DEPARTMENT OF ELECTRONIC ENGINEERING

BEng and MEng STUDENT HANDBOOK

2017/2018

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

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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 module 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.

You are part of our first intake of students and you will be in a privileged position to see our new purpose-designed building take shape as it grows out of the ground during your first year with us on campus. We will be installed in the new building for the second year of your studies. This is an exciting time for all and we hope that you find Royal Holloway a stimulating and friendly place to study.

1.2   How to find us: the Department

The department is located in the John Bowyer Building. This can be found on the College campus map as building 36a.

The department office is located in the John Bowyer building room JB10.

Departmental office 01784 414004
Departmental email: ElectronicEngineering@rhul.ac.uk

Student parking is limited and a parking permit is required. This can be obtained via an application on the following webpage Parking on Campus.

1.3   How to find us: the staff

CONTACT DETAILS

Head of Department: Professor David Howard   Tel: 3655   Room: JB11
Email: david.howard@rhul.ac.uk

Academic Staff:
Dr Stefanie Kuenzel   Tel: 6255   Room: JB13
Email: stefanie.kuenzel@rhul.ac.uk

Dr Wenqing Liu   Tel: 6577   Room: JB13
Email: wenqing.liu@rhul.ac.uk

Dr Steve Alty   Tel: 6256   Room: JB13
Email: steve.alty@rhul.ac.uk

Administrative Staff:
Lisa Fell Technical & Administrative Manager   Tel: 4004   Room JB10
Email: lisa.fell@rhul.ac.uk

Technical Staff:
Lisa Fell Technical & Administrative Manager   Tel: 4004   Room JB10
Email: lisa.fell@rhul.ac.uk

Alex Clarke Technician   Tel: 4004   Room JB10
Email: alex.clarke@rhul.ac.uk

1.4   How to find us: the Departmental office

The department office is located in the John Bowyer building room JB10.

Departmental office 01784 414004
Departmental email: ElectronicEngineering@rhul.ac.uk

1.5   The Department: Key Staff

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

Director of Teaching
The Director of teaching is responsible for the oversight of all the departments taught programmes. S/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 or your Personal Advisor.

Academic Coordinator
The Academic Coordinator has the overall day to day responsibility for the degree programmes. S/he is also your point of contact regarding requests for changes to your degree programme, suspending or withdrawing from your studies.

Personal Advisors
Your Personal Advisor is the first port of call for pastoral matters and will guide you through your programme of studies. Please see 2.5 Personal Advisors 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. Further information can be found under 8.2 Students in need of support (including disabled students).

Department Manager
The Department Manager is the head of the departmental administration. S/he is responsible for all day-to-day running of the administrative processes within in the department and lead the team of administrators who will be your first port of call with issues around module registrations, timetables, submissions of work, attendance etc.

Technical Manager

The Technical Manager is the head of the departmental technical team. S/he is responsible for the day-to-day running of the laboratories and overseeing the technicians.

1.6 Staff research interests

Professor David Howard FREng, CEng, FIET, FIOA, Senior MIEEE
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 (MRI); the Vocal Tract Organ, voice analyses for singing development, speech in Parkinson's patients; detection of babbling in infants to encourage speech learning.

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 Wenqing 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, microelectronics, low-dimensional materials and systems, UHV instrumentation.

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 Kings 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.

2 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 advisor.

Email to your College email address is routinely used and you should check regularly (at least daily) if any official communication has been sent to your email address. Do not ignore the email as it will be assumed that it will have been received by you within 48 hours, excluding Saturdays and Sundays.

You should also make a habit of checking the student pigeonholes which are located in the Department.

2.1 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 student portal (Campus Connect) or direct via Outlook.com **Email to this address will be used routinely for all communication with students.** 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 and **will never** use private or commercial email addresses, such as Hotmail or Gmail. 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. **It is your responsibility to** log on to your College account occasionally and conduct some account maintenance or your account may become full and therefore will not forward messages.

2.1.1 Guidance for emailing staff

Whilst online means of communication—particularly social media and instant messaging—often encourage 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 favorably 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 (which you can find in section 1.3) 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**. With ultimately more than 400 undergraduate students in the department, it is helpful if you can remind the member of staff of 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

also 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 through it to check for grammatical errors or spelling mistakes. As with all formal writing, you should avoid 'text speak' and other colloquialisms. Also, 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 endeavor 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 (i.e., Mondays to Fridays, 9 a.m. to 5 p.m. only) for a reply. Responses may be somewhat slower outside of term, 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 on Department notice boards and on the Departmental website; 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.

2.2 Post
All post addressed to students in Electronic Engineering is delivered to the student pigeonholes (alphabetical by surname) in the John Bowyer building. At the end of each term student pigeonholes are cleared of accumulated mail which is then returned to sender. Important information from staff is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

2.3 Telephone and postal address
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 on the student portal (Campus Connect).

There are occasions when the Department needs to contact you urgently by telephone or send you a letter by post.

The Department 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.

2.4 Notice boards
The official student notice boards are on the walls in the John Bowyer building outside Room 10.

Every effort is made to post notices relating to class times etc. well in advance, 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!

2.5 Personal Advisors

Your Personal Advisor is your first point of contact in the Department if you have any concerns or problems. You will normally remain with the same advisor for the duration of your studies, although at times staff are awarded a period of sabbatical leave, in which case, another member of staff will act as temporary Personal Advisor for the duration of leave (normally one term). A list of Personal Advisors and their advisees is prepared before the beginning of the academic year and displayed on Year Notice boards.

Your Personal Advisor will be introduced to you during the first week at Royal Holloway when you and your Personal Advisor 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 Advisor at the start and end of each term, to discuss details of academic progress and preparation for examinations. At the start of June, your Personal Advisor will discuss your overall performance and progress at the end of the academic year, following publication of your exam results.

Your Personal Advisor 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.

Reminder: It is a Departmental requirement that you see your Personal Advisor at the beginning and end of each term. Failure to attend these meetings may lead to formal warnings being issued to you. After being issued with two such warnings, the Department can request the termination of your registration at College. You should also keep your advisor informed of any issues which may affect your progress during the year (see section 7.1).

If for any reason you wish to change your Personal Advisor, you should consult the Director of Teaching, who will treat the matter in confidence should you so wish.

2.6 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 are analyzed 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 **Staff-Student Committee** (also see 8.4).

3   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. In this respect the learning environment at a university is unlike that at school. 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, your Personal Advisor, 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 Advisor 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!):

A. Northedge (2005) *The Good Study Guide*, Open University: Milton Keynes (also available as an ebook via LibrarySearch)
A. Northedge (1997) *The Sciences Good Study Guide*, Open University: Milton Keynes

3.1   Dates of terms

Autumn term
Monday 18 September to Friday 8 December 2017
(12 weeks followed by a 4 week Christmas break)

Spring term
Monday 8 January to Friday 23 March 2018
(11 weeks followed by a 4 week Easter break)

Summer term
Monday 23 April to Friday 8 June 2018
(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 (see 3.4). During the summer term, after the summer examination period, you are expected to attend all required academic activities organized by your department(s) and to be available should you be required to meet with College staff for whatever reason.

3.2 Academic Timetable

Your individual timetable is available to see online via Campus Connect. You can download this to a personal calendar if you wish. You should check your timetable regularly as it links to the live Timetabling system, so will update automatically to reflect any changes. Timetable changes within two working days will be notified by email to your RHUL account. You will receive separate communications by email and on Campus Connect about exactly how to access and download your timetable.

3.3 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).

3.4 Attending classes and engaging with your studies

The College has a responsibility to ensure that all students are attending regularly and progressing with their studies. While it is essential that you attend all the compulsory learning activities related to your programme of study, the College recognises that emergencies may occur at any time throughout the year. In light of this, the Electronic Engineering Department has set a minimum attendance level at 80%. You should be aware that you may also study modules that have different and specific module attendance requirements, particularly if you are taking modules in another department, so it is essential that you check all programme and module handbooks to ensure you are fully aware of the requirements.

Your regular attendance in class and consistent engagement with your studies are fundamental requirements of your learning experience with the College. 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 (see 3.4.6). Your 'classes' are any learning or teaching activity deemed essential to your programme of study. The term is used to encompass a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings your Personal Advisor.

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. With regard to paid employment during the course of your programme of study with the College, 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. No student may undertake paid work which may conflict with his/her responsibilities as a student of the College.

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform the department(s) in which you are studying as early as possible, citing the reasons for your non-attendance. The department will make a decision on whether or not to authorize your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Advisor or Year Tutor. In

addition, an extensive range of additional support, guidance and advice is readily available from the College's Student Advisory Service). The Students' Union also operate an Advice and Support Centre, details on which can be found here.

3.4.1 Your responsibilities in relation to 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;
- where you experience any form of difficulty in attending classes, for whatever reason, contacting the department(s) in which you are studying to notify them of your circumstances at the earliest possibility.

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 at five minutes past the hour and finish five minutes before the hour. You will normally be marked absent if you turn up late without good reason.

3.4.2 Departments' responsibilities for monitoring attendance

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

Whilst attendance is compulsory at all learning activities, it is recognised that emergencies may occur at any time throughout the year and therefore as indicated above a minimum attendance requirement has been set.

You will be contacted in the event that:

- you fail to attend for **two weeks** without providing notification of your absence;
- you display a **pattern of absence** that the department feel is affecting or is likely to affect your work;
- you display a pattern of absence that the department feel is a **cause for concern** over your wellbeing or may point to a disability which you may not have disclosed.

3.4.3 College's responsibilities for monitoring attendance

The College has a number of important obligations in relation to monitoring your attendance and engagement, including legal responsibilities under the Equality Act (2010). As a result, the College may adjust the attendance requirement for your programme but will only do this when such adjustment does not compromise competence standards or your ability to reach the learning outcomes of your programme. Any need to adjust 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).

The College also has obligations placed on it by UK Visas and Immigration (UKVI) – See 3.4.7.

3.4.4 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 complete the relevant Notification of Absence Form, which is available online.

Figure 1 - Notification of Absence Form – Absence Due to Illness

This must be submitted to the relevant department(s) together with the relevant supporting documentation either before your absence or within <u>five working days</u> of the end of the period of absence.

You should ensure:

a. that you advise the departmental office of your absence or intended absence as soon as possible
b. that you complete the Notification of Absence Form, copies of which are also available from the Health Centre.
c. that you submit the paperwork to the departmental office either before your absence or within FIVE working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. This should be emailed to ElectronicEngineering@rhul.ac.uk

d. *that you meet any departmental requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor.*

This table shows the documentation that is required should you be absent for any reason.

Reason for absence	Documentation required
Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays	Completed Notification of Absence Form – Self Certification
Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed **Notification of Absence Form - Self Certification plus** Formal Medical Certification signed by the Health Centre, your GP or hospital consultant
Unrelated to sickness	Notification of Absence Form plus supporting evidence
Leave of absence request	**Notification of Absence Form** plus any departmental requirement must be met

Note:
- 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 Advisor).

- 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.

- The departments in which you are studying are responsible for monitoring your attendance and engagement, and deciding whether a period of absence is deemed acceptable or unacceptable (for further information please refer to the online guidance http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notification ofabsence.aspx for details of what constitutes 'acceptable' and 'unacceptable' circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against your minimum attendance level.

3.4.5 Missing an examination
In the event that you are unable to attend an exam (e.g. through reasons of sudden illness), it is essential that you notify Student Administration at the very earliest possibility. Wherever possible, please try to ensure you contact them via e-mail at student-administration@rhul.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 outlining the reasons for the non-attendance.

This notification will then be forwarded by Student Administration to your department so that they are aware of your non-attendance.

Please note, this notification is not a substitute for formally notifying your department of Extenuating Circumstances. 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 the website https://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/extenu atingcircumstances.aspx.

In the event that you do not complete the Extenuating Circumstances form, your department will be unable to consider the reasons for your non-attendance at your departmental Sub-Board of Examiners.

3.4.6 Consequences of failing to attend

As indicated above in 3.4.2, the Department may contact you if there are concerns about your attendance.

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 such a warning on and in the relevant 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.

3.4.7 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 or a general lack of engagement with your studies, you will be reported to the UKVI and your Tier 4 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 visa to attend classes and complete assessments, the College may terminate your student registration without following the disciplinary procedures outlined in the Academic Regulations and the decision is not open to appeal. Please see our Undergraduate Regulations.

4   Degree Structure

Full details about your programme of study, including, amongst others, 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 course finder catalogue or the programme specification repository.

4.1   Taught modules

All taught module units are worth 15, 30 or 60 credits and you will take between 4 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 work 60 credits which is 'non-condonable', that is you must pass it (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 a selection of optional modules each worth 15 credits.

4.2   Module registrations

You can only register for modules to the value of 120 credits in each academic year (this excludes modules which are being retaken). You have the option of changing modules within the first two/three weeks after the start 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.

4.3   Change of programme

You are **only** permitted to change programmes up to a maximum of three weeks after the start 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;
- 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.

4.4   Exchange Programmes

The College offers students the opportunity to study abroad for a year through the International Exchange programme and the Erasmus programme. Students are able to apply to study abroad in Europe or at one of 28 International institutions in the USA, Canada, Australia, New Zealand, Hong Kong, Korea, Japan and Singapore, either as an integral part of their degree programme or as an additional year of study. Further details on participating in such programmes and restrictions placed on students in different departments are available here .

5   Facilities

5.1   Library
The Library is housed in the **Emily Wilding 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 bringing together much of the course reading into one area. 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 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 here: The Information Consultant for Electronic Engineering is Leanne Workman, who can be contacted at leanne.workman@rhul.ac.uk .

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: http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx

5.1.1 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.

5.1.2 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.

Access to online resources off-campus: 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).

Need Help? Ask the Library's Information Consultant for your subject for details of how to use these databases. They are valuable resources, listing a large number of journal articles, book chapters, books and reference material. They provide easy access to full-text articles that you can download or print (on and off-campus).

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.

5.1.3 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.

5.1.4 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).

5.1.5 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.

5.1.6 Help and Advice
If you have any questions about the Library's services and collections or need help using the information and online services that we provide (including one-to-one training), please phone or email us, contact us 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.

The Information Consultant for Electronic Engineering is Leanne Workman, who can

be contacted at leanne.workman@rhul.ac.uk.

5.1.7 Using other libraries:

Senate House Library (University of London), Senate House, Malet Street, London, WC1E 7HU (020 7862 8462).

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, in Central London. 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.

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.

5.2   Photocopying, printing and computing

5.2.1 Photocopying

The departmental photocopier is in constant use by office staff and lecturers. For this reason, we are unable to allow undergraduate students to use it. Instead you can use copier-printers (MFDs) located in the libraries, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available online.

If you require copying to be done for a seminar presentation, you need to give these materials to your advisor to copy on your behalf. Please make sure that you plan ahead and give the materials to your advisor in plenty of time.

5.2.2 Printing

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 libraries and Computer Centre.

Departmental staff are unable, in any circumstances, to print anything out on your behalf. Copier-printers (MFDs) are located across the campus in the PC labs, libraries and Computer Centre. Further information on printing is available online.

5.2.3 Computing

The Computer Centre provides a range of IT training packages designed to enhance your current IT skills. These are available in self-study formats. To participate in these sessions, go to: http://www.royalholloway.ac.uk/it/training/home.aspx

6   Coursework Essays and Project Reports

Coursework is a key part of the assessment of the modules you take. The weighting given to coursework and examinations 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.

6.1   Coursework essay

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 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 doesn't 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.

6.2   Presentations

As part of the mandatory team and individual project modules you will be required to give short presentations that will form part of the summative assessment.

Presentation skills are an important part of your development. 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.

6.3   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.

6.4 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 your 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.

6.5 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 Director of Teaching will then review the requests and assign each student a topic and supervisor taking into account the rankings.

6.6 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.

6.7 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 text book, 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 section 7.12).

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, therefore, should be properly referenced and have a full bibliography at the end, including 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 Bedford 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).

Referencing examples

Taken from:
Department of Geography, Undergraduate Student Handbook (2015-16), *Referencing & Bibliographies* 6.8, pp 40-43 can be found at
https://www.royalholloway.ac.uk/geography/currentstudents/home.aspx
(Accessed: 30 June 2016)

Example of a Journal Article (Single Author)
Trudgill, S. (2012) 'Do theories tell us what to see? The 19th-century observations of Darwin, Ramsay and Bonney on glacial features', *Progress in Physical Geography*, 36(4), pp. 558–566.

Example of a Journal Article (Multiple Authors)
Fedman, D. and Karacas, C. (2012) 'A cartographic fade to black: mapping the destruction of urban Japan during World War II', *Journal of Historical Geography*, 38(3), pp. 306–328.

Example of a Book (Single Author)
Cottrell, S. (2008) *The study skills handbook*. 3rd edn. Basingstoke: Palgrave Macmillan.

Example of a Book (Edited)
Driver, F. and Gilbert, D. (eds) (1999) *Imperial cities: landscape, display and identity*. Manchester: Manchester University Press.

Example of a Chapter in Edited Book
Willis, K. (2010) 'Gender, poverty and social capital: the case of Oaxaca City, Mexico', in Chant, S. (ed.) *The international handbook of gender and poverty*. Cheltenham: Edward Elgar Publishing, pp. 385–390.

Example of a Research Report
Brisley, R., Welstead, J., Hindle, R., and Paavola, J. (2012) *Socially just adaptation to climate change* [Online]. Available at http://www.jrf.org.uk/sites/files/jrf/climate-change-adaptation-full_0.pdf (Accessed: 6 August 2012).
  Or, without an author cited:
European Commission (2010) *Europe's ecological backbone: recognising the true value of our mountains*. Luxembourg: Office for Official Publications of the European Communities.

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)
Davidson M. (2012) 'Sustainable city as fantasy', *Human Geography*, 5(2) [Online]. Available at: http://www.hugeog.com/index.php?option=com_sectionex&view=category&id=5&Itemid=64#catid47 (Accessed: 6 August 2012).

Example of an Unpublished Thesis
Whittall, D.J. (2012) *Creolising London: black West Indian activism and the politics of race and empire in Britain, 1931–1948*. Unpublished PhD thesis. Royal Holloway, University of London.

Example of an Official Publication
Department of Energy and Climate Change (2011) *National policy statement for renewable energy infrastructure*. London: The Stationery Office.

Example of an Unpublished Conference Paper
Brickell, K. (2012) '"Plates in a basket will rattle": gendered experiences of abandonment, separation and divorce in Cambodia', RGS-IBG Annual Conference. University of Edinburgh, 3–5 July.

Example of a Published Conference Paper
Sharp, J.I. and Kiyan, J.R. (2007) 'Geographic variation of truth claims: reporting on Iraq', *Papers of the Applied Geography Conferences*. Indianapolis, Indiana, 17–20 October. Binghampton: Applied Geography Conferences Inc., pp. 215–225.

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:

Neville, S. (2012) 'Prize fund for carbon capture projects shrinks by £800m', *The Guardian*, 5 August [Online]. Available at: http://www.guardian.co.uk/environment/2012/aug/05/value-carbon-capture-fund-declines (Accessed: 6 August 2012).

Example of a WWW page with obvious author and clear date of last update

Haszeldine, S. (2011) *Diagenesis at Edinburgh*. Available at: http://www.geos.ed.ac.uk/research/subsurface/diagenesis/ (Accessed 6 August 2012)

[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: http://www.rhul.ac.uk/geography/research/researchgroups/pds/news/newsarticles/professorphilsteinberg,arcticgeopoliticsresearcherjoinsroyalholloway.aspx (Accessed: 6 August 2012)

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

Department of Geography, Royal Holloway, University of London. *PDS research themes*. Available at: http://www.rhul.ac.uk/geography/research/researchgroups/pds/themes.aspx (no date) (Accessed: 6 August 2012)

Example of an episode of a TV series

'The Arctic' (2008) *Wilderness Explored*. BBC Four, 28 October.

6.8   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 6.7)

6.9   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.

6.10 Deadlines

All coursework should be submitted to the Departmental Office or online by the specified deadline. Work that is submitted after the deadline will be penalised according to the penalties outlined in section 7.4. Details of deadlines for assessed work will be published at the beginning of the academic year and posted on year notice boards. On submission to the department office, coursework receipts are issued by the Undergraduate Administrators (QB 162), and you should retain these until the examination process is completed each year (i.e. when you receive formal notification of your performance from the College, usually in July). Unless otherwise informed, you will also be required to submit an electronic copy of assessed work via '*Turnitin*', which will be subject to checks for plagiarism (see Section 7.8). This must also be completed by the submission deadline.

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.

6.11 Extensions

You are expected to 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 portal. 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 Advisor, 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.

The link to Campus Connect is:
https://campus-connect.royalholloway.ac.uk/web/portal/home

The link to the My Studies Tab is:
https://campus-connect.royalholloway.ac.uk/web/portal/study

6.12 Word count

All pieces of coursework have maximum word lengths, and you will be informed of these when assessment information is given to you. You should be aware that the Department, in line with College policy, penalises over length work (see7.10 Penalties for over-length work).

6.13 Feedback

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 most obvious form of feedback is the returned coursework comment sheet. This contains important detail of the areas in which your work has succeeded in its aims, and also comments on how you could improve for the next assessment.

It is important that you understand this form of feedback and take it on board. If there is any aspect that you don't understand, then please contact the marker for clarification. Returned feedback sheets will be available from the departmental office by the return date published alongside the submission date. You will also be sent an email when work is ready for collection.

The comments on the feedback are based on the following Marking criteria (see 6.14). 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 following table before completing assignments, 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.

Marks between 30-39% may allow a candidate to resit the failed elements of that module or be granted a condoned fail (depending on UG regulations).

The return of coursework feedback sheets 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 first year tutorial classes;
- Discussion with module leaders in office hours;
- Critique of project draft material by your allocated supervisor;
- Discussion in seminars;
- Start and end of term Tutor meetings;
- Generic, group feedback to a whole class;
- Moodle self or group assessment;
- Start of year meetings dealing with exam feedback.

6.14 Marking criteria

The following tables show the assessment criteria that are used by examiners in marking work 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 visiting 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.

	MARKING SCALE	CRITERIA
I	90 - 100 % "A++"	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.
	80 - 89 % "A+"	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.
	70 - 79 % "A"	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.
2.1	60 - 69 % "B"	Shows evidence of background reading of relevant literature with some gaps. Shows good knowledge and awareness of the relevant concepts and facts. Defends most design criteria, specification and implementation decisions as appropriate to the work. Some gaps in the analytical, critical and/or synthetic treatment of information where applicable. Effectively communicates a significant body of scientific information. Shows partial fluency in the use of relevant presentation techniques. Shows reasonable consideration for the other individuals of the group.
2.2	50 - 59 % "C"	Shows evidence of background reading knowledge of relevant literature with gaps. Shows knowledge and awareness of the relevant concepts and facts. Defends some design criteria, specification and implementation decisions as appropriate to the work. Shows some analytical, critical and/or synthetic treatment of the information where applicable, with minor errors or omissions. Communicates a significant body of scientific information. Shows some fluency in the use of relevant presentation techniques. Shows some consideration for the other individuals of the group.

3	40 - 49 % "D"	Shows evidence of limited background reading of relevant literature. Shows some knowledge of the relevant concepts and facts. Gaps in design criteria, specification and implementation decisions as appropriate to the work. Contains errors or omissions in the analytical, critical and/or synthetic treatment of the information where applicable. Communicates a limited amount of scientific information. Shows little fluency in the use of relevant presentation techniques. Shows limited consideration for the other individuals of the group in terms of section connections, time management, and overall consistency of the group project.
Fail	30 - 39 % "E"	Shows evidence of very little background reading of relevant literature. Shows a little knowledge of the relevant concepts and facts. Significant gaps in defense of design criteria, specification and implementation decisions as appropriate to the work. Contains major errors or omissions in the analytical, critical and/or synthetic treatment of the information where applicable. Fails to communicate any significant scientific information. Shows lacks fluency in the use of relevant presentation techniques. Shows little consideration for the other individuals of the group in terms of section connections, time management, and overall consistency of the group project.
	20 - 29 % "F"	Shows little or no awareness of relevant literature. Shows weak knowledge of the relevant concepts and facts. Majority of key aspects missing in design criteria, specification and implementation decisions as appropriate to the work. Shows little or no analytical, critical and/or synthetic treatment of the information where applicable. Fails to communicate any scientific information. Fails to communicate information with the use of relevant presentation techniques. Shows poor consideration for the other individuals of the group in terms of section connections, time management, and overall consistency of the group project.
	0 - 19 % "U"	No evidence of any background reading. Shows no knowledge of the relevant concepts and facts. No defense of design criteria, specification and implementation decisions as appropriate to the work. Fails to show any analytical, critical and/or synthetic treatment of the information where applicable. Fails to communicate any relevant information. Fails to communicate any information. Shows no consideration for the other individuals of the group in terms of section connections, time management, and overall consistency of the group project.

7 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 book) and final project reports. Some of these are formative and do not count towards your final grades and some are summative (form an element of your final degree).

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. The first year is zero weighted and designed to introduce you to important skills. Whilst it does not contribute to your final degree you will find that some modules are non-condonable and must be passed in order to progress to the next year or complete your degree. The second year counts for one third of your final mark and the final year two thirds.

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

7.1 Illness or other extenuating circumstances

Students are advised to carefully read the Instructions to candidates as well as the Extenuating circumstances – Guidance for students.

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.

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);
- 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.

7.2 Inability to submit coursework

If you are unable to submit coursework through unexpected illness or other acceptable cause (i.e. events which are unpreventable and unforeseeable) it is assumed that you will request an extension to the submission deadline from your department. In order for an extension to be granted you will need to provide the department with adequate documentation in accordance with the guidance in Appendix B of the Extenuating Circumstances – Guidance for students. The decision on whether to grant an extension rests with your department.

7.3   Absence from an examination

The Sub-board of Examiners may take the following into account when considering your results: if you miss an examination through unexpected illness, or other acceptable cause (events which are unpreventable and unforeseeable), if you commence 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 be expected to have managed otherwise. You will, however, need to submit an **Extenuating Circumstances form** and have adequate supporting documentation in accordance with Appendix B of 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 for full details on how to inform your department about extenuating circumstances relating to missed examinations as well as the **deadline for submission of such information.**

7.4   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 Support and Advisory Services as soon as possible so that strategies to help you manage the situation can be considered e.g. you have an illness that does not constitute a disability, a 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 impacting on your ability to complete assessments at the designated time. If this is the case and there is not a reasonable method available to enable you to manage the situation, you may need to consider, in consultation with your department and Support and Advisory Services, whether it would not 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 are not unpreventable. There is therefore very little that the Sub-board can do, in terms of current College regulations, to mitigate such circumstances.

Please read the Extenuating circumstances – Guidance for students, in particular Section 5.

7.5   Exam access arrangements for disabled students and those in need of 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 Disability and Dyslexia Services can put in place 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

Services Office for an assessment of your needs before support and exam access arrangements ('reasonable adjustments') can be put in place. There is a process to apply for special arrangements for your examinations. Disability and Dyslexia Services can discuss this process with you when they assess your needs. Please see the section Students in need of support (including disabled students) 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 normally make further allowance in relation to your disability or SpLD.

7.6   Submission of written work

All written work will be submitted electronically online via 'Turnitin' through the module Moodle page, for plagiarism checking. Your work will be marked anonymously by candidate number and grades released to you are provisional until confirmed at the sub-board of examiners in the summer after the exams. Further guidance on this process will be issued before you submit for the first time.

Some modules, because of the nature of their assessment, are excluded from Turnitin submission. You will be advised of any such modules and how to submit.

You should ensure that you keep a copy for yourself. **Do not put your names on coursework.** Second and final year students should make sure that you 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 early in the first term.

Computer failure is not deemed as an acceptable extenuating circumstance. Ensure you have your work backed up on a removable disk (USB stick) and submit it in good time not 2 minutes before the deadline.

7.7   Extensions to deadlines

You are expected to 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 portal. 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.

Any work that arrives after an extended deadline is subject to the normal penalties for late submission of work.

If you are registered with the Disability 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.

7.8   Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section (13)(5) of the College's Undergraduate Regulations 2017-18.

Please ensure that you are aware of the deadlines set by your department(s) and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/ or paper copies for your submission to be deemed complete (see submission of written work above).

Section (13)(5)
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 have had extenuating circumstances which have affected your ability to submit work by the deadline these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see the section on applying for an extension to the deadlines set, and the section for details on submitting requests for extenuating circumstances to be considered.

7.9   Anonymous marking and cover sheets

Work is wherever possible/appropriate 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 in this manner. Coversheets for all hard copy submissions are available from the department office and online.

7.10 Penalties for over-length work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section (13)(5) of the College's Undergraduate Regulations 2017-18 .

Section 13 (5)
Work which exceeds the upper word limit set will be penalised as follows:

(a) for work which exceeds the upper word limit by up to 10%, the mark will be reduced by ten percent of the mark initially awarded;

(b) for work which exceeds the upper word limit by more than 10% but less than 20% ,the mark will be reduced by twenty percent of the mark initially awarded;

(c) for work which exceeds the upper word limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, module title, preliminary pages, bibliography and appendices.

7.11 Return of written coursework

The following College policy applies to the return of coursework:

Assessed work (other than formal examinations) should be returned within 4 weeks of the submission deadline, except in cases where it is not appropriate to do so for academic reasons. The deadline for the return of marked work should be made clear to students when they receive their assignments. In the event that the intended deadline cannot be met, the revised deadline will be communicated to students as soon as possible.

7.12 Assessment offences

The College has regulations governing assessment offences which can found on the student webpages.

Assessment offences include, but are not limited to plagiarism (see below), duplication of work, that is, submitting work for assessment which has already been submitted for assessment in the same or another module, falsification, 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 Regulations set out some of the types of assessment offences 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 Advisors or other members of staff in their department should they have any queries about what constitutes an assessment offence. The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse an assessment offence. Students with extenuating circumstances which affect their ability to submit work should contact their departments about the possibility of an extension or other support (see 7.1 for more information).

7.12.1 Plagiarism

Definition of 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.

7.13 Marking of illegible scripts

It is College policy not to mark scripts which are illegible. 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.

7.14 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 on the Consideration for the Award in the Undergraduate Regulations.

7.15 Examination results

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.

8   Student Support

8.1   Non-academic related enquiries & support

The Student Services Centre is located in the Windsor Building and provides a single point of contact for all non-academic related queries including accommodation, fees and funding, enrolment and graduation. For further details please visit http://www.royalholloway.ac.uk/ssc.

8.2   Students in need of support (including disabled students)

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, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of student wellbeing financial, career and other advice. There is also an NHS GP practice (the Health Centre) on campus located in Founder's East. Further details of each service can be found on the College web on the Student Welfare page.

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Disability and Dyslexia Services Office (DDS) representative is the Educational Support Officer. You must also contact the DDS (Founder's West 143; Tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk who will advise on appropriate sources of help. Further information is available on the College web on the DDS Support, health and welfare page.

8.3   Academic Skills Support

The Centre for the Development of Academic Skills (CeDAS) offers a variety of modules, 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 module 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 Centre also oversees the Royal Holloway Proofreading Scheme, which enables students to pay for an approved third-party proofreader to identify surface error in final drafts. Please note that Royal Holloway does not permit the use of paid third-party proofreaders who are not part of this scheme.

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

8.4   Student-staff committee

There is a student-staff committee on which both taught and research students are represented. The Committee meets three times each year and plays an important role in the Department as a forum for airing student views. For constitution see

committee's handbook under Compliance/Governance.

You can use the Committee to raise any issues which concern students. Notices will appear on departmental notice boards giving details of forthcoming elections or 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.

8.5   Students' Union
The Students' Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. The Advice and Support Centre, situated on the first floor of the Students' Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, 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. Full details can be found at www.su.rhul.ac.uk/support.

8.6   Careers information
The College has a careers advisory service, housed in the Horton Building, which is open to any student during normal College hours.

8.7   Non-academic policies
Please see the Codes and Regulations webpage which includes information on non-academic policies, regulations, and codes of practice as well as the Student Charter.

8.8   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 Advisor 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.

9 Health and safety information

The Departmental Health & Safety coordinator oversees health and safety procedures in the Department, in order to ensure that all persons working in the Department do so in a healthy and safe environment. 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 Manager or the college Health and Safety office.

9.1 General safety in the department

Working hours. Teaching laboratories are open from 0900-1300 and 1400-1650 each weekday. Special arrangements must be made with the Tutor or Supervisor and Safety Coordinator for access outside these hours (see section 9.5). There is no guarantee that work outside normal hours will be permitted. Unsupervised work by undergraduates in the laboratories is not permitted.

Conduct. Always behave in a responsible manner when in the Department. Never run in the corridors or on the stairs, you could cause an injury or spillage. Mobile phones should be switched off in all study areas.

Belongings. Do not leave your belongings unattended:
- in corridors or stairwells;
- near exits, particularly fire exits;
- near to emergency equipment, such as fire extinguishers;
- near to electrical equipment or sources of heat;
- Munro Fox Laboratory - personal possessions must be stored away as directed during each practical or lecture.

    Unattended bags will be removed by Security.

Safety Provisions. Be aware of the fire exit routes, fire extinguishers, fire alarms and first aid kits in the Department.

9.2 Practicals and workshops

You will be engaged in practical work in many of your modules. It is important that you follow all instructions given to you by your lecturer or any of the technical staff.

9.3 Specialist equipment

The labs house many different pieces of fabrication equipment which should be treated with respect. All safety instructions must be adhered to.

9.3.1 Emergencies

First Aid. First aid kits are situated in the Departmental Office of the John Bowyer building on the main campus and in the Laboratory in George Eliot building on the North Side of the A30. If you are in any other College building you will find that there

will be 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;
- at key notice boards around the building.

Fire Alarm. If the fire bell rings continuously:
- leave the building immediately, by the nearest safe route. **Do not stop** to collect belongings. Note: This may not be the door you used to enter the building;
- report to the buildings Assembly Point;
- do not wander off without reporting to a Fire Marshall;
- do not enter the building again until authorised to do so.

Fire alarms are routinely tested. The test days/times are posted on the entrance door to the Department/building. You should familiarize yourselves of the arrangements for all buildings in which you have classes.

Dealing with fires. If you discover a fire:
- activate the nearest fire alarm immediately - this is your main priority;
- leave the building by the nearest safe route;
- report to the nearest assembly point - if in the academic department report to the Assembly Point 15 (the area of grass behind the Queens Building);
- Fire Marshalls are appointed in each corridor; their instructions must be followed without question;
- Do not fight fires unless trained to do so - the incorrect choice or use of a fire extinguisher could put your life at risk and/or make the fire worse.

9.4 Code of practice on harassment for students
This can be found on the student home pages under codes and regulations.

9.5 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.

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.

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

10 Equal Opportunities Statement and College Codes of Practice

10.1 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;

- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

10.2 College codes of practice

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

11 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 of 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 advisor.

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 announce their scheduled office hours at the start of their course. 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 adviser. Personal advisers 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 courses 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 years 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 courses, examinations and must adhere to specific assignment deadlines. If a student is unable to attend a part of their course or is unable to meet the assessment deadline, s/he must inform the Department using the procedure outlined in the Undergraduate Handbook. Students must not falsify reasons for why they did not attend a part of their course, 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 date, time, location, format (i.e. online, printed, on disk etc.), word count, structure and the correct submission form needed. These will be specified to students by the course leader prior to the deadline.
4. All submitted work for any course 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 courses that they are taking or from a previous year or from a programme they have previously taken.

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 honor 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.

Signed

Date