather than just those that correspond to your own judgement of your abilities. When marking your work, examiners look at a range of different aspects of your work;
- These criteria give general models of assessment criteria. Your module leaders will also discuss the specific assessments for their modules, particularly where these are not standard essays;
- Your assessments will be given a percentage mark. The pass mark is 40%, which is at the bottom of the third class.

<table>
<thead>
<tr>
<th>MARKING SCALE</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>92%, 95%, 98%</td>
</tr>
<tr>
<td></td>
<td>Shows evidence of complete background reading of relevant literature. Shows full command of the relevant concepts and facts. Completely defends design criteria, specification and implementation decisions as appropriate to the work. Provides complete analytical, critical and/or synthetic treatment of information where applicable. Communicates a complete body of scientific information. Shows complete fluency in the use of relevant presentation techniques. Shows exceptional consideration for the other individuals in the group.</td>
</tr>
<tr>
<td>1st</td>
<td>82%, 85%, 88%</td>
</tr>
<tr>
<td></td>
<td>Shows evidence of significant background reading of relevant literature. Shows nearly complete command of the relevant concepts and facts. Robustly defends design criteria, specification and implementation decisions as appropriate to the work. Provides mostly complete analytical, critical and/or synthetic treatment of information where applicable. Communicates a very substantial body of scientific information. Shows nearly complete fluency in the use of relevant presentation techniques. Shows significant consideration for the other individuals in the group.</td>
</tr>
<tr>
<td>1st</td>
<td>72%, 75%, 78%</td>
</tr>
<tr>
<td></td>
<td>Shows evidence of good background reading of relevant literature. Shows command of the relevant concepts and facts with some notable gaps. Defends design criteria, specification and implementation decisions as appropriate to the work. Shows an appropriate analytical, critical and/or synthetic treatment of the information where applicable. Communicates a substantial body of scientific information. Shows fluency in the use of relevant presentation techniques. Shows good consideration for the other individuals in the group.</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>2.1</td>
<td>62%, 65%, 68%</td>
</tr>
<tr>
<td>2.2</td>
<td>52%, 55%, 58%</td>
</tr>
<tr>
<td>3rd</td>
<td>42%, 45%, 48%</td>
</tr>
<tr>
<td>Fail</td>
<td>32%, 35%, 38%</td>
</tr>
<tr>
<td>Fail</td>
<td>22%, 25%, 28%</td>
</tr>
<tr>
<td>Fail</td>
<td>0 - 19 %</td>
</tr>
</tbody>
</table>
The Department will be publishing separate marking criteria for presentation assignments (both group and individual) on the Electronic Engineering Student Information page in Moodle, a minimum of 4 weeks before the first presentations are due to be held. Students will be advised by email when this is available to read.

9.15 Policy on the return of marked student work and feedback

The deadlines for the return of marked coursework, with feedback, will be shown in the Assignment Information Sheet for each assessment. In the event that the intended deadline cannot be met for reasons such as those listed in the College’s policy document, a revised deadline will be communicated to students as soon as possible.

Feedback is an important part of your learning process as it allows us to communicate with you regarding the quality of work you are producing. You should be aware that feedback occurs in many different ways throughout the duration of a module, and your time in the Department in general. The full College policy on the return of marked student work and feedback is available here.

If there is any aspect of your feedback that you do not understand, then please contact the marker for clarification. Feedback (whether in the form of feedback sheets or via Moodle Turnitin) will be available by the return date published alongside the submission date in the Assignment Information Sheet for each assessment. You will be sent an email when work is ready to collect or view via Moodle Turnitin.

The comments on the feedback are based on the marking criteria (shown above). Different sets of marking criteria apply to different forms of work, but in general, there are a set of common criteria which the marker is looking for. You are advised to study the table above before completing any assignment, in order to understand the differences between the different marks.

Marks below 40% are regarded as fails. The significance of failing a module are detailed in the College regulations. Subject to certain conditions, the Sub board of Examiners may condone an outcome of Fail, at the first attempt, of between 35% and 39%. Full details are shown in the Undergraduate Regulation (clause 12.6).

The return of coursework feedback represent only one form of feedback. There are also other forms of feedback which you should also consider. This may take different forms, and may be ‘informal’ in nature, but is still important to you as a way of finding out how your work can be improved.

Such feedback includes:
- Comments and discussion with staff and demonstrators in lab and workshop classes;
- Discussion in your tutorial and seminars classes;
- Discussion with module coordinators during their office hours;
- Critique of draft project material by your allocated supervisor;
- Discussions during Personal Tutor meetings, including start of year meetings which deal with exam feedback;
- Generic/group feedback given to the whole class; and
- Moodle self or group or peer assessments.

9.16 Exams

All exams except, for the examination for EE1020, will take place in term 3. The examination for EE1020 will take place towards the end of term 1.

The examination timetable is available to students on the College Portal at the end of Term 2. Please ensure that you check that you are entered for the correct exams (typically the deadline for registering for exams is mid-January).

Advice on preparation for exams will be available in your lectures, sometimes in a revision session held at the end of a course. You can also ask relevant lecturers, Module Coordinators or your Personal Tutor for help. In revising for exams, a useful starting point is provided by lecture handouts as posted on the Moodle module site and your lecture notes. In particular, mock exam questions may be posted on Moodle for each module. You can also look at the previous year’s exam papers which are held by
the library. Do not expect, however, that the questions in an exam will be the same as those on past papers or mock exam papers. Instead, you should focus on the topics and themes covered on a given module.

Students are each given a Department approved calculator near the beginning of Year 1 for use in some of their classes and exams. Only these calculators are allowed to be used in the exams; consequently, lost calculators will need to be replaced. These can be obtained from the Electronic Engineering Office, please note that a small replacement charge may be applied.

9.16.1 Absence from an examination

Section 7.7 above, explains what to do on the day if you miss an examination. You should apply for extenuating circumstances if you miss an examination through unexpected illness, or other acceptable cause, if you begin an examination and have to leave due to acute illness or if you believe your performance on the day was seriously compromised by an unexpected and acute illness that you could not reasonably have been expected to have managed otherwise.

9.16.2 Support and exam access arrangements for students requiring support

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, “a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities”. It is for such conditions and SpLDs that the Disability and Dyslexia Service can put in place adjustments, support and exam access arrangements. Please note that a “long-term” impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the Disability and Dyslexia Service Office for an assessment of your needs before adjustments, support and exam access arrangements (‘reasonable adjustments’) can be put in place. There is a process to apply for special arrangements for your examinations – these are not automatically put in place. Disability and Dyslexia Services can discuss this process with you when you register with them. Please see section 3.9 above for further guidance about registering with the Disability and Dyslexia Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-board will not make further allowance in relation to your disability or SpLD.

9.16.3 Marking of illegible scripts

Most people’s handwriting suffers when writing at speed, as is often the case in exams. However, do not be tempted to sacrifice legibility for the sake of sheer quantity of writing. Your handwriting in exams must be legible. It is College policy not to mark scripts which are illegible.

9.16.4 What to do if you have difficulty writing legibly

If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact Disability and Dyslexia Services. Please note the deadline for making an application for Examination Access Arrangements is in January each year. Therefore it is in your interest to contact DDS as soon as you are able in the Autumn Term in order that you have time to get any necessary evidence required for the application.
9.17 What to do if things go wrong – the “Extenuating Circumstances” process.

If you are unable to submit coursework because of unforeseeable or unpreventable circumstances then you should normally apply for an extension (see above) to allow you to submit the work late without suffering a penalty. If this proves impossible then you may apply for extenuating circumstances, which will be considered by the Department after the main exam period in May.

Extenuating circumstances are defined as unforeseen circumstances which are outside a student’s control and which may temporarily prevent a student from undertaking an assessment or have a marked/significant detrimental/adverse impact on their ability to undertake assessment by coursework or examination to the standard normally expected. You can read more about them here.

This means that such circumstances rarely occur. They are outside your control as they are:

- Unforeseeable - you would not have prior knowledge of the event (e.g. you cannot foresee that you will be involved in a car accident); and/or
- Unpreventable – you could not reasonably do anything in your power to prevent such an event (e.g. you cannot reasonably prevent a burst appendix.)

It is these short-term (temporary) circumstances that the College normally regards as extenuating circumstances. The policy is explained in full in the Extenuating circumstances – Guidance for students.

9.17.1 Applying for extenuating circumstances

If you apply for extenuating circumstances, you will need to supply a full explanation of your situation together with any supporting documentation. Before going ahead, you should check that your circumstances meet the criteria. These are explained in full in the Extenuating circumstances – Guidance for students. You should also read the section Illness & absences from an examination and departmental assessments and extenuating circumstances in the Instructions to Candidates issued by Student Administration.

9.17.2 Ongoing circumstances

If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your Department and with the College’s Student Advisory and Welfare teams as soon as possible. This will allow us to consider strategies that will help you manage the situation. Examples might be that you have an illness that does not constitute a disability, a close family member is ill and needs your support or you have suffered an adverse life event.

It may that the circumstances are severely impacting on your ability to study by causing you to repeatedly miss scheduled teaching and/or affecting your ability to complete assessments. If this is the case and there is no reasonable way to help you manage the situation, then you may need to consider, in consultation with your Department and Student Advisory and Welfare, if it would be in your best interests to interrupt until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases may be preventable. As such, it is unlikely that the Sub-board will be able to take action, to mitigate such circumstances. For further information, please read the Extenuating circumstances – Guidance for students.
9.18 Examination results

Examination results are usually posted on the College portal in early to mid-July and a pass/fail list (classifications list if final year) will be displayed at an earlier date. College does not allow the Department to give any individual guidance until final marks are released to students. Thus, until that time, if a student has failed a module, the Department cannot advise what consequences that fail might have or whether there will be an opportunity to re-sit. However, in such cases, advice will be provided to students by the Programme Director soon after the official release of marks.

Please see the Examinations & Assessments website for details of how you will be issued with your results.

The Examinations & Assessments website is the place where you can access the “Instructions to Candidates” and details of the examinations appeals procedures.

9.19 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification and also more generally in the Undergraduate Regulations.

For details on the requirements for degree classification please see the section 17, Consideration for the Award” in the Undergraduate Regulations.

10. Student Prizes

There are several prizes available to students of the Department each year. For most of these awards, it is not necessary for students to actually enter, as the winner is determined by the Department on the strength of the winner’s academic achievements, creativity, progress year on year or scientific endeavour. Most prizes are awarded at the annual Sub board of Examiners’ meeting in mid-June.

11. Volunteering opportunities and The Royal Holloway Passport scheme

The Royal Holloway Passport Award enables students to collect points for a range of co-curricular activities on offer at the College such as being a student ambassador, helping out in the local community or holding a position of responsibility in a student society.

- Learn how to sell yourself in a competitive job market;
- Receive a Passport Award certificate and celebrate your Achievements; and
- Gain recognition for the difference you make in College and local Communities

For further volunteering opportunities click here. These activities would count towards your Passport Award. When you have collected enough points, you receive your Passport Award, an official recognition of your co-curricular activities.

For further Information about the Passport Award click here.

12. Careers information

The College’s Careers & Employability Service is based in the Davison Building. The careers service run a number of industry themed weeks and a range of standalone events during the academic year including a careers fair in October. These events are open to all students. One to one appointments are available all through the year where you can talk over your career ideas or get your CV, cover letter or application checked. You can also book a practice, in person or video interview.

The Careers website and Careers Moodle have a wide range of help and information including interview skills, writing CVs and applications, assessment centres & psychometric tests.

For more information about all Careers events and appointments visit their website or come along and speak to their friendly and helpful staff.
13. Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal Tutor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the College Complaints Procedures for students. You should raise your complaint as soon as possible.

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedures and permitted grounds for appeal can be found on the following webpage.

14. Health and safety information

The Health and Safety webpage provides general information about our health and safety policies.

The Departmental Health and Safety coordinator oversees health and safety procedures in the Department. There are rules and regulations that are specific to particular Departmental activities, and every person who is working in or visiting these areas must make sure that they are acquainted with these regulations. Ignoring such provisions means not only putting yourself at risk, but also those around you.

The Department is committed to providing a healthy and safe environment for staff and students to work in. Risk assessment is an ongoing part of Departmental activity, to ensure that all procedures, modules (including projects), laboratory experiments, fabrication laboratory work and field trips are implemented with the minimum risk to all concerned.

Safety is everyone’s responsibility. Any health and safety concerns should be brought to the attention of the Department Technical Operations Manager or the college Health and Safety office.

You are issued with a Health and Safety Handbook in the first week of the each new academic year and a copy will also be posted on the Student Information page in Moodle. It is important to read this even if you are a returning student. There are significant changes this year with the department moving into the new Shilling building.

14.1 Emergencies

First Aid. First aid kits are situated in the Shilling Building as follows:-

- main office space, 2nd Floor, kitchenette area;
- research room, 2nd Floor, kitchen;
- 1st Year teaching Lab (1-06), 1st Floor;
- Fab Lab (1-04), 1st Floor; and
- 2nd Year teaching lab (0-05), ground Floor.

If you are in any other College building you will find signs up telling you where to find the nearest first aider.

If you suffer an injury, or find someone injured, call a qualified First Aider.

A list of First Aiders is posted:
- on the door of each laboratory leading to a corridor;
- on the door of each lecture room leading to a corridor;
- in the Departmental Office; and
- on the Electronic Engineering Student Information page.

If you cannot contact one of the First Aiders you should contact security on 01784 44 3063 or emergency 444 (internal).
The following staff members act as Fire Marshals:

Sharon Clutterbuck  Shilling Admin Office  01784 27 (6933)
Lisa Fell  Shilling Admin Office  01784 41 (4004)

You are strongly advised to enter all the numbers shown above into your mobile phone.

14.2 Departmental Smoking Policy

In line with British Law, there is no smoking allowed in any of the Electronic Engineering Department buildings. Smoking is only allowed in designated areas which are a minimum of 5 meters away from the building. It is the responsibility of the smoker to ensure that smoke does not enter any building.

For more information on the University’s smoking policy and procedure, click here.

14.3 Children and young persons on campus

Children and young persons are only allowed on the campus if accompanied by a responsible adult and must remain with the adult at all times during their stay on the premises.

14.4 New and expectant mothers

New and expectant mothers are advised to consult the Department Manager at the earliest opportunity. Once written notification has been received by the Department Manager, a pregnancy risk assessment will be performed. Advice on health and safety can be obtained from the Student Wellbeing team.

14.5 Security

If you need to contact Security at any time, the main office can be found in the Founders building, opposite the main reception.

From an internal landline, security can be contacted on Ext. 3063 or 01784 44(3063) from a mobile phone.

In case of an emergency Security can be contacted on Ext 444 from an internal landline or 01784 44(3888).

You are strongly advised to enter these numbers into your mobile phones.

14.6 Code of practice on harassment for students

The College is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The College’s Code of Practice on personal harassment for students should be read in conjunction with the Student Disciplinary regulations and the Complaints procedure.
14.7 Lone working policy and procedures

The College has a ‘Lone Working Policy and Procedure’ that can be found here.

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students is classified as low risk activity and as such the following advice is relevant.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

14.8 Placements

If you are studying for the BEng or MEng Electronic Engineering with a year in industry you will be given a separate placements handbook before you start your placement, in addition to this student handbook. This will cover any additional requirements that are placed upon you during your time in the industrial workplace.

15. Equal Opportunities Statement and College Codes of Practice

15.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter ‘the College’) is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that:

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins;
- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential;
- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity;
- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity;
- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material;
- it creates a positive, inclusive atmosphere, based on respect for diversity within the College; and
- it conforms to all provisions as laid out in legislation promoting equality of opportunity.
15.2 College codes of practice

Throughout this handbook, reference has been made to various College codes of practice. You should familiarise yourselves with these as necessary. All can be found on the College web site. If you are unsure, please ask.

16. Department Code of Conduct

During registration students will be asked to read and sign the following Code of conduct Charter. The Charter outlines what is expected of students while studying within the Department, and what students can expected in return from the Department.

Department of Electronic Engineering Code of Conduct

The Department of Electronic Engineering at Royal Holloway, University of London prides itself on being one the newest electronic engineering research and teaching departments in the UK, with highly talented academic staff at the forefront of their subjects. We pride ourselves on having a positive approach to ingenious thinking in a supportive and creative environment.

Each student at Royal Holloway is expected to follow university guidelines and regulations as outlined in the Student Handbook and College Regulations. Additional to these, the Department issues the following charter to all their students outlining the basic principles of academic life in the Department. This charter has been set to outline what is expected from students and what they can expect from the Department.

Should you have any issues, or fail to understand any of the points, please arrange to discuss these with your personal tutor.

What you can expect from the Department of Electronic Engineering:

1. Staff in the Department are committed to providing you with a high quality teaching experience, supported with cutting-edge material.

2. Academic staff will maintain good contact with all students through teaching, regular office hours, and email. Staff will display their scheduled office hours on the Electronic Engineering Student Information page. Aside from exceptional circumstances or unless specified, staff will respond to e-mails within 3 working days.

3. Each student within the Department will be assigned a personal tutor. Personal tutors will support students in personal, academic and career related development, including basic pastoral and welfare issues.

4. The Department will provide additional academic support where available. Some modules may have revision sessions before the end of year examinations.

5. The Department will adhere to a maximum 3 week turnaround for marking all assessed and non-assessed submissions, providing students with sound and constructive feedback.

6. The Department will provide students with extra-curricular opportunities. You can become a student ambassador or a student representative for the Department, and all first year students will have their subscription to the Electronic Engineering Society paid by the Department.

7. We will regularly host social events, along with seminars and talks from industry and academic experts, to provide students with opportunities to network within the Department.

8. Our administrative team will support student activities and support students with any issues and queries in a timely and responsive manner.
What the Department expects from you:

1. Students must not give false or misleading information regarding any academic matter.

2. As far as reasonably possible, students must attend all parts of the modules, examinations and must adhere to specific assignment deadlines. If a student is unable to attend a part of their module or is unable to meet the assessment deadline, s/he must inform the Department using the procedure outlined in this Handbook. Students must not falsify reasons for why they did not attend a part of their module, adhere to a deadline or attend an examination. Nor must they falsify attendance records/register for themselves or for anyone else, or have another falsify records for them.

3. Students must keep themselves fully aware of the details of submitting any work to the Department, including deadlines, location, format (i.e. online, printed, memory stick etc.), stipulated length or size, structure and the correct submission type. These will be specified to students within the Assignment Information Sheet.

4. All submitted work for any module has to be entirely the students own work. Students must not copy directly from another student or source for any work submitted to the Department. Students must not purchase essays from on-line or other sources and attempt to pass them off as their own work. Students must not use unauthorised material or unauthorised assistance during an examination, in-class test or of any academic work which is submitted to the Department. All written/submitted work that paraphrases or copies wholly or partially, any written, printed material from books, journals, essays, newspapers and electronic sources must be properly cited regardless of whether the material in question is copyrighted or not. This includes ideas, illustrations, synopses, and articles.

5. Students must not turn in the same work for two or more different modules that they are taking or from a previous year or from a programme they have previously taken either at the College or elsewhere.

6. Students must adhere to assessment regulations and listen to invigilators or supervisors during any and all assessments. Students must not provide false data/information in any of their assessments/examinations.

7. Students must not falsify evidence during any academic investigation, appeal or hearing. Nor should students intimidate, influence or coerce someone else in connection with any investigations, appeals or hearings.

8. Students must not use Departmental and university resources in a dishonest/unauthorised manner. This includes selling or giving another student unauthorised copies of any examination/assessment.

9. Students must check their RHUL email regularly (daily) and use only their RHUL address when emailing the Department to ensure privacy.

10. Students must honour appointments made with academics or notify them in a timely manner if they cannot make an appointment.

11. Students should exert themselves in their studies and try their best to engage with colleagues and the student community and be open, friendly and helpful to other students.
Student parking is limited and a parking permit is required.
18. Appendix 2: Examples of good referencing

Taken from: Department of Geography, Undergraduate Student Handbook (2015-16), Referencing & Bibliographies 6.8, pp 40-43 can be found here (Accessed: 07 August 2018)

Example of a Journal Article (Single Author)

Example of a Journal Article (Multiple Authors)

Example of a Book (Single Author)

Example of a Book (Edited)

Example of a Chapter in Edited Book

Example of a Research Report

Or, without an author cited:

Example of an Article in an Online-Only Journal (NOTE: This is different from a printed journal which is available electronically, which should follow the conventions of a journal article)

Example of an Unpublished Thesis

Example of an Official Publication

Example of an Unpublished Conference Paper

Example of a Published Conference Paper
Example of a Newspaper Article
McCracken, K. (2011) 'Danger in the demographics', Otago Daily Times, 26 May, p. 17. Or, without an author cited:
The Times (2008) 'Bank accounts', 14 June, p. 7. Or, from an online edition:

Example of a WWW page with obvious author and clear date of last update
Haszeldine, S. (2011) Diagenesis at Edinburgh. Available at:
[Reference in text as (Haszeldine, 2011) where the date is the date of last update.]

Example of a WWW page from an organization
Department of Geography, Royal Holloway, University of London (2012) Arctic geopolitics researcher to join Department of Geography. Available at:

Example of a WWW page from an organisation, no clear date of last update

Example of an episode of a TV series