

Centre for Research on Ageing

PG Certificate / PG Diploma /
MSc Gerontology (Distance Learning) /
MSc Global Ageing and Policy
(Distance Learning)

Student Handbook & 'How to' Guides

2017/18

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DISCLAIMER

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Welcome from Associate Dean (Education & the Student Experience)

Dear Students,

Welcome to the University of Southampton and good luck on the year to come. As an incoming student on one of our Master's programmes, you've already demonstrated your ability through your undergraduate studies, and we're glad you've decided to continue your education with us at Southampton.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and innovativeness of your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and ultimately overseeing all matters to do with your education and its assessment and quality. I have a commitment to ensuring the best possible student experience and, if all is working well, I will be like the duck on the pond - calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our different and cutting edge way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you outside of your studies. Most of all, we hope that you will be happy during your time with us. This will shine through, and your positivity will be a beacon for friends, for opportunity and for achievements. Our staff are ready and willing to help you on that journey and we will be delighted to hear from you.

For now though, welcome to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,



Jim Anderson
Associate Dean (Education & Student Experience)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

Welcome from the Director of Programmes

Welcome to the University of Southampton. I am the Director of Programmes for Social Sciences and my responsibilities cover all aspects of postgraduate education and student matters, and primarily your experience while you study here. Whichever degree programme you are studying, you will be meeting staff and other students representing a wide spectrum of approaches to social scientific research. A lot of exciting work goes on within Social Sciences and it is our aim to give you the very best education experience and to help you feel part of what we do. As a postgraduate, you have made a significant step-change in your studies. Postgraduate work will be more demanding in a number of ways; it is more than an additional year of undergraduate study. We are confident that you will see this as an amazing opportunity to deepen your knowledge, to develop critical and evaluative thinking and develop your analytical abilities. We are confident that you will become part of a lively postgraduate community that interacts both in the classroom and socially. Indeed, we rely on you to keep that community as lively as it is!

A Master's degree is a taught programme, but you will probably find it to be more collaborative and interactive than your previous study. This will be educational in the broadest sense of the word and our ambition is to see each of you graduate with a sense of accomplishment and a feeling that your decision to come to Southampton was definitely the right one. Our postgraduate community includes doctoral researchers and you may find yourself drawn towards a PhD. If so, your MSc is the foundation for success at that level. If your ambitions lie in other directions, the MSc confirms your abilities of analysis, judgement, synthesis and communication. You will be well prepared for success whichever path you choose.

This Programme Guide contains a compendium of useful information about studying in Social Sciences at the University of Southampton. You will find a summary and glossary of terms section below to assist you in navigating the information. If you lose this Guide, you can access it [online](#).

If anything in the Guide is unclear or if you have any questions that the Guide does not answer, Faculty staff are here to help. Questions about specific module material should be addressed to the module lead. Questions of a general academic nature should be addressed to the Programme Co-ordinator/Personal Academic Tutor assigned to you. The postgraduate programme coordinator for Gerontology is Athina Vlachantoni. You can view the name of your Personal Academic Tutor on your student record which can be accessed via [SUSSED](#).

In addition, staff working in the Faculty Student Administration Office located in Building 58, level 2 can explain and advise on many matters. In short, there is a wealth of support and you should use all that we make available to you.

Should you have a health condition that would benefit from additional support, it is essential that you contact the [education support services](#) at the earliest opportunity. This is particularly important if you feel that you would need extra assistance during examination periods.

If you need further pastoral support, please call at the Faculty Student Administration Office, where you will be able to talk to someone about your needs and be advised of additional sources of support. We take student support very seriously, but you must seek that support when you need it. Please do so. However, the key point is that your postgraduate studies should be exciting and transformative. I hope you enjoy your time here and that postgraduate study is everything you thought it would be.



Dr Emanuela Lotti
Director of Programmes, Social Sciences
September 2017

Welcome from the Head of Department & Director of the CRA

Welcome to the Department of Gerontology and the Centre for Research on Ageing (CRA) in the Faculty of Social, Human and Mathematical Sciences. We hope your studies with us are enjoyable and interesting.

This Handbook will help to ensure that your induction into the Department goes smoothly and provides a useful source of information throughout your period of study. The Handbook provides information on the programmes, individual course modules, assessment and feedback, learning resources, student support, general calendar information and tutor contact details. Please take the time to find your way around this Handbook. The 'How to ...? Guides' at the end of the Handbook will prove invaluable when learning about the different practical tasks and resources involved with your study.

Feel free to email us if you have any queries. Happy studying!



Professor Maria Evandrou

Director of the Centre for Research on Ageing

CRA Staff Contact Details and Research Interests

Dr Isabella Aboderin
Associate Professor of Gerontology
Email: I.Aboderin@soton.ac.uk

Isabella is also a Senior Research Scientist and Head of APHRC's program on ageing and development in sub-Saharan Africa. Isabella's research interest centres on the nexus between issues of ageing and older persons and core development agendas in Africa, with a focus on age-based inequities in wellbeing and service access, older persons' economic and intergenerational roles and the life course of younger generations. Her research is driven by a conviction that issues of ageing not only affect us individually and in families, but are crucial for the future of Africa's societies. Isabella is also a Senior Research Scientist and Head of the Africa Population and Health Research Centre's program on ageing and development in sub-Saharan Africa.

Professor Maria Evandrou
Professor of Gerontology, Director of the CRA and PGR Admissions Tutor
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Maria's research is varied and includes inequalities in later life, equity in health and social care, and inequalities amongst black and minority ethnic elders. She also examines the retirement prospects of future generations of elders, particularly the building and use of different types of policy tools for modelling income, pensions, health, incapacity, demand and supply of formal and informal care amongst older people in the future.

Dr Gloria Langat
Lecturer in Gerontology, Examinations Officer, Senior Tutor and Staff-Student Liaison Committee Coordinator
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Gloria's research interests encompass demography, population dynamics, and gerontology. Her work focuses largely on resource-poor settings. She applies a mixed methods approach to the design and analysis of research. Gloria's broad research topics include: ageing in developing countries; HIV/AIDS; migration and health; impact of population dynamics on households and families; and urbanization.

Dr Elisabeth Schröder-Butterfill
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Please note I only work Mondays, Thursdays and Fridays.

Elisabeth's research interests cover ageing, the life course and social networks in developing and transitional societies. Her academic background is interdisciplinary, combining demography, anthropology and sociology, and her research merges qualitative and quantitative methods, with ethnography informing the design and interpretation of survey sources.

Dr Athina Vlachantoni
Associate Professor of Gerontology and Head of Teaching Programmes
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Athina's research interests combine the areas of ageing, formal and informal systems of support, and social policy. Her current research examines the demand for and supply of health and social care in the UK; informal care provision and receipt in India and China; life histories as determinants of outcomes in later life; and pension protection among ethnic minority groups in Britain.

Dr Elizabeth (Libby) Webb**Lecturer in Gerontology, Library Liaison Tutor, Marketing Coordinator**

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Elizabeth has a background in social epidemiology, and her research takes a quantitative approach to addressing questions as to how good physical and mental health and independence can be maintained in older age. Elizabeth is particularly interested in how aspects of older people's lives including social support, the provision of informal care, housing and use of active transport may influence health and well-being.

Dr Rosalind Willis**Associate Professor of Gerontology, PGT Admissions Tutor and MSc Dissertations Tutor**

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Rosalind's research interests include the mental health of older people, especially dementia, and informal care and social support. Much of her work has an emphasis on ethnic diversity, and she has conducted a mixed-methods study of informal support in later life across eight different ethnic groups. Rosalind is also interested in equality of access to health and social care services.

Professor Asghar Zaidi**Professor of International Social Policy**

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Email: asghar.zaidi@soton.ac.uk

Asghar's research focuses on population ageing and its social and economic consequences as well as pension policy and its impact on fiscal and social sustainability of welfare states. His work has also examined labour market status and well-being of persons with disabilities; poverty and social exclusion among older people / people with disabilities; and dynamic microsimulation modelling.

Teaching Fellow**Kathryn Wicks****Teaching Fellow in Gerontology and Skills Sessions Coordinator**

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Kathryn's main research interests focus on formal and informal sources of care and support for older people over the life course in England. Kathryn is also interested in investigating legal issues affecting older people, in particular the impact of human rights legislation on the care of older people with dementia.

If you wish to make an appointment with a member of staff, please either email or phone them.

Centre Research Staff**Dr Zhixin Frank Feng****Research Fellow**

Email: Z.Feng@soton.ac.uk

Frank is currently researching pension provision for minority ethnic groups in Britain, particularly focusing on the determinants, prospects and policy implications of current social security in Britain. He is applying multilevel models to investigate whether there are ecological effects of the determinants. Frank's previous research used multilevel modelling to study health outcomes for elderly people in China.

Nele Van Der Wielen
Research Fellow
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Nele's research interests are wide ranging and lie within the fields of demography and population ageing. Her main area of research is relating to universal health coverage in the context of population ageing. She is currently focusing on social protection programmes for older adults in Nairobi (Kenya).

Helen Bowers
Visiting Research Fellow

Helen's research interests encompass national policy and older people; strategic and organisation development; mental health and well-being in later life; health and social care; volunteering; person-centred care; strategic facilitation and partnership working. She designs and conducts evaluation research, particularly on the quality of life of older people.

Professor Peter Coleman
Emeritus Professor of Psychogerontology

Peter's research focuses on self and identity in advanced old age, using the Southampton Ageing Project. He also examines spiritual beliefs, health and well-being. Peter has also researched dementia and well-being, conducting research on the relatedness needs of older people with dementia; he has also developed a training programme on dementia care drawing on attachment theory.

Lorna Easterbrook
Visiting Research Fellow

Lorna's research examines health and social care policy analysis; housing options in later life; social service reviews and evaluations; as well as the role of carers, families and social networks in supporting older people. Lorna works with local government, charities and voluntary organisations in evidence gathering and policy analysis of key issues affecting the quality of life of older people.

Professor Jane Falkingham
Professor of Demography and International Social Policy

Jane's work covers population ageing, poverty and economic welfare as well as the design of pension systems and their impact upon resources in later life. She has researched the impact of economic transition on the living standards of older people within the countries of the Former Soviet Union. Jane has also studied the welfare of older people in sub-Saharan Africa.

Dr Gillian Granville
Visiting Research Fellow

Gillian's research focuses on health, health improvement and health inequalities, in mid and later life as well as women's health. Gillian designs and conducts qualitative evaluations, carries out action research and employs participatory evaluations in communities, focussing on ways to improve the quality of life of older people.

Dr Philip Kreager
Lecturer in Human Sciences, Visiting Research Fellow

Philip conducts research on the understanding the ageing process as part of adaptive mechanisms of local cultures and social structures. He has undertaken comparative analysis of Asian and European family systems, with particular reference to Indonesia. Philip combines qualitative and quantitative methodologies applied to networks, socio-economic strata, childlessness, migration and gender.

Dr Marco Trentini
Visiting Research Fellow

Marco's research focuses on comparative analysis of labour market policies in the UK and Italy. He has investigated the employability of older workers as well as social exclusion within the workplace amongst older workers. Marco examines retirement patterns and income security in later life and has studied pensions policies in the UK and Italy.

1. General information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2017/18 academic year. It is designed to complement the University's Student Portal. You can access the Portal by logging on to [SUSSED](#), using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

FSHMS

The [FSHMS Hub](#) is an information resource for undergraduate and postgraduate taught students in the Faculty of Social, Human and Mathematical Sciences. This is designed to be a one-stop shop to direct you to everything you need to navigate your academic journey with us. Containing How To Guides, links to services across the University, copies of all the forms you might need, contact details for academic staff members and your Student Offices, and much, much more, this should be your first port of call for any information you need as a student in the Faculty.

Resource	Weblink
Academic integrity	http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html
Blackboard	http://blackboard.soton.ac.uk/
Faculty website	http://www.southampton.ac.uk/about/departments/faculties/faculty-social-human-sciences.page
Faculty staff information	Social Sciences
Library	http://www.soton.ac.uk/library/
Programme and module descriptions	<p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard (see above).</p> <p>Your programme structure (ie which modules make up your programme) is available in your programme specification and via the online programme catalogue, which is accessible via Banner Self Service.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from http://www.southampton.ac.uk/socsci/</p>
Programme regulations	The Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes should be read in conjunction with your own programme regulations which detail any supplementary regulations specific to your programme of study.
Educational support services	Enabling Services provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.
Academic skills hub	http://library.soton.ac.uk/sash

1.1 Your student office

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

Office Hours: Monday to Friday
9.00am to 5.00pm

Location and contact details: Maths and Social Sciences programmes and modules
Building 58, room 2127
gerontology.studentoffice@soton.ac.uk

1.2 How we keep in touch with you

Email

We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. It is your responsibility to check your University email account regularly and you must not let your inbox exceed your storage limit. Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence

Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and student appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites

We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to disciplinary action within the scope of the [University's Regulations](#).

1.3 Confirmation of your student enrolment status

The Faculty Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters*' within the [fees section of the University Calendar](#) for a list.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Change are made via [Banner Self Service](#).

1.4 Transcripts of marks and confirmation of award

The University's Examination & Award Office can provide you with an official transcript of marks. All continuing students at the University of Southampton (i.e. those who are actively studying but are not yet in their final year) are entitled to one free transcript per year. Additional copies can be obtained for a fee. Please see the website for more information:
<http://www.southampton.ac.uk/studentadmin/awards>

When you successfully complete your programme you will receive a formal award certificate. Your award certificate will be produced using the legal name data you have provided within your student record. Please check that your student record contains the correct information. If you need to change your name you will need to provide evidence of your name to the Student Office who will be able to update your record.

1.5 Fees: when and how you should pay

Details of arrangements for the payment of fees can be found on the University web site at:

<http://www.southampton.ac.uk/postgraduate/feesandfunding/>

1.6 Use of iSolutions facilities

iSolutions provides support on a wide range of computing, communications and technical issues to students and staff. Full information, including regulations about iSolutions, can be found online (<http://www.soton.ac.uk/isolutions/>). Please contact iSolutions with any technical problems: Phone +44(0)23 8059 5656, or email ServiceLine@soton.ac.uk

As a student of the University you are entitled to use iSolutions facilities and you are bound by the regulations for their use. When using email, you are advised to treat correspondence with the same care as you would when using paper.

2. Supporting you through your studies

2.1 The role of your Personal Academic Tutor

The University operates a tutor system to help support and advise students in their academic study. A dedicated member of the Centre for Research on Ageing will be assigned to act as your Personal Academic Tutor. Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to have contact with your Personal Academic Tutor at key points through your University career and; if you need to, you can contact them more frequently. Correspondence with your Personal Academic Tutor will normally take place through Skype, email or telephone.

Your tutor will not necessarily be involved in lectures or seminars that you will attend but s/he will have an oversight of your programme of study. You should consult your tutor for advice and information on all matters connected both with your programme of study (e.g. module selection, study methods) and with University life generally. Whilst you are likely to retain the same tutor throughout your programme of study, you will be advised should a change be made to your tutoring arrangements.

Sometimes, your Personal Academic Tutor may refer you to other areas for support. They could refer you to individual support services, your student office for information, to the Distance Learning Tutor (Dr Rosalind Willis), or the Senior Tutor (Dr Gloria Langat). You are encouraged to get in touch with your personal academic tutor who may deal with your concern or refer you to the most appropriate specialist tutor. However, if your personal academic tutor is away or you would prefer an alternative, you should get in touch with the Distance Learning Tutor (DL). The DL Tutor can offer you support with distance learning specific questions, and if she is not available, you can contact the Senior Tutor of the Academic Unit. The Distance Learning Tutor; Dr Rosalind Willis, will have a more specialised understanding of supporting distance students, and may support you if you have a particular problem. You can also contact her if you wish to change your allocated Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Distance Learning Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations: It is vital that you do not wait until after assignment results have been announced to raise any difficulties you are experiencing.

You should also check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications. However, it is important to ask your tutor's permission before giving his/her name as a referee. You may find it helpful, therefore, to provide your potential referee with some detailed information about yourself in the form of a CV or a personal information sheet.

Personal Academic Tutors can provide advice on assignment plans, your dissertation ideas, and help you learn from feedback on assignments.

(See also the document on the USB drive included in your Starter Pack giving details about the different roles and responsibilities of different members of staff.)

2.2 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. You may wish to ask your GP for written confirmation of your health difficulties if you feel that these may be affecting your academic performance, which you may then wish to pass on to your Personal Academic Tutor. More information can be found in the [General Regulations – Attendance and Completion of Programme Requirements](#).

2.3 External factors affecting your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you have grounds for believing that your studies have been affected by external factors you must bring this to the attention of your academic tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

2.4 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these circumstances to be considered by the Faculty you must complete a Special Considerations form. **It is important that you submit this to your Student Office in a timely manner (normally not more than five working days after any assessment or deadline that may have been affected by the circumstances).** All claims must be substantiated by written documentary evidence, eg a medical certificate or GP/consultant letter, self-certification or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. You will be notified of the outcome of your claim once the Board of Examiners has considered the recommendation of the Special Considerations Board. Full details of the University's policy on Special Considerations can be found [here](#).

2.5 Fitness to study

The [Fitness to Study](#) policy applies to enable the University to respond appropriately to situations where visible signs of illness, mental health difficulties, psychological, personality or emotional disorders may have a profoundly disturbing impact on the functioning of an individual student and/or the wellbeing of others around them. The University has a positive attitude towards those with impairments and is committed to maintaining students' wellbeing. The policy identifies the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

2.6 Suspending your studies

Should you feel that you need to take some time out from your studies, known as [suspending your studies](#), you should first discuss this with your personal academic tutor. A Suspension Request form should be obtained, completed and returned to the Student Office. Please note that, if you wish, you can suspend your studies in order to undertake an internship or period of industrial training outside of normal vacation time.

2.7 Withdrawing from your studies

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations – Transfer, Suspension, Withdrawal and Termination](#).

The Students' Union Advice Centre has developed a [Guide](#) for students.

3. Your Safety

As a Distance Learning student, the below information is normally not applicable. However, this information will be both relevant and important if you choose to visit the University.

Ensuring student health and safety is a major goal of the University, and this applies to your visit to Southampton University during the Residential Course. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

<https://www.susu.org/support>

<http://www.southampton.ac.uk/hr/services/health-and-safety/index.page>

The University statement of Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available here:

<http://www.southampton.ac.uk/hr/services/health-and-safety/index.page>

The Faculty's Health and Safety Local Arrangements document is available at:

<https://groupsite.soton.ac.uk/Administration/FSHS-Health-and-Safety/Documents/Forms/AllItems.aspx>

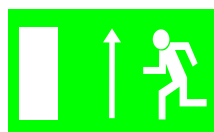
3.1 Local arrangements

Key local Health and Safety arrangements are as follows. If you have questions relating to any of the following information please contact a member of the Faculty Health and Safety team, details of which you will find at the end of this section.

3.2 Action in the event of a fire



If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.



On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal Emergency Evacuation Plan (PEEP).



On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have been notified to Health and Safety personnel in order for a PEEP to be developed. If this has not been done please contact the Health and Safety team using the details overleaf.

3.3 Assembly points

Building	Assembly point
B32 (Education)	Visitor car park at North end of B32 (Burgess Road end).
B34 (Education)	Area around flag pole in front of University library.
B39 (S3RI)	Car park in front of B54
B44 (Geography / Psychology)	Grassed area in front of University Health Service Building (North end of Physics building).
B44a (Psychology)	Car park in front of B44 (Shackleton)
44 Chamberlain Rd (Psychology)	Car park in front of B44 (Shackleton)
B54 (Mathematics) and B56	Grassed area adjacent to Turner Sims Concert Hall
B58 (Social Science)	Grassed area in front of University Health Service Building (North end of Physics building).
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

3.4 First Aid



In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

3.5 Incident Reporting



If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your supervisor and the Faculty Health and Safety team. The circumstances can then be investigated and measures put in place to minimise future risk.

Incidents can be reported online at: <https://www.southampton.ac.uk/healthandsafety/incident-report.page?>

3.6 Induction and Training

As a new student you should have the following expectations with regard to Health and Safety (H&S):



- To be made aware of local emergency arrangements and H&S contacts on your first day.
- To receive a local induction before using any laboratory or workshop area. This will identify hazards and make you aware of particular procedures in place to help ensure your safety.
- That risk assessments and other written arrangements that maintain good H&S in all your activities will be brought to your attention by your supervisor.

3.7 Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays. All undergraduate students must leave buildings by 18.00. Access by ID card may be available to postgraduate students from 06.00-23.00 depending on student status. Buildings are to be

clear by 23.00 and remain so until 06.00 (Closure Period) unless you have particular need which must be approved by your Head of Academic Unit.

3.8 Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 23.00 through to 06.00 the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during weekends and the closure period from your Head of Academic Unit and this must be documented using **Out of Hours Form 1.5** available from the link <https://www.southampton.ac.uk/estates/what-we-do/security.page>

3.9 Further information

More detailed information, forms and links to other sources of advice are available on the [FSHMS H&S site](#).

3.10 Contact Information

Your primary contact should be your personal academic tutor. However, the following contacts may be used if necessary:

Faculty Health and Safety Team (Social, Human and Mathematical Sciences)				
Pete Dargie	Faculty Health and Safety Officer	44/3011	023 8059 4513	P.G.Dargie@soton.ac.uk
Peter Morgan	Health and Safety Officer – Geography and Environment	44/1017	023 8059 4673	P.R.Morgan@soton.ac.uk
Safety and Occupational Health				
Safety and Occupational Health (SOH)	Please contact SOH if local contacts are not available	26 University Road	023 8059 3277	soh@soton.ac.uk
Security – Central Control Room (CCR)				
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)	unicc@soton.ac.uk	

4. Your Academic Programme

4.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme. You can view your programme specification via [SUSSED](#).

The taught components of the programme are delivered in modular form and typically run over two semesters. The teaching weeks are followed by a two to three week examination period. The semesters overlap the traditional three term structure which still determines the pattern of vacations at Christmas and Easter.

For any given programme a module is either core, compulsory, or an option. Definitions of these and of the rules surrounding compensation are provided in the [General Regulations – Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes](#) and are reproduced below.

Core Module: A Core Module is a module which must be taken and Passed by all students on a particular programme. Core Modules may not be Passed by Compensation. Where programme

regulations specify, a student may be required to select a Module from within a group of Modules, which, once selected, becomes Core.

Compulsory Module: A Compulsory Module is a Module which must be taken by all students on a particular programme. Compulsory Modules may be Passed by Compensation.

Option Module: An Option Module is a Module selected from a group of available Modules which does not become Core or Compulsory on selection. Option Modules may be Passed by Compensation.

Compensation: Pass by Compensation is the award of credit for a Failed Module on the basis that overall performance elsewhere in the Part is sufficient to merit the passing of that Part and the learning outcomes of the programme as a whole will be met.

Non-Compensatable Fail: A Non-Compensatable Fail is a Failed Module which cannot be Passed by Compensation. A Failed Module is Non-Compensatable if the mark achieved for the Module is lower than the Qualifying Mark, or if the Failed Module is a Core Module for the programme.

Pass Mark: The Pass Mark is the minimum mark that must be achieved in order to pass. It may be applied to a Module to an Average Mark or to a Final Average Mark.

The University standard Module Pass Mark for Standalone Masters students taking modules at all levels is 50 ([Regulations for Progression, Determination and Classification of Results: Standalone Masters Programmes](#) (section 3)).

Qualifying Mark: The Qualifying Mark is the minimum mark that must be achieved in a Module in order for a Pass by Compensation to be awarded.

Unless stated in the programme regulations (and subject to paragraph 3.2 of the [Regulations for Progression, Determination and Classification of Results: Standalone Masters Programmes](#)), the University standard Qualifying Mark for Standalone Masters programmes is 35.

Your student record should automatically record core and compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most programmes will have a number of optional modules. If applicable you will need to select a certain number of optional modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

Your Personal Academic Tutor or the Distance Learning Tutor will be able to provide you with guidance on this.

4.2 Registering for your option modules

When choosing your options, you are strongly advised to ensure that you have a similar total number of modules in Semester 1 and Semester 2, to maintain a balanced work load throughout the year. Once you have registered your options, it is possible for you make changes but there are restrictions. The substitution of modules is not allowed (i.e. you cannot take an extra module in semester 2 to replace a semester 1 module in which you failed to perform well).

You may request a change to your option module choice up to the **end of week 2** in each semester. You should consult the Distance Learning Tutor and complete a Change of Module form to specify your request (forms can be obtained from the Student Office). If your option module choices clash in your timetable, then you will need to amend your option choice accordingly by contacting the Student Office immediately.

You should regularly check your online student record for details of your registered modules. This is particularly important after you have made any changes and will help to maintain the accuracy of your student record. It will also save time and confusion during the examination period.

4.3 Attendance

The University's [Attendance Regulations](#) detail the University's general expectations placed upon you as a student.

4.4 Additional Costs

You may incur additional costs as a result of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Option modules that are available to select may also include information on module specific costs.

5. Faculty Teaching and Learning Skills

5.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to; otherwise marks will be deducted via the imposition of a late submission penalty. However, the framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your personal academic tutor, module co-ordinator or programme director. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life. One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your personal academic tutor.

Please see the Calendar with key deadlines which was included in your Starter Pack.

5.2 Lectures

Each lecturer will present material using an audio-recording and a handout. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during Skype tutorials to gain understanding. It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the coursework assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you listen to all of the lectures in a given course module via Blackboard.

5.3 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules (e.g. GERO6014). These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

5.4 Self learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc., or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

5.5 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More information can be

found on the [Academic Skills](#) pages of the Library website. A conscious effort is made by the Faculty to ensure that every module allows and encourages development of key skills. Further details can be found within individual module specifications.

The Gerontology Employability Tutor will also be able to provide advice on furthering your key skills and improving your employability.

5.6 Faculty Policy on referencing

Gerontology students are expected to use Harvard style referencing. Further information regarding how to reference properly and its importance can be found under point 13.3 of this handbook.

5.7 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#). Where professional, statutory and regulatory body requirements apply and for programmes that lead to professional registration, additional reporting requirements may be in place.

The Students' Union Advice Centre has developed a [Guide](#) for students.

Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. We are aware that students may have experienced differing standards at other institutions (including those overseas) but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these are breached. These penalties will always affect the mark you receive for the piece of work in question, and the most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference we provide.

It is often helpful to discuss ideas and approaches to your work with your peers, and this is a good way to help you think through your own views. However work submitted for assessment should always be entirely your own, except where clearly specified otherwise in the instructions for the assignment. In some instances working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.

If you wish to improve your study skills, always seek advice sooner rather than later. Your personal academic tutor or module convenor will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice, and to learn to benefit from it. This would not necessarily mean that you are 'struggling' with your work – you may feel you need additional advice to reach your personal potential.

If in doubt about what is required in any particular assignment, what referencing styles are appropriate etc, always ask. Your tutor or module co-ordinator will be able to point you in the direction of appropriate sources of advice and information.

You are responsible for your own work and conduct, and for ensuring that you neither fall accidentally into poor academic practice in your written work nor engage in practices which breach academic integrity. Such practices are unacceptable, whether they have been followed deliberately or through a lack of understanding. As well as damaging your own development, failure to work with academic integrity is unfair to other students who complete work honestly and fairly. It can also potentially damage the relationship between staff and students which is at the heart of the University community, and relationships with external partners. Ultimately, your results will not be a true reflection of your performance, which may potentially damage the academic standing of the University's awards.

Furthermore, should you have reason to believe that a fellow student is not working with academic integrity, you should speak in confidence to the module convenor. Your identity will not be revealed as part of any investigation; however no further action would be taken unless additional evidence is identified by the marker or module convenor.

5.8 Research Ethics

The University of Southampton is committed to carrying out its research, teaching, enterprise and other activities within a comprehensive ethical framework (<http://www.southampton.ac.uk/ris/policies/ethics.html>).

Principles of ethical research include the expectation that studies are undertaken with integrity, quality and transparency. Participants in research must be fully informed about the research and participate voluntarily. They need to know what will happen with the information they provide, and that they can withdraw from the study subsequently (wherever possible). Risks from participation in research must be explained and minimised. Participants' anonymity and/or confidentiality should be protected, for example by removing information that could be used to identify them and by storing confidential information securely.

All research on human participants, their tissue or data requires ethical approval via the University's Ethics and Research Governance Online (ERGO) system (www.ergo.soton.ac.uk). This includes, but is not limited to, studies of the following kind:

- analysis of existing secondary data at an individual level, even where such data have been anonymised and/or the datasets exist in the public domain;
- collection of data using questionnaires and online surveys;
- collection of data using interviews, observations, focus group discussions or similar qualitative approaches; and
- experiments involving human participants.

Research on animals is governed by separate procedures.

The University believes that ethical issues should be interpreted broadly and that ethics approval might also be needed for research where other factors could be present including:

- a risk of damage to the environment;
- political or social sensitivity; and
- impact on culture and cultural heritage.

If you are in doubt about whether the research for your dissertation requires ethical approval, please contact Dr Elisabeth Schröder-Butterfill (emsb@soton.ac.uk).

To obtain ethical approval for your research, please apply via the ERGO system (www.ergo.soton.ac.uk). Detailed guidance on how to apply and what documents to upload can be found on the Researcher Portal (<https://intranet.soton.ac.uk/sites/researcherportal/>) and in the Downloads section on the ERGO page. (Note: During the 2017-2018 academic year, ERGO will be updated to ERGO-II. This means that the interface and some of the details of the application procedure will change. Updated guidance will be made available once ERGO-II is in use.)

Please note that the University does not permit mass emailing for the recruitment of research participants.

Your supervisor will need to approve your ethics application before it is reviewed by the Faculty Ethics Committee. There are no submission deadlines; instead applications are reviewed on a rolling basis. You can expect a decision within 10 working days. Please allow extra time in case you are asked for revisions. **You must not begin your research before you have obtained approval via ERGO!** Retrospective approval is never granted.

Failure to obtain ethics approval or to comply with the University's Ethics Policy will be investigated under the University's regulations governing Academic Integrity (<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>).

6. Assessment and Examinations

6.1 Coursework assessment and submission

All modules include coursework assignments as part of the assessment. Coursework can often occupy a large amount of time and balancing your time across your full programme of study is important.

When coursework is set a due date and time for submission will be specified. If you are unsure about the date or time required for any submission, it is your responsibility to contact the module co-ordinator to obtain clarity.

Students should aim to complete assignments on a wide variety of topics, and avoid re-using similar topics in several modules/assignments. Having said that, topics may be re-used a limited number of times, if the focus of the assignment question is very different, or if a different range of academic literature is drawn on. In such cases, students should seek the permission of the lead module convenor before starting their work on their assignment. Please be aware that the Turnitin submission system will pick up text that has been replicated across assignments, and this will be treated as self-plagiarism.

All coursework should be submitted in PDF format through Turnitin via Blackboard and emailed to ageing@soton.ac.uk in Microsoft Word format before 3.00 pm (UK time) on the given published hand in date.

Please consult the 'How to ...? Guide' on submitting coursework through Turnitin on Blackboard.

6.2 Overlength work

Although the types, lengths and styles of assessed written work vary considerable between disciplinary contexts, the production of written work to a specified length is an important transferable skill that you are expected to develop during your studies. The ability to produce concise, clear writing to a determined length is fundamental both to academic work and to professional working life. In response to student demand for greater clarity, a Faculty policy has been developed (available on the [FSHMS Hub](#)) to provide a consistent approach towards overlength work across the Faculty. Where relevant and appropriate, written assessments may specify a word limit either as a single figure or as the upper limit of a range. Your work will be overlength if you go even one word over the stipulated length or upper limit. Please note that the word limit includes tables and figures in the body of your assignments unless stated otherwise in the module outline. There are no complicated penalties to apply. Instead, overlength work will be addressed through marking solely **that proportion of work that falls within the word limit**.

Your individual module leads will provide further details via their Blackboard sites. This approach to overlength work does not apply if a piece of work has no word limit, however, you should attend to any length guidance given by your module leads.

6.3 Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late.

The University has a uniform [policy](#) for the late submission penalty for a piece of assessed work worth 10% or more of the final module mark.

Work submitted up to 5 working days after the deadline should be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

*University working days excluding weekends, University closure days and public holidays.

6.4 Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible via email to ageing@soton.ac.uk. You should complete a Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made. **It is your responsibility to request an extension in a timely manner.**

6.5 Coursework feedback

Full details of the University's assessment framework are available in the University's Quality Handbook which can be accessed from SUSSED.

Feedback comes in many forms and you must learn to recognise the merits of all of these. The [Student Feedback policy](#) provides an overview of formal feedback. Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to. Informal feedback is just as important and comes in the form of individual chats with your tutor, module coordinators or dissertation supervisors. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

Feedback will be provided by the module convenors.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within four working weeks following your submission. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

You are always free to ask the lecturer personally how you are progressing.

The feedback you receive will be:

- **timely** - allowing you to learn from your work
- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** – allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback may be made available online. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made and the module lead will explain those to you.

6.6 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in the [Release of Marks procedure](#).

These marks will be made available by your Student Office according to the procedures of the Faculty. In certain cases, especially for semester 1 exams, such marks at the time of release may be provisional only and subject to change by a subsequent Board of Examiners. It will be made clear when marks are provisional.

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

6.7 Gerontology Prizes 2017-2018

The MSc Gerontology Best Performance Prize is awarded to the PGT student with the best overall performance in the taught element of the part-time or full-time MSc Gerontology or MSc Gerontology (Research). The £100 prize will be presented during the graduation reception in the year following completion of the MSc programme.

The MSc Gerontology Dissertation Prize is awarded for the best dissertation submitted by a PGT student on the part-time or full-time MSc Gerontology or MSc Gerontology (Research) programme. The £100 prize will be presented during the graduation reception in the year following completion of the MSc programme.

The MSc Gerontology (DL) Prize is awarded to the PGT student with the best overall performance in the taught element of the part-time or full-time MSc Gerontology (Distance Learning) programme. The £100 prize will be announced during the graduation reception in the year following completion of the MSc programme. Prize award will be sent to recipient following announcement at reception.

The MSc Gerontology (DL) Dissertation Prize is awarded for the best dissertation submitted by a PGT student on the part-time or full-time MSc Gerontology (Distance Learning) programme. The £100 prize will be presented during the graduation reception in the year following completion of the MSc programme.

Two £150 Hazel Muras-Osborn Prizes for the MSc Gerontology, MSc Gerontology (Research) or MSc Gerontology (DL) Dissertation. These prizes will be awarded to the students with the most methodologically innovative and potentially impactful research, following the marking of their dissertations. Special consideration will be made to recognise students who demonstrate an interdisciplinary approach and to projects which have a strong link to professional practice. These new prizes will provide motivation to our final year MSc students and will reward those whose research has the possibility for real-world application.

The Dean's annual recognition for excellent academic achievement in the Faculty of Social, Human and Mathematical Sciences. Formal recognition from the Dean, on behalf of the Faculty, which may be included in your CV or equivalent as recognition of outstanding achievement while studying in the Faculty.

1. Dean's List Award for exceptional performance by achieving a Part Average Mark of 70% or over;
2. Dean's List Award for exceptional performance by achieving a Dissertation Mark of 70% or over.

6.8 Final assessment

At the end of your programme, your overall performance will be assessed. If you satisfy the academic standards necessary, the examination board will recommend you for award.

7. Student feedback: getting your voice heard

7.1 Student representation

Through the [Students' Union](#) you will be invited to elect your Faculty representatives (Faculty Officers, Academic Presidents, Academic Vice-Presidents and Course Representatives) who co-ordinate the student voice on Faculty committees to enable your voice to be heard. More information on the Students' Union officers and their roles is available on the Students' Union [representation](#) webpages.

Staff-Student liaison committees have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

7.2 Module Survey

The Faculty formally seeks feedback on every module every time it is delivered in line with University Policy. This is normally done through an anonymised electronic system.

In addition, all programmes should seek informal feedback from you part-way through your module. Your module leads will confirm to you the processes and opportunities to provide feedback.

We encourage you to take every opportunity to express your opinions/comments/and suggestions as this is very valuable to the Programme Team and the Faculty in our drive towards continual enhancement of education.

7.3 Module reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the module report. Module reports are available via Sussed under the “programme specific information” tab.

8. Careers and Employability

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. Research* shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. The Service provides drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

*High Fliers 2016

In Social Sciences, we strongly encourage you to think about and work towards career opportunities that are best suited to you. Our postgraduate programmes will enable you to develop and enhance transferable skills that are highly valued by employers such as critical thinking, research, report writing, problem solving and teamwork. We work closely with the Careers and Employability Service (www.southampton.ac.uk/careers/) in order to provide tailor made employability workshops for our postgraduate students to prepare you for your future career and to give you information about further postgraduate study and funding opportunities. These workshops may include external speakers and networking opportunities.

In Social Sciences we recognise the importance of career planning and a member of academic staff has the role of the Social Sciences Employability Co-ordinator. The Employability Co-ordinator will email you with career planning opportunities, careers talks and events, placement and volunteering opportunities. If you have ideas for particular employability events the Employability Co-ordinator would be happy to discuss these with you. In addition, each Department has an Employability Co-ordinator (a member of academic staff) who will contact you about relevant events and workshops, training and job opportunities. We also recognise the value of placement experience both to enhance your skills and to give you an idea of what it is like to work in a particular sector or specific organisation. The University offers paid placement opportunities with a range of national and international employers to postgraduates on taught programmes through its Excel Southampton Placement programme (<http://www.southampton.ac.uk/careers/placements/>).

There are a wide range of events, workshops, talks and careers fairs that are organised by the Careers and Employability Service (see https://www.southampton.ac.uk/careers/postgraduates/index.page?#marketing_your_masters) and an excellent careers resource centre in Building 37 and online that are all intended to assist you in your career planning. This includes advice about writing your CV and application forms as well as interview skills and assessment centre workshops. Appointments with a Careers Adviser are also available. For more information see the Careers website <http://www.southampton.ac.uk/careers/>

For Distance Learning students, many written resources and recorded sessions are available on the Careers and Employability Service website. Webinars are available as part of the Events Calendar, which enable Distance Learners to join training sessions without travelling to Southampton. Please see <http://www.southampton.ac.uk/careers/students/events/online.html>

The dedicated Social Sciences contact in the Careers and Employability Service is Andy Port A.R.Port@soton.ac.uk. Gerontology and the Careers and Employability Service have made a special arrangement for Distance Learning students to have the opportunity for a 1-2-1 session by Skype with Andy Port. The aims of these sessions can be to discuss career ideas, gain advice on an application form or curriculum vitae, etc. Please note that Andy's time is limited, so there may be a waiting time before he can meet with you.

8.1 Excel Southampton Internships

The [Excel Southampton Internship Programme](#) offers 4-12 weeks paid internships which enhance your CV, expand your network and open graduate recruitment opportunities.

8.2 Business Innovation Programme

The [Business Innovation Programme](#) provides an opportunity to develop your business acumen, team working and problem-solving skills by working on an 8 week project put forward by local businesses or not-for-profit organisations.

8.4 Volunteering Bank

[Volunteering](#) is a great way to help you gain many of the skills employers are looking for, build your network and develop yourself in new ways. Opportunities vary in duration and the type of role advertised.

8.5 Employability events within the Faculty

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. Activities and opportunities may appear within the timetable, or be advertised within your Faculty. Examples include lectures and workshops, online learning options, and events featuring alumni/employers. There are often opportunities to connect with organisations that offer themed events focused on employability. Some companies offer projects linked to dissertations or specific research.

9. For students considering a PhD/MPhil

If you are interested in pursuing a PhD, there are some funding opportunities that you may be eligible for. These include the Southampton ESRC Doctoral Training Centre (<https://www.soton.ac.uk/research/dtc/esrcdtc.html>) as well as other University and Social Sciences scholarships. For updates on the most recent funding opportunities for both UK/EU and International students, check online at: <https://www.soton.ac.uk/postgraduate/feesandfunding/index.html>.

The deadlines are usually between February and the end of April and normally require that a potential supervisor has been identified and the submission of a research proposal. Some guidance on writing a proposal can be found here:

http://www.southampton.ac.uk/ageing/postgraduate/research_degrees/apply.page

The current postgraduate students and their research topics can be found here:

http://www.southampton.ac.uk/ageing/postgraduate/research_students.page. If you would like to discuss the possibility of undertaking a PhD/MPhil, please speak to your personal academic tutor or contact Prof Maria Evandrou (maria.evandrou@soton.ac.uk) who is the PGR Admissions Tutor.

10. Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, complaint or appeal.

10.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The [Regulations Governing Academic Appeals by](#)

[Students](#) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

The Students' Union Advice Centre has developed a [Guide](#) for students.

10.2 Student complaints

The [Regulations Governing Student Complaints](#) sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

10.3 Dignity at work and study

The University's [Dignity at Work and Study Policy](#) applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

10.4 Student Discipline

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the [Student Discipline Regulations](#), in accordance with the evidence and circumstances presented. Information for students on discipline is available from the [Student Services website](#).

11. Academic and Non-Academic Support

11.1 Support for Student Learning

There is support for student learning in the Centre for Research on Ageing, in Social Sciences as well as in central University facilities.

Please refer to the separate documents 'Key Contacts – Roles and Responsibilities' and 'Student Support' which were included on the USB drive in your Starter Pack for further details about the different sources of support.

In the Centre for Research on Ageing you will have access to:

- The Distance Learning tutor who can provide advice on the programme modules and other University issues;
- A Personal Academic Tutor who can provide advice on the programme modules and other University issues, and with whom you can discuss academic progress and personal problems relevant to your academic work;
- An MSc Dissertation supervisor who will provide advice and support during your independent research;
- A programme handbook;
- Student e-mail;
- Induction, module briefings and MSc Dissertation workshops.

Support for student learning is also provided at University level through:

- Access to library facilities, including on-line access to key journals, books and ageing databases such as AgeInfo;

- Access to facilities, training and advice provided by the Information Systems Services and the Assistive Technology Service within the library;
- Specialist support services for students with dyslexia and other specific learning needs, accessible via email;
- Support for students with disabilities, health conditions and mental health difficulties, accessible via email;
- Counselling and Careers Advisory Services, accessible via email;
- Assistance with written English for non-native speakers through the Centre for Language Study, accessible via email;
- An Advice and Information Centre within the Students' Union, accessible via email.

11.2 University Student Services

Apart from academic support provided by personal and dissertation tutors, students can also access a range of services offered by the University to receive help with specific needs. A brief overview of the support the individual services offer along with contact details is given below.

11.3 Centre for Language Study

Online study skills support is available for international students on distance learning courses. This is provided by the Centre for Language Study and includes access to a comprehensive online toolkit in Study Skills and English for Academic Purposes. If necessary, students may also request an online tutorial slot to discuss, for example, an aspect of their academic writing; this will normally be delivered at an agreed time through the synchronous virtual classroom facility in their Blackboard course.

<http://www.southampton.ac.uk/ml/cls/index.page>

11.4 Support Services

(see also separate document included on the USB drive in your Starter Pack)

Support Services enable students to access any emotional and personal support they may require whilst studying at University. We provide confidential and professional support across a range of personal and academic issues. Staff, students and family or friends can contact the services to register concerns or ask for advice at any time.

Counselling - provides university staff and students with confidential professional support across a range of academic and personal issues. The service is useful for people who wish to look at a wide range of personal, relationship or academic issues. These may include experience of loss or change, anxiety and depression. The team is happy to help identify alternative resources if they are not able to provide the most appropriate support. Students or Staff should self-refer to the service themselves if they wish to access the support, however if staff members are concerned about someone else the service can be contacted for advice and referral.

Tel: +44 (0) 23 8059 3719

Email: counser@soton.ac.uk

<http://www.southampton.ac.uk/edusupport/counselling/index.html>

First Support - Team dedicated to being first point of contact and supporting students during times of crisis. Working with students to identify what support is needed, appropriately referring to correct service (liaising where necessary) and assisting students until ongoing support is in place.

The team works with students who may be experiencing the following types of difficulty:-

- Mental health crisis
- Domestic abuse
- Relationship crisis
- Accommodation crisis
- Academic crisis (exam stress, missing deadlines)
- Substance abuse
- Death of family member/friend
- Serious illness

- Impact of someone else's difficulty on own health and /or study
- Violent sexual assault or attack
- Honour based violence
- Bullying/harassment
- Transitional/cultural crisis

Staff, students or family and friends can refer to the service by contacting via email or phone. Contact will be made directly with the student who is causing concern by the team when required. Students will be assessed for risk and then signposted and referred to appropriate internal and external services for ongoing support. The team can be reached out of hours in times of extreme crisis, contact the University of Southampton's security service using the number below.

Tel: +44 (0) 23 8059 7488
 Email: firstsupport@soton.ac.uk
 Out of Office Hours: +44 (0)23 8059 2811

<http://www.southampton.ac.uk/edusupport/firstsupport/>

The **Enabling Services** provide information, advice and support for students with a wide range of disabilities, health conditions, mental health difficulties and temporary injuries.

Tel: +44 (0)23 8059 7726

Email: enable@soton.ac.uk

http://www.southampton.ac.uk/edusupport/disability_support/index.page?

11.5 Dyslexia Services

Dyslexia Services is part of Education Support at the University of Southampton. It provides a range of services for students and departments and all tutors have specialist qualifications in dyslexia.

Tel: +44 (0)23 8059 7726

Email: enable@soton.ac.uk

http://www.southampton.ac.uk/edusupport/study_support/index.page?

11.6 Wessex Needs Assessment Centre (WNAC)

The WNAC provides specialist assessments for students with disabilities and specific learning difficulties (dyslexia), many of whom are eligible for the Disabled Students' Allowances (DSA). After an initial assessment you will have access to ongoing support, advice and guidance. WNAC offers assessment and training to all UK students in receipt of DSAs.

Tel: +44 (0)23 8059 7233

Email: wnac@soton.ac.uk

<http://www.southampton.ac.uk/edusupport/wnac/>

11.8 Students' Union

The Students' Union (or 'SUSU' as it is often referred to) is a democratic, student led organisation, run by students for students. The Students' Union is independent from the University and aims to provide services, help and support to promote the interests of students. Despite not being a student studying in Southampton, the Students' Union and its facilities are available to you and all distance learning students, as all students of the University of Southampton, including those studying at a distance, are automatically members of the Students' Union.

Many of the facilities provided by SUSU are also available online, and so there is plenty of reason to utilise the services we offer.

We can offer:

- Help and advice through our Advice and Information Centre (SUAIC), via email, phone or simply use their advice booklets. (<https://www.susu.org/help-and-support/advice-centre/2015/index.html> or call 023 8059 2085)
- A way to discuss any issues you face or need help with in the forums (see <http://forum.susu.org> where there will be a dedicated area for distance learning students)
- Or simply a way to keep in touch with fellow students in the forums

There are plenty of reasons to get involved and stay in touch with the Students' Union, and if you have any problems or need any help, we are here for you.

Contact details:

Web: www.susu.org
Email: education@susu.org
Phone: +44(0) 23 8059 5220 (Vice President Education and Representation)

12. Aims of the Gerontology (DL) and Global Ageing and Policy (DL) Programmes

The aims of the programmes are to provide you with:

- Critical appreciation of the key theoretical perspectives within Gerontology and their application in the analysis of specific issues concerning ageing and the life course.
- Knowledge and understanding of contemporary debates within Gerontology concerning the lives of older people, their families and society, in both developed and developing countries. The Global Ageing and Policy (DL) programme aims, in addition, to offer specialised learning of ageing and its policy implications in less developed regions of the world.
- The ability to evaluate policies and initiatives concerning population ageing, welfare provision and the lives of older people, their families and carers.
- Knowledge of qualitative and quantitative research methods and the ability to apply them appropriately to investigate key research questions.
- Preparation for a career in the field of Gerontology and applied health and social sciences.
- The ability to design and conduct independent research within Gerontology, using appropriate research methods. (This aim is not fully developed in the PG Diploma Gerontology, the PG Certificate Gerontology, the PG Diploma Global Ageing and Policy (DL) or PG Certificate Global Ageing and Policy (DL)).

In addition, the Global Ageing and Policy (DL) programme aims to provide you with:

- Critical skills in the evaluation of policies and programmes in ageing societies.

Learning Outcomes

Having successfully completed these programmes you will be able to demonstrate knowledge and understanding of:

- Key theoretical and conceptual approaches to the study of ageing and the life course from a multi-disciplinary perspective;
- Key debates within Gerontology;
- The determinants of demographic change and the consequences of population ageing;
- Key changes in the life course over the last 100 years and their implications;
- Health and social care policies and initiatives which impact upon the lives of older people and their families/carers;
- Principles of research design and strategy and the appropriate choice of research method;
- An individual research topic in the field of Gerontology. (This skill is not developed fully for PG Cert or PG Dip students).

13. Essays

Throughout the programme, you will be asked to complete essays. These will typically be pieces of assessed coursework. In this sub-section you will find some advice about how to write good essays. You are strongly advised to return to this information throughout your studies in order to remind yourself about what examiners are looking for.

13.1 Guidance on writing essays

An essay is a well-informed, critical discussion of a particular topic, often with a specific question or set of questions in mind. Before embarking on the reading for your essay, make sure you have the

exact essay title or question in mind, so that your research is focused. Sometimes only parts of an article, book or report that you consult are relevant to your essay topic, so it's good to be selective in your reading and note-taking.

Don't forget to draw on lecture and seminar notes and readings, where appropriate, for a steer on where to locate suitable readings and research evidence. When reading for your essay, remember to make notes (including of facts and figures) since it's impossible to try and construct an essay entirely from memory! Try and paraphrase in your notes, in preparation for developing your own voice in your essays; where you are keeping a verbatim record of your reading, note this down, together with page numbers so that you can easily reference back to the source.

There are three key ingredients to a good essay. These are: a good introduction; a well-argued main part; and a conclusion which really *draws conclusions*.

In your **introduction** you should at the very least do the following:

- Present succinctly and clearly what the topic you are discussing is, and what specific question(s) you are addressing. For example, if your essay is about support that older people provide to their grandchildren, you could devote a short paragraph to the topic of intergenerational family support in general (support that older people receive, support they give, different kinds of support). However, you then have to focus in on the *specific* topic and questions you wish to address. *"In this essay I will examine a particular type of intergenerational support, namely support provided by older people to their grandchildren. This topic raises important empirical and theoretical questions: How common is such support, what forms does it take, and in what contexts does it arise? How is it negotiated? Is it based on notions of obligation or of reciprocity? What implications does it have for the welfare of children and of grandparents?"*
- A good introduction provides a brief preview of the main evidence you will draw on (*"I shall be comparing qualitative and quantitative evidence on grandparental support from the USA, UK and Indonesia to show the importance of cultural context..."*), and the main conclusions you will arrive at (*"The essay will conclude that where grandparental support has to replace parental support for children, for example due to a crisis in the middle generation, grandparents perceive their role as a burdensome responsibility. By contrast, providing additional support to grandchildren, alongside their parents, is experienced as satisfying. Contrary to expectations, the evidence does not show that provision of grandparental support is associated with expectations of reciprocal support by grandchildren."*)
- The introduction is also a good place for definitions of unfamiliar terms or concepts, and where there are different possible definitions; it allows you to state clearly how you are going to use a particular term or concept. Use the introduction also to state what you will not cover. (*"Some authors include small-scale gifts and support from grandparents, such as occasional baby-sitting, birthday and Christmas gifts, in their discussion of grandparental support. However, here I am only*

In your **main part** you are presenting the evidence *and* argument for your position.

- A common weakness in essays is that there is too much description and not enough critical analysis. In most of your essays during the programme of the MSc you will primarily be drawing on secondary evidence, i.e. published articles, reports, policy papers, existing demographic or other data. (In your dissertation you may collect some data of your own.) The temptation is simply to summarise what different articles etc. say. (*"Smith (2000) finds that grandparents in the USA provide on average 3.4 hours of support per week. Albert (2005) states that in the UK, the figure is around 4.5 hours."*) The result is a list of points or a list of article summaries. This is not only boring to read, it also doesn't provide the person marking your essay with any evidence that you have understood the topic and answered the question(s). Instead of a survey which summarises literature, an essay is supposed to be a critical analysis of literature in response to a question or 'academic puzzle'.
- Critical analysis means that you make explicit connections between different arguments or pieces of evidence; you contrast different points of view and weigh up their relative merit; you draw attention to weaknesses in argument, method or evidence; you take position and state which argument or evidence you find most convincing (and why), or you come up with a different position altogether.
- Before writing your essay (or dissertation) think carefully about the structure of its main part. It is never a good idea to structure around what you have read (a paragraph on Smith, then a paragraph on Wilkinson...). Instead, think about different themes that are relevant to the topic. To stay with the 'grandparental support' example, possible themes might be: types of

support provided; contexts under which such support arises; motivations for grandparental support; implications for children; implications for grandparents. You would then draw together the evidence, argumentation and theory (where appropriate) from different readings, organised around these themes. Each section would weigh up, compare, contrast, criticise etc. the evidence from different sources on a particular theme.

- Another important thing in the main part of the essay is to be selective in what you report on. Very often your essay topic is in the form of a question, and if it is not, you are still expected to formulate specific questions to pursue. It is therefore crucial to present only that evidence and argumentation which is relevant to the question. You will always be working under time pressure and within strict word-limit constraints. Trying to cover everything will not be possible!
- Always remember to include concrete examples in support of your points. This allows you to present relevant qualitative and quantitative evidence (including, where appropriate, in the form of percentages, tables or graphs) and makes the essay much more lively.
- Finally, don't forget to be scrupulous about acknowledging your sources. You must make clear where any evidence or argumentation or theory you include is from, and present a complete bibliography of sources used at the end of your essay. (See below, under Plagiarism and Referencing.)

A good **conclusion** is the lynch-pin of a good essay.

- The purpose of a conclusion is to summarise very briefly the main arguments of the essay, and to present a concluding verdict. Writing good conclusions is a matter of practice, and it takes time. Often in academic writing the temptation is to spend a lot of time polishing the main part, and not allow enough time for the introduction and conclusion. *"In conclusion, grandparental support is very important, but it differs in the USA, UK and Indonesia"* is not really adequate! Also avoid vacuous conclusions (*"This is a very complex topic with many sides to it, and further research will be needed..."*). The following advice should help you gain confidence in writing conclusions:
- The conclusion should always provide the harmonious counterpart to the introduction. Just as the introduction states clearly what the essay is going to do (which questions it will address, which evidence it will bring to bear), the conclusion re-caps what the essay has done. Always come back to the questions raised in the introduction (it's fine to repeat them!) and state briefly how you have answered them. Do not shy away from repetition: it is good if the conclusion contains a brief summary of the main findings. (*"The main questions this essay addressed concerned the contexts in which grandparents provide support, the motivations for such support, and the implications for the welfare of grandchildren and grandparents. The evidence from the UK and the USA showed that ... By contrast, the evidence from Indonesia pointed to slightly different motivations, namely Across all contexts it was striking that far-reaching support, especially where it had to replace support from parents, caused a decline in welfare. The reasons for this were shown to be ..."*)
- You are encouraged to present your own position in the conclusion. In the main part you summarised and evaluated different types of argumentation and evidence. Now say which argument and evidence you find most convincing. (*"As we have seen, Smith has argued that... By contrast, Wilkinson pointed out that... In my view, neither positions adequately consider ... I would therefore conclude that ..."*) You can arbitrate between different positions; you can state for which cases you find A applicable, and for which situations B; you can state why the weight of evidence supports A, rather than B; you can suggest modifications to existing theories or arguments; you can highlight gaps left in our understanding which require further investigation. Be bold!
- Finally: never introduce new material in the conclusion.

Good essay-writing is a skill which you acquire with practice. Don't be disheartened if early attempts fall short of the ideals. Even very experienced academics write several drafts, which they revise and sometimes abandon altogether, before they succeed in producing an acceptable version. Don't expect your first draft to be perfect, but instead allow enough time to revise and rewrite. Revisit the advice here over the programme of your studies and before you embark on your dissertation, and take on board your tutors' feedback on essays. That way you will soon find yourself writing well-structured, well-argued and well-rounded essays!

The following web-site includes links to a wealth of advice on writing your assignments or giving presentations:

13.2 How to present your essay

Aside from having a good introduction, main part and conclusion, essays should be written in a clear, concise style and should be free of spelling and grammatical mistakes. Always proof-read your essay before handing it in, and if you are unsure about formulation, ask a friend to check your essay for linguistic errors.

If you are including tables or graphs in your essay, which is often appropriate and useful for summarising data, make sure they are clearly labelled with a number and title, so that they can be understood without reading the text in which they are embedded. Always quote the source of the data (or the table / figure if you are reproducing an existing table or figure) below the table or graph.

When typing your essays please use 1.5 line-spacing, and allow a larger margin on the right. (For example, 1.5 cm left margin and 2.5 cm right margin.) Make use of section headings to organise your essay as appropriate, but avoid having too many short paragraphs and sections.

Use gender-neutral language and avoid formulations that are likely to cause offence. In March 1989 the Senate and Council of the University of Southampton endorsed the use of gender-neutral language in all University documentation. The Equal Opportunities Committee made this recommendation in the belief that language not only describes the world, but also helps to construct our understanding of it. Please make every effort to use gender-neutral language in your own work. Some examples of gender-neutral language are given below:

- people in general (for 'man in the street')
- layperson (for 'layman')
- artificial, synthetic or manufactured (for 'man-made')
- chair or chairperson (for 'chairman')

When talking about older people, avoid generalising formulations, like 'the elderly'. Terms like 'older people', 'older women', 'persons of advanced age' are more appropriate.

Guidelines on the use of anti-sexist, anti-racist, and non-disablist language and other useful resources can also be found on the British Sociological Association website: <https://www.britsoc.co.uk/equality-diversity/>

13.3 Referencing

The main purpose of a bibliography is to enable readers of your work to trace the materials you have used and read further if they wish to. You're advised to keep a note of bibliographic details of all material you read as you go along (for example, by using EndNote or EndNote Web software), as it's cumbersome to have to find that information later on.

The bibliographical referencing system you're advised to use in your essays and dissertation is the Harvard citation system. According to this system references are placed in the text, rather than in a footnote or using numbers. You place an author's name in the text itself, and then put all references mentioned in the work in a bibliography at the end. (Using referencing software like EndNote makes this very easy because it automatically produces a bibliography for you based on your in-text references.) Here we show an example of Harvard referencing style. The most important thing to remember when using a referencing style is to be consistent, so if you prefer to use another type of Harvard referencing (e.g. the one recommended by the University of Southampton library) then please do so but remember to be consistent throughout the essay.

We recommend you use the online resource Cite Them Right (internet) which is available through the Library's WebCat facility. Please refer to the How to...? Guide on accessing Cite Them Right online. The following passage indicates the different ways in which references can be made in the text using this method.

As Hugo (1994a) has pointed out, in a country like Indonesia expenditures on the young far exceed expenditures on the old, so that old and young dependency 'burdens' are not commensurate. While the interpretation of dependency ratios is contentious, other demographic trends are less ambiguous (Ananta and Arifin 2003; Jones 1997; Kreager *et al.* 2005).

If an author has published more than one cited document in the same years, use a, b, c etc. after the year to distinguish these. Where several authors have the same surname, use initials in the in-text referencing to make the reference unambiguous. Works written by two authors should mention both authors' names, for example Applebaum and Schneider (2007), whilst works written by three or more authors are referenced as follows: Davidson *et al.* (2003). Note that in such cases you would still put all authors' names in the bibliography at the end of the document.

Occasionally you might wish to reference an idea or quote quoted in another text, but which you haven't read in the original. As in cases of direct referencing, you should make your source clear by writing: "Population aging will be one of the most important social phenomena of the next half century. It is important because changes in the aggregate age structure are mirrored within nearly all social institutions, from firms to families." (Preston and Martin 1994: 3, quoted in Marshall 1997: 345). You would then list the second source, the one which you have read, in full in your bibliography.

13.4 The bibliography

At the end of each essay or your dissertation, you have to provide a bibliography listing the details of *all* material cited in your essay or dissertation. Just as you must not omit any sources used and cited in your essay/dissertation, you should also not include material which you haven't read. References should be listed alphabetically; where there are several works by the same author, list them chronologically and then by letter (2001a, 2001b) if there are more than one in a single year.

There are precise rules about how different kinds of works should be cited, the following gives an overview of the order in which this information is presented, and some examples using Harvard referencing style.

Books

Author's name(s) and initials (or full name)
Year (in brackets)
Title of book, underlined or in *italics*
Edition (if not first)
Place of Publication
Publisher

Journal articles

Author's name(s) and initials (or full name)
Year (in brackets)
Title of article in 'quotation marks'
Title of journal, underlined or in *italics*
Volume number and part no [e.g. 12(3)]
Page numbers

Book chapters

Chapter author's name(s) (or full name)
Year (in brackets)
Title of chapter, followed by In
Editor's name(s) and initials
Title of book, underlined or in *italics*
Place of Publication
Publisher
Page numbers

Newspaper articles

Author's name(s) and initials (or newspaper title)
Year (in brackets)
Title of article in 'quotation marks'
Title of newspaper, underlined or in *italics*
Date and Month
Page numbers

Websites

Author's name(s) and initials (or full name)
Year (in brackets) (if available)
Title of website, underlined or in *italics* [online]
Available from: URL [Date accessed]

Working Paper / Discussion Paper

Author's name(s) and initials (or full name)
Year (in brackets)
Title of paper, underlined or in *italics*
Paper type (e.g. Working Paper)
Publishing organisation
Paper number

Published conference papers

Author's name(s) and initials (or full name)
Year (in brackets)
Title of paper in 'quotation marks' In
Name and initials of editor
Title of conference, underlined or in *italics*
Date and place of conference

Unpublished conference papers

Author's name(s) and initials (or full name)
Year (in brackets)
Title of paper in 'quotation marks'
Paper presented at Title of conference, underlined or in *italics*
Date and place of conference

Place of Publication
Publisher
Page numbers

Theses

Author's name(s) and initials (or full name)
Year completed (in brackets)
Title of thesis, underlined or in *italics*
Type of thesis (e.g. PhD Thesis)
Name of division and institution where awarded

Videos, Films or Broadcasts

Title, underlined or in *italics*
Year (brackets)
Type (e.g. Film)
Name of author, director, broadcaster
Production place, organisation, channel
Date of transmission [where appropriate]

This is the style recommended in the online resource 'Cite Them Right':

Endnote style: Harvard HWU Cite Them Right

Billoski, T. V. (1992) *Introduction to Paleontology*. 6th edn. New York: Institutional Press.

Morehouse, S. I. and Tung, R. S. (1993) 'Statistical evidence for early extinction of reptiles due to the K/T event', *Journal of Paleontology*, 17(2), pp. 198-209.

Schwartz, M. T. and Billoski, T. V. (1990) 'Greenhouse hypothesis: effect on dinosaur extinction', in Jones, B. T. and Lovecraft, N. V. (eds.) *Extinction*. New York: Barnes and Ellis, pp. 175-189.

This is an adaptation of Harvard style recommended by the University of Southampton:

Endnote style: Harvard_SotonUNI2015

Billoski, T.V. (1992) *Introduction to Paleontology*, 6th ed. New York: Institutional Press.

Morehouse, S.I. and Tung, R.S. (1993) Statistical evidence for early extinction of reptiles due to the K/T event. *Journal of Paleontology*, 17 (2), 198-209.

Schwartz, M.T. and Billoski, T.V. (1990) Greenhouse hypothesis: effect on dinosaur extinction IN: Jones, B.T. and Lovecraft, N.V. (eds.) *Extinction*. New York: Barnes and Ellis, 175-189.

This is the standard Harvard style:

Endnote style: Harvard

BILLOSKI, T. V. 1992. *Introduction to Paleontology*, New York, Institutional Press.

MOREHOUSE, S. I. & TUNG, R. S. 1993. Statistical evidence for early extinction of reptiles due to the K/T event. *Journal of Paleontology*, 17, 198-209.

SCHWARTZ, M. T. & BILLOSKI, T. V. 1990. Greenhouse hypothesis: effect on dinosaur extinction. *In*: JONES, B. T. & LOVECRAFT, N. V. (eds.) *Extinction*. New York: Barnes and Ellis.

At the Centre for Research on Ageing we recommend you follow the style given in the 'Cite Them Right' online resource which is available via the Library database WebCat (first example above). Please see the How to...? Guide which will help you to learn how to use Cite Them Right. However, the exact form of Harvard style you use is up to you. The most important thing to remember is to be consistent and make sure all referencing in your assignments follows the same style.

14. Marking Criteria

14.1 Marking criteria for essays

The following table is *indicative* of award marks and the corresponding quality of coursework submitted for the PG Certificate / PG Diploma / MSc Gerontology (Distance Learning) and MSc Global Ageing and Policy (Distance Learning). The assignment grades are weighted according to the weight of each assignment in the module, and contribute to the total average across the programme.

Grade	Numerical mark	Comments
High Distinction	80% and over	An essay which is original, well-argued, analytical, critical, comprehensive, and reaches independent conclusions. Draws on a range of appropriate empirical evidence, interpreted correctly.
Distinction	70-79%	An essay which is well-argued, analytical, critical, and comprehensive, and which reaches independent conclusions, but which lacks the originality associated with the first type of answer. Draws on a range of appropriate empirical evidence, interpreted correctly.
Merit	60-69%	An essay which is well-argued, analytical, with some criticism, and reasonably comprehensive in its coverage. Draws on a limited range of appropriate empirical evidence, interpreted correctly.
Pass	50-59%	<u>Either</u> : an essay which conveys a reasonable amount of information, but little argument, criticism, or analysis; <u>or</u> an essay which contains an identifiable line of argument with little supporting evidence.
Fail	0-49%	An essay showing limited knowledge of the subject area, lack of relevant literature, evidence and criticism, poorly structured and argued, and/or does not address the essay question adequately.

14.2 Marking criteria for presentations

The following table is *indicative* of award marks and the corresponding quality of coursework submitted for the PG Certificate / PG Diploma / MSc Gerontology (Distance Learning) and MSc Global Ageing and Policy (Distance Learning). The assignment grades are weighted according to the weight of each assignment in the module, and contribute to the total weighted average across the programme.

Grade	Numerical mark	Comments
High Distinction	80% and over	A presentation which is original, well-argued, analytical, critical, comprehensive, and reaches independent conclusions. Draws on a range of appropriate empirical evidence, interpreted correctly.

Distinction	70-79%	A presentation which is well-argued, analytical, critical, and comprehensive, and which reaches independent conclusions, but which lacks the originality associated with the first type of answer. Draws on a range of appropriate empirical evidence, interpreted correctly.
Merit	60-69%	A presentation which is well-argued, analytical, with some criticism, and reasonably comprehensive in its coverage. Draws on a limited range of appropriate empirical evidence, interpreted correctly.
Pass	50-59%	<u>Either</u> : A presentation which conveys a reasonable amount of information, but little argument, criticism, or analysis; <u>or</u> a presentation which contains an identifiable line of argument with little supporting evidence.
Fail	0-49%	A presentation showing limited knowledge of the subject area, lack of relevant literature, evidence and criticism, poorly structured and argued, and/or does not address the presentation question adequately.

Data Protection Act and record keeping

The University's Data Protection Policy can be read by accessing this URL:

<https://www.southampton.ac.uk/about/governance/policies/privacy-policy.page#downloads>

15. Dissertations

The following are guidelines for the supervision and preparation of dissertations for the award of the Master's degree in Gerontology in the Faculty of Social, Human and Mathematical Sciences. These instructions are in accordance with the University's general regulations for the Master of Science in the Social Sciences as published in the University Calendar.

You will receive further information about preparing and submitting your MSc Dissertation in the course of the academic year, in the form of an MSc Dissertation Handbook and online MSc Dissertation workshops.

15.1 What is an MSc Dissertation?

An MSc Dissertation is a substantial academic report on a piece of independent research, which makes an original contribution to the body of knowledge. Writing an MSc Dissertation will allow you to undertake independent research guided by your dissertation supervisor on a topic of *your* interest and choosing. Unlike the essays you have prepared as assignments for other modules, the dissertation will permit you to go into much more depth on a particular research topic. You will also gain experience of managing a piece of research from beginning to end: conceptualising a problem, formulating research questions, designing a methodology, reviewing existing literature, collecting and analysing data or other evidence, writing up your findings, drawing conclusions, and compiling a bibliography.

Typically, an MSc Dissertation takes one of the following forms:

- A report on research you have undertaken by collecting and analysing your own primary data.
- A report on secondary analysis you have undertaken on an existing qualitative or quantitative data set.
- A critical literature review.
- A critical evaluation of a particular policy or intervention.

A student who has qualified for the award of the Diploma at an appropriate level may, with the approval of the Faculty of Social, Human and Mathematical Sciences Board, be permitted to undertake research and submit a dissertation for the award of the MSc in Gerontology / Global Ageing and Policy (DL).

15.2 Dissertation workshops

You will have acquired generic skills for researching and writing a dissertation during the GERO6014 (Quantitative Research Methods) and/or GERO6015 (Qualitative Research Methods) programme modules.

These skills include formulating research questions, doing literature searches, choosing research methods, identifying data sources, and handling the ethical and safety issues involved in research. In addition, there will be online Dissertation Workshops, in which practical, methodological, intellectual and ethical issues specifically surrounding research on or with older people will be discussed.

15.3 Deciding on a topic

You are encouraged to start thinking about your MSc dissertation topic as early as possible during the MSc programme and to discuss your plans with your Personal Academic Tutor. *In particular, any dissertation plans involving the collection of primary data, e.g. through interviews, questionnaires, focus group discussions, will require careful planning and **ethical approval**^[1].* This takes time! Similarly, obtaining existing data and the rights to use them can be time-consuming.

Your dissertation topic should be agreed with your Personal Academic Tutor and the MSc Dissertations Tutor during Semester 2, arrangements for which will be finalised nearer to the time.

15.4 Dissertation supervision

Frequency of meetings: Students can expect a minimum of four supervisions, usually beginning after the taught component of the programme has been completed.

Record-keeping: Students should ensure that a record is kept of dates of meetings, the content of those meetings, and of guidance given to the student in a brief 'Supervision Record'. The Dissertations Tutor will provide you with a template for a Supervision Record.

Comments from supervisors on drafts: Supervisors will provide comments on the structure and scientific content of your writing, but will not be expected to read a document containing the entire dissertation. Students are expected to ensure the clarity of their written work.

MSc Dissertation Supervisors will be allocated in Semester 2, and efforts will be made to match your interests with the expertise of CRA staff. Your MSc Dissertation Supervisor will provide feedback and advice on your choice of topic, methodology, relevant literature and the availability of data. She or he will also advise on safety and ethical issues. Once your research has started, you will be provided with general support and direction with your research and writing.

Supervision: the allocation of supervisors is a matter for the division. Students should NOT approach individual members of staff with requests for supervision; such requests should be directed to divisional PGT Co-ordinators. However, students should note that it may not be possible to accommodate requests for a change of supervisor.

You should note that advice on dissertations given during the supervisory process cannot be taken to guarantee a particular outcome for the piece of work, as this is determined by a separate and independent examination process.

^[1] Please see the section on Ethical Review above

15.5 Risk Assessment for Dissertations

All students undertaking dissertations must complete a risk assessment form. This can be found on ERGO (for details see section 5.9) or be obtained from your Dissertation Supervisor.

A copy of the form should be retained for inclusion in the final dissertation. Students who change their original research plans will have to complete a new risk assessment form.

If your work involves fieldwork of any kind, *you must not proceed* with this until this form has been reviewed by your dissertation supervisor and permission has been granted. You must discuss with your supervisor the safety implications of your proposed research or fieldwork and the strategies to eradicate or minimise risk. Fieldwork is regarded as any activity undertaken for the purpose of your research which involves the collection of information, including from others, whether by means of survey, observation, interview or other means such as internet or e-mail contact. It also encompasses visits to sites outside the University for the collection of material relating to your dissertation, for example, consultation of documentary sources.

If you are planning to travel away from your home town to collect material in countries other than the UK, even if you normally live in that country, you must check the Foreign & Commonwealth Office's (FCO) website. If the travel is to an area that the FCO advise against travelling to, then you must fill in a Risk Assessment Form for International Travel. That form will need to be referred to the Vice Chancellor of the University for approval.

15.6 Rules and regulations

Length

The length of your dissertation should be no more than 15,000 words (excluding 300-word abstract, acknowledgements, academic integrity declaration, title page, contents pages, footnotes, reference list, and appendices). Please note that tables and figures in the body of the dissertation are included in the word limit, as are quotations from qualitative data. Words beyond the maximum limit will not be marked.

Academic Integrity

You must make sure that you understand the University policy regarding academic integrity. Please make sure that you are familiar this policy which can be found at:

<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-statement.html> (This link goes to a 14/15 website)

You will be asked to include a disclaimer to indicate that the dissertation is your own work.

15.7 Submission of Dissertations

The period of time allocated to the Dissertation is approximately three months for full-time students. Part-time students are allowed six months to complete the dissertation.

Dissertations must be submitted in the following way:

- a) one electronic copy submitted on Blackboard via Turnitin (Module GERO6016) by 3pm UK time on the day of the deadline; and
- b) a second electronic copy must be emailed to ageing@soton.ac.uk by 3pm UK time on the day of the deadline

15.8 Marking criteria for MSc Dissertations

The following table is *indicative* of award marks and the corresponding quality of MSc Dissertations submitted for the / MSc Gerontology (Distance Learning) and MSc Global Ageing and Policy (Distance Learning). The assignment grades are weighted according to the weight of each assignment in the module, and contribute to the total average across the programme.

Grade	Numerical mark	Comments

High Distinction	80% and over	A Dissertation which meets the criteria in 'Distinction', and which is also of exceptional quality or originality.
Distinction	70-79%	A Dissertation which meets the criteria in 'Merit', and which also shows an advanced level of critical engagement, synthesis of literature, methodological complexity, analytical depth, and insightful recommendations for future research and policy/practice.
Merit	60-69%	<p>A Dissertation which has a clear structure, including a contents page, abstract, introduction, literature review, methodology, results, discussion/conclusion and bibliography; is clear in style and free from excessive grammatical, spelling and typographical errors, and is presented in the prescribed format, appropriately referenced and to the prescribed length.</p> <p>It will show the ability to analyse, interpret, conceptualise and critically evaluate relevant literature and evidence; the ability to identify clear research questions, and draw out the implications of the work for future research or policy/ practice where appropriate.</p> <p><i>A dissertation that is primarily 'literature-based' will, in addition show the ability to synthesise and present theories, ideas and research findings in a well-structured manner, answering the research questions appropriately.</i></p> <p><i>A dissertation incorporating research by its author will, in addition show the ability to use appropriate qualitative and/or quantitative research methodologies; show the ability to plan, execute and report an independent piece of research with reference to existing literature; and answer the research questions appropriately.</i></p>
Pass	50-59%	<i>A dissertation that meets some, but not all of the criteria listed under 'Merit'.</i>
Fail	0-49%	A dissertation with poor structure, lack of appropriate literature, lack of critical engagement, inappropriate methodology for the research questions, incorrect interpretation of results, conclusions that do not follow from the results presented, and/or does not answer the research questions adequately.

15.9 Further information about your Dissertation

You will receive further information during the online MSc Dissertation Workshops. In addition, you will be given an MSc Dissertation handbook containing more detailed information. If you have any questions about the MSc Dissertation, please contact your Personal Academic Tutor or the MSc Dissertations Tutor.

15.10 Example of a Dissertation title page

University of Southampton, 2018

FACULTY OF SOCIAL, HUMAN AND MATHEMATICAL SCIENCES

CENTRE FOR RESEARCH ON AGEING

Title

Author

A Dissertation submitted in partial
fulfilment of the requirements for
MSc (Social Sciences) in Gerontology (Distance Learning) by
instructional programme.

16. Departments and Centres in the Academic Unit of Social Sciences

Position	Name	Email
Head of Academic Unit	Prof. Derek McGhee	D.P.McGhee@soton.ac.uk
Director of Research and Enterprise	Prof. Ros Edwards	R.S.Edwards@soton.ac.uk
Director of Programmes	Dr Emanuela Lotti	E.Lotti@soton.ac.uk

Divisions	Head of Department	Email
Economics	Dr Jan Podivinsky	J.M.Podivinsky@soton.ac.uk
Ageing/ Gerontology	Prof. Maria Evandrou	Maria.evandrou@soton.ac.uk
Politics and International Relations	Prof. Chris Armstrong	C.Armstrong@soton.ac.uk
Social Statistics/Population Sciences & Demography	Prof. Nikos Tzavidis	N.Tzavidis@soton.ac.uk
Sociology and Social Policy	Prof Jenny Fleming	J.Fleming@soton.ac.uk

Centre for Research on Ageing (CRA)

Director: Prof Maria Evandrou

Tel +44 (0)23 8059 4808

Fax +44 (0)23 8059 8649

Email: maria.evandrou@soton.ac.uk

Web: www.southampton.ac.uk/ageing

The Centre for Research on Ageing is an international and multi-disciplinary research centre examining key issues in ageing and the life course and which will inform policy at the national and local level. Through high quality research and postgraduate training, the Centre strives to contribute to a better understanding of the experience of ageing amongst different groups and societies. In addition to research, the Centre contributes to capacity building of future academics and professionals by teaching postgraduate programmes in Gerontology.

ESRC Centre for Population Change (ESRC CPC)

Director: Prof. Jane Falkingham

Tel +44 (0)23 8059 3192

Fax +44 (0)23 8059 3846

Email: j.c.falkingham@soton.ac.uk

Web: www.cpc.ac.uk

The Faculty of Social and Human Sciences is home to the ESRC Research Centre for Population Change (CPC), (co-directed by Prof. Jane Falkingham, Prof. Maria Evandrou, Dr Elspeth Graham) in partnership with a consortium of Scottish universities centred on St Andrews University, as well as the Office for National Statistics. The Centre aims to improve our understanding of the key drivers and implications of population change within the UK. Over its lifetime the Centre will undertake a number of research projects exploring the issues surrounding changes in fertility, household change and living arrangements across the life course and national and trans-national migration. A key hallmark of the Centre's research will be a focus on the dynamic interconnections between these processes and the implications for policy and the community in the context of an ageing society.

Centre for Global Health, Population, Poverty and Policy (GHP3)

Co-Directors: Prof. N. Madise; Prof. J. Falkingham; Prof. S. Padmadas; Prof. Z Matthews

Tel +44 (0)23 8059 8588

Email: ghp3@soton.ac.uk

<http://www.southampton.ac.uk/ghp3/>

The Centre for Global Health, Population, Poverty & Policy (GHP3) brings together social scientists from across a range of disciplines, including demography, economics, geography, international relations, politics, sociology, social policy and social statistics, to carry out research investigating the interrelationships between health, population and poverty at both the societal and individual level. At the heart of the Centre's mission is undertaking research to further progress towards the achievement of the health related Millennium Development Goals (MDGs); alleviating poverty, improving infant and child mortality, reducing maternal mortality, and reducing the spread and economic and social impact of HIV/AIDS. A hallmark of the Centre's research is the combination of statistical analysis of large quantitative datasets, such as the Demographic & Health Surveys or Living Standard Measurement Surveys, with rigorous policy analysis. GHP3 carries forward the work of the major DFID-funded Opportunities and Choices research programme in reproductive health that ended in 2005 and the Centre for AIDS Research, which it has subsumed.

National Centre for Research Methods (NCRM)

Director: Prof. Patrick Sturgis
Tel +44 (0)23 8059 4082
Fax +44 (0)23 8059 3846
Email: p.sturgis@soton.ac.uk
Web: www.ncrm.ac.uk/index.php

The Centre provides a focal point for research, training and capacity- building activities, aimed at promoting a step change in the quality and range of methodological skills and techniques used by the UK social science community. The NCRM consists of a co-ordinating Hub at the University of Southampton, together with, since April 2005, a series of Nodes around the UK.

The key objectives of the Centre are:

- to advance methodological understanding and practice
- to enhance the UK international profile in methodological excellence and to ensure that the UK is at the forefront of international developments in social research methodology
- to play a strategic role in the promotion of high quality research methodology that involves inter-agency initiatives, including but not limited to those funded by the ESRC
- to co-ordinate and to add value to the existing investments of the ESRC that are concerned to enhance the methodological sophistication and techniques and skills of current and future generations of social researchers

Southampton Statistical Sciences Research Institute (S3RI)

Director: Prof. Steven Gilmour
Web: <http://www.s3ri.soton.ac.uk/>

The mission of the Institute is to develop statistical research, including core statistical methodology and research motivated by applied problems, to disseminate developments to a wide range of users of statistics in the sciences and government and to raise the national and international profile of statistical research at Southampton through co-ordination and support of research activities.

Centre for Citizenship, Globalisation and Governance (C2G2)

Director: Prof. Gerry Stoker
Email: G.Stoker@soton.ac.uk
Web: <http://www.southampton.ac.uk/C2G2/>

The terrain of citizenship is changing in response to global forces and bringing in its wake new governance demands. Migration, human rights, issues of global warming, pandemics of ill-health and a looming crisis in energy provision are challenges that cannot be contained or addressed within national boundaries alone. Merging insights from political science and international relations and drawing on participants throughout the Faculty of Social and Human Sciences and the wider University C2G2 focuses on the central political questions of today's world about power, cooperation, security, inequality and democracy.

Work Futures Research Centre (WFRC)

Contact: Prof. Susan Halford
Tel: (023) 8059 2572
Email: Susan.Halford@soton.ac.uk

Web: <http://www.southampton.ac.uk/wfrc/>

The Work Futures Resource Centre (WFRC) offers a platform for combining expertise to build multidisciplinary research towards understanding the implications for work, employers, social groups and individuals at the local, regional, national and international levels.

Administrative Data Research Centre for England

Web:

http://www.southampton.ac.uk/s3ri/research/groups/administrative_data_research_centre_for_england.page

The Administrative Data Research Centre for England (ADRC) will enable information routinely collected by government departments and other agencies, such as tax, education and health data, to be shared with researchers. The centre, funded by the Economic and Social Research Council (ESRC), will be for approved academic projects and use anonymised data, accessed in a secure environment.

‘How to ...?’ Guides

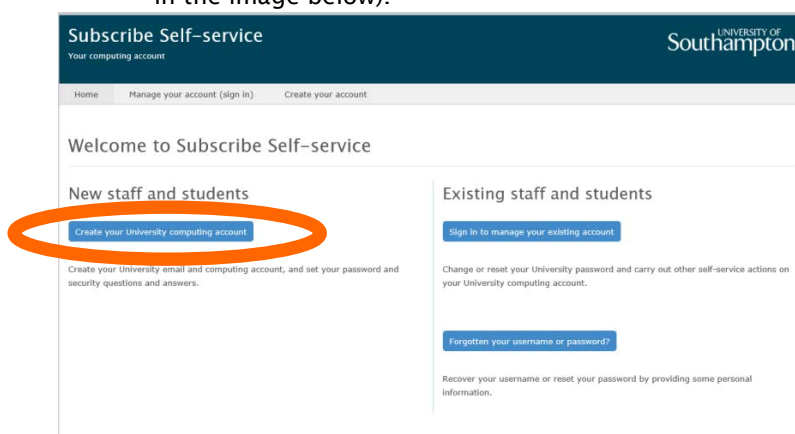
How to set-up your new computing/IT account

The *Subscribe Self-service* website allows you to create your new computing/IT account which provides you with an email account and will enable access to many of the services and computing facilities provided by the University of Southampton. You can subscribe online from any computer and you will be asked to provide your student number (an 8 digit number located on the Offer Letter/email sent to you), your surname and date of birth. Later during this process you will be asked to select a password to use so that you can access your email and other University services.

Step-by-step guide

In the steps that follow, it is essential to type your personal details as they appear in the information in your introductory pack. If you make a mistake, simply use the BACKSPACE key to correct the error. Most screens require you to press a Next button to proceed to the next screen.

- Go to <http://www.subscribe.iss.soton.ac.uk>
- Under “New staff and students”, click on the “Create your computing account” link (circled in the image below).



- Enter your University ID number, surname and day and month of birth and click on **Next**. Please note that you should enter four digits in total for your date of birth, e.g. 22 for ‘Day’ and ‘09’ for ‘Month’ if your day and month of birth are 22nd September. If you receive an error message, check and correct your entry if necessary.

Creating your computing account

The following pages will take you through the process of subscribing to University computing facilities. The first step is to confirm your identity.

You need to enter your University identity number, surname, and day and month of birth.

- On the next screen, you will be asked to **Accept** the conditions displayed. Please read them carefully.

- Once you have accepted the conditions, you will be prompted to set up security questions and answers. Please note that you may change the questions if you wish. Keep the answers as specific and memorable to you as possible.
- Tick the boxes to show whether you want to be included in the external online directory. Click on **Next**.
- You will then be assigned a username. Important note: **Make sure you write the username down as you will need it later and it will not be displayed again.**
- Choose and type in a password, and then type it again to confirm it. This is a safeguard to ensure you did not make an error when typing the password. Important note: **Make sure it is a password you will remember.** Click on **Next**.
- As long as no mistakes are found, you will see the confirmation screen with a green bar. If you see an orange bar, then it means that your account is in the process of being created but you may need to wait about 15 minutes in order to access some services, for example, to enrol online. Your account will become fully active within 30 minutes.
- If you do not see the confirmation screen, please contact iSolutions/ServiceLine (the IT support service at the University) via email: serviceline@soton.ac.uk or telephone: +44 (0) 2380 595656.
- Once you have set up your University IT/computing account, it is **very important** that you check your University email account regularly, at least daily. The University and the Centre for Research on Ageing will communicate important information to you via your email address, for example, information about your course, your assignments and feedback on your assignments. Please read the **How to Guide on Checking Emails** for further tips.

Additional help

There is a link below to a short video which shows you how to set up your University IT/computing account: <http://www.welcome.southampton.ac.uk/>

How to enrol online

If you have already created your University of Southampton computing account and have your username and password, but have not yet enrolled, you should enrol now. You can enrol via the student enrolment website Subscribe Self-service. The link to the website is:

<https://subscribe.soton.ac.uk/checkpw>

Enter your University of Southampton username and password and click on Submit:

You are now in the Student Record System Self Service. When the coloured area on the screen is **green**, you can click on 'Continue' to the Student Enrolment system. (Please note that if the coloured area on the screen is amber, you can still click on 'Continue', but you may need to enter your username and password. If the coloured area is red, then you will need to contact iSolutions/ServiceLine, which is the University's IT Help facility) via: Email: serviceline@soton.ac.uk or Tel: +44 (0) 2380 595656.

The enrolment process should take you about 15 minutes (please note that if you have only just set up your University email account, you may need to wait between 15-30 minutes before the system will allow you to enrol).

You will need to have the following information with you:

- Your student ID number (an eight digit number located on the Offer Letter/email sent to you)

- Your current permanent address
- Your term-time address
- Your term-time telephone number
- Your mobile telephone number (if you have a mobile telephone)
- Your emergency contact details
- The name and address of your doctor
- Information on Sponsors (if your tuition fees are not being paid by you or your family)
- Some questions set by the UK Government for statistical purposes.

Please do not worry if you do not have all these details yet – you will have the opportunity to add information at a later date.

Please note that the information in this How to...? guide was correct at the time of printing. From time to time, updated versions of software are installed by the University which could mean that some of the screens may appear differently to those shown here.

If you have any questions about enrolment, or experience any problems, for example if you are unable to enrol online, please contact enrol@southampton.ac.uk

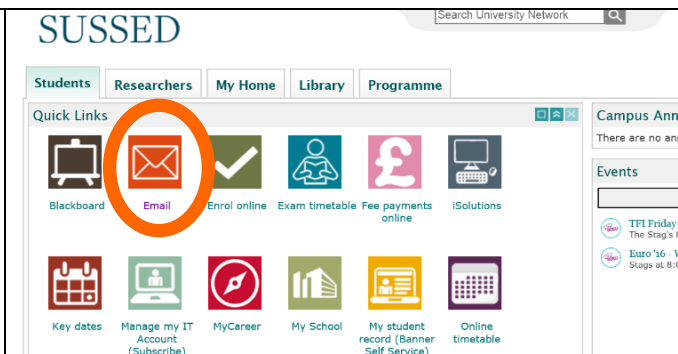
If you experience technical problems, please contact iSolutions/ServiceLine (the University IT Support service) on: Email: serviceline@soton.ac.uk or Tel: +44 (0) 2380 595656.

For further guidance on how to enrol, please click on the link:
<http://www.welcome.southampton.ac.uk/>

How to check and reply to emails using Office 365

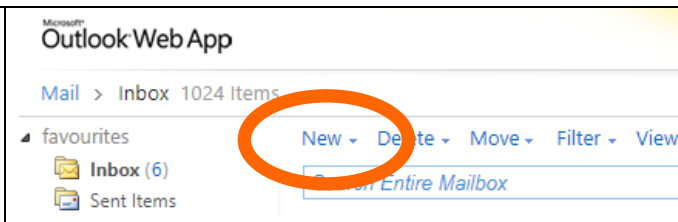
Your University email is provided through Microsoft Office 365. This guide helps you learn how to check and reply emails using Office 365 via **SUSSED**. Important “clicks” are circled in the screenshots.

- You can access your email from the [SUSSED web portal](http://sused.soton.ac.uk). You can login to the SUSSED portal from anywhere in the world and see exactly the same resources, including any bookmarks that you have set up.
- It is recommended that you access the service via the Sused Portal (<http://sused.soton.ac.uk>). Select the ‘Students’ tab and then click the ‘Email’ icon to open your email account.

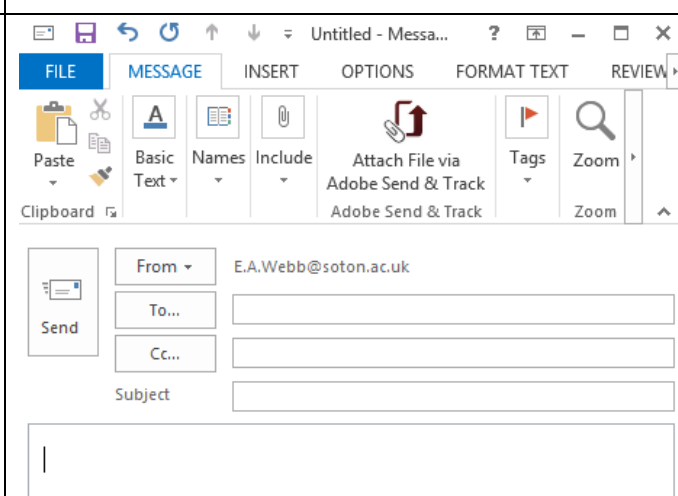



How to send an email?

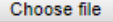
- To send an email, click **New** (on the top) and a mail message window will appear.

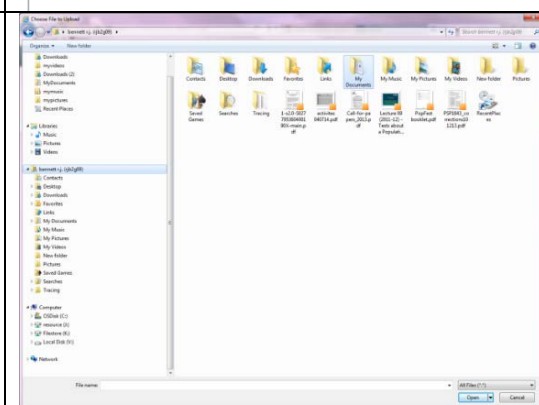


- Type the recipient’s e-mail address in the **To** or **Cc**.
- Double clicking **To** will give access to the Address Book which lists all University Staff and Students.
- An alternative to finding CRA staff members’ email addresses in the Address Book is to copy and paste their email address from the CRA staff page (<http://www.southampton.ac.uk/ageing/about/staff.page>). You can also find CRA staff email addresses in the MSc Student Handbook.
- If you are adding several names, separate the names with a semicolon (;).
- In the **Subject** box, type the subject of the message.
- When your e-mail is completed, click **Send**.



- If you wish to add attachments to your email click the  icon at the top of mail message window.

- You should then click . You will be directed to a dialogue box.
- Locate the file you want to attach within your computer. Click on the file to attach it.



How to read email and reply?


In your **Inbox**, double click the e-mail you wish to read. The contents of the message will appear in a separate window. You can choose the following actions from the top right hand side of the window:

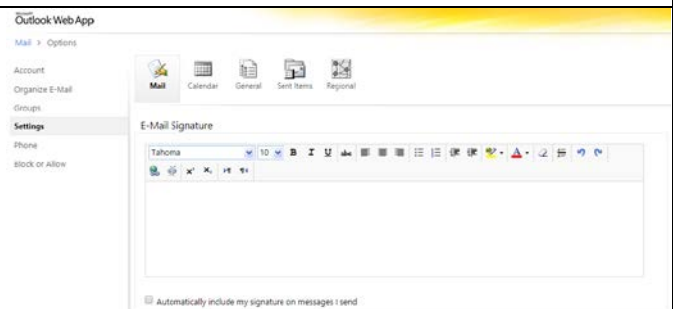
- **Delete** the message
- **Reply** to the sender or **Reply All** to all email recipients
- **Forward** the message to someone else

Reply Reply All Forward


DE Student Hand

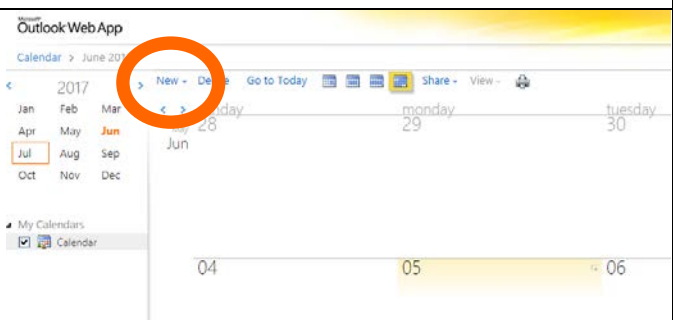
How to add E-mail signature?

- Click 'Options' on the top right, and select 'See all options', 'Settings' and 'Mail'.
- Use the text editor to **create your signature** in the blank box.
- Check the **Automatically include my signature on messages I compose** make this the default for all your messages.
- Once complete, click on  **Save**
- To return to your email, click on 'Mail' in the top left of the screen.



How to use Outlook Calendar?

- Click on the  **Calendar** icon in the bottom left hand corner.
- This will open the calendar view. To add an appointment, click on **New** at the top of the calendar screen, and a new window will open.
- Fill in the appropriate details in this window and click **Save and Close**.



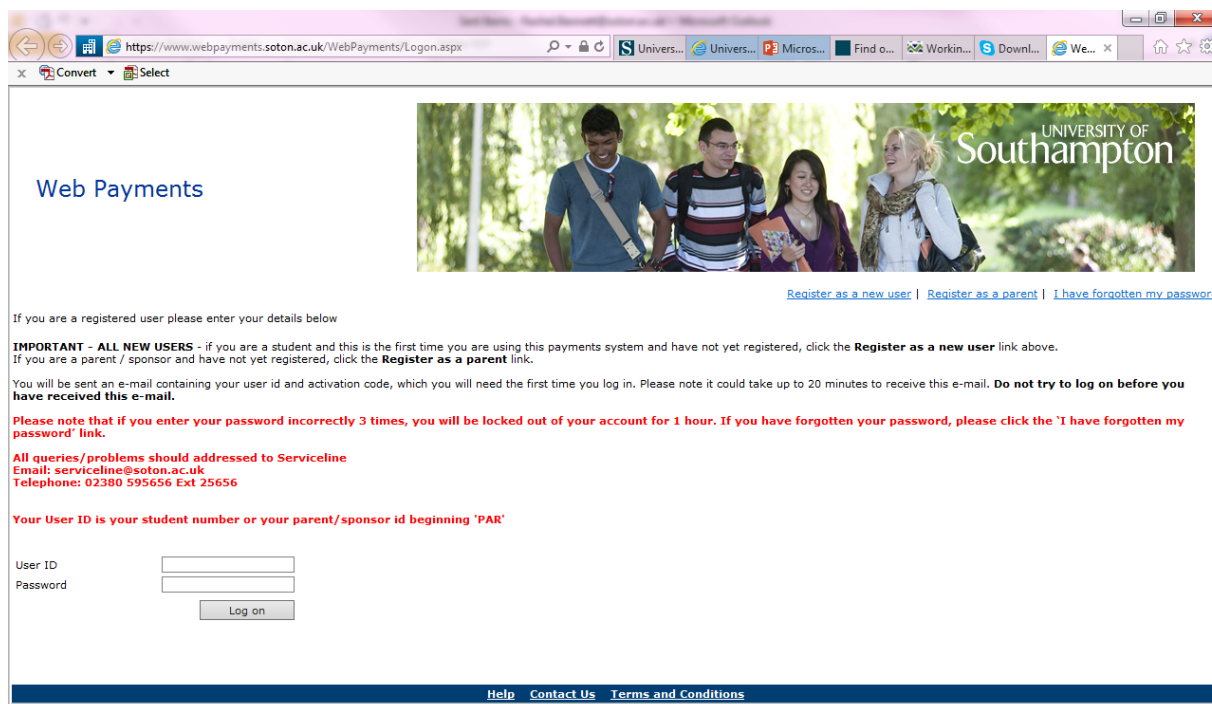
For additional tips, visit the following link: <http://www.southampton.ac.uk/isolutions/students/my-account-and-email.page>

How to pay your fees

If you are a UK/EU student who has applied for a tuition fee loan, you don't have to worry about paying your fees as this will be done automatically. If you are an International student with a secured fellowship (e.g. Commonwealth Scholarship), your fees should be paid automatically in most cases.

For all other students, you can [pay your fees securely online](https://www.webpayments.soton.ac.uk/WebPayments/Logon.aspx)
<https://www.webpayments.soton.ac.uk/WebPayments/Logon.aspx>

You will just need your University of Southampton username and password to log into the site (as in the screenshot below).



Web Payments

[Register as a new user](#) | [Register as a parent](#) | [I have forgotten my password](#)

If you are a registered user please enter your details below

IMPORTANT - ALL NEW USERS - if you are a student and this is the first time you are using this payments system and have not yet registered, click the **Register as a new user** link above.
If you are a parent / sponsor and have not yet registered, click the **Register as a parent** link.

You will be sent an e-mail containing your user id and activation code, which you will need the first time you log in. Please note it could take up to 20 minutes to receive this e-mail. **Do not try to log on before you have received this e-mail.**

Please note that if you enter your password incorrectly 3 times, you will be locked out of your account for 1 hour. If you have forgotten your password, please click the 'I have forgotten my password' link.

All queries/problems should be addressed to Serviceline
Email: serviceline@soton.ac.uk
Telephone: 02380 595656 Ext 25656

Your User ID is your student number or your parent/sponsor id beginning 'PAR'

User ID
Password

[Help](#) [Contact Us](#) [Terms and Conditions](#)

Your fees must be paid by **2 October 2017**. If you pay your fees in full by this date you may be eligible for a 1% discount.

If your fees are not paid in full by 2 October 2017, then you can pay them in **2 equal instalments**. The first instalment must be paid by **2 October 2017** and the second instalment must be paid by **8 January 2018**.

All queries on the payment of fees should be addressed to the **Student Services Centre** on Email ssc@soton.ac.uk and Telephone +44 (0)23 8059 9599.

To view the cost of tuition fees for Gerontology programmes, please visit the following page, and search for the title of your course: <http://www.southampton.ac.uk/uni-life/fees-funding/pg-fees-funding/pg-fees/postgraduate-taught.page>

To learn more about the paying your tuition fees, visit the following page:
<http://www.southampton.ac.uk/uni-life/fees-funding/paying-your-fees.page>

To learn more about postgraduate fees and funding, visit the following page:
<http://www.southampton.ac.uk/uni-life/fees-funding/pg-fees-funding.page>

How to set up a remote connection to University Services

There are two ways to connect and login to the University network: the **Southampton Virtual Environment (SVE)** and the **Virtual Private Network (VPN)**. It is helpful to be able to remotely connect to University services through either the Southampton Virtual Environment or the Virtual Private Network in order to be able to:

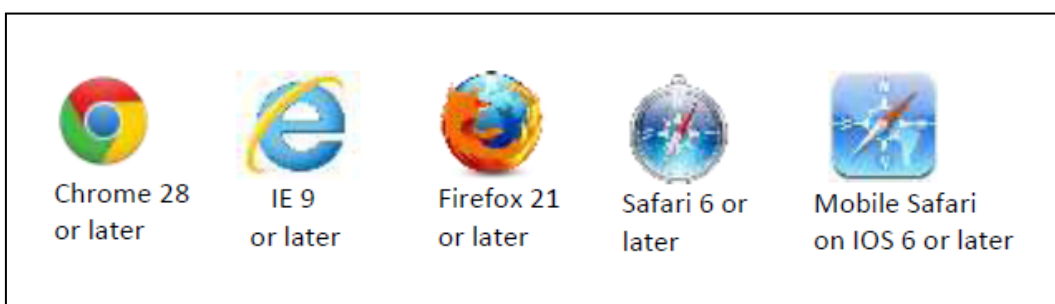
Gain secure access to library E-Resources

Access to your University Personal filestore (My Documents)

In addition, the Southampton Virtual Environment enables you to access a standard University of Southampton desktop environment. This means you can use software such as the Microsoft Office programmes and Endnote, just as you would if you were on campus. **Therefore it is recommended that you use the Southampton Virtual Environment** in preference to VPN. We recommend VPN only if you are unable to access all services through the SVE. This guide explains how to connect to both services, but we anticipate you will only need to follow the guide for SVE.

How to connect to the Southampton Virtual Environment (SVE)

Launch a supported Web browser of your choice:



Go to the iSolutions webpage (the University of Southampton's IT support department) on the Southampton Virtual Environment (SVE):

<http://www.southampton.ac.uk/isolutions/students/southampton-virtual-environment.page>

Home > iSolutions

Southampton Virtual Environment

Want to beat the workstation queues, or work from home? You can use your own device in any location with an internet connection.

Southampton Virtual Environment (SVE) gives you access to your University Windows desktop from any device in any location, whether that's at home, on campus or on the move.

You will also have access to all of your files plus the most popular applications.

There are two ways to open your SVE desktop: the VMware Horizon Client, which offers full functionality and best performance, or the HTML 5 Client version which is best for convenience.

If you are using your own device, we recommend that you install the VMware Horizon Client. Installation instructions for common operating systems are available below under the help guide section.

Once the client has been installed on your device, add `vdi.soton.ac.uk` as the connection server and log in using your University username and password.



iSolutions recommend that you download the software **VMware Horizon Client** onto your computer (or other electronic device) to use SVE. Scroll to the bottom of the screen and under the title **Supported clients**, click on the link titled **VMware Horizon Clients**:

(Please note that this How to...? Guide helps you to download **VMware Horizon Clients** software for a **Windows PC or laptop only**. If you do want help in accessing University of Southampton systems remotely using another type of device, such as a Mac or Android device, then you can go to the iSolutions **Help guides** which can be found on the same webpage as seen on the screenshot below).

Supported clients

Download and install the latest VMware Horizon Client for your device using the link below:

- [VMware Horizon Clients](#)

Clients are available for 32-bit Windows, 64-bit Windows, Mac, Linux, iOS and Android

Help guides

Available software

- The VMware Horizon Clients link takes you to a list of options, as you can see in the screenshot below. If you have a Windows PC or laptop, will need to select **VMware Horizon Client for Windows** from the list:

[How to get the VMware Horizon Client for Linux](#)

Product Downloads

Drivers & Tools

Open Source

Custom ISOs

Product	Release Date	
<div> <div>VMware Horizon Client for Windows</div> </div>		
VMware Horizon Client for Windows	2017-06-08	Go to Downloads
<div> <div>VMware Horizon Client for Windows 10 UWP</div> </div>		
VMware Horizon Client for Windows 10 UWP for ARM-based devices	2017-06-08	Go to Downloads
VMware Horizon Client for Windows 10 UWP for x86-based & 64-bit devices	2017-06-08	Go to Downloads
<div> <div>VMware Horizon Client for Mac</div> </div>		
VMware Horizon Client for Mac	2017-06-15	Go to Downloads

- The next screen tells you how to download the VMware Horizon Client for Windows. Click on the blue 'Download' button at the bottom right of the screen to start the downloading process, as shown in the screenshot below.

Download VMware Horizon Client for Windows

Select Version 4.5.0 ▼
Description The VMware Horizon client for Windows
Documentation [Release Notes](#)
Release Date 2017-06-08
Type Product Binaries

Product Resources

[View My Download History](#)
[Product Info](#)
[Documentation](#)
[VMware View Mobile Client Privacy](#)
[Horizon View Community](#)
[How to get the Horizon \(with View\) Client for Linux](#)

[Product Downloads](#) [Drivers & Tools](#) [Open Source](#) [Custom ISOs](#)

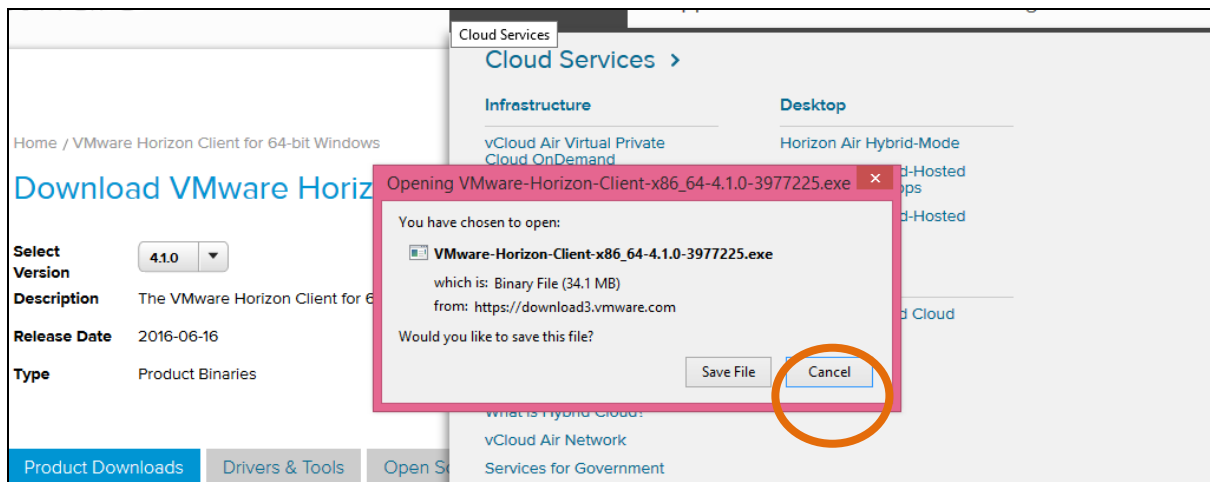
Product/Details

The VMware Horizon client for Windows
File size: 151.28 MB
File type: exe file
[Read More](#)

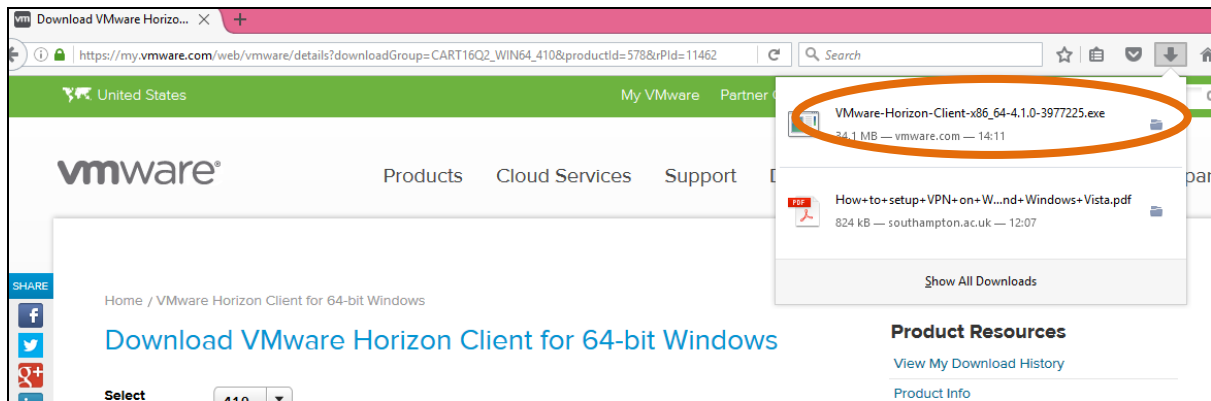
[Download](#)

Information about [MD5 checksums](#) and [SHA1 checksums](#) and [SHA256 checksums](#).

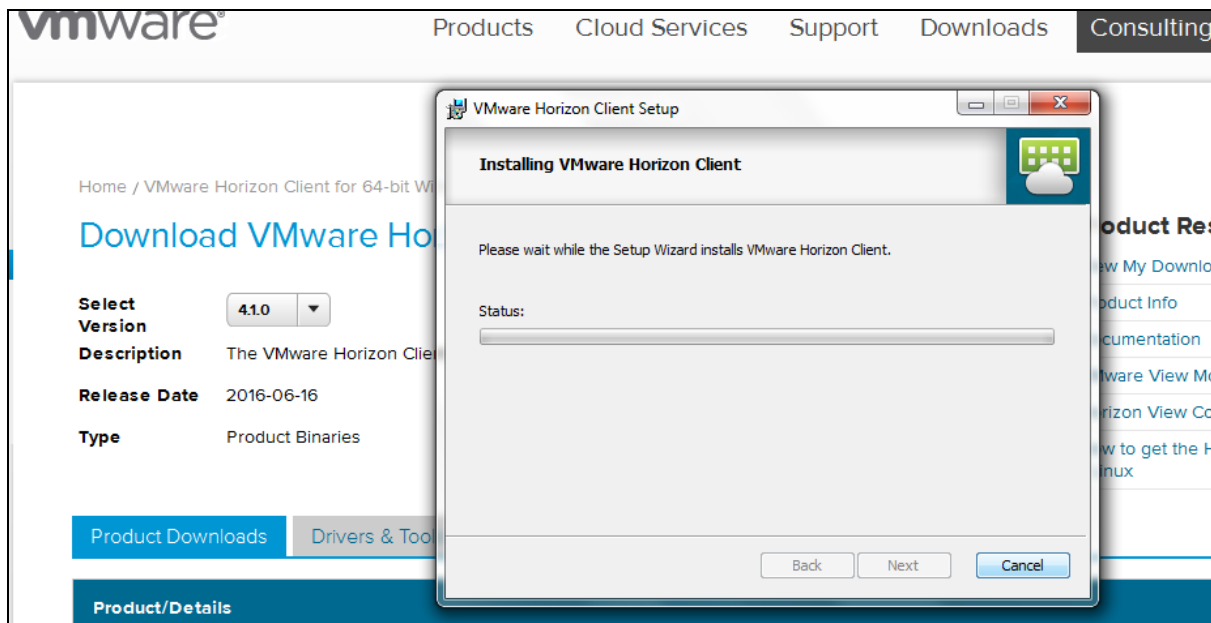
- Once the file has been downloaded, you will need to click on the 'Save File' option in the grey box, as shown in the screenshot below:



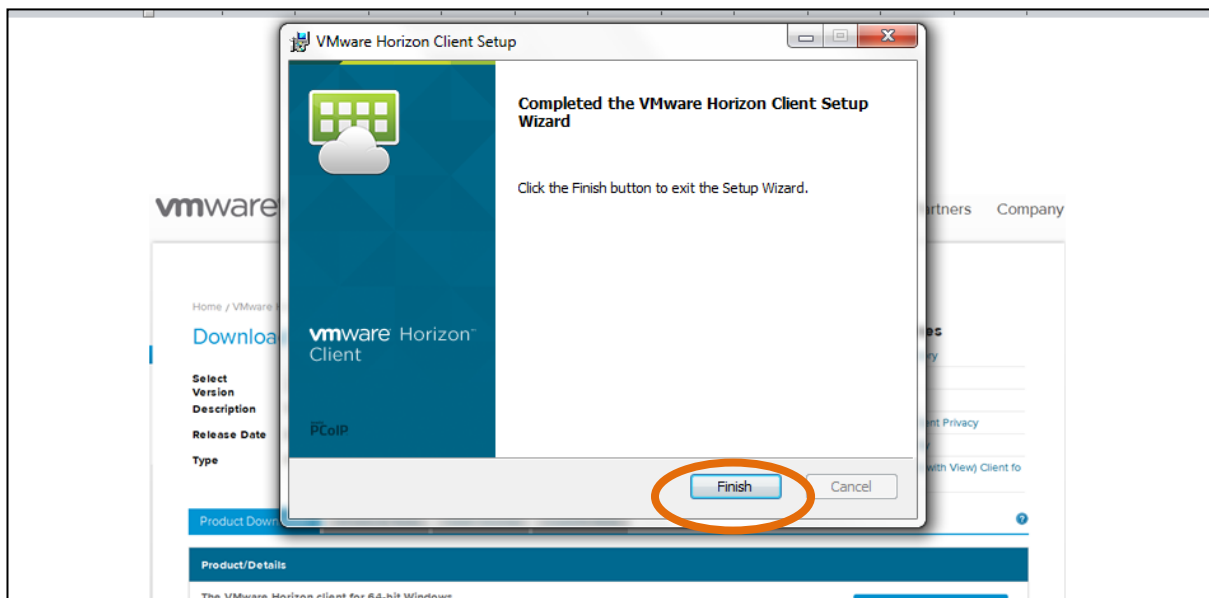
- You have now saved the file into your Downloads folder at the top right hand side of your screen. You will need to **run** or **execute** the VMware Horizon Client file so that the VMware Horizon Client software can be installed onto your computer (you may need to access the VMware Horizon Client file from your Downloads folder on your computer). Click on the file and then follow the steps that your computer asks you to take.



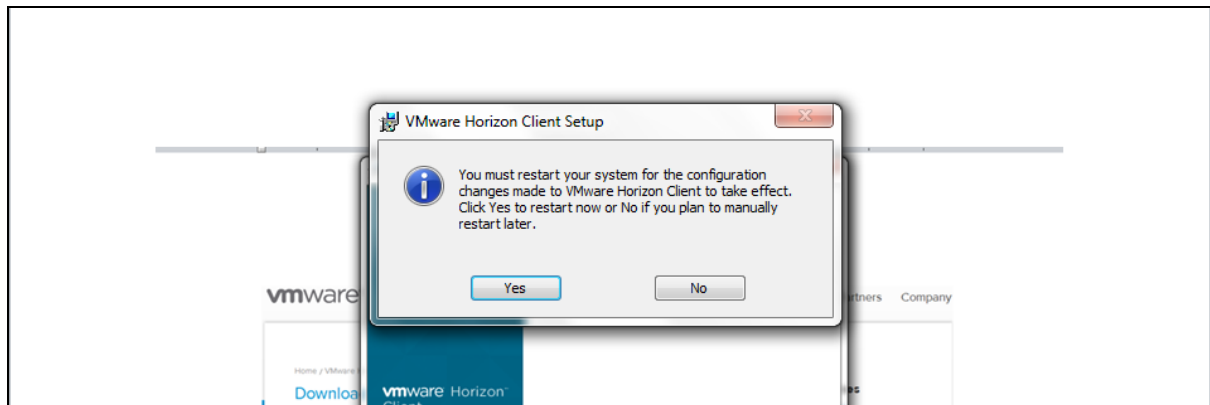
Your computer will start to install the software onto your computer, as seen in the screenshot below:



- Once the software has been installed, you will need to click on Finish, as shown in the screenshot below:



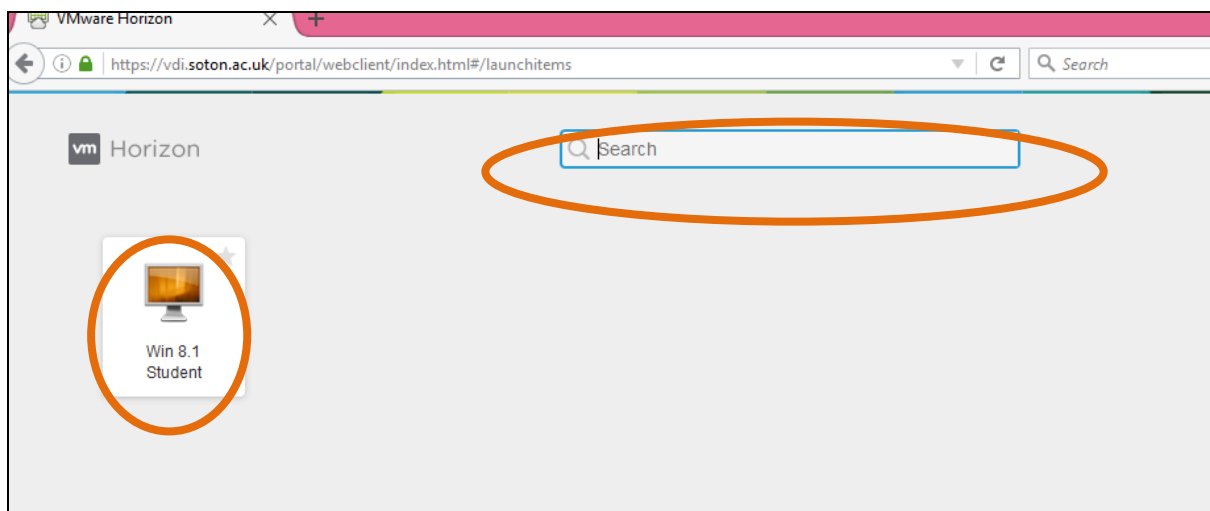
You will then be prompted to Shut Down your computer/laptop as you will not be able to make use of the VMware software until your computer has Restarted:



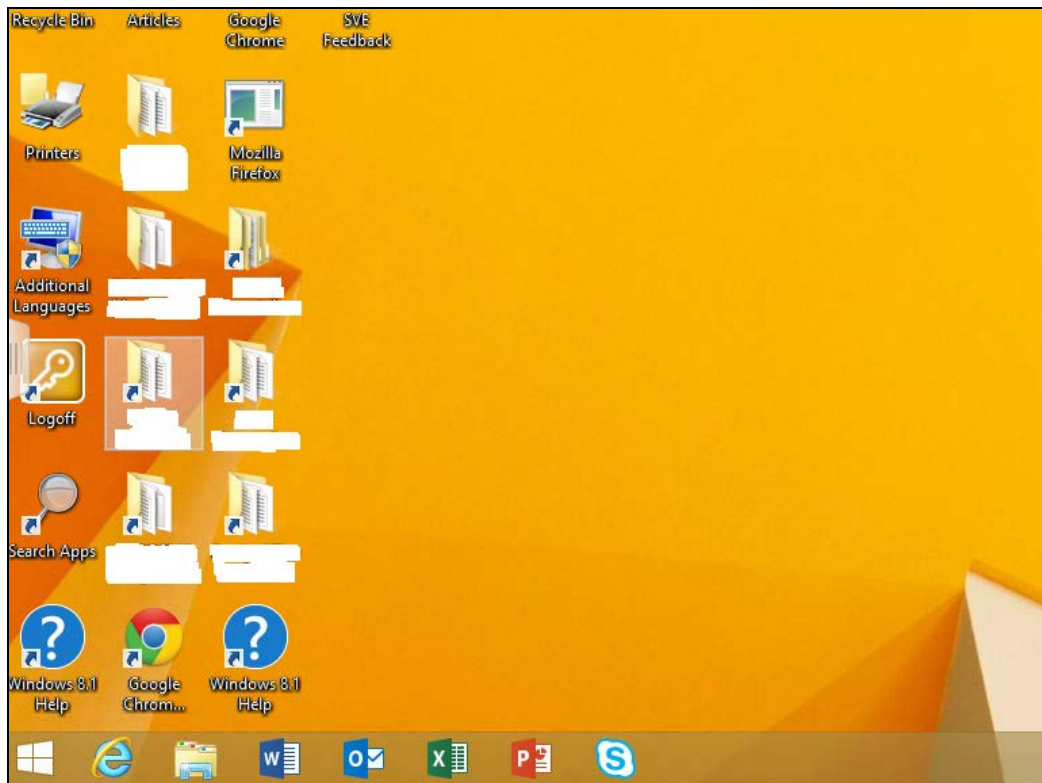
- Once you have **Shut Down** and **Restarted** your computer, you should see the VMware Horizon Client icon on your computer/laptop desktop:



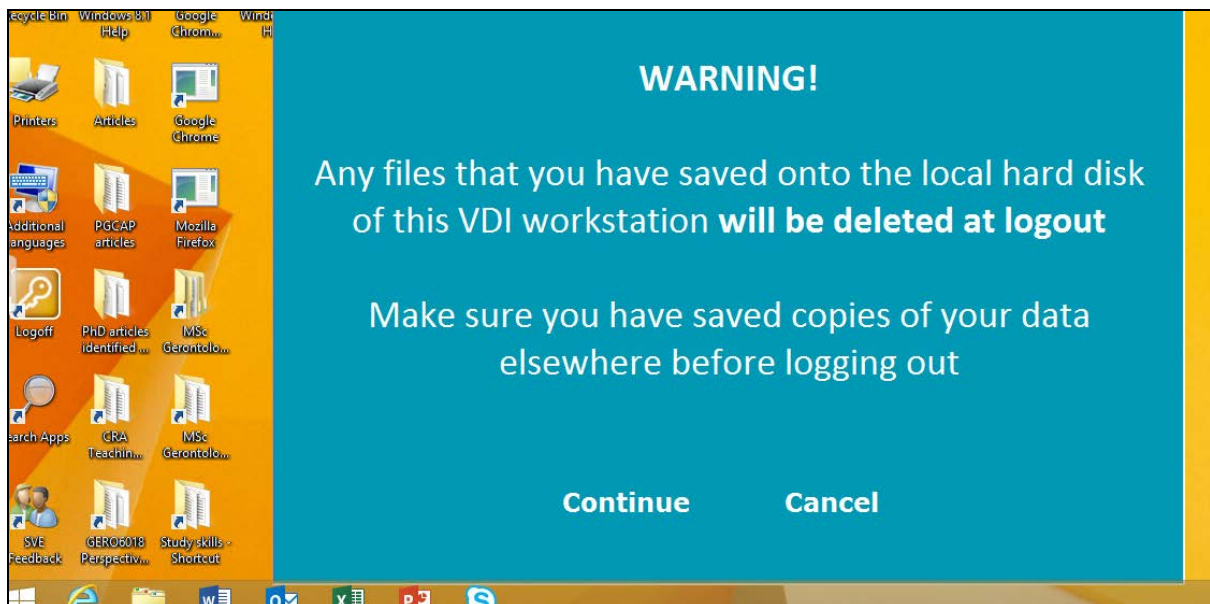
- Click on the VMware Horizon Client icon and enter your username and password when prompted. As in the screenshot below, in the 'Search' box, type in the connection server address, which is: **vdi.soton.ac.uk**
- Then click on the virtual desktop **Win 8.1 Student** to be able to access your University of Southampton desktop:



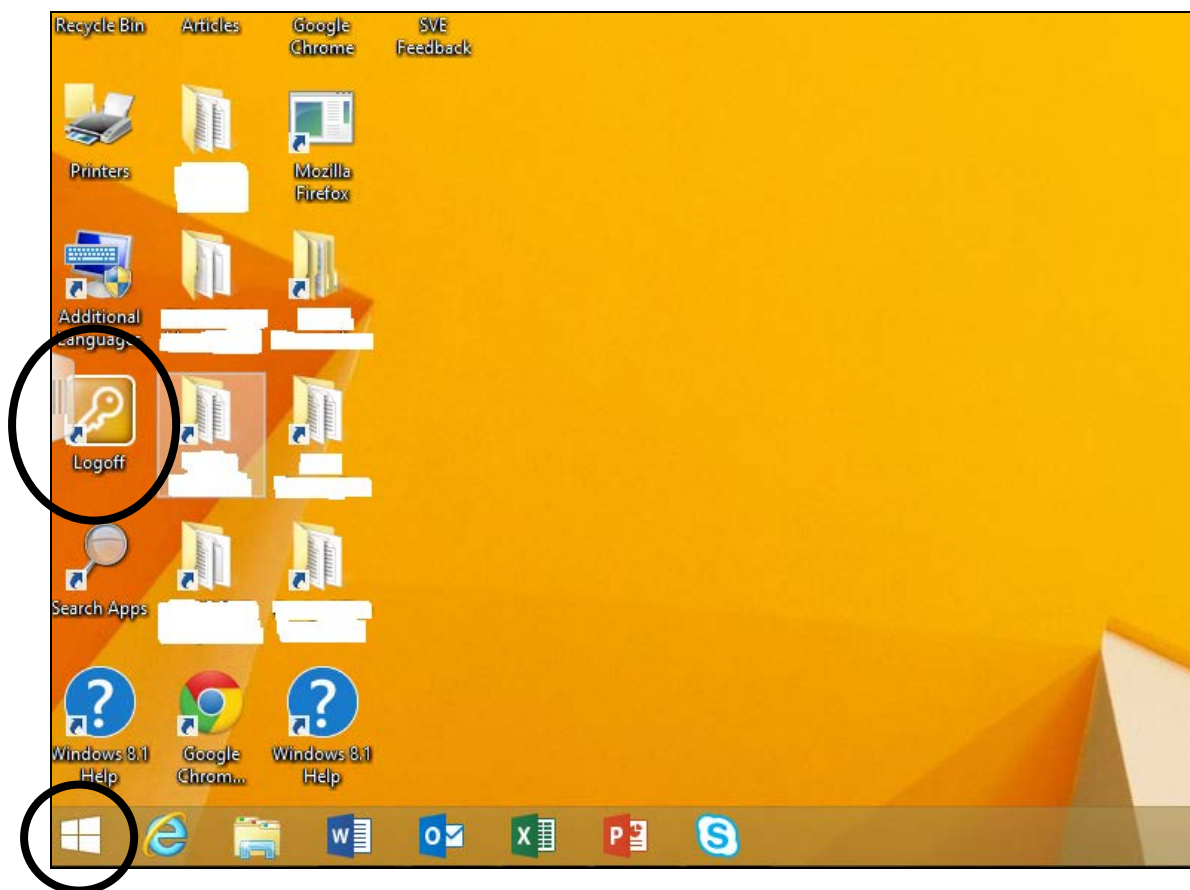
- You will then be taken to your University of Southampton virtual desktop:



- This provides you with access to all of the programmes on the University of Southampton desktop. You must remember to save your work separately onto a memory stick or Cloud (and regularly) as you will not be able to save documents onto your virtual desktop.



- When you have finished using the desktop, remember to save your work separately. You can click on the **Logoff** button on the desktop or right click the **Windows** menu and select **Shutdown and sign out** and then **Sign Out**:



NB: If you do not sign out and close the browser, your session will remain open for 15 minutes. After this time you will be automatically logged out.

The information in this guide has been taken from the iSolutions guides to the Southampton Virtual Environment.

Please note that the information in this How to...? guide was correct at the time of printing. From time to time, updated versions of software are installed by the University which could mean that some of the screens may appear differently to those shown here.

If this is the case, then please access the iSolutions Southampton Virtual Environment website:
<http://www.southampton.ac.uk/isolutions/students/southampton-virtual-environment.page>

There is also a helpful 'question and answer' page containing the solutions to common queries about the Southampton Virtual Environment in the link below:

<http://www.southampton.ac.uk/isolutions/students/students-using-my-own-computer.page>

If you do experience any problems connecting to the Southampton Virtual Environment (SVE) service, please contact iSolutions/ServiceLine (the University IT Support service) on: Email: serviceline@soton.ac.uk or Tel: +44 (0) 2380 595656.

How to set up a Virtual Private Network

Please note: We anticipate that the SVE will meet all your needs in accessing the University's network, e-journals, library resources, and other University resources. However, if you encounter problems with SVE then VPN is an alternative. There is no need to install VPN if SVE is working well for you.

The Virtual Private Network (VPN) enables you to connect to and log into the University network remotely. It is particularly useful to access e-Journals and other library resources.

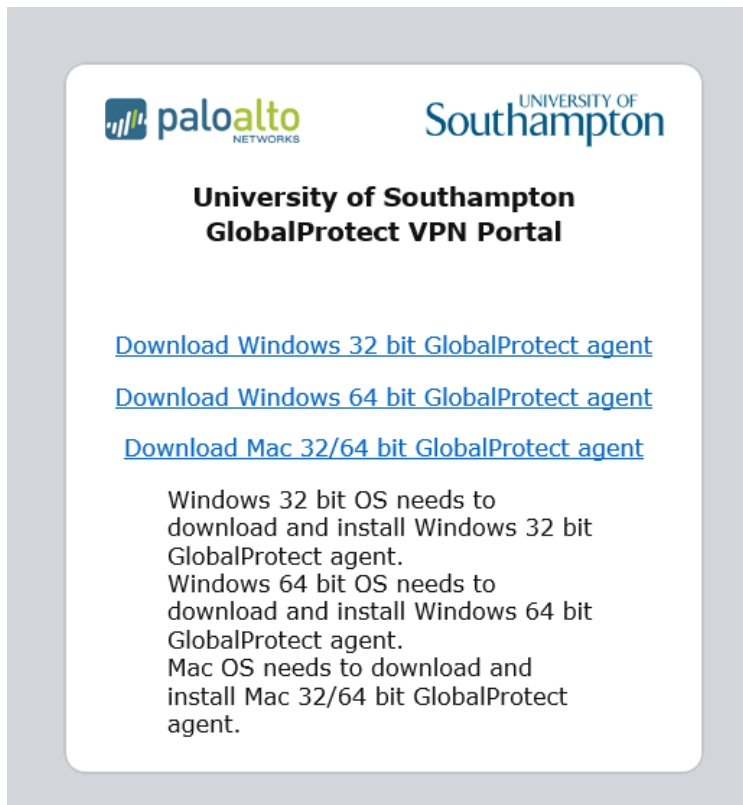
The iSolutions Setup Guide for Windows is reproduced in this How To...? guide, with permission from iSolutions.

Go to <https://globalprotect.soton.ac.uk/global-protect/login.esp> and log on using your University username and password.



The screenshot shows the login interface for the University of Southampton GlobalProtect VPN Portal. At the top left is the Palo Alto Networks logo, and at the top right is the University of Southampton logo. The title "University of Southampton GlobalProtect VPN Portal" is centered. Below the title are two input fields: "Name" with the text "abc1d1" and "Password" with masked characters. A "Login" button is positioned below the password field. The entire form is set against a light gray background.

Select the version which is appropriate to your computer, If you need help with this, please contact iSolutions/ServiceLine (the University IT Support service) on: Email: serviceLine@soton.ac.uk or Tel: +44 (0) 2380 595656.



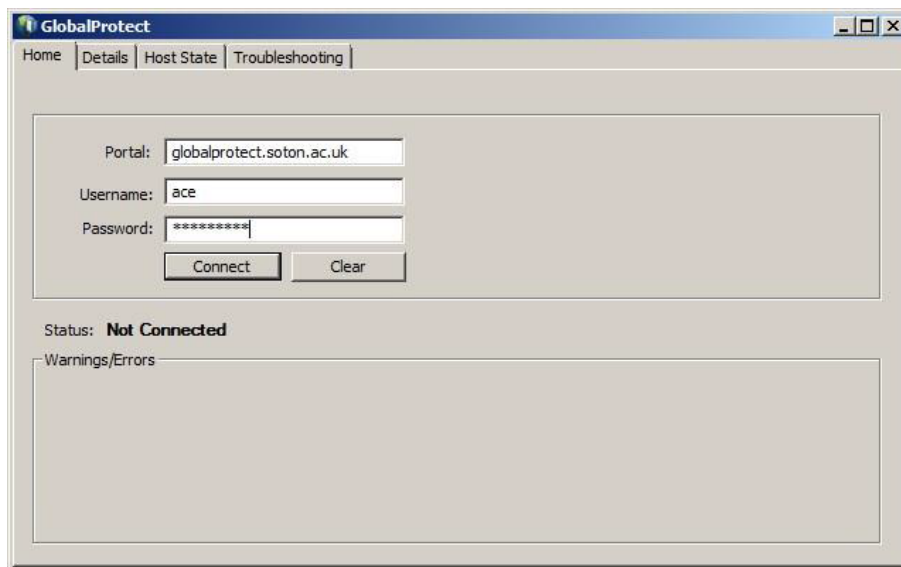
The installer will then download. When it has finished downloading, run the installer and follow the wizard through the installation process.



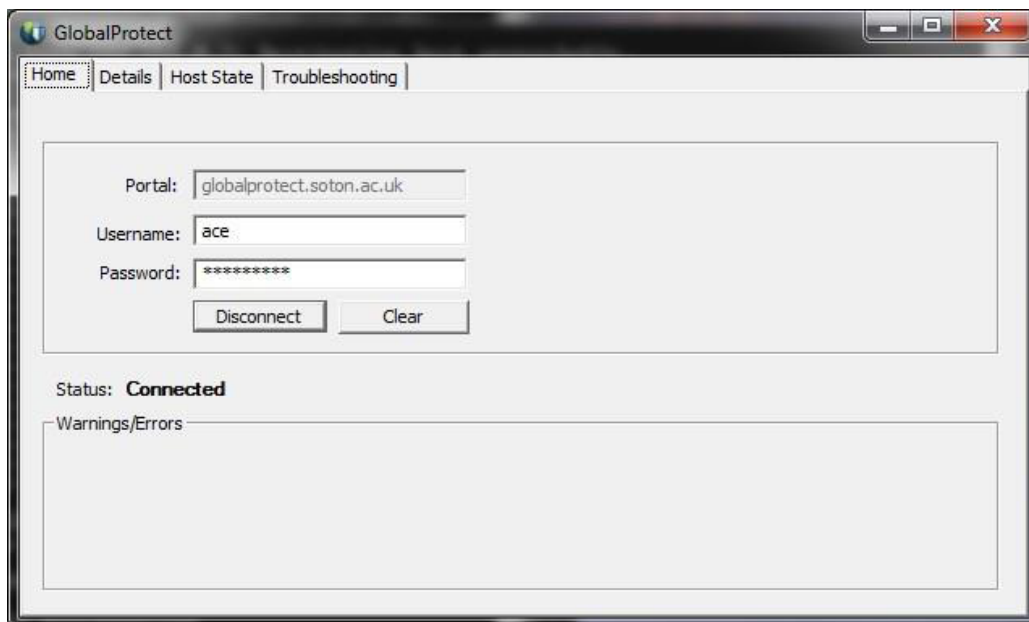
Once installed an icon 'a globe with a red cross' will appear in the 'Notification' area on Windows (usually at the bottom left of the screen) or in the top menu bar on Mac OS.



Right click on the 'globe with a red cross' icon and select 'Show Panel' and the following window will appear.



Enter the portal hostname "globalprotect.soton.ac.uk", and your University username and password. Click on 'Connect'. It may present a warning regarding the certificate authenticity, if so please click on 'Continue'



You are now connected to VPN. All traffic from your computer will go through a secure tunnel back to the University network. Note that in Windows, the GlobalProtect icon will always appear in the 'Notification' area, even when it is not connected,

Please note that the information in this How to...? guide was correct at the time of printing. From time to time, updated versions of software are installed by the University which could mean that some of the screens may appear differently to those shown here.

To set up VPN on a different system, (for example, Windows 8.1, Windows XP, Linux, Mac, smartphones and tablets, iPad or iPhone) please access the University's guides which can be found by accessing the following link:

https://www.southampton.ac.uk/ageing/postgraduate/taught_courses/dl_welcome/vpn.page Once you have entered your username and password, you will be directed to the userguides for other devices and systems which have been produced by iSolutions (the University of Southampton's IT department).

If you experience any problems connecting to the VPN service please contact Serviceline (the University IT Support service) via: Email: serviceline@soton.ac.uk or Tel: +44 (0) 2380 595656.

How to access and use Blackboard

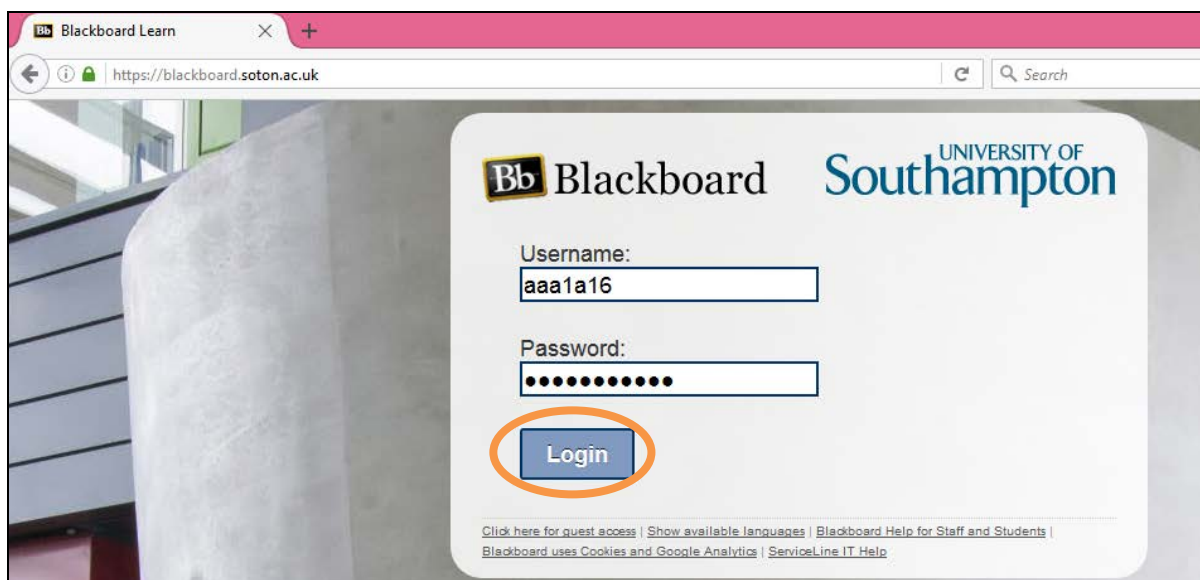
Objective: This is a guide that will help you with starting to use Blackboard, the web based Virtual Learning Environment you will use to access your module materials such as lecture recordings, readings, and module outlines. You will also use Blackboard to submit your assignments electronically.

To use Blackboard, you will need:

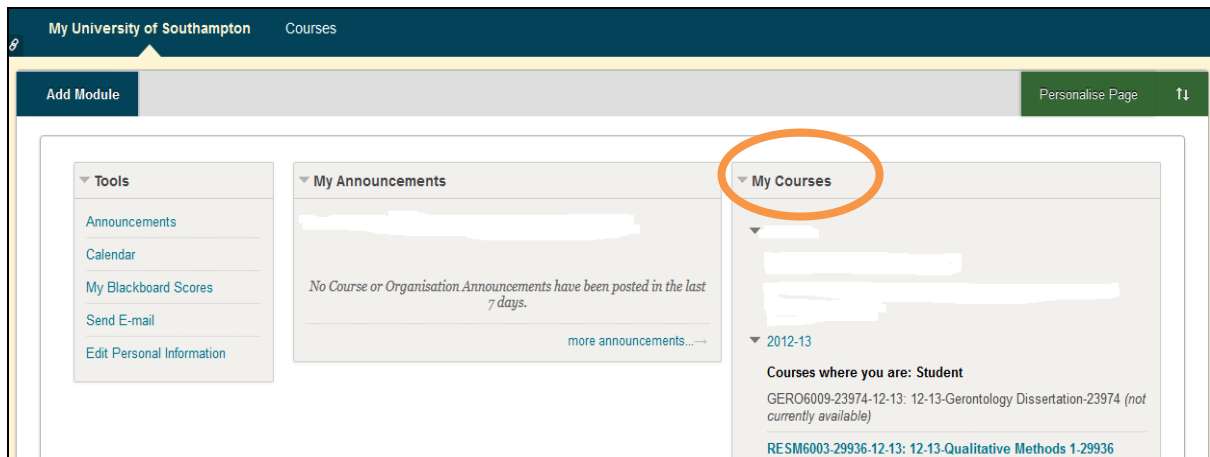
- a computer
- a Broadband internet connection
- a University of Southampton account (username and password)

Step 1: Logging into Blackboard

Go to the website [www.blackboard.soton.ac.uk](https://blackboard.soton.ac.uk) . Click on the User Login box and then enter your University of Southampton username and password and click on Login.

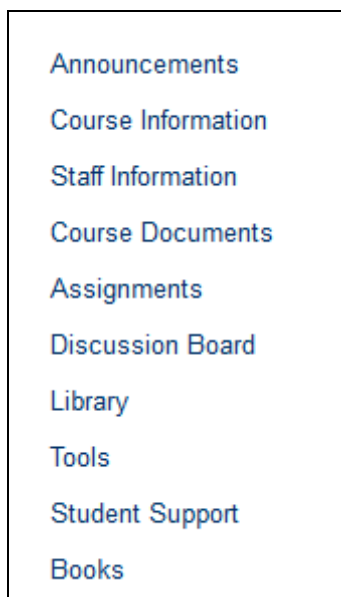


You will then be taken to the Welcome page. The modules you are enrolled on are listed on the right-hand side of the page under the heading **My Courses**, where you will see a list of the modules you are enrolled in as a student:



Step 2: Accessing Module Materials

On the Welcome page, under the right-hand pane 'My Courses', identify the module you would like to access and click on the relevant link. You will be taken to the page relating to that module. To get further information about the module, you will see on the left hand side of the screen there is a list of links which you can access. These links will give you access to further information about the module: 'Announcements', 'Course Information', 'Staff Information', 'Course Documents', 'Assignments', 'Discussion Board', 'Tools' and 'Books'. You can access these links by clicking on the relevant title from the list on the left hand side of the screen:



- **Announcements**

Announcements are used to draw your attention to important news and updates about the Module which are communicated to you by teaching staff via Blackboard. The first page you will be taken to once you click on the module link is the **Announcements** page, which is visible as soon as you access the module you want to view.

Announcements

GERO6015: Assignment 2 Final Reminder

Posted on: Thursday, 19 May

Dear Students,

This is a reminder that your second assignment for GERO6015 (Research Report) **is due in today at 3 p.m. (UK time).**

- Course Information

The **Course Information** section helps you to navigate the Module by explaining what each of the links on the left hand side of contain. You can also find an electronic copy of the Module Outline here (hard copy sent to you by post). The Module Outline provides you with details of each session, reading lists, assignment details and staff contact details. Click on the link below the Module Outline heading to access the document electronically:

Course Information

GERO6015 Qualitative Research Methods

Under the links on the left you will find:

- a) How to contact the staff under 'Staff Information'
- b) Information and materials on the weekly sessions under 'Course Documents'
- c) Information on how and when to submit your assignments under 'Assignments'
- d) A copy of the NVivo workbook and a folder containing example transcripts for you to practice with, below
- e) A Discussion Board for you to ask questions, e.g. about NVivo, and start discussions with your fellow students.

GERO6015 Module Outline

Attached files: [Click here \(349.02 KB\)](#)

- Staff Information

In the **Staff Information** section you can find the contact details of your tutors, including their email address, work phone number, Skype name, office hours, location of their office and University profile web-link.

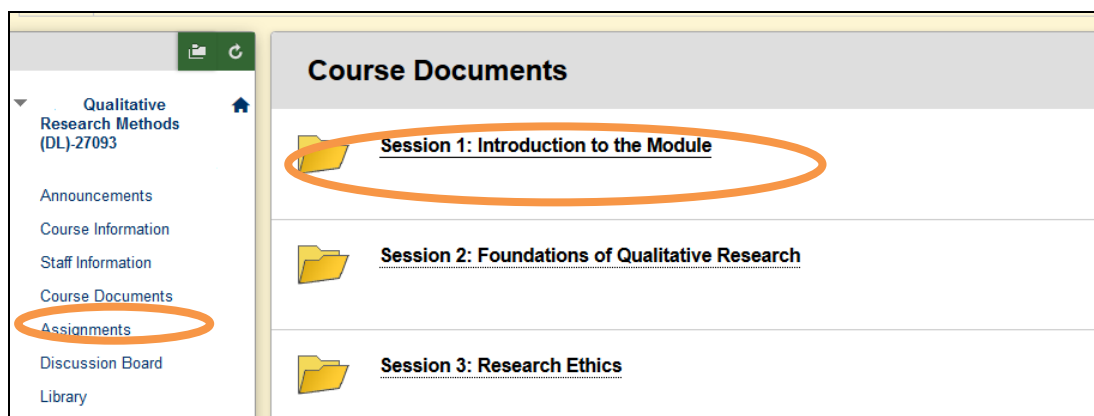
Contacts

Dr Rosalind Willis

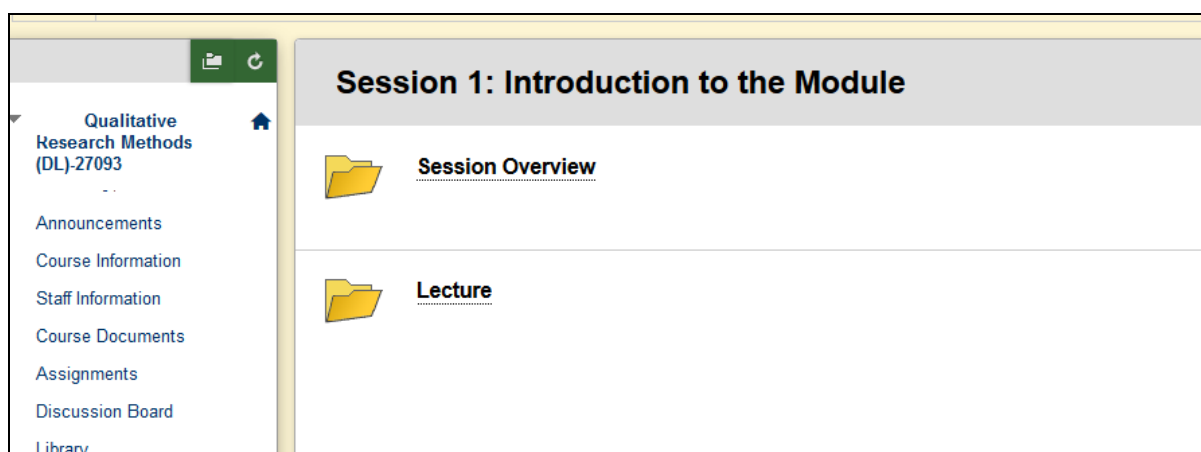
Email r.m.willis@soton.ac.uk
 Work Phone +44(0)23 8059 5367
 Personal Link <http://www.southampton.ac.uk/ageing/about/staff/rmw1g1u/page>
 Notes
 Skype name: rosalind.willis1

- Course Documents

The **Course Documents** section within Blackboard is where you will find the key learning materials for your Module, such as session overviews, lecture recordings and lecture handouts. Click on the Session Title to access the Session Overview and Lecture:

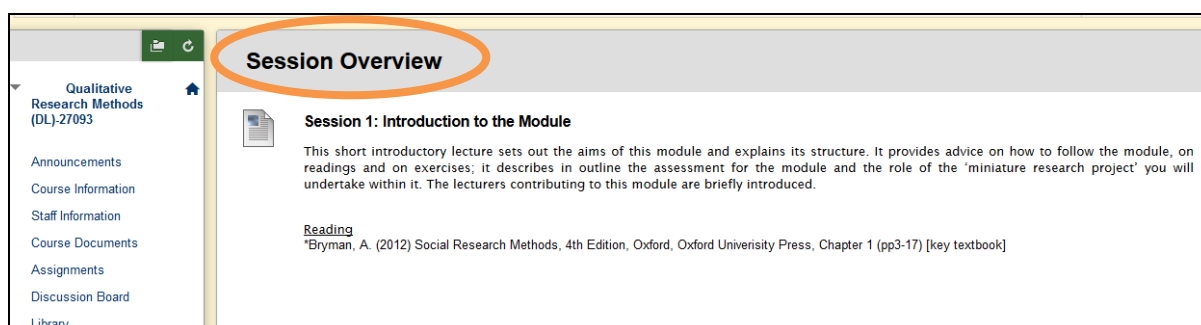


The screenshot below shows the links to the Session Overview folder and the Lecture folder:



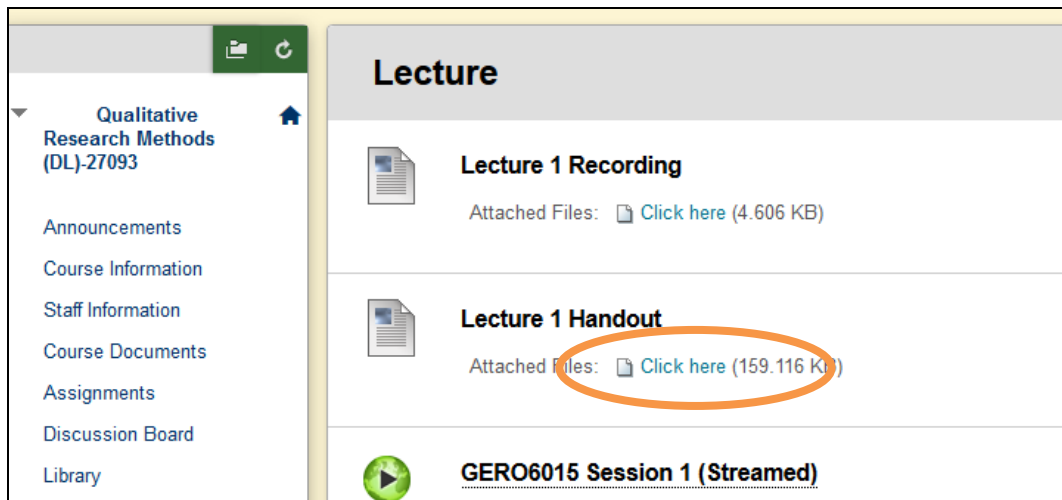
- [Session Overview](#)

The Session Overview folder provides a brief description of the session content: a description of the lecture and a reading list:

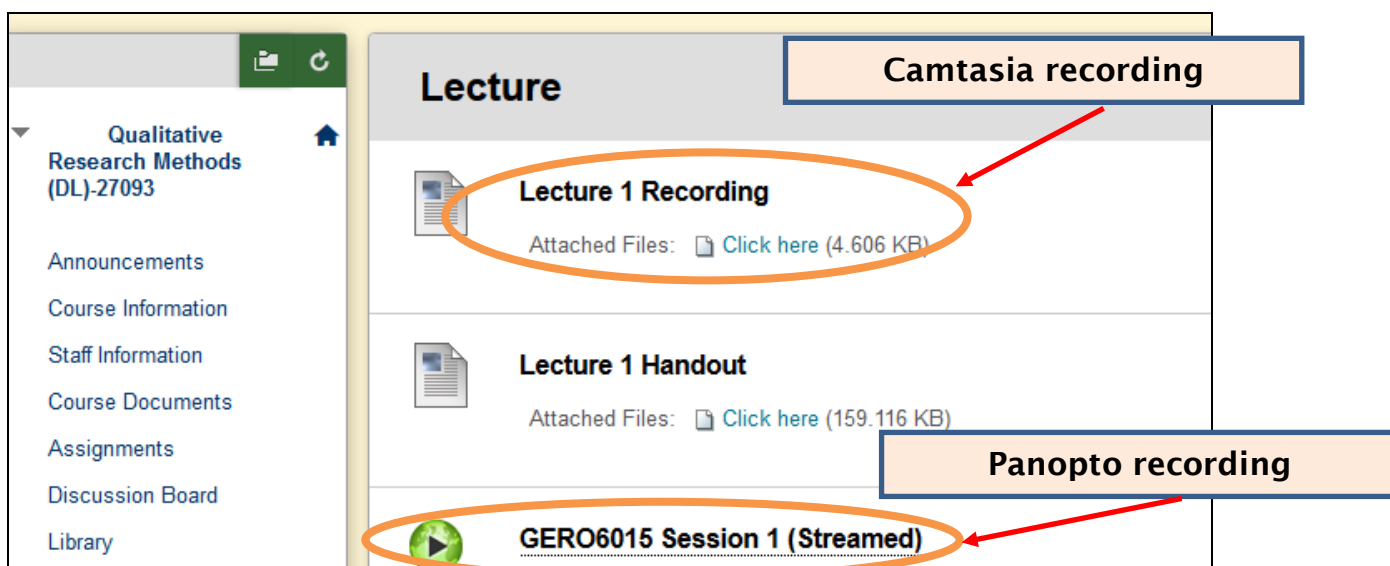


- [Lecture](#)

Within the Lecture folder, you will find a PDF file containing the Lecture Handout containing the lecture slides. To access the Lecture Handout, select the 'Click here' link beneath the Lecture Handout title (see below):



Two versions of the lecture recordings are available on Blackboard: a Camtasia recording (package file) and a Panopto recording (streamed file). These are exactly the same recording and you only need to listen to one version of each lecture. The Camtasia recording (package file) is for fast internet connections. The Panopto recording (streamed file) is for slow internet connections. If you have a slow internet connection, we recommend you view the streamed lectures rather than the Camtasia recording (package file). You can play these streamed lectures with fewer loading or buffering interruptions.

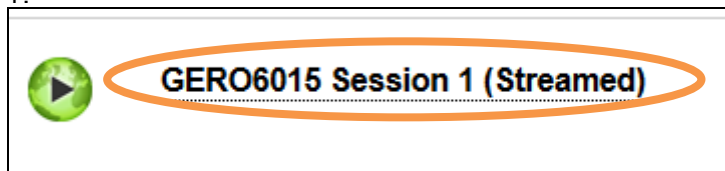


If you click on the Camtasia recording (package file), you will then be taken to the Camtasia-recorded file. Click on the black triangle to start playing the lecture. It is advisable to listen to the lectures through a headset to ensure optimal sound quality.



Please note that the icons showing Panopto recordings (streamed files) may have a different appearance in different Modules. The screenshots below shows the two different images of Panopto (streamed files) which you may encounter when you are accessing lecture recordings:

1.



(To start listening to the recording, click on the link)

Or

2.



(Click on the blue arrow to start listening to the recording)

- Assignments

The **Assignments** section contains instructions about the content of your assignments, as well as when and how to submit your assignments: via email (ageing@soton.ac.uk) and via **Turnitin** (see separate How to...guide on how to submit your assignments via **Turnitin**):

Assignments

GERO6023 Assignments

Please follow the links below in order to submit your assignments.

You must submit your **EVIDENCE REVIEW** assignment electronically in Word or PDF format

You must submit your **ESSAY** assignment electronically in Word or PDF format

You must submit **TWO COPIES** of your assignments, one through Blackboard and one through email to: ageing@soton.ac.uk.

Please note that **BOTH** copies must be submitted by the deadline. Full details on the electronic submission process can be found in the GERO6023 Module Outline.

Assignment word limits are the maximum word limit (excluding the assignment title, word count, references, academic integrity declaration, and any appendices).

To allow anonymous marking, please do not include your name on the assignment, but instead you must add your Student ID number. You must also number the pages, and add the module code and name, the assignment title, the total word count of your assignment, and the following academic integrity declaration:

"I am aware of the requirements of good academic practice and the potential penalties for any breaches. I confirm that this assignment is all my own work, and that where material is obtained from published or unpublished works, this has been fully acknowledged in the text and references."

Feedback on assignments is provided within 20 working days from the deadline.(please note that working days do not include University Closure days or public holidays).

How to submit assignments via Turnitin

- **Discussion Board**

You may be asked to post a response to a question, reading or take part in a Debate using the **Discussion Board**. Click on the link to the Discussion Board on the list on the left hand of the screen:

Forum: GERO6023 Discussion Board

Create Thread

Search Display

Thread Actions	Date	Thread	Author	Status	Unread Posts	Total Posts
		The use of restraints		Published	4	4
		Newspaper article on lewy body dementia	Rosalind Willis	Published	5	5
		Questions about the module	Rosalind Willis	Published	3	3

Displaying 1 to 3 of 3 items Edit Paging...

You can post a new entry on the Discussion Board by clicking on **Create Thread**:

Forum: GERO6023 Discussion Board

Create Thread

Search Display

Thread Actions	Date	Thread	Author	Status	Unread Posts	Total Posts
		The use of restraints		Published	4	4
		Newspaper article on lewy body dementia	Rosalind Willis	Published	5	5
		Questions about the module	Rosalind Willis	Published	3	3

Displaying 1 to 3 of 3 items Edit Paging...

And then type in a title in the **Subject** box, the content of your post in the **text box** and then click on **Submit** when you have finished:

Create Thread

* Indicates a required field.

Cancel Save Draft **Submit**

MESSAGE

* Subject The use of restraints

Message
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

The use of restraints is controversial.

Path: p Words: 6

You can also reply to other contributor's posts by clicking on the title of their post:

Forum: GERO6023 Discussion Board

Create Thread Search Display

Thread Actions	Collect	Delete	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>			The use of restraints		Published	4	4
<input type="checkbox"/>			Newspaper article on levy body dementia	Rosalind Willis	Published	5	5
<input type="checkbox"/>			Questions about the module	Rosalind Willis	Published	3	3

Thread Actions Collect Delete

Displaying 1 to 3 of 3 items Edit Paging...

Then click on **Reply**:

Thread: The use of restraints

Select: All None

Message Actions Expand All Collapse All

☐ The use of restraints

Reply Quote Edit Delete Email Author

Type the content of your response in the **text box** and then click on **Submit** when you have finished.

* Indicates a required field.

Cancel Save Draft **Submit**

* Subject **RE: The use of restraints**

Message
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

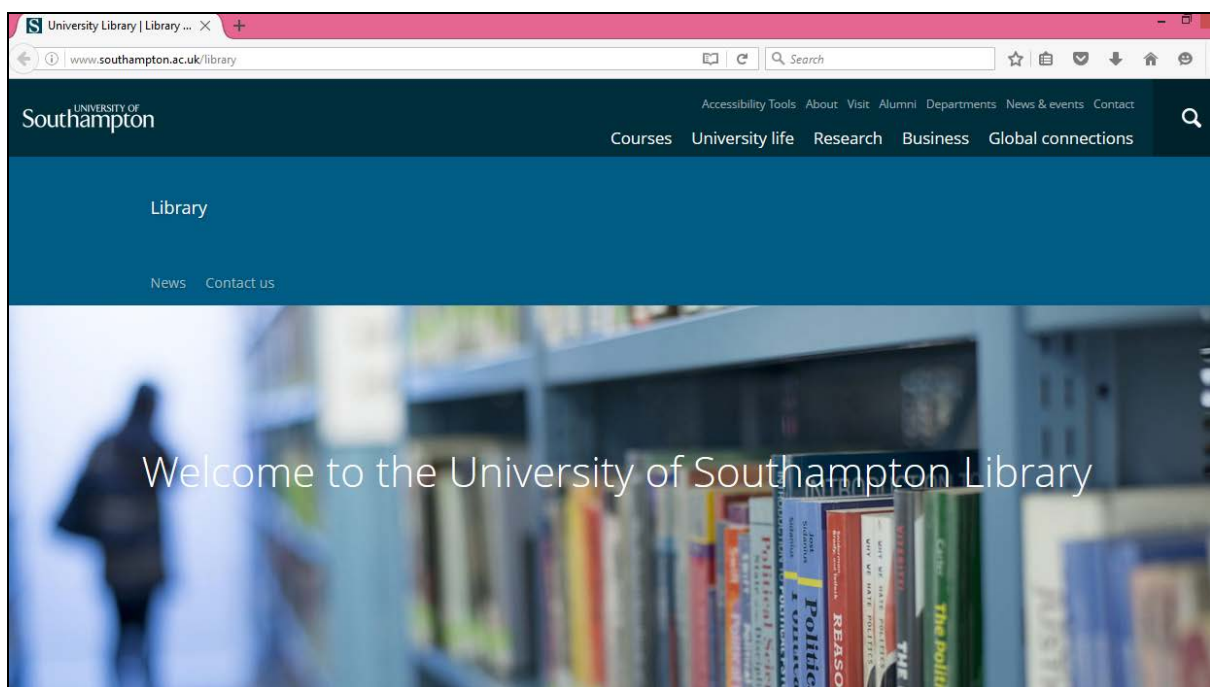
Thank you for your thought provoking insights into this topic.

Path: p Words:11

Attach File Browse My Computer Browse Course

- Library

The **Library** section provides a direct link to the Library website, where you can access Library resources:



- Student Support

The **Student Support** section contains information about the roles and responsibilities of different members of staff at the Centre for Research on Ageing (CRA), where to find technical support and details of how to access help from Enabling Services (personal support such as counselling):

Student Support



List of Different Staff Members' Roles and Responsibilities

Attached Files: [Click here](#) (142.541 KB)

This leaflet gives details of the different roles that CRA members of staff have. It should guide you in deciding who to contact for what kind of query.



iSolutions: Technical Support

iSolutions provides support on a wide range of computing, communications and technical issues to students and staff.

Please contact iSolutions with any technical problems: Phone +44(0)23 8059 5656, or email ServiceLine@soton.ac.uk



iSolutions -- the University IT Professional Service



Overview of University of Southampton's Enabling Services

Attached Files: [Click here](#) (91.041 KB)

This one-page document gives you an overview of the various support services available at the University of Southampton. It covers dyslexia and disability support, counselling and crisis support.

- **Books**

In the **Books** section you can find a reference list of your Module textbooks, as well as a list of Gerontology-related e-books that can be accessed through the University of Southampton Library:

Books



Indicative Reading

Arber, S., Davidson, K. and Ginn, J. (2003) *Gender and Ageing: Changing Roles and Relationships*, Buckingham: Open University Press. [HQ 1061 ARB] Online book

Bernard, M. and Phillips, J. (eds) (1998) *The Social Policy of Old Age*, London: Centre for Policy on Ageing. [HV 1481.G7 BER]

Bernard, M. and Scharf, T. (eds) (2007) *Critical Perspectives on Ageing Societies*, Bristol: The Policy Press. [HQ 1061 BER] Online book

Daatland, S. O. and Biggs, S. (eds) (2006) *Ageing and Diversity*, Bristol: The Policy Press. [HQ 1061 DAA]

Jamieson, A. and Victor, C. (eds) (2002) *Researching Ageing and Later Life*, Buckingham: Open University Press. [HQ 1061 JAM]

Johnson, M., Bengtson, V. et al. (2005) *The Cambridge Handbook of Age and Ageing*, Cambridge: Cambridge University Press. [HQ 1061 JOH] Online book

Peace, S.M. (ed) (1990) *Researching Social Gerontology: Concepts, Methods and Issues*, London: Sage. [HQ 1061 PEA]

Vincent, J., Phillipson, C. and Downs, M. (eds) (2006) *The Futures of Old Age*, London: SAGE Publications. [HQ 1061 VIN]

Walker, A. (ed) (2005) *Understanding Quality of Life in Old Age*, Buckingham: Open University Press. [HQ 1064.G7 WAL]

Wilson, G. (2000) *Understanding Old Age: Critical and Global Perspectives*, London: SAGE Publications. [HQ 1061 WIL]

- **Further Queries/Troubleshooting**

It is hoped that you will find Blackboard easy and straightforward to use and will not experience any problems with finding and accessing information and Module documents. If you do need further support, there is a link to the University of Southampton's guide for students below if you need further information or support:

<https://elearn.southampton.ac.uk/blackboard/student/>

If you experience any technical problems accessing Blackboard, please contact iSolutions/ServiceLine (the University IT Support service) via: Email: serviceLine@soton.ac.uk or Tel: +44 (0) 2380 595656.

Please note that the information in this How to...? guide was correct at the time of printing. From time to time, updated versions of software are installed by the University which could mean that some of the screens may appear differently to those shown here.

How to submit assignments through Turnitin on Blackboard

There are two ways that you must submit your written assignments and dissertation:

- Via email (ageing@soton.ac.uk), AND
- Through TurnitinUK Plagiarism Detection Service (referred to as Turnitin in this guide)

Please note that the deadline for all assignments is **3pm (UK time)** on the advertised due date (see Module Outline). It is **your** responsibility to check the time difference between your own country and the UK, and to ensure you submit on time. **Both** copies of your assignment (via Turnitin, and via email to ageing@soton.ac.uk) must be submitted by 3pm on the day of the deadline. After 3pm the Turnitin submission will close, and your assignment will be deemed late. Penalties for late submission can be viewed in the MSc Student Handbook.

This guide explains how you can submit your written assignments and dissertation through Turnitin, which is located within Blackboard. Once your assignment has been submitted through Turnitin, staff can use the Turnitin software to conduct an academic integrity (plagiarism) check. Turnitin can assist tutors to ensure that publications cited within your academic work are correctly referenced.

TASK: The Oxford Online Dictionary defines plagiarism as "The action or practice of plagiarizing; the wrongful appropriation or purloining, and publication as one's own, of the ideas, or the expression of the ideas (literary, artistic, musical, mechanical, etc.) of another".

Please access the link below to find out more about plagiarism and how to avoid it, and to familiarise yourself with the Turnitin software:

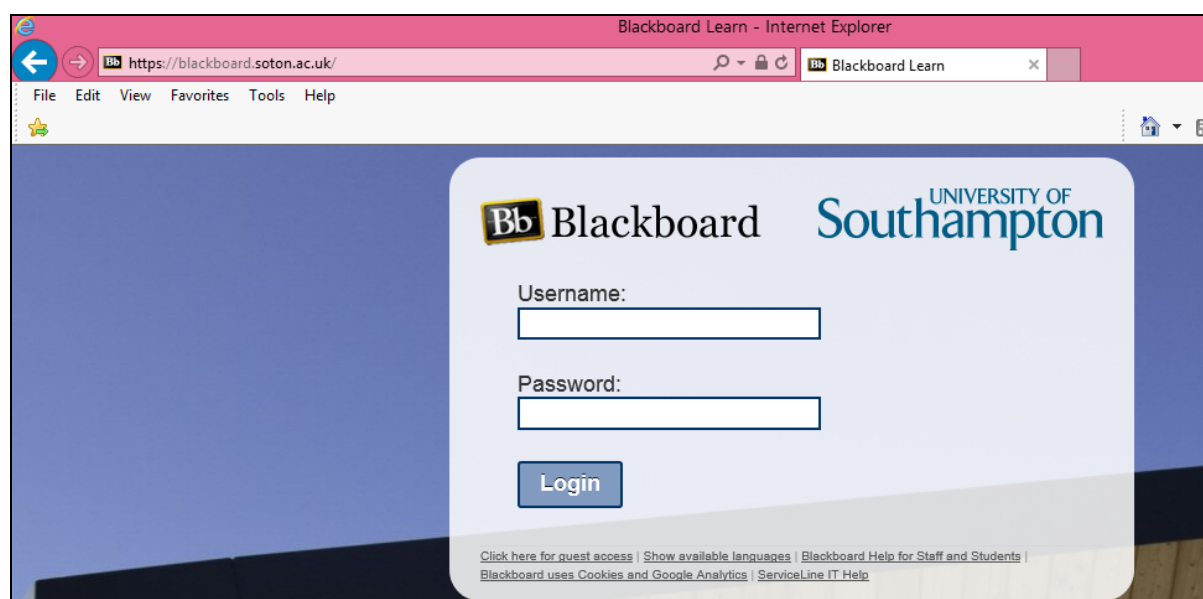
<http://www.southampton.ac.uk/isolutions/computing/elearn/blackboard/student/studentplagiarism.html>

To use Blackboard in order to submit assignments through Turnitin, you will need:

- a computer, laptop or other device
- a Broadband internet connection
- your University of Southampton username and password

Step 1: Logging into Blackboard

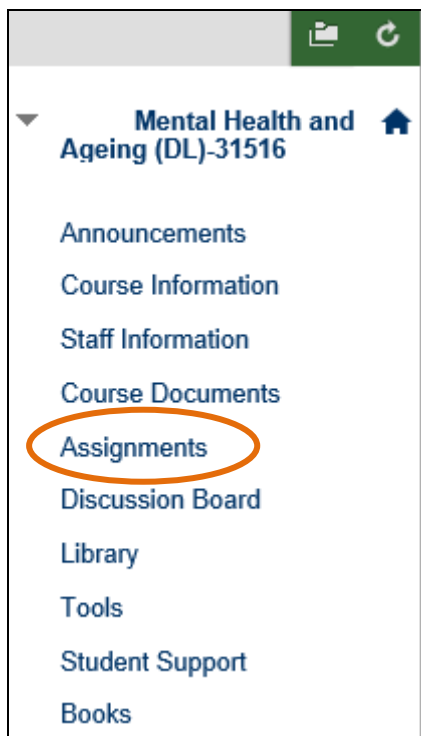
Go to the website: www.blackboard.soton.ac.uk . Click on the User Login box and then enter your University of Southampton username and password.




You should then be taken to the Welcome page, from where you will be able to access all the Modules you are enrolled on.

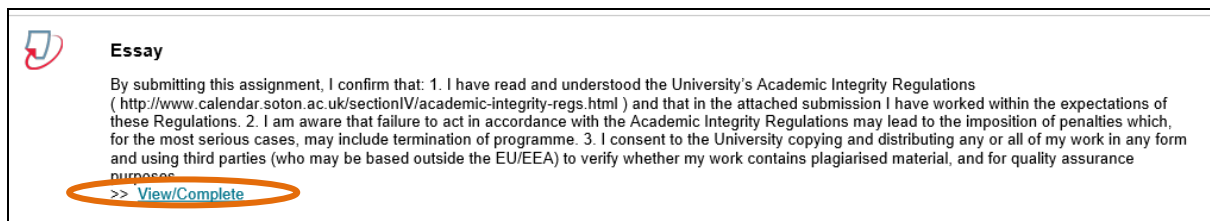
Step 2: Locating the Assignments Section

When you select a Module you on the left-hand pane of your selected Module space, find and select 'Assignments', as in the screenshot below:



Step 3: Locating the Turnitin Assignment

Look for the Turnitin icon  /name of the assignment you would like to submit. Read the statement on academic integrity. Click on View/Complete.



Step 4: Submitting your Assignment via Turnitin

In order to submit your assignment via Turnitin, do the following:

- Ensure the text next to 'Submit' reads **Single File Upload** (as the screenshot below). If not, use the drop down menu to select this option.
- From the **Author** drop-down box, choose your name. This will then be automatically copied into the first and last name boxes underneath.
- In the **Submission title** box, type the name of the assignment you are submitting (e.g. "GERO6010 Essay" or "MSc Gerontology Dissertation").

Submit Turnitin Assignment

Messages English Roadmap ? Help

turnitin UK

Submit **Single File Upload** STEP 1

Author

First name

Last name

Submission title

[What can I submit?](#)

- To submit your assignment, click on **Choose from this computer**.
- Locate the file you want to submit within your computer. Click on the file to attach it. It should then appear in the box.
- To submit your assignment, click on **Upload**.

Disclaimer:

Please ensure you have read the Turnitin submission guide, which can be found [here](#)

Your submission is only complete once you have been provided with a submission ID. You will see this on screen once you have successfully submitted, as shown [here](#). You should make a note of the submission ID shown on screen upon successful submission.

You will also be sent an email containing your submission ID. Your email receipt may not be delivered immediately during busy submission periods.

If you experience any difficulties during the submission process, please contact [ServiceLine](#) immediately.

Choose the file you want to upload to TurnitinUK:

You will now get a final chance to review the attached file before you submit it (as in the image below). Make sure that the paper displayed is the one you want to submit.

- If you find that you have attached the wrong paper by mistake, click on the **Cancel** button at the bottom of the screen, which will return you to the previous page, then find the correct attachment.

- If you are happy that all the details displayed on the page and the file attached is correct, click on the **Confirm** button.

You should then be taken to the confirmation page to let you know that your assignment has been successfully submitted. You should also receive an email confirming your Submission ID. **Please make a note of your Submission ID as proof you have submitted your assignment on time.**

REMEMBER that you must submit an electronic copy of your assignment to the email address ageing@soton.ac.uk **in addition** to submitting it via Blackboard. The submission of your assignment will only be confirmed when both electronic copies have been submitted by the assignment deadline. You will receive an email confirmation from a member of staff within 48 hours of having submitted it to the ageing@soton.ac.uk email address.

Important Note: Please **do not include your name on the assignment**. All assignments should be anonymised before submission. Please remember to include the following in your assignment:

- **Your student ID number**
- **The Module Code (for example, GERO6010)**
- **The Module Name (for example, Perspectives in Gerontology)**
- **The assignment title (for example, the essay title as given in the Module Outline)**

- The total word count of your assignment (excluding the title and bibliography/references list)
- Page numbers
- The following academic integrity declaration:

"I am aware of the requirements of good academic practice and the potential penalties for any breaches. I confirm that this assignment is all my own work, and that where material is obtained from published or unpublished works, this has been fully acknowledged in the text and references."

If you wish to submit your Microsoft Word assignment as a PDF file, see the tips below for creating a PDF file:

How to Create a PDF file

- ☐ Open your Microsoft Word document containing your assignment (your essay or critical bibliography).
- ☐ Select: File, Print
- ☐ Select 'Create Adobe PDF' from printer name drop-down menu.
- ☐ Select 'OK'
- ☐ When the PDF file is created (and opened) save it on your computer or USB stick. It will save with a file extension of *.pdf

TASK: Try to familiarise yourself with the Turnitin function of submission in good time before the submission deadline, by locating your assignments in the BlackBoard Assignments folder. Click on the author drop-down list, to ensure that your name is displayed correctly. If you have any difficulties please contact your personal academic tutor.

Further Queries/Troubleshooting

For any additional queries you can also contact iSolutions/ServiceLine, the University of Southampton's IT team via: email: service@oton.ac.uk or Tel: +44 (0) 23 80 59 56 56.

How to set up and use Skype

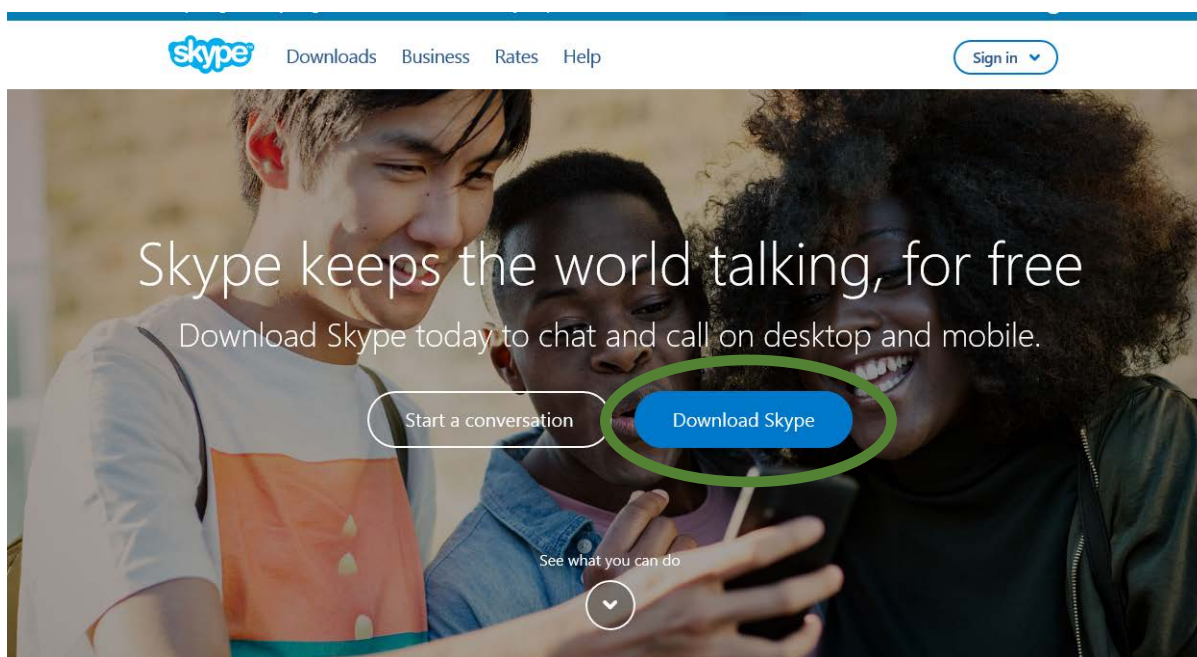
Objective: This is a guide that will help you to download and start using Skype to communicate with your tutors and fellow students. Skype is a social networking software, which is free to download and has telephone as well as instant messaging functions. Communicating via Skype is mostly free, although you will have to pay for certain features (e.g. making calls to international telephone numbers).

To use Skype, you will need:

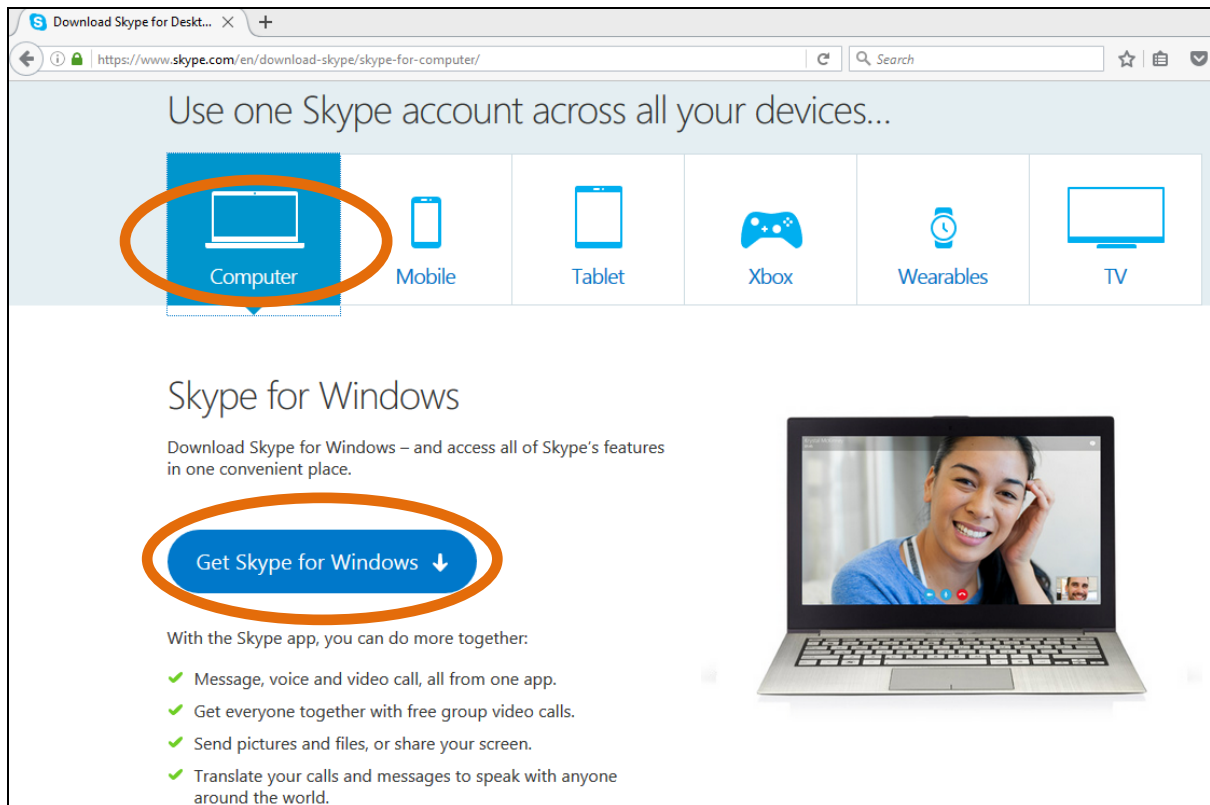
- a computer
- a broadband internet connection
- a copy of Skype (see instructions below how to set up)
- a computer headset with microphone (some laptops have inbuilt microphones and speakers)
- a webcam (if you want to make video calls)

Step 1: Setting up Skype

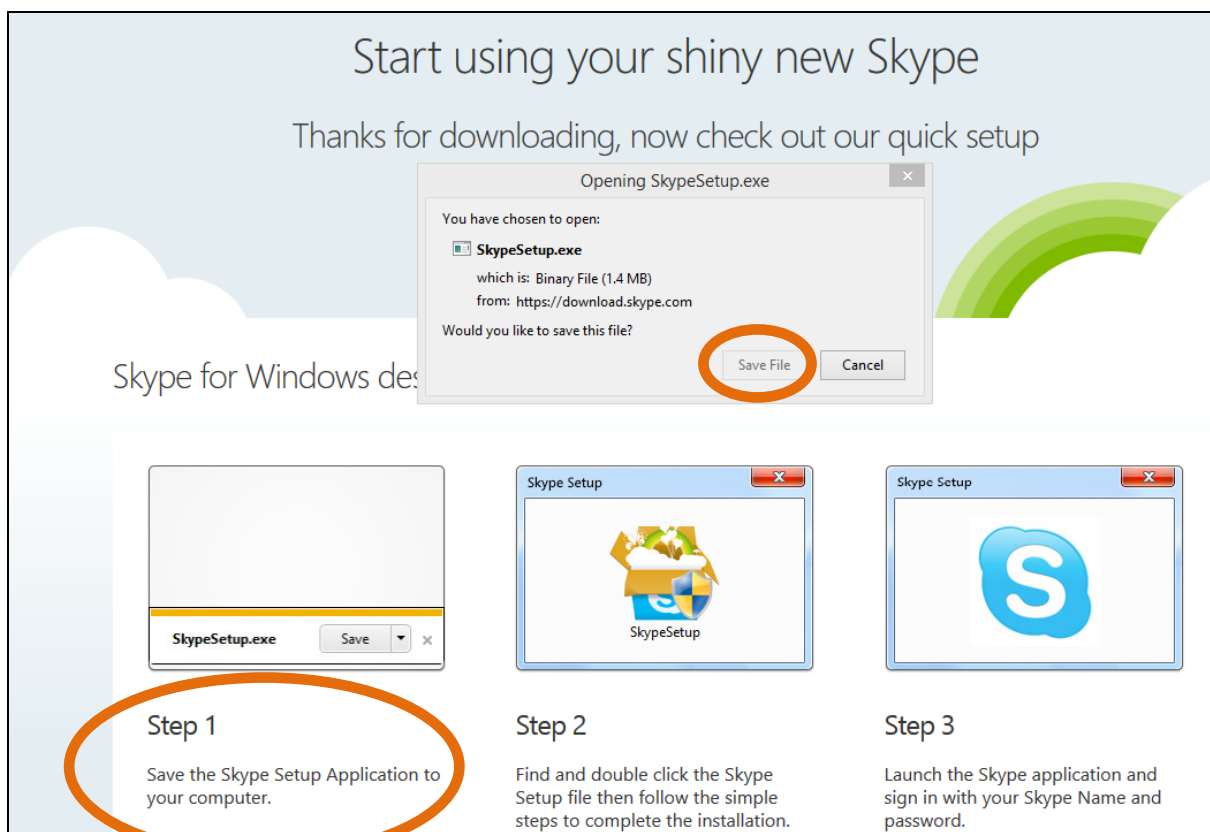
- Go to www.skype.com
- Click on the Download Skype button found on the main Skype webpage:



- Under the Computer tab: click on Get Skype for Windows if you have a Windows computer, or scroll further down the screen if you have a Mac or Linux computer for the Mac or Linux versions of Skype. You can also set up Skype for tablets and for your mobile phone. (Please note that the following instructions in this guide are for installing Skype for Windows on a Windows computer only).



You will then be invited to follow three steps. The first step is to save the Skype Setup application to your computer. Click on Save File in the grey instruction box:



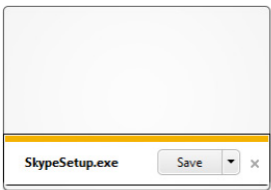
This will save the Skype Setup file into your Downloads file of your computer. Step Two: You will need to find the file and run/execute this file in order to install Skype onto your computer by following the instructions provided by Skype.

Start using your shiny new Skype

Thanks for downloading, now check out our quick setup guide to get started.

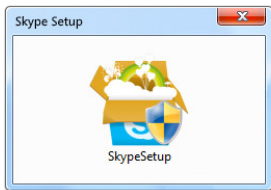
Problem downloading? [Try again](#)

Skype for Windows desktop setup




Step 1

Save the Skype Setup Application to your computer.



Step 2

Find and double click the Skype Setup file then follow the simple steps to complete the installation.



Step 3

Launch the Skype application and sign in with your Skype Name and password.

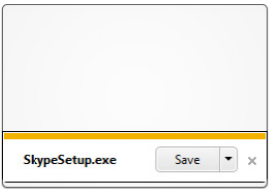
Once you have installed Skype onto your computer, you will then need to complete Step Three by launching the Skype application and signing in with your Skype Name and password:

Start using your shiny new Skype

Thanks for downloading, now check out our quick setup guide to get started.

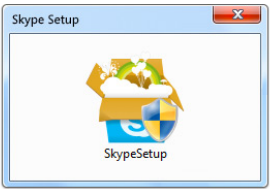
Problem downloading? [Try again](#)

Skype for Windows desktop setup




Step 1

Save the Skype Setup Application to your computer.



Step 2

Find and double click the Skype Setup file then follow the simple steps to complete the installation.



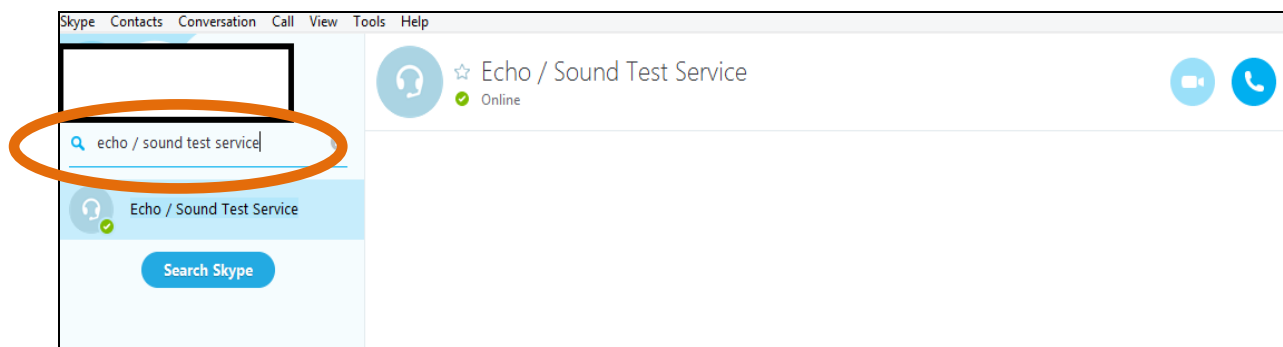
Step 3

Launch the Skype application and sign in with your Skype Name and password.

Using Skype for the first time

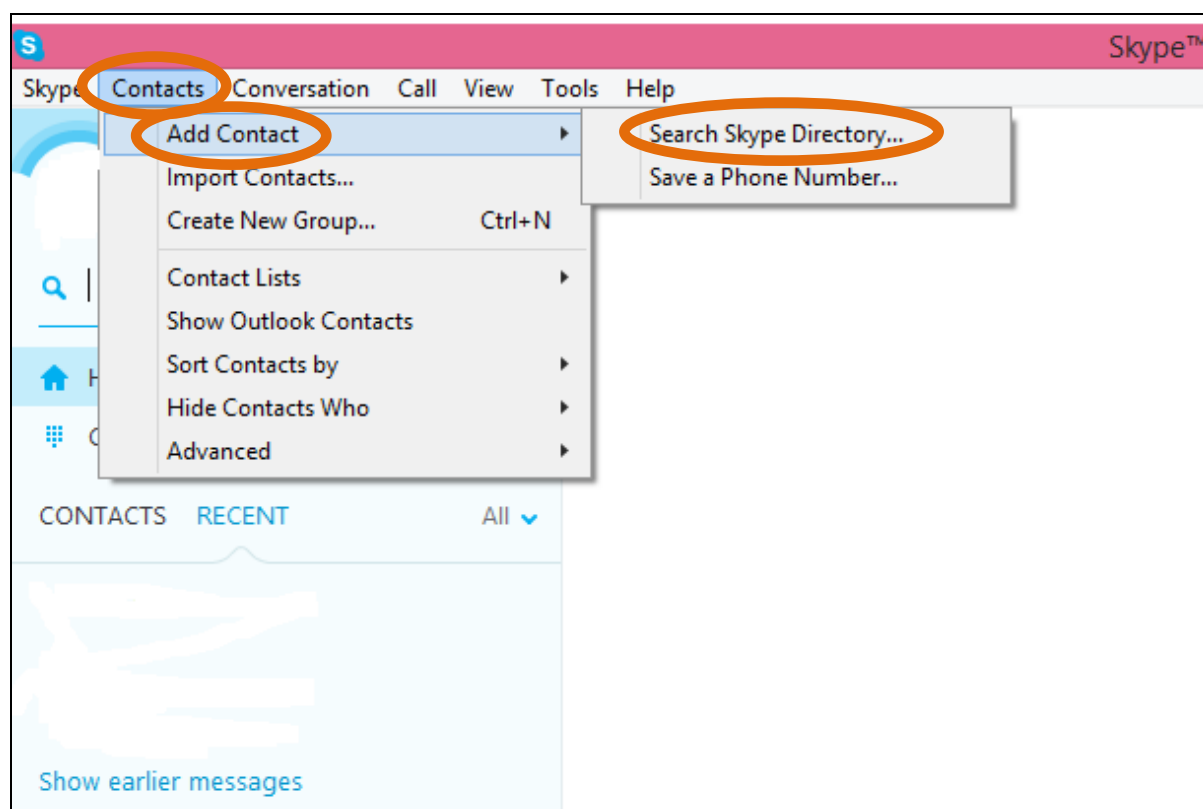
Once you have opened Skype for the first time, plug in your headset and perform a sound check: Click on Echo/Sound Test Service or Skype Test Call under Contacts, or type Echo/Sound Test into the Search facility at the top left hand side of the screen, then follow the automated instructions.

If you are satisfied with the sound quality, you are ready to make calls through Skype. You can also try to make calls without using your headset, although this might impact on audio quality.

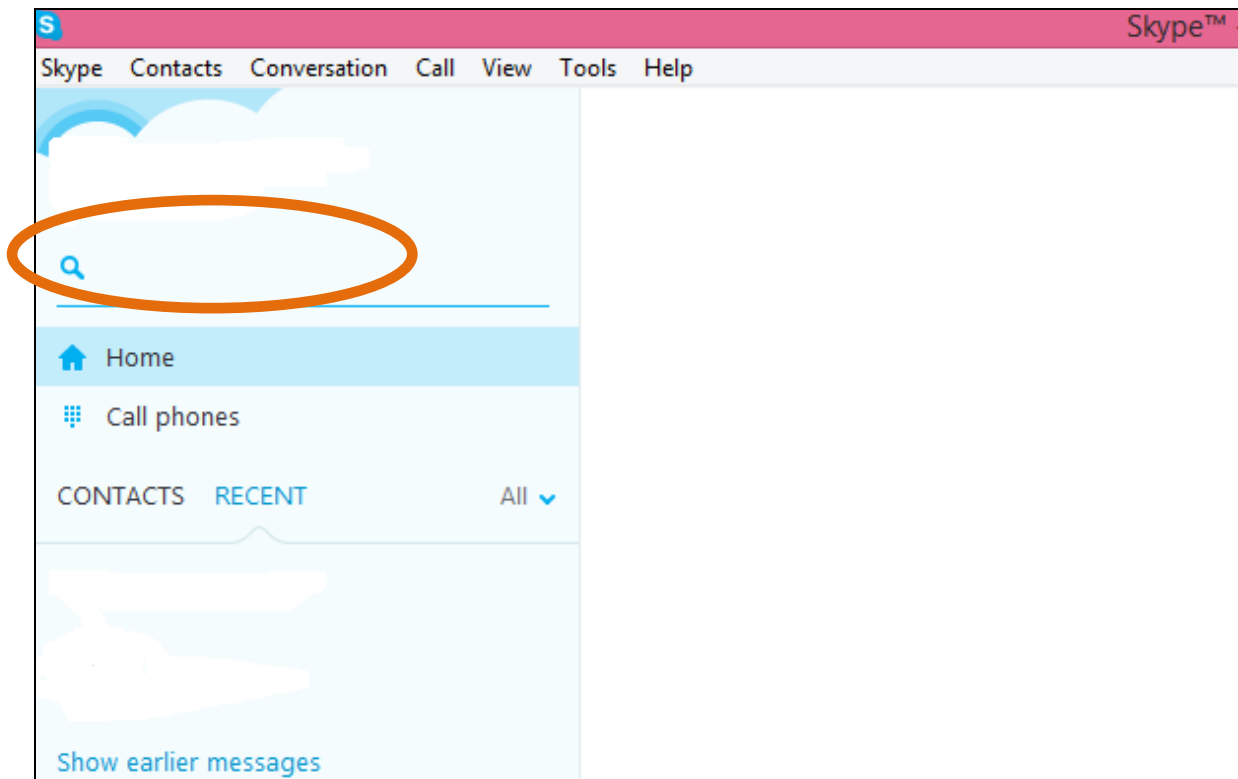


Finding and creating contacts

You can create a new contact and add them to your list by searching in the bar at the top of the Contacts list (circled in the image below), click on **Add Contact** and **Search Skype Directory**.



Then type in the name of the person you are looking for under the Search option:

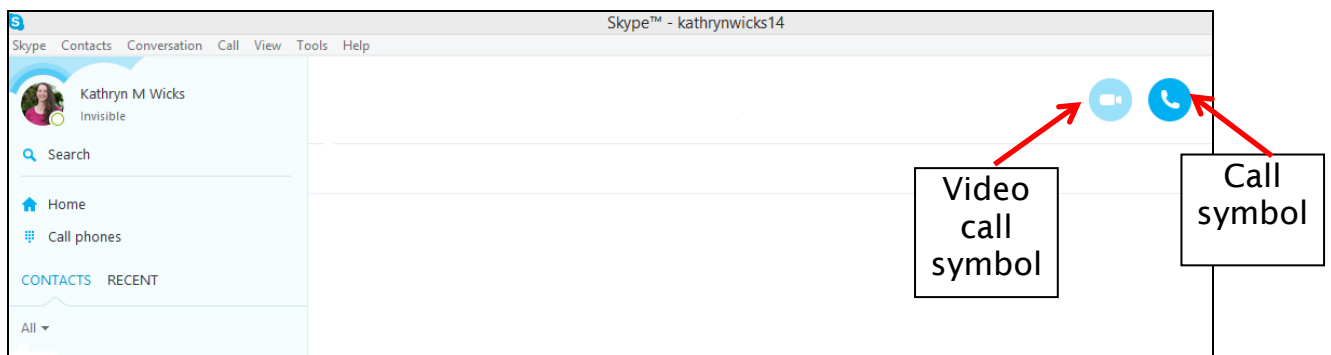


TASK: Look for your tutor(s) and add them as a contact now! Remember to let your personal academic tutor know your 'Skype Name' by or before the middle of October.

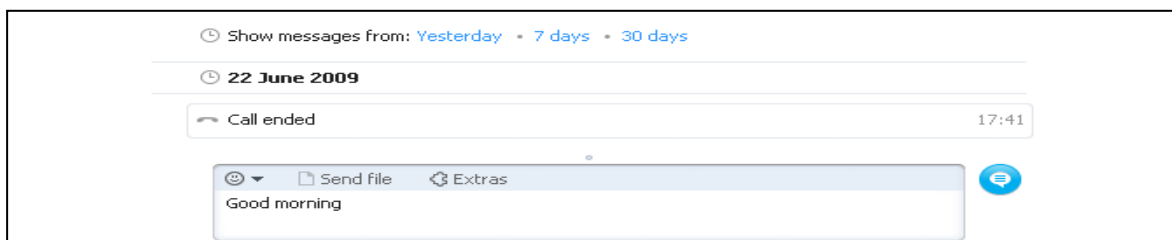
Communicating via Skype

There are a number of different ways that Skype can be used: this guide will explain how to (a) call Skype contacts (b) send instant messages to Skype contacts and (c) make a call to a telephone number that is not a Skype contact.

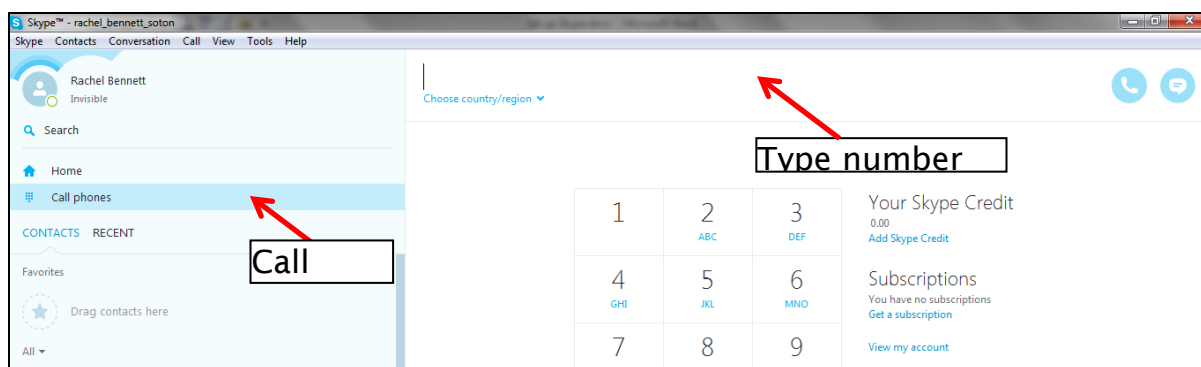
(a) To contact another Skype user, ensure that the person you wish to contact is online; if they are, there will be a green encircled tick next to their name. Click on their name, and then on the 'Call' symbol. You will then hear a ringing sound, as if you are on the phone, and you will hear your contact picking up and speaking to you. If you both have a webcam then click on the 'Video call' symbol, and you will be able to see and hear each other.



(b) You can also communicate with another Skype user by writing an instant message. Again, select the person you would like to contact from the contact list, and then enter your text in the message box at the bottom of the screen. Press 'enter' to send your message, which will be delivered instantly.



(c) Finally, if you wish to make a 'traditional' telephone call to a telephone number via Skype, you can do so easily; however, unlike the other two methods of communication, this option is not free. International call rates on Skype are generally significantly cheaper than from landlines and mobiles, and you can purchase credit for making such phone calls by clicking on 'Buy Skype Credit'. In order to make a call, click on 'Call phones' at the top of your contact list, and then type in the number you wish to call. You also have the option of saving the telephone number in your contact list.



Further Queries/Troubleshooting

Hopefully, you will find Skype easy and straightforward to use and will not experience any problems with the software. However, if you do have any queries which cannot be answered by this guide, then please consult the Skype support pages under:

<https://support.skype.com/>

Please note that the information in this How to...? guide was correct at the time of printing. From time to time, software is updated which could mean that some of the screens may appear differently to those shown here.

How to use the Library to access electronic journal articles, Course Collection materials, eBooks, and Specialist bibliographic databases

Objective: This is a guide that will help you find Gerontology-related e-books on the University of Southampton Library website, help you access journal articles and book chapters that have been placed in 'Course Collections' in WebCat, search for literature using the Library's 'Delphis' search system, and explain how to access the AgeInfo Information Services website.

To access University Library eBooks and eJournals, you will need:

- a computer
- a broadband internet connection
- to be connected to Southampton Virtual Environment (SVE) or the University of Southampton Virtual Private Network (VPN)

To access the Course Collections materials, you will need:

- a computer
- a broadband internet connection
- to be connected to SVE or VPN
- your University of Southampton username and password (sent to you upon registration)

To access AgeInfo, you will need:

- a computer
- a broadband internet connection
- to be connected to SVE or VPN
or
- a user name and password (**provided in this guide**)

Please note: Gerontology specific subject support is provided by the University of Southampton. See the link below:

<http://library.soton.ac.uk/ageing>.

Please note that the subject support page of the library provides a link to the **Ageing/Gerontology University Library** support page. This page has several useful resources that will help you use the internet, data and statistics effectively.

Also, note that the library has a range of tutorials on different aspects of library use and information skills. Do not miss resourceful guides and videos from the following page:

<http://library.soton.ac.uk/infoskills>

LibGuides@Southampton

LibGuides@Southampton » Welcome to LibGuides@Southampton

Welcome to LibGuides@Southampton

Welcome
Subject Guides
Library Services & Sites
Infoskills
Research Support
Resources
Collections
Contact Us

Subject Guides
Print Page

Search:

Subjects A - E	Subjects E - M	Subjects M - Z
Accounting, Finance, Management and Marketing	Electronics and Computer Science (ECS)	Music
Acoustics	Engineering and the Environment	Newspaper Resources
Aerospace and Mechanical Engineering & Ship Science	English	Ocean and Earth Science
Ageing/Gerontology	Film	Official Publications
Anthropology	Finance, Accounting, Management and Marketing	ORC
Applied Linguistics	Geography and Environment	Philosophy
Archaeology	Gerontology	Physics and Astronomy

If you want to know more about University Library services, or need help, please contact our Academic Liaison Librarian for Ageing/Gerontology: Anna Hvass (libengs@soton.ac.uk).

Step 1: Connecting to the University of Southampton work stations via SVE or VPN

While some of the features and materials of the University of Southampton Library can be accessed off-campus through your user name and password, others require you to be connected to the University of Southampton's network domain to function. In case of any denied access, ensure that you use Southampton Virtual Environment (SVE) or connect to the University of Southampton Virtual Private Network (VPN). Please see the separate guide for 'Setting up a remote connection to the University' to use SVE or VPN for the first time. We recommend using SVE rather than VPN.

As a distance learning student, using SVE or VPN is important for you. You will connect your computer to the University network, which allows you the same level of access to resources as you would have on-campus. In many cases, this means that you will not need to login to a particular resource (e.g. journal publisher website) with your University details.

Step 2: Accessing Electronic Journal Articles

Some items on module reading lists are articles from academic journals. The University of Southampton subscribes to electronic versions of many journals. You can access these journals through the library website.

For example, the following article from your reading list is available electronically:

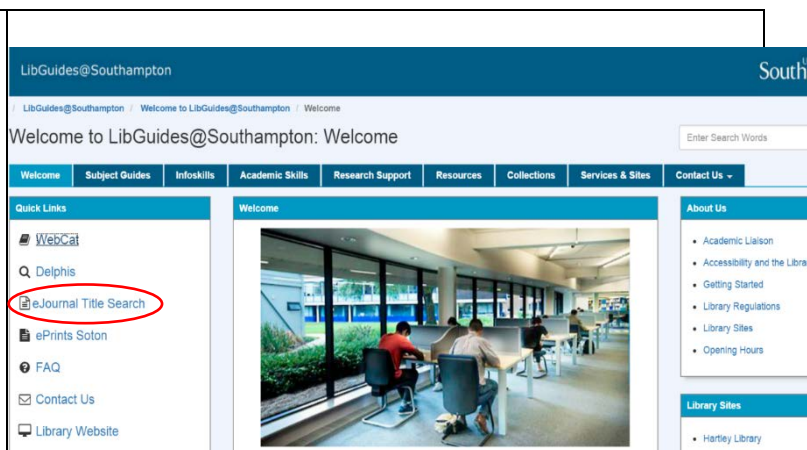
Evandrou, M. and Glaser, K. (2004) 'Family, work and quality of life: Changing economic and social roles throughout the lifecourse', *Ageing and Society* 24 (5): 771-791.

Please see the following pages for a demonstration.

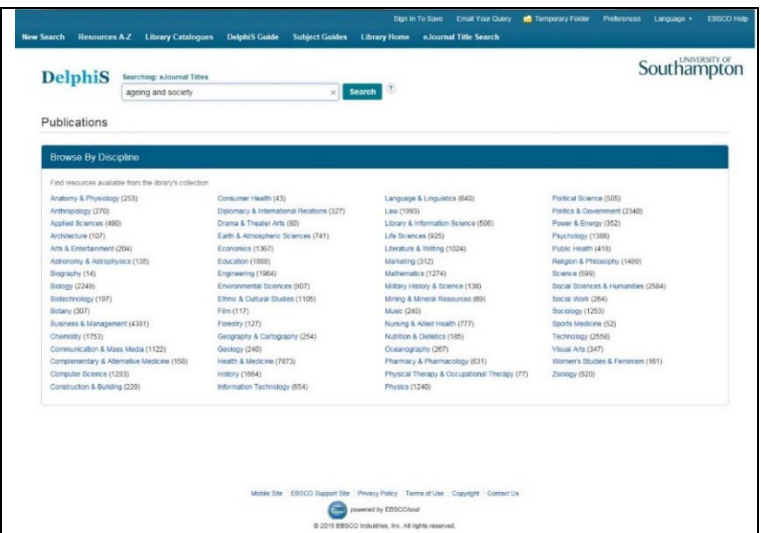
Go to the Library website

library.soton.ac.uk/home.

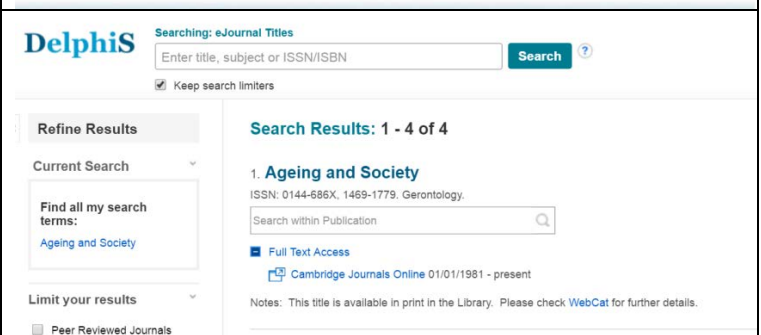
Click on: "eJournal Title Search" on the left-hand side of the screen.



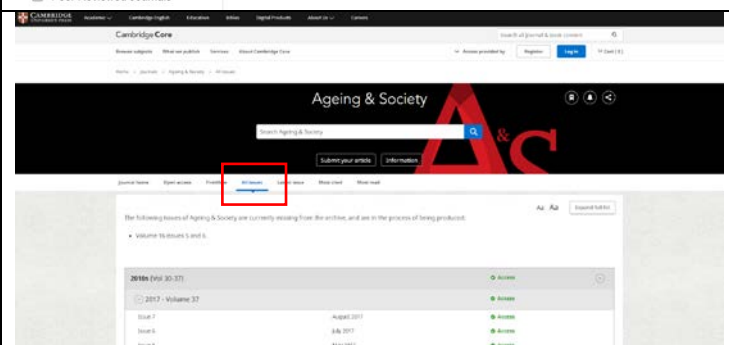
A new window will open, which is the University Library's eJournal Search by Title. Type the full title of the journal (not the article), which is Ageing and Society in this example, into the DelphiS search box and click Search.



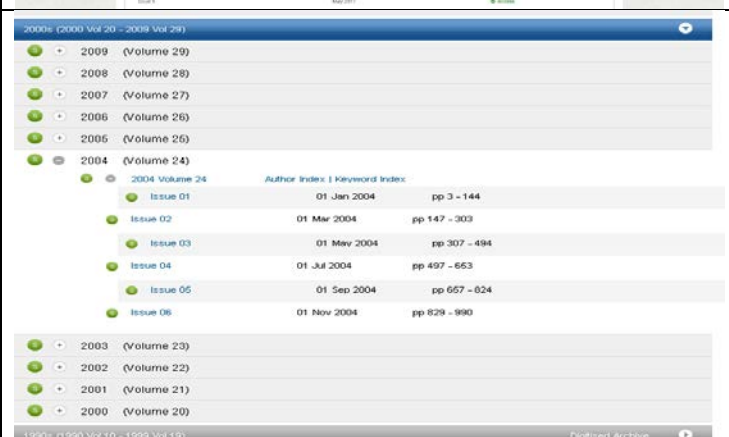
The results page displays links for the full text ejournal. You can see from the results that Cambridge Journals online provides access from 1981 to the present. To access the journal website click on the blue hypertext link "Cambridge Journals Online".



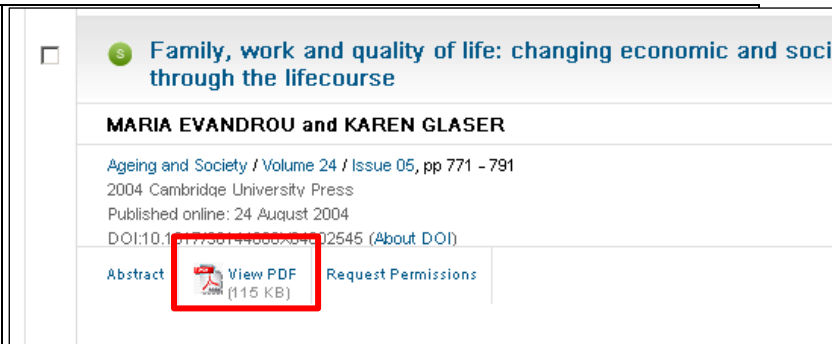
To find the article you want, click on the All Issues tab. The online journal service recognizes that you are accessing via the University of Southampton because you are using SVE or the VPN, so it gives you electronic access to the full text articles.



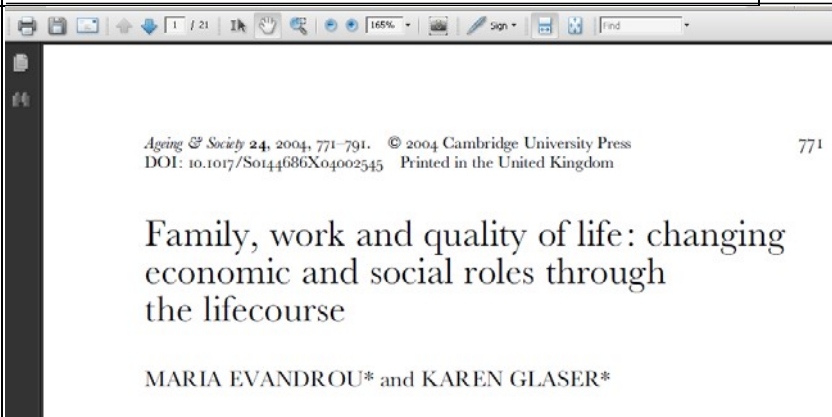
Then click on the plus sign next to 2004 to open the sub-folders containing each issue in this year. We can tell from the reference that the article we want was published in Issue 5, so click on Issue 05.



Scroll down until you come to the article. Click on the View PDF icon to open the full text of the article.



Save it to your computer, and print it out if you wish.



Step 3: Accessing Items in Course Collections

Some of the readings in your module outlines are digitised copies of book chapters and articles (in pdf format), which have been placed in the 'Course Collections' of the Library WebCat.

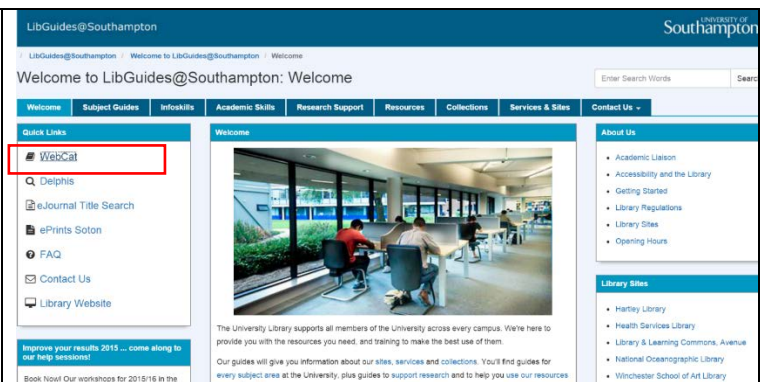
Please ensure that you use Southampton Virtual Environment (SVE) or connect to the University of Southampton Virtual Private Network (VPN).

For example, the following chapter from your reading list is a digitised item in Course Collections:

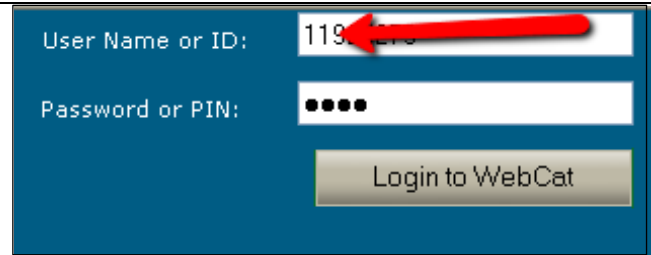
Dannefer, D. (2006) 'Reciprocal co-optation: The relationship of critical theory and social gerontology'. In Baars, J., Dannefer, D., Phillipson, C. and Walker, A. (eds) *Ageing, Globalization and Inequality: The New Critical Gerontology*. New York: Baywood, pp 103-122.

Please see the following pages for the demonstration:

To access materials in 'Course Collections', go to the University of Southampton library web-site (<http://library.soton.ac.uk/home>) and select WebCat.



With your University of Southampton user name and password, log into the WebCat. Note: In order to access digitised Course Collection items, you *must* be logged into WebCat, which is located on the top right. Log in with your University username and password (same as for email).



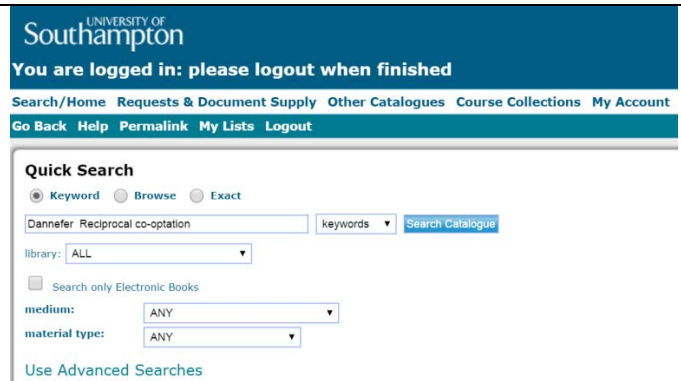
User Name or ID: 119 [red arrow pointing to the input field]

Password or PIN: [masked with dots]

Login to WebCat

Now search WebCat for the item on your reading list. We recommend that you search for the Course Collection items in your module outline reading lists by typing both the title and author surname of the item into WebCat.

NB: Do not search for the book title!



UNIVERSITY OF Southampton

You are logged in: please logout when finished

Search/Home Requests & Document Supply Other Catalogues Course Collections My Account

Go Back Help Permalink My Lists Logout

Quick Search

☒ Keyword ☐ Browse ☐ Exact

Dannefer Reciprocal co-optation keywords Search Catalogue

library: ALL

☐ Search only Electronic Books

medium: ANY

material type: ANY

Use Advanced Searches

The results window shows the chapter as an electronic resource.

When you are logged in to WebCat you will see the hyperlink labelled 'online link to document'. Click on this and open the PDF version of the chapter.



record 1 of 1 for search keywords "Dannefer Reciprocal co-optation"

Item Details

☐ Mark ☐ +My List

Find more by this author

Nearby items on shelf

Copy details Contents/Summary Full Catalogue Details

Title: Reciprocal co-optation: the relationship of critical theory and social gerontology [electronic resource]

Author: Dannefer, D.

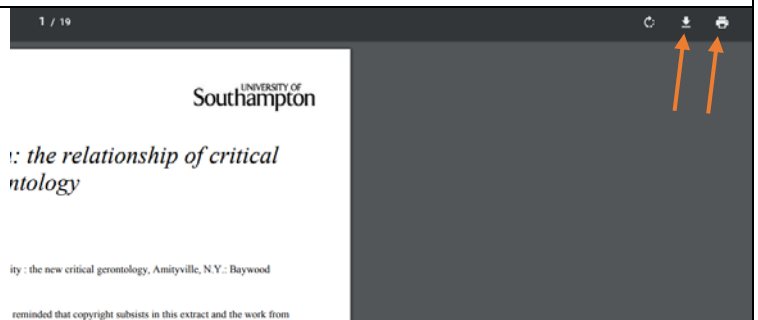
Link: Online link to document.

Holdings of This Title at All Libraries:

Our Online Collection	Copies	Loan type	Location
Internet GERD 6010	1	Reference	Course Collection

If you do not see the hyperlink, check that if you are logged in to WebCat.

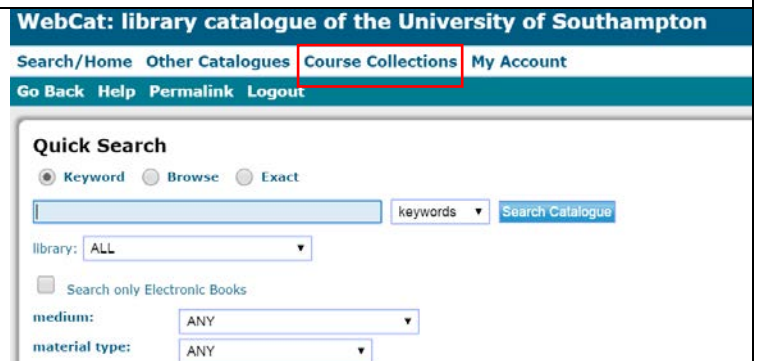
You can either print or save a copy of the pdf file.



Alternative ways of accessing Course Collection materials

It is possible to view all items for a particular module that are held in the Course Collection together.

To do this Select 'Course Collections' after logging into WebCat.



WebCat: library catalogue of the University of Southampton

Search/Home Other Catalogues Course Collections My Account

Go Back Help Permalink Logout

Quick Search

☒ Keyword ☐ Browse ☐ Exact

[input field] keywords Search Catalogue

library: ALL

☐ Search only Electronic Books

medium: ANY

material type: ANY

Then search for items in the Course Collection by course code or course name. Please ensure that you leave a space between letters and numbers when searching by course code: e.g. GERO 6010.

Then use your mouse to click on "Search by Course Code" (pressing Return/Enter does not work).

Search Course Collections

Search for:

[Search by Lecturer](#)

[Search by Course Code](#)

[Search by Course Name](#)

library:

You will now be presented with a list of all Course Collection items for that module.

Search Results

23 Course Items by Vlachantoni, Athina (Dr) for PERSPECTIVES IN GERONTOLOGY (DL)

1. **Current research on development and adaptation in advanced old age. [electronic resource] Coleman, P.G.**
Internet GERO 6010
- In Hartley Course Collection
2. **Demographic change in Europe: implications for future family support for older people. [electronic resource] Evandrou, M.**
Internet GERO 6010
- In Hartley Course Collection
3. **The epidemiology of aging. [electronic resource] Grundy, E.**
Internet GERO 6010
- In Hartley Course Collection
4. **An exploration of the activity theory of aging: Activity types and life satisfaction among in-movers to a retirement community [electronic resource] Lemon, Bruce W.**
Internet GERO 601
- In Hartley Course Collection

PLEASE NOTE: You can also search the Course Collections by name of lecturer. However, lecturers may have changed and more than one lecturer may have deposited materials in the Course Collection. This means you may be presented with a list of lecturer names. Clicking on the name will only take you to the course collection items deposited by that lecturer. It is therefore more advisable to search by author or title of item or by Course Code.

TASK: Access the 'Course Collection' page, look for the GERO 6010 items and download two readings. Then also locate these two readings by searching for them on the WebCat using item title or item author(s).

Step 4: Accessing AgeInfo

The AgeInfo website is an information service by the Centre for Policy on Ageing that provides a number of searchable databases on old age and ageing, as well as links to different UK media resources.

To access AgeInfo, go to
<http://www.cpa.org.uk/ageinfo/ageinfo2.html>

If you use SVE or logon to the VPN, you will not be required to log in to use AgeInfo; otherwise, if you don't use SVE or VPN, please enter username: unisouth and password: solent.

Then click on 'Search the AgeInfo database' and type in words (search terms) related to the topic of interest (e.g. pensions, or loneliness) in the Keywords line. Then click 'Search'.



Step 5: Searching for electronic books

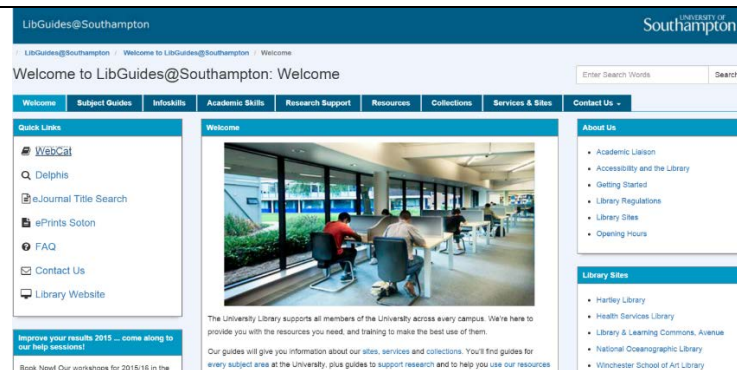
Please ensure that you use Southampton Virtual Environment (SVE) or connect to the University of Southampton Virtual Private Network (VPN).

Some of the books on your reading lists are available electronically. Please read your Module Outlines to see which recommended readings are from e-books.

Go to:

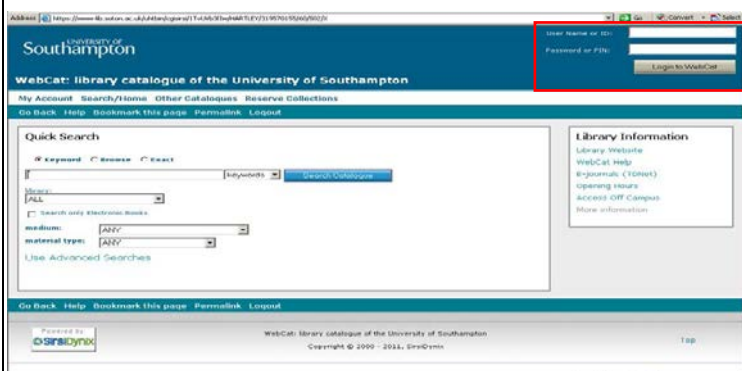
<http://library.soton.ac.uk/home>

Click on WebCat under Quick Links on the left-hand side.



A new window will open for WebCat: the online Library catalogue of the University of Southampton.

To access the full, range of services and resources you should log in to WebCat in the top right-hand corner of the screen, using your University username and password. Click Login to WebCat.



To search for an electronic book, type in some significant words from the title into the search box, tick the box next to 'Search only Electronic Books' and click on Search Catalogue.

For example, type in 'Ageing Society European Perspectives' in the search box and click on Search Catalogue.

You can also search with author surname and title words or the exact title of the book.

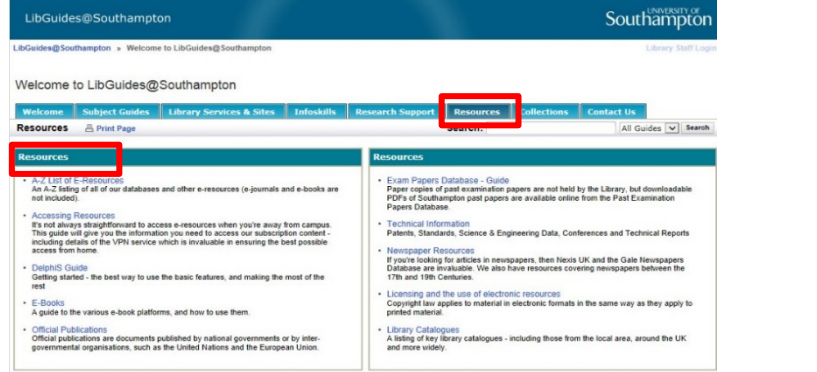
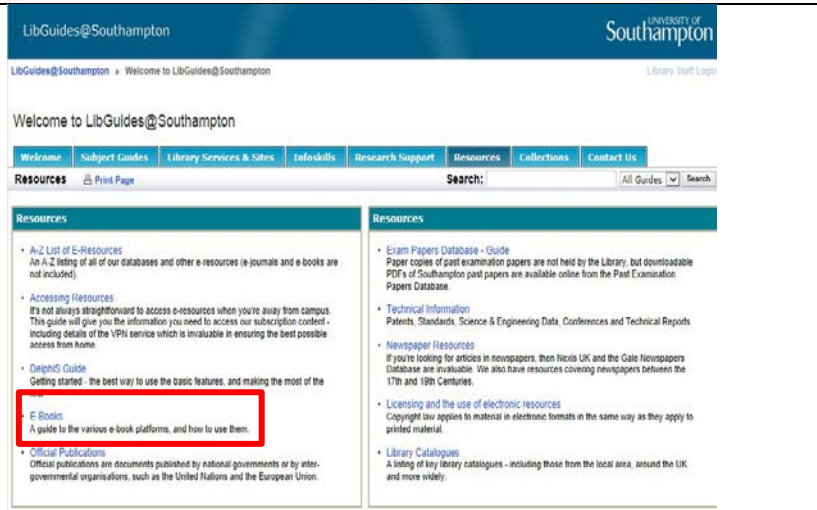
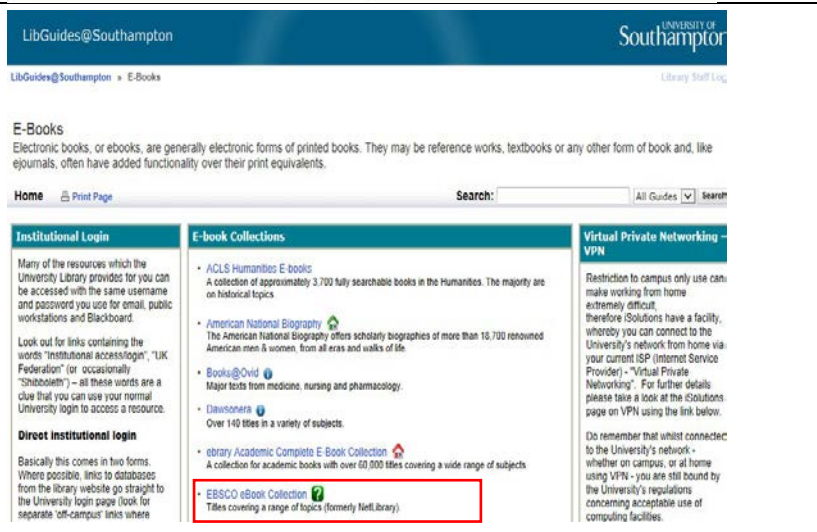
The Search Results window opens with books of this title; ebook editions can be accessed off campus, just ensure that you use SVE or logon to the VPN. Click on 'MyLibrary: An electronic book accessible through the World Wide Web; click for access'.

This link opens a new window where you can read the electronic book. Use the hyperlinks on the left-hand side of the screen to move to different chapters. Use the plus and minus signs to increase or decrease the text size.

Step 6: E-books from MyLibrary and Ebrary Academic Complete Collection

There are two databases within the University of Southampton E-books page that contain Gerontology-related titles: MyLibrary and EBSCO eBook Collection (formerly NetLibrary).

Please ensure that you use Southampton Virtual Environment (SVE) or connect to the University of Southampton Virtual Private Network (VPN).

<p>Go to http://library.soton.ac.uk/home</p> <p>Next click on the Resources tab:</p>	
<p>Then, click on E-books. http://library.soton.ac.uk/ebooks</p>	
<p>Scroll down the E-books web-page to find the MyLibrary and EBSCO eBook Collection links. You can search Ebrary Academic Complete Collection (EBSCO) page (please see the detailed instructions in a few pages later).</p>	

You can also search MyiLibrary page (please see the detailed instructions in next page).

Useful Contacts

Acquisitions Office:-

acquis@soton.ac.uk

023 8059 3457 (external)

23457 (internal)

Serviceline:-

serviceline@soton.ac.uk

023 80595656 (external)

25656 (internal)

This specialist resource from Informa covers commercial and maritime law subjects. It contains law reports series which are not available via other services, including Lloyd's Law Reports, Lloyd's Law Reports: Professional Negligence and Lloyd's Law Reports: Insurance and Reinsurance. Our i-Law package also includes some books and journals from Informa.

• Knovel Interactive Library

Full text access to over 500 ebook titles mostly in the areas of Electrical & Power Engineering and Electronics & Semiconductors. (Click on 'My Subscription' to restrict to content available to UoS). Individual chapters or sections can be downloaded in PDF format.

• LexisLibrary

This is a multi-source service containing a wide range of legal materials from numerous jurisdictions. In addition to reports and legislation there are some journals, and the full-text of Halsbury's Statutes and Halsbury's Laws. In addition to the main LexisLibrary collection, we also subscribe to the Lexis Tax Reference Library, which contains a collection of specialist reports, journals and other materials. Access this via Lexis Library 'Practice Areas' tab.

• Medieval Sources Online

A collection of medieval sources published by Manchester University Press.

• MyiLibrary

MyiLibrary is an electronic platform that offers library users access to a large number of e-books (electronic books) areas covered include social sciences, medicine, science, and language and literature. You can browse the book titles available to you in MyiLibrary by subject or you can use the search box to look for a specific book. You can access a wide range of research, reference and reading materials online.

• Oxford Reference

Oxford Quick Reference and Oxford Reference Library allows you to search across a number of subject dictionaries, language dictionaries, encyclopaedias and books of quotations. Also includes historical timelines.

• Oxford Scholarship Online

Our collection of law books via Oxford Scholarship Online totals almost 600 fully searchable e-books, from the series listed: Oxford Studies in European Law; Oxford Monographs in International Law; Oxford Monographs in Criminal Law and Justice; Clarendon Studies in Criminology; Oxford Monographs in Labour Law; Oxford Studies in Modern Legal History; Oxford Studies in International Economic Law and the International Courts and Tribunals series.

MyiLibrary

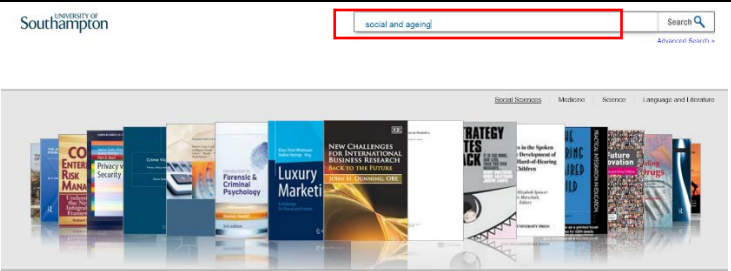
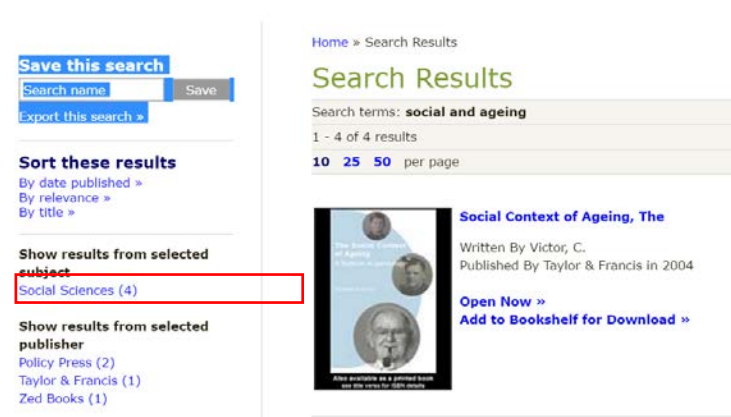
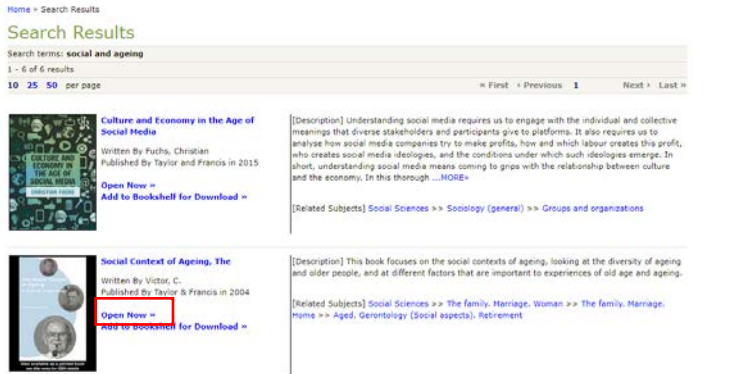
Please ensure that you use Southampton Virtual Environment (SVE) or connect to the University of Southampton Virtual Private Network (VPN) before clicking on MyiLibrary. Many of the resources which the University Library provides for you can be accessed with the same username and password you use for email, public workstations and Blackboard. Look out for links containing the words "Institutional access/login", "UK Federation" (or occasionally "Shibboleth") – all these words are a clue that you can use your regular University login to access a resource.

Direct institutional login

Basically this comes in two forms. Where possible, links to databases from the library website go straight to the University login page (look for separate 'off-campus' links where appropriate). If students use SVE or logon to the VPN, they would not need direct institutional login.

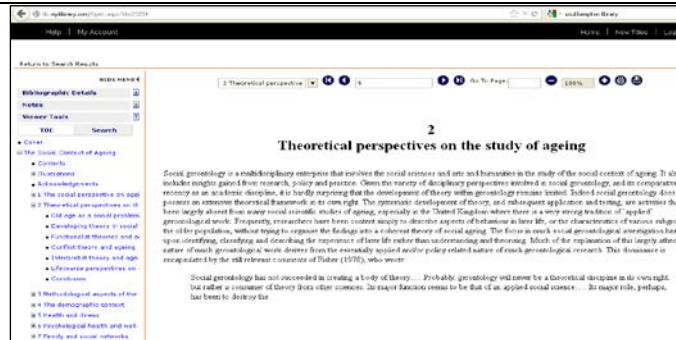
But in other cases, you may have to select the "UK / UK Federation" first, and then browse or search a list of institutions to select "University of Southampton". (Note: if you can't find University of Southampton in the list, check for Southampton University.) If you don't find either entry in the list or there is an error, email - libengs@soton.ac.uk.


Conducting Searches on MyiLibrary

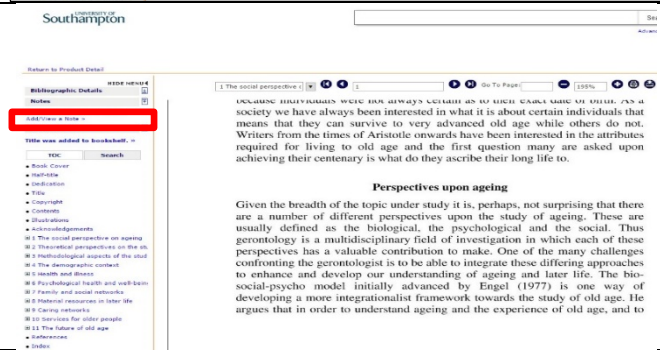
<p>You can conduct searches by publisher, by subject and by 'quick' (keyword, title, author) search, for example, by typing in 'social and ageing' in the quick search box.</p>	
<p>To narrow the search select social sciences.</p>	
<p>To view the contents of an ebook on MyiLibrary, select 'Open now'.</p>	

Click on a section title within the table of contents pane, to load the corresponding part within the book.

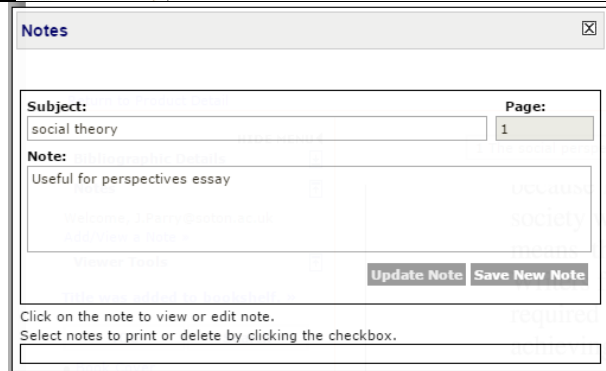
The search facility lets you look for specific keywords within the book, and lists hyperlinks to any relevant pages in the book containing the keyword.



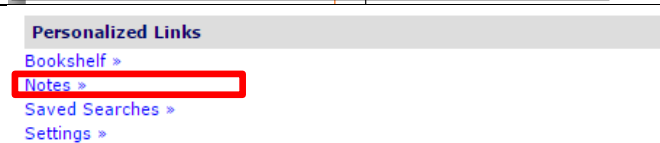
If you would like to 'bookmark' individual pages within an ebook, click on  next to 'Notes', then select 'Add/View a Note'.



In addition to 'bookmarking' an individual page, you can also add notes about the section, which you might find useful when reading for coursework.



You can retrieve your bookmarks and notes, by going to My Account and selecting 'Notes'.

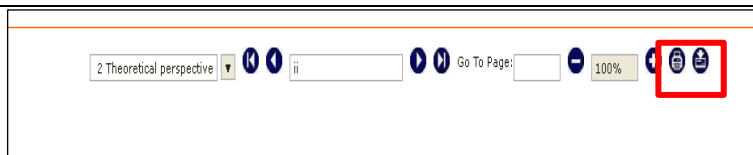


TASK: Go to MyLibrary and find the book by Mike Featherstone on 'Images of Aging'. Then open this ebook and find a section that contains the keyword 'advertising'.

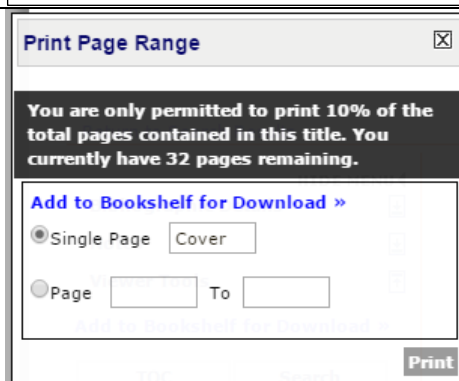
Printing and Saving Pages from MyiLibrary

You can print or download a limited number of pages from an ebook. As you are normally restricted to 10% of the book, it is advisable to select the section(s) you want to print or save, very carefully first, to ensure you have chosen the content most relevant to you.

Once you have decided on the page(s) you would like to print or save, select the 'print page range' or 'download pages range' button.



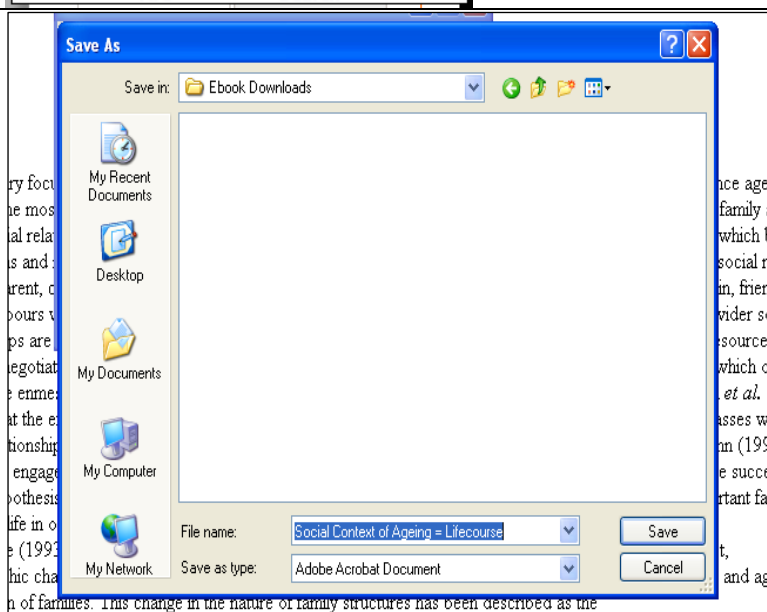
For both options, you will be asked to specify the exact page numbers you would like to print or download.



Once you have entered your selection, click on Add to Bookshelf for Download. You will now be presented with an option to either open or save your downloaded file. If you select 'save', you can access the file again easily, to print or read it.

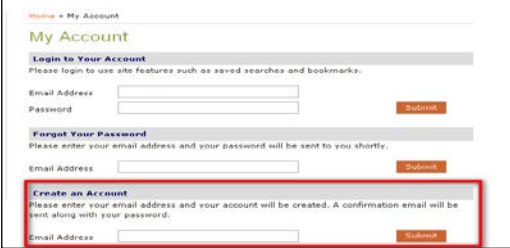
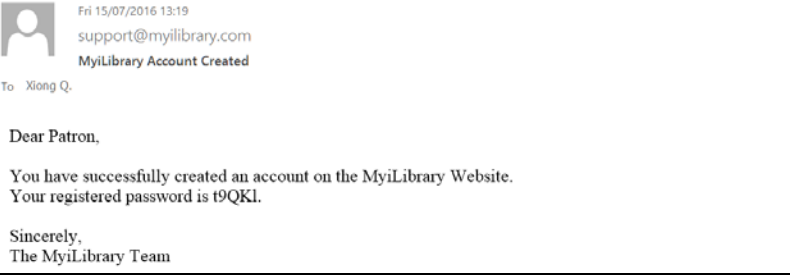
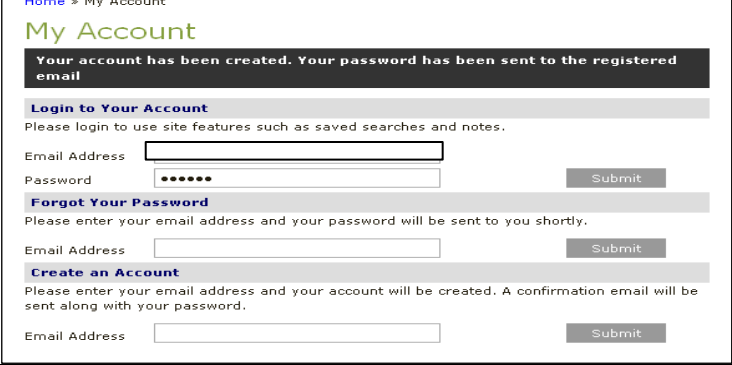
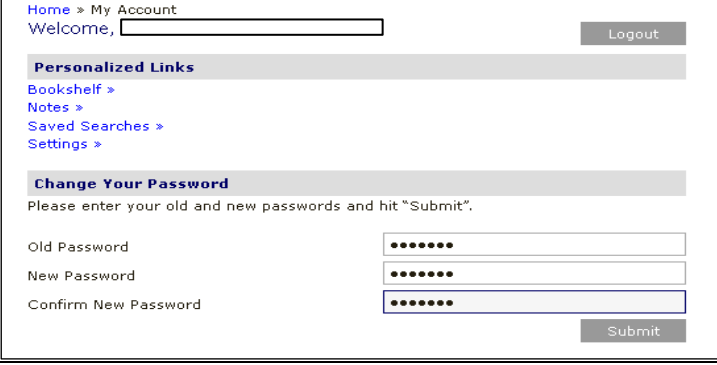
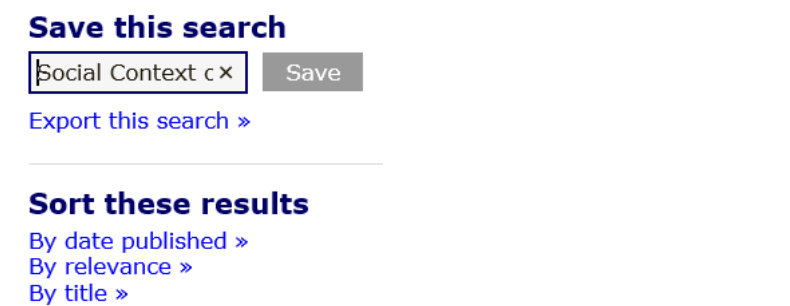
To help you find your downloaded ebook files at a later stage, you could create a designated 'ebook downloads' folder in your 'My Documents' or 'Desktop'. If you give the download a clear file name (e.g. name of ebook and keyword) it will help you find a relevant file again later.

Including the book title in the file name is advisable, as your downloaded document will not necessarily include this information and this might cause you unnecessary delay if you want to reference it in your coursework.

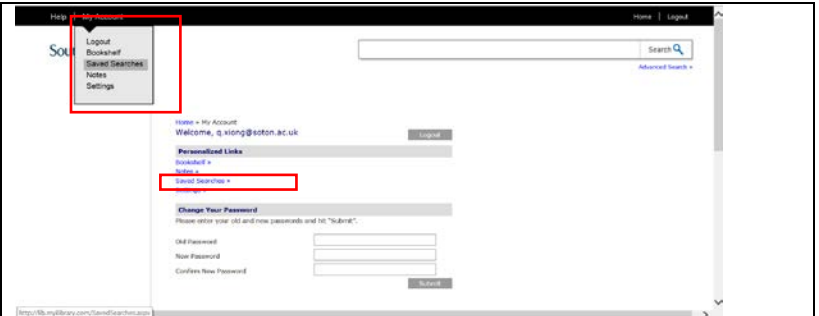


Creating an Account and saving Searches in MyiLibrary

There is also an option to save book title searches and 'bookmarks' for individual pages within MyiLibrary. To make use of these functions, you need to create an account first. Select the 'Get an Account' button as shown below.

<p>Select the 'Create an Account' button at the bottom of the MyiLibrary home page. Enter your email address under 'Create an Account' on the 'My Account' page. Select submit.</p>	
<p>You will then receive a confirmation email with a password to your email address.</p>	
<p>Enter your email address and the password from the email under 'Login to Your Account' on the 'My Account' page, and select 'Submit'.</p>	
<p>Once you are logged in, you can change your password.</p>	
<p>To save an ebook link, after you have done a search in http://lib.mylibrary.com/Browse.aspx, go to 'Save this search', enter a search name (it is a good idea to enter the book title) and select save.</p>	

You can view your saved ebook titles by going to 'My Account' and selecting 'Saved Searches'.



All your saved searches will now be listed. By saving relevant titles you can thus start to build up your own personal 'library'.



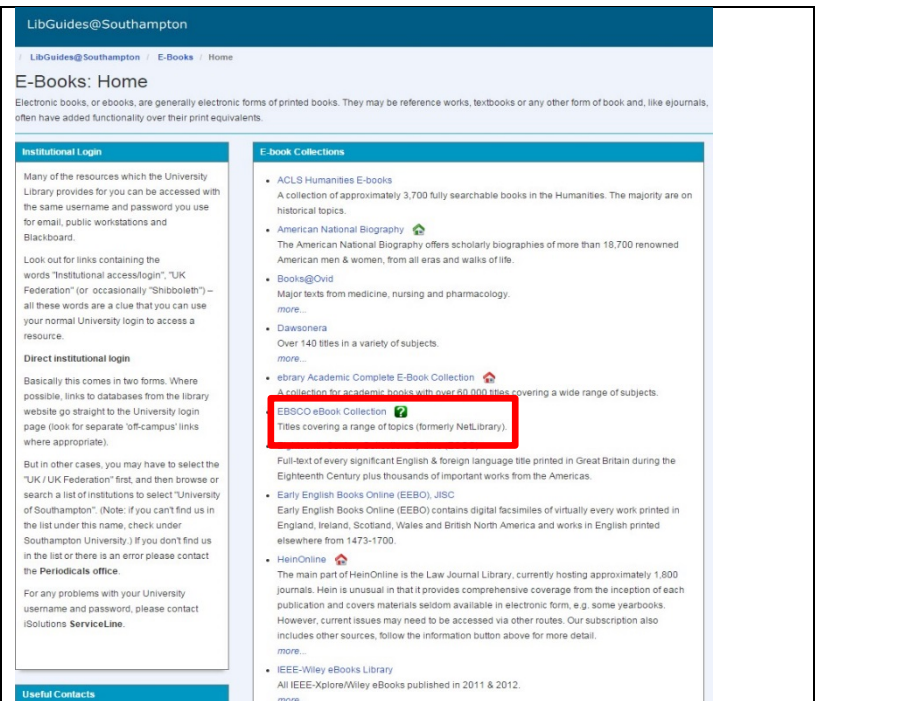
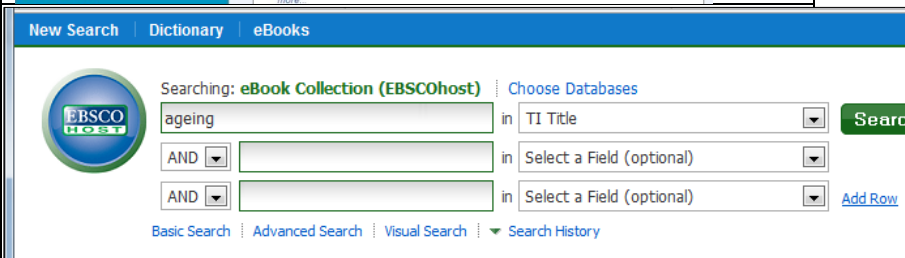
TASK: Set up an account on MyLibrary. Then search for and save two ebooks from your reading list under 'saved searches'.

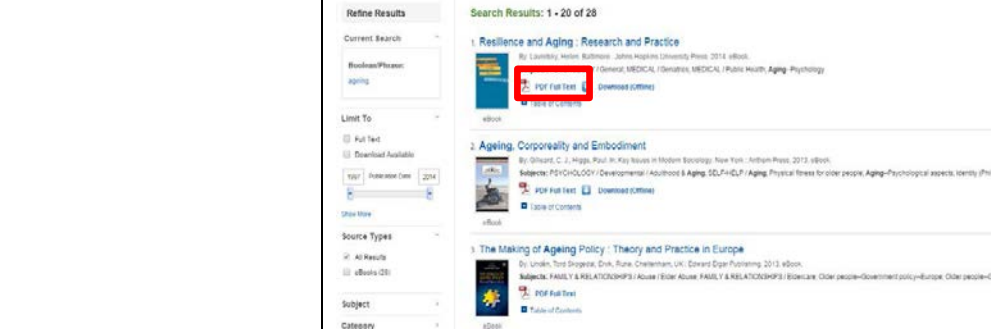

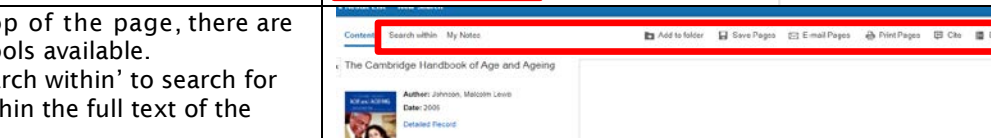
Please note that the ebooks which are saved in your MyLibrary account are normally on loan to you for between 1 and 3 days.

EBSCO eBook Collection

Please note that most e-books are available via Webcat. It might not be worth searching EBSCO for additional Gerontology books. However, if you want to be sure you have exhausted all potential sources, you are welcome to use the EBSCO eBook collection. **Please ensure that you use Southampton Virtual Environment (SVE) or connect to the University of Southampton Virtual Private Network (VPN).**

EBSCOhost is an online reference system accessible via the University SVE or VPN. It offers a variety of proprietary full text databases and popular databases from leading information providers. The default search screen for eBooks on EBSCOhost is typically basic search. Some versions also provide advanced search as the default search screen. Search by keyword, title, author or subject by following the procedure provided below.

<ul style="list-style-type: none"> • Go to http://library.soton.ac.uk/ebooks. • Click on EBSCO eBook Collection (only available if you are connected to the University network via SVE or VPN). • Scroll down the page until you come to the EBSCO eBook Collection. 	
<ul style="list-style-type: none"> • You can now search by keyword, title, author or subject. • Type in 'ageing' into the title box. Click 'Search'. 	

- Your search results will now be displayed. Click on 'PDF Full Text' to view the ebook.
- 
- You can view the ebook by clicking on the hyperlinks within the Table of Contents on the left hand side of the screen.
- 
- At the top of the page, there are several tools available.
 - Click 'Search within' to search for terms within the full text of the eBook.
 - Click on 'My Notes' to prepare a note about the text that can be saved to your personal My EBSCOhost folder.
- 
- Possible**

Obvious have experienced condition which leads and the infectious

THE CAMBRIDGE HANDBOOK OF AGING AND AGEING

Tip: Most of the books require that you are online. However, some of the books have a download option so that you can access them when you are offline.

TASK: Go to **EBSCO eBook Collection**, access the Cambridge Handbook of Age and Ageing, and find all references to ‘stereotype’.

Using DelphiS

<http://library.soton.ac.uk/delphis>

DelphiS is a single service which allows you to discover electronic and print items (books, journals and other resources) in the Library's collection - which includes other academic resources that we have paid subscriptions to. DelphiS provides a Google-type experience that requires minimal skill or expertise.

At present it searches for books (print and ebooks), many specialist databases, and most online journal articles via a single search. Filtering and refining results is through an intuitive tick box process and outputs can be saved or emailed in a variety of formats, including Endnote.

[Are you confused about DelphiS, WebCat and eJournal Title Search?](#)

When do you use WebCat?

Use WebCat:

- if you only want to find books in the Library's own print or e-stock
- to find a specific book on a reading list
- to look for digitised Course Collection items
- to search for print journal title holdings
- to place a hold
- to request items from stack/interlibrary loan
- to manage your Library account

How about eJournal Title Search?

eJournal Title Search enables you to access a particular ejournal title quickly, and/or if you want to locate a specific article from that journal. If you are looking for journal articles by a particular author or on a specific topic, then go directly to DelphiS.

DelphiS does not yet search:

IBSS - International Bibliography of The Social Sciences

Journal articles, books and book chapters in the social sciences

Conducting a basic search on DelphiS: Getting Started

Choose topic words, words from a title, author names etc. These are **Keywords**

Choose the more unusual names/terms. Leave out common words like 'and' 'the' 'with'.

Click 'Search'.

Sensible Search Terms

Start typing your search term - DelphiS will make suggestions. If one of these is useful, just select it and click **Search**. Otherwise just carry on typing your own term.

If there are lots of variations to your term, such as: **adult**, **adults**, **adulthood**, and you can't decide which to use, use the minimum form of the word and truncate: use an asterisk (*)

Search for **adult*** and DelphiS will find all of these.

Just Want an E-book?

Go to **Refine Results** on the left.

Choose **Full Text Online**.

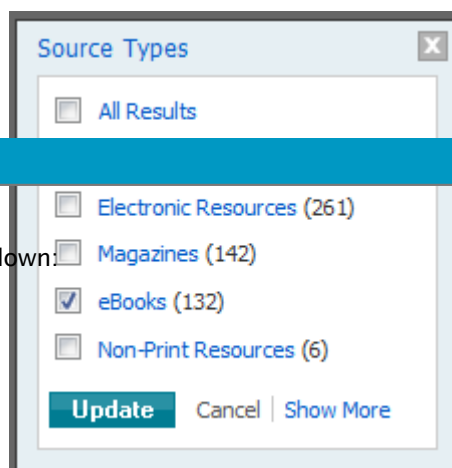
Go to **Source Types**.

Choose **eBooks**.

Refine Your Results

DelphiS usually finds lots of results.

Use the Refine your results box on the left to narrow these down:



Full Text Online finds ebooks and many ejournal articles, available in full text online

Catalogue Only finds items in WebCat e.g. print and online books etc. (but not journal articles)

Available @ Southampton finds print and e-resources, including journal articles, all available on the University campus.

Also you can select publication dates, by typing the range in the boxes or using the slider.

Advanced Searching on DelphiS: Search Options

Search Modes and Expanders

Search modes ?

- ☒ Boolean/Phrase
- ☐ Find all my search terms
- ☐ Find any of my search terms
- ☐ SmartText Searching [Hint](#)

Boolean/Phrase

Boolean operators define logical relationships between terms in a search. Write them in UPPERCASE.

AND - each result contains all the search terms (the same as **Find all my search terms**)

OR - each result contains at least one search term (the same as **Find any of my search terms**) **NOT** - results do not contain the specified term(s)

AND takes precedence over **OR**

Nested searches – search in brackets is carried out first: (mouse OR rat) AND trap

Enclose in quotes to search for a **phrase** e.g. "black hole evaporation"

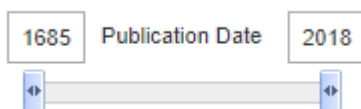
Expand the Search

You can also search within the full-text of the articles

Check this box in Search Options to expand the search - but use with care as it may return a great number of results, with many less relevant to the search topic.

Limiting searches by publication dates

Many subject areas require recent information: use the Publication Date sliders in the left column to select required years, or type the relevant years into the boxes:



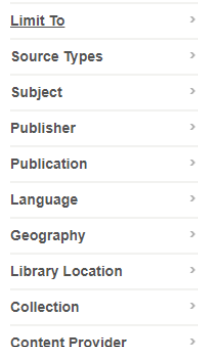
Choices are recorded in the Search History.

Search Modes

To give a more focused search the default options do not check the full text of all articles for the selected term(s)

Limit Your Results

Find these limits on the left of the results screen: Use them to refine your search further. The number of results for each selection is shown. Choices are recorded in the Search History.



Full Text for Everything?

Limit your results

Full Text



You can choose this option when carrying out your search BUT results from journals for which the Library pays a subscription may be excluded, so use with care.

Full Text Links

Some records retrieved in a search will have direct links to full text. These appear at the bottom of the search record:



Check the full text finder



Follow the link for online routes to the required article.

PDF or HTML?

HTML is good for reading on screen, but many online journals divide the complete article onto several tabs. This makes it easy to access, but you may miss some useful information. To save the paper, a PDF option is best: easily printed if required, and all the information is in one.

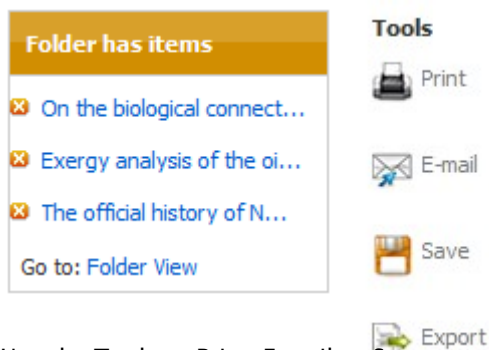
Save and Export

Want to keep a list of the items you found on DelphiS?



Click the 'Add to folder' option

See a list of the items you've saved at the right of the screen (but only three will be displayed!). See them all in Folder View.



Use the Tools to Print, E-mail or Save

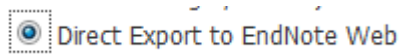
Save to EndNote

Want to save to EndNote reference management software? Choose 'Export' from the tools menu on the right hand side.

This is the default option. Click 'Save' to export your selected references automatically. (Reference Manager, Zotero)

Save to EndNote Online

Save to EndNote Online to access and use your references from any location.



Make sure you have created your account with Web of Knowledge first.

Other Ways to Save

Records can be saved in other formats too:

- ☐ Generic bibliographic management software
- ☐ Citations in XML format
- ☐ Citations in BibTeX format
- ☐ Citations in MARC21 format

Save with EBSCO

You can save records of useful items and your search history on the EBSCO platform. Click the **Sign in to Save** option on the top bar.

Sign In To Save

Then create an account, or Login.

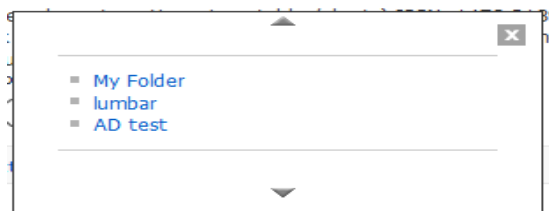
User Name

Password

Login [Create a new Account](#)

You can create folders within this account for different assignments etc:

These will show as options when you click 'Add to Folder', so you can save selected items directly to the correct location.



Save search histories too, and work with these on another occasion.

[Retrieve Searches](#) | [Retrieve Alerts](#) | [Save Searches / Alerts](#)

How to use Inter Library Loans

The inter-library loans service (ILL) finds and delivers items that are not subscribed to by the University of Southampton and makes them available to readers. By 'not subscribed' it means that the Library has neither a print copy nor an electronic copy. Library users have a quota of ILL requests for each academic year. As a Distance Learning postgraduate taught student, you may request up to 5 ILL journal articles during your study. You are only able to apply for an ILL if you have sufficient requests available from your quota; additional items will incur a fee. These figures are a guide, not a right. It may be possible to negotiate additional ILL requests. In the first instance you should discuss this with your academic liaison librarian, Anna Hvass (libengs@soton.ac.uk). The latest details on the ILL can be found here: <http://library.soton.ac.uk/ill/illrpg>

ILL items will often be provided electronically. However, when the article you have requested is not available in the British Library, the University of Southampton Library sends your request to other university libraries (for example, Cambridge) who will generally supply photocopies of the article. Other libraries will supply an electronic copy to the inter-library loans staff but insist that this electronic copy must be printed out by library staff before it is issued to the person who has made the request. As a Distance Learning student, you could ask the ILL team to post out copies of journal articles that have been ordered via inter-library loan. The best way to organise this is for the student making the inter-library loan request to use the 'comments' field in the inter-library loan request form to indicate that they would like the article posted.

Note: This ILL service is recommended to students selecting a topic that is rather unique and the library does not have the journal articles or e-books on the specialised topic. There is a condition for this type of digital copy which the requester must be aware of and agree to.

How to make an ILL request?

This is a step-by-step guide to submitting inter-library loan requests online via WebCat. This is the preferred and quickest method for submitting ILL requests.

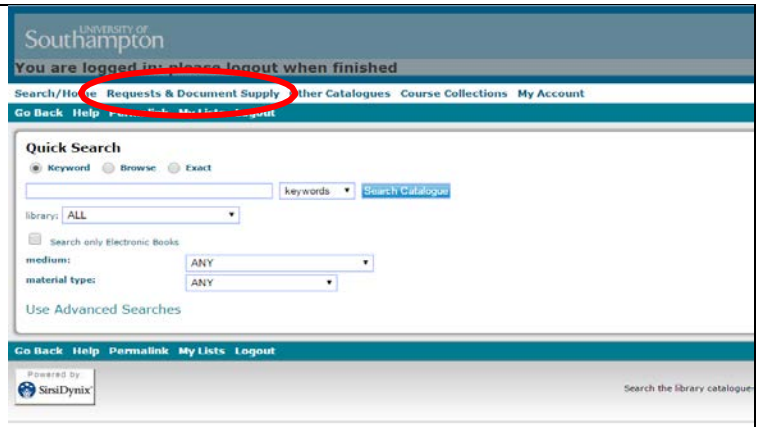
Before you begin

Please ensure you have checked WebCat and eJournal Title Search to make sure that the Library doesn't already have the item you want.

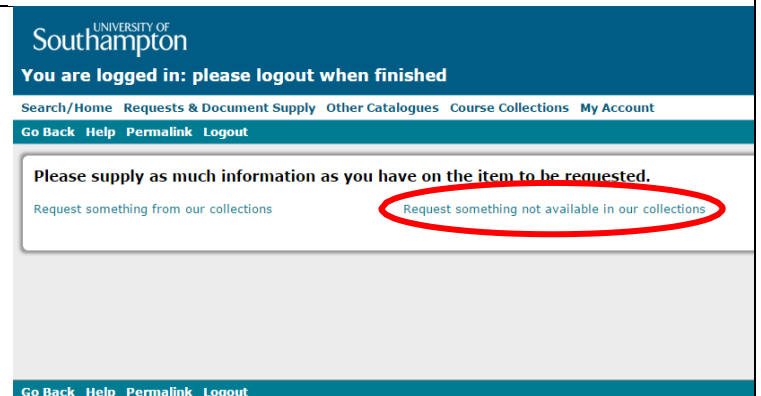
Ensure you have allowed enough time for the item to arrive - items borrowed from within the UK take on average 7-10 working days to arrive. Articles delivered electronically can be quicker (around 3-5 days). Items supplied from overseas will take much longer.

Login to WebCat using your User Name and Password to access the ILL service.

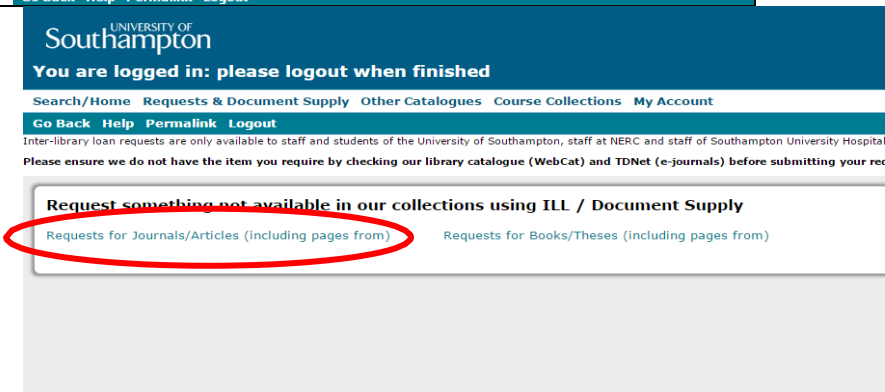
Once you have logged into WebCat, select the **Requests and Document Supply** option which will become visible.



Select the option to **Request something not available in our collection.**



You will be taken to a page to make a request via ILL:



By clicking through to the journals/articles or books/theses forms you will be prompted to provide relevant information in the **Required Fields** boxes. If you do not have the relevant information, write 'n/a' or 'unknown' in that field. Don't forget to include the name of **your** academic unit, for example, Social Sciences. Before placing the request, please ensure you read and understand the copyright declaration for requests for part of a publication. Click **Place Request** once you have completed the form.

UNIVERSITY OF

Southampton

You are logged in: please logout when finished

[Search/Home](#)
[Requests & Document Supply](#)
[Other Catalogues](#)
[Course Collections](#)
[My Account](#)

[Go Back](#)
[Help](#)
[Logout](#)

Requests for Journals/Articles (including pages from)

Journal title:

REQUIRED FIELD

Year,Vol,Part,Pages:

REQUIRED FIELD

Article authors:

REQUIRED FIELD

Article title:

REQUIRED FIELD

ISSN:

Comments:

School/NHS/NERC:

REQUIRED FIELD

Fund code:

XXXXXX

Address:

Please supply if item to be

My ID is:

Place Request

Clear

Copyright Declaration: copy of article or part of a published work* 1. Please supply me with a copy of the item specified above, required by me, not previously been supplied with a copy of the same material by you or any other librarian. b) I will only use the copy for research for a non-commercial purpose, no other person with whom I work or study has made, or intends to make, at or about the same time as this request, a reproduction of the same material by any means. I will retain only a single paper copy and destroy any electronic copies after printing. I will not make any further copies of the material and that I shall be liable for infringement of copyright as if I had made the copy myself. * Declaration not required if copy is for personal use only.

Go Back

Help

Logout

ILL / DD reference tips

If you're unclear about what information to include or how much detail is required for your ILL / DD request, here are some tips.

Requesting part of a publication

For example:

- an article from a journal
- a chapter from a book
- a paper from a conference/symposium

Please cite the full bibliographic details of the original source (or as much information as you have), as well as the details of the article you need.

This is very important in helping the library's suppliers identify your request and therefore be able to supply the item quickly.

Requesting reports

If you need a report, as well as the author, title & date, please supply details of the issuing body or company and any technical numbers.

Quite often, individual company/organisation reports are not held at The British Library, so this information is important in helping ILL staff track them down elsewhere.

If you are really unsure about what information is required for your request, simply provide the ILL service with a copy of your source of reference.

The ILL team will e-mail you when your item arrives or if there are any problems in obtaining it. Please check your university e-mail account on a regular basis as this is the e-mail address we will use to contact you. If you want to check on the progress of your request or have any other questions, please contact the ILL staff by e-mail (illhart@soton.ac.uk) or telephone (+44 (0)2380 593 454).

Returning ILLs

Print ILL items do not belong to the Library and for that reason it is very important that they are returned on time.

To assist you in this, a courtesy reminder notice is sent to you the day before your item is due for return. Please return print ILLs to the Hartley Library.

Print ILL items can be returned by post. You will be responsible for meeting postage costs. You will also be responsible for the item until it reaches the Library. For this reason you may wish to consider using registered post.

Penalties for overdue items	
Overdue	Penalty
1 day	An overdue reminder will be sent to you. Your record is suspended for 7 days from the date the item is returned.
3 days	A final reminder notice will be sent.
14 days	You will be invoiced for the standard replacement cost of ILLs, currently £183.24 (in Summer 2017).

How to use EndNote Web

EndNote Web is also known as **Endnote Online** or **Endnote Basic** in some places. EndNote Web is a web-based tool to help you organise your bibliographic references. It is very useful when writing your dissertation, as you will include many references to documents that you have consulted in your dissertation, and it will help you with producing clear, well-formatted bibliographies. It can be used by any member of the University and is accessible from any computer connected to the internet.

EndNote Web is a simplified version of EndNote and is suitable for basic bibliographic work. EndNote is available from any University PC workstation. If you are using it out of campus, you can use Endnote Web. It can be used by any member of the University **who registers to use it**. You can also collaborate and share groups of references with other EndNote Web users.

Please note: You can access EndNote software by connecting to the SVE. **Please ensure that you use Southampton Virtual Environment (SVE) if you want to use EndNote on the virtual desktop.** Otherwise, you can use EndNote Web through SVE or VPN.

Registering for EndNote Web

Register to use EndNote Web at [Web of Science](#). Registration is free but must be made from a computer connected to the University network, e.g. using a workstation on campus (SVE) or via the VPN service.

This confirms that you are a valid user at the University of Southampton and initiates roaming access for twelve months. After twelve months, you should login again from a computer on the University network to re-establish your association with the University.

Once registered for Endnote Web you can:

- Format citations and footnotes or a bibliography
- Use the Cite While You Write tool in Microsoft Word to easily cite references in your assignments.
- Download the Cite While you Write plug-in for Word from the [EndNote Web](#) site.
- Transfer references to and from EndNote on your desktop
- Share references with others who have EndNote Web

See the [EndNote Web online tutorial](#) for a demonstration of the tool (shockwave player required).

Training and support

<http://library.soton.ac.uk/endnote/online>

<http://endnote.com/support>

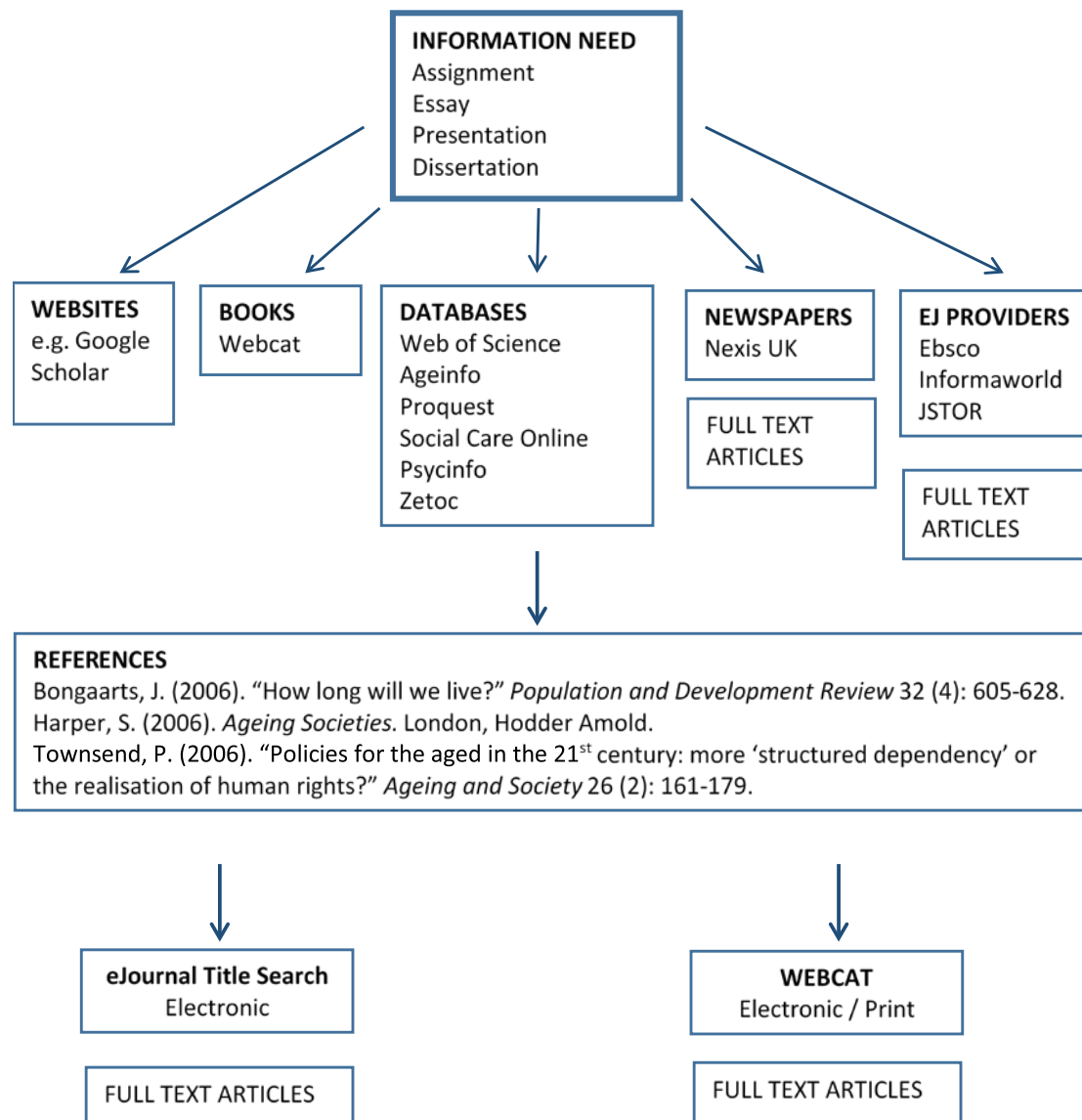
Use Southampton styles online

The following styles are available online at my.endnote.com Harvard_SotonHS2014
Harvard_SotonUNI2014

If you are Off-campus, please use SVE or logon to the VPN for these styles to be visible.

How to improve your search for documents: literature search

This section is intended to provide a useful resource that will help you make the best use of a variety of search tools, in addition to DelphiS. Literature search tools are essential to complete your essay, presentation, critical bibliography or dissertation. You could use the following pathways such as websites, books, databases, newspapers and electronic journal providers to find the evidence. Please ensure that you search for material from a variety of sources, such as those listed below:



Searching Bibliographic Databases - Hints & Tips

Searching is easy, isn't it?

In a word, "Yes". Type a couple of keywords into your database and it will produce some useful references.

But if that's all that you do, you'll have missed lots of other useful references, and may also have lots of irrelevant material to wade through as well.

Searching effectively is a little more involved – but with a few simple tools and a bit of preparation you'll find that getting the information you really need isn't too difficult at all.

Seven steps to finding an article

Analyse your query: Make sure you're asking the right questions.

Choose a database: Select the most relevant database (or databases) for your search.

Search the database: Search your database with your keywords. Use whatever tools the database makes available to you to ensure the search is as thorough as possible.

Evaluate the results: Look at the results you get from the search. Are the references you've got really what you're after? Do you have too many – or too few – references?

Revise your search: If you're not happy with your results, go back and alter your search until you get exactly what you're after.

Check if the articles are in the Library: Identify the most useful articles and then check whether we have the journal they were published in by searching WebCat or eJournal Title Search.

Get hold of the article

This section is about the general techniques and tools you can use in most databases, rather than dealing with specific databases – for which you will find further resources in the Library.

What exactly is a bibliographic database?

The primary form of scientific communication is through the publication of journal articles. Millions of articles are published each year around the world, so to enable you to find what has been published where, and by whom, the bibliographic details – author(s), title, journal – are entered into searchable databases.

More often than not the articles' abstracts are also included in the database, and in many cases extra descriptive keywords are added as well.

You can then search the database for an author or a keyword, and the database will show you a list of articles written by that author or that include your keyword in the title, abstract or added keywords.

The aim of the database is to allow you to find what has been written about your subject – it is not there to give you the full article. For that you need to go to the journal in which the article was published.

Furthermore, the databases are international commercial products – they do not include details of what you have access to here at the University of Southampton. Once you've done your search and found a useful article, you must then search WebCat or eJournal Title Search to see if we hold the relevant journal. However, some databases (e.g. Web of Science) contain an in-built 'Full Text Finder' button, which you can use to search the University of Southampton's electronic resources.

Note: With bibliographic databases you need to think about your search strategy carefully. Asking the right question means combining the right keywords, in the right way, to get the results that you're after.

Search tools

At this point you should hopefully have a number of relevant keywords to search your database – but you'll be glad to know that you won't have to search the database keyword-by-keyword.

Databases usually come with a range of "tools" that makes preparing thorough searches an easier task.

These tools are quite common, and you'll see them implemented in many other resources, particularly Web search engines.

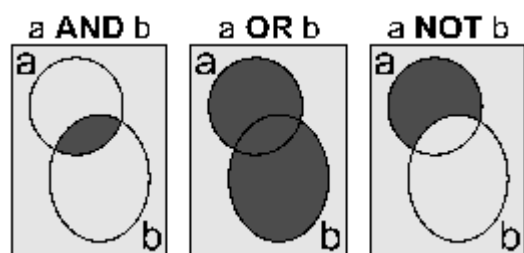
You may also find that the implementation varies slightly between one database and another – in particular, whilst the symbols used here have reached common acceptance, some databases do use different symbols for the same operations, so check the instructions or help feature for each database you search. For example, in some databases you can use the question mark symbol to stand for any character, or no character. Therefore you can

search for articles that use the English or American spelling of ageing/aging at the same time by typing in ag?ing.

Boolean Logic (AND, OR & NOT)

Truncation and wildcards enable you to search for variants of the same keyword at the same time – but you also need to be able to combine different keywords together into the same search. To do this you need to use Boolean Operators such as AND, OR and NOT.

AND... combines keywords expressing two different concepts. OR... combines two keywords expressing the same concept. NOT... differentiates two unrelated uses of the same keyword. It can help to explain how this works graphically. In the diagrams, below, the box represents all the articles in the database, whilst circles “a” and “b” represent articles that include keywords “a” and “b”.



If you are searching for information about injuries to athletes then you only want articles that include both of the keywords “health” and “ageing” – use the search expression: Health and ageing

As you are searching for information about older people you may also wish to include articles that use the word “elderly” instead – use the search expression: ageing OR elderly

As you are searching for information about older people you may find that you retrieve a lot of irrelevant articles that discuss health in various age groups including children – use the search expression: ageing NOT Children

Adding it all together

With these tools at your disposal you can now formulate quite complicated searches, especially if you use brackets to group concepts together.

Going back to our original example, to find information about health of older people, we could run a search such as: (age* OR ag?ing) AND (health OR wellbeing OR well-being)

Evaluating your results

Once you’ve run your search the story isn’t quite finished – you need to evaluate the results you get. The two main questions you need to ask are:

Are the articles you’ve retrieved relevant to what you need?

Do you have a good number of articles to deal with (not too many, not too few)? If you’re not happy with your results you’ll need to go back and change your search.

Too many items?

Be more specific. Use more precise phrases to narrow the search down to exactly what you need.

If you can’t come up with many more specific terms, try searching just the article title, instead of the title, abstract and keywords (the default setting in most databases). Even though the keywords may appear in the abstract, they may not be related to each other – but if they are in the title it’s much more likely that the article will be relevant to you. But be careful – searching only the article titles will mean that you miss a lot of potentially useful articles.

Additional tips:

use specific keywords for your search, e.g. gender differences and health.

combine even more keywords for a more specific search, e.g. gender differences and disability and older people.

search a specific field of the record, e.g. descriptors, title.

reduce the range of years for the search, e.g. just search 1999 onwards.

use the word NOT to exclude unwanted terms (be careful, you may exclude items you want!), e.g. children (if your search is generating gender differences in health in children).

Too few items?

Broaden your search. Use some more general search terms or add more synonyms for search terms. This should give you a much better chance of finding articles with the keywords you're looking for.

Every time you run a new search evaluate the results and improve the search again.

Additional tips:

Think of more synonyms or related terms and add in using OR,
e.g. health or wellbeing.

Truncate terms to cover plurals or other forms of the word - check each service for appropriate symbol - normally * or \$

e.g. age* (to cover aged or ageing).

Use wildcard symbols to cover possible variations in the middle of a word - again, check each service - normally ? or *

e.g. ag?ing (To include both American spelling and British search *aging* or *ageing*).

Put these together to create a more relevant search,

e.g. (age* or ag?ing) and health [use brackets to group alternative terms].

Want more like the few relevant items you found?

Look at the subject terms/descriptors that the database uses to describe the relevant articles you've found. (If you look at the full record of an item, these are normally towards the bottom of the record.) Can you use any of these terms as keywords in your own search?

In some databases there will be a link to 'more references like this' (in Web of Knowledge try "find related records")

Not getting anything on your subject?

Consider the terms you are using - are there alternatives you can try? Or different forms/spellings/abbreviations for the words you've used?

Analyse your results - is the terminology being misinterpreted? Is there another subject area which uses the same terminology? (You may be able to exclude this using NOT).

Maybe you're in the wrong database. Is there a better database for your subject area, or the sort of material you're after? Check your library subject pages for a list of relevant databases:

<http://library.soton.ac.uk/subjects>

Articles about your specific subject may not have been published - check with your supervisor about likely sources such as pre-prints.

Getting hold of the articles

Once you've run a search that you're happy with you can then think about getting hold of some articles. Remember that just because an article is on the database it doesn't mean that it's in the Library.

Firstly, select the most useful articles in the results and identify the journals in which they were published. You need to note the journal title, the year, volume and issue numbers. Many database entries will have an automatic link to Full Text Finder, usually taking you directly to the relevant article, or to the home page of the journal if we have full text access.

(Note automated links for conference papers often do not work, and you are likely to need to search WebCat using a "Title" search for the title of the conference. However, many conference presentations do not have a full text available, only an abstract.)

Alternatively, login to WebCat and run a "Journal title" search with the title of the journal - not the article.

You don't necessarily need the full journal title - one or two keywords will do, but you can't search for it using an abbreviation.

Assuming you find that we do hold the relevant journal, you then need to check that we have the volume you're after - we don't necessarily have complete runs of every journal that we take.

Look at the "Holdings" information in the Full Catalogue Details section of the WebCat record to see with which year our collection started - and possibly finished.

If we hold the journal and the volume you're after, you will then be able to access the article you want.

Many articles (especially those published in recent years) are available online - check the online holdings and follow the hyperlink.

Note some print journals are held in an off-site store (mostly only the volumes available online). If this is the case there will be a note in the 'Full Catalogue' details tab in the WebCat record.

If the article is only available in print, note the library where it is held and the call number (e.g. Per Q, this is particularly important for titles held at Hartley Library).

Don't forget that different databases often use different ways of searching. Use the 'Help' option within the selected database for more information.

You can find a guide to the Library's databases here:

<http://app.library.soton.ac.uk/articulate/databases-guide/story.html>

The Library also provides a comprehensive set of tutorials around using its databases:

<http://library.soton.ac.uk/tutorials>

Still stuck? Contact your Academic Liaison Librarian **Anna Hvass** (libengs@soton.ac.uk).

Library search planner

Search topic

Keywords (main concepts)

Alternative words and phrases
(including controlled vocabulary/thesaurus terms where appropriate)

Search statement

Additional search terms

Revised search statement

How to create an audio recorded presentation using PowerPoint

Objective: Some modules include assignments that require you to record a narrated presentation using PowerPoint. This is a guide that will help you to use Microsoft PowerPoint to create and submit your narrated PowerPoint presentation assignment using a built-in narration feature. You will start with checking your microphone and then you will be instructed to create a recorded presentation in PowerPoint.

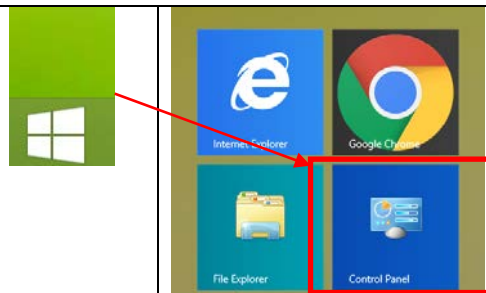
To record narration, your computer must be equipped with:

- a headset with a microphone
- a sound card
- Microsoft office PowerPoint (PPT)

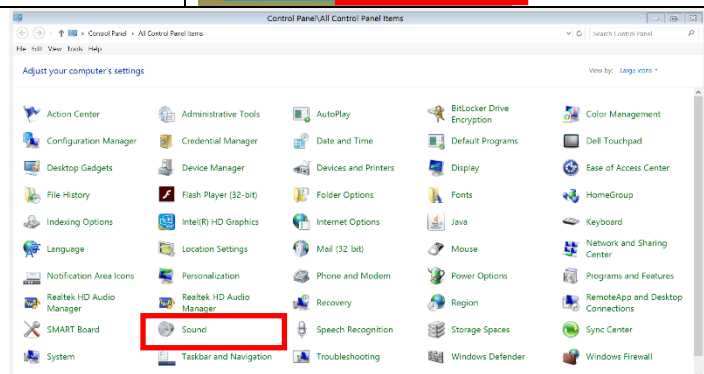
Notes: please follow these instructions to record two to three slides as a trial before attempting to record the final version.

Set up a microphone

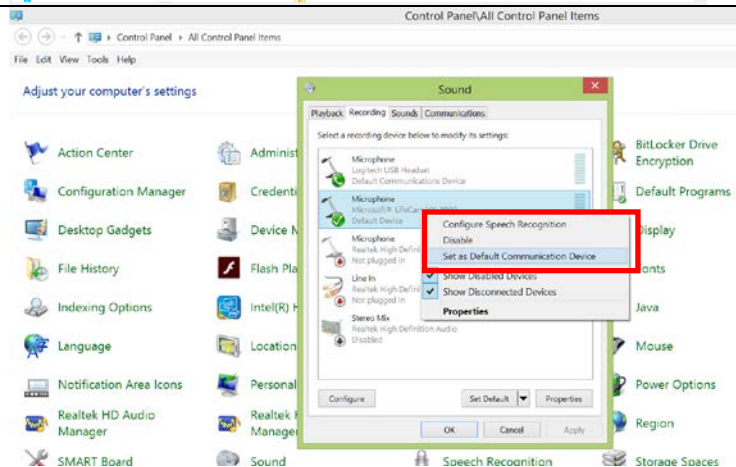
- Please note that these instructions are prepared for the Windows 8 system. For an older system, please check **Appendix 1b**.
- Click the **Start** button at the bottom left corner of your computer screen.
- Select the **Control Panel** tab.

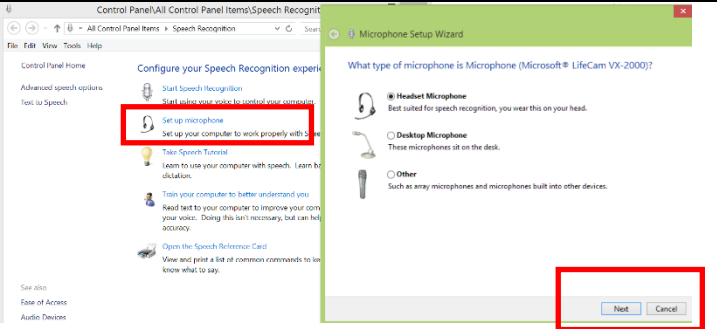
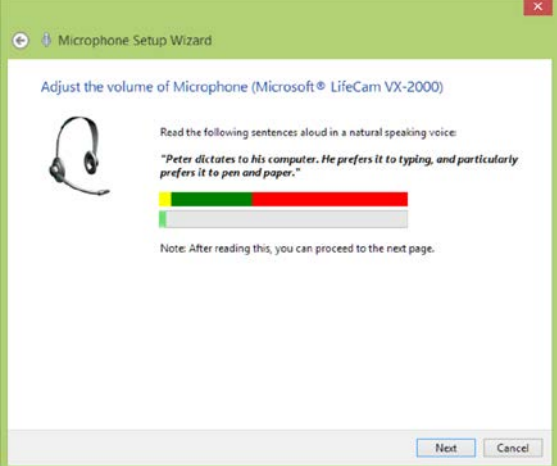
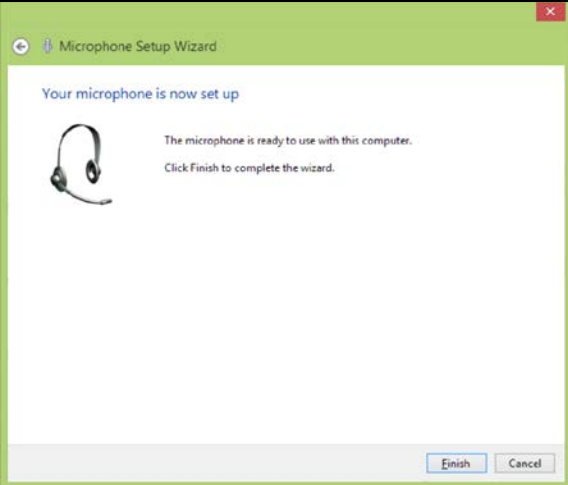
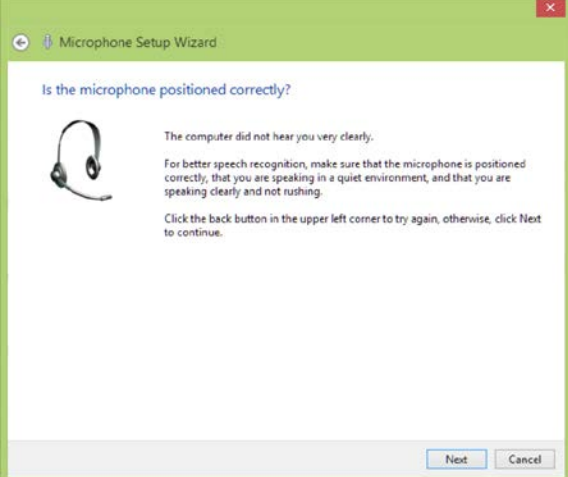


- Once the control panel loads various options, select the option **Sound**.



- Select the **Recording** option;
- Select the Microphone that you want to use by right clicking and choose **"Set as Default Communication Device"**.
- Right click the device again and select **"Configure Speech Recognition"** to configure your microphone.



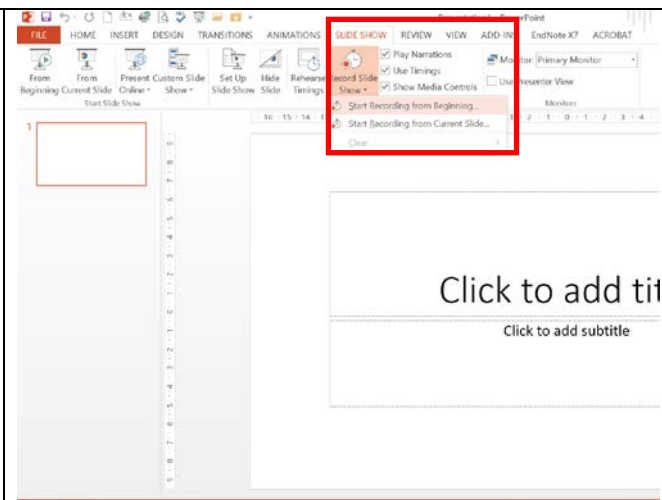
<ul style="list-style-type: none"> • Once you selected “Configure Speech Recognition”. A new window will come out. • Select “Setup microphone”, and a new window will pop out. • Select the type of Microphone you have here. • Click “next”. 	
<ul style="list-style-type: none"> • Follow the instructions: you can test your microphone by reading the sentence aloud in a natural speaking voice (see the screenshot on the right). 	
<ul style="list-style-type: none"> • A screen will come up to show you that “your microphone is now set up”. • Click “finish”. 	
<ul style="list-style-type: none"> • If you get a message telling you that your computer did not hear you very clearly, please follow the instructions on your screen, and try again. 	

Record your presentation using PowerPoint

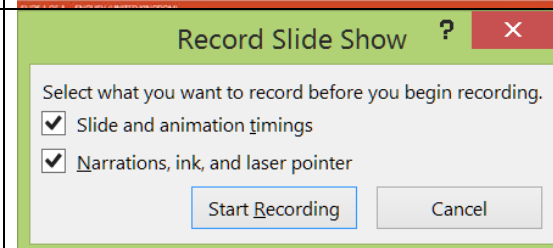
Before you start recording your presentation, you need to have already created your PowerPoint Slides. You need to make sure that your microphone is positioned correctly, you are in a quiet environment, and that you are speaking clearly and not rushing.

- Please note that this guide is prepared for Microsoft PowerPoint 2013. The display might look different in another version of Microsoft PowerPoint. For screenshots for an earlier version of PowerPoint please go to appendix 1a.

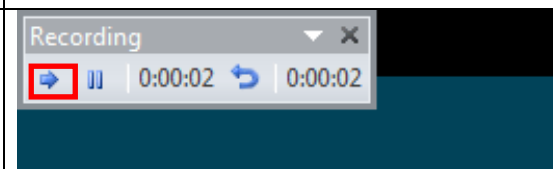
- When you are ready to begin recording, click on **Slide Show**, select **Record Slide Show** and then click on **Start Recording from Beginning**.



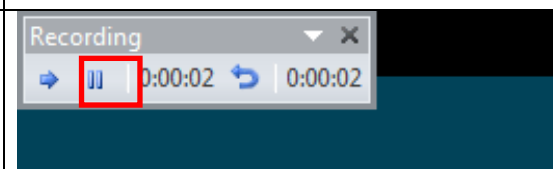
- A **Record Slide Show** window will appear. Make you select BOTH **Slide and animation timings** and **Narrations and laser pointer**.



- Once you click **Start Recording**, the recording will start.



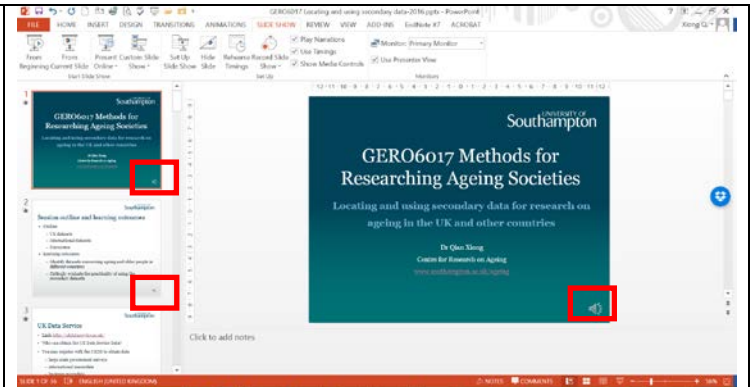
- If you wish to pause the recording you can press the button.




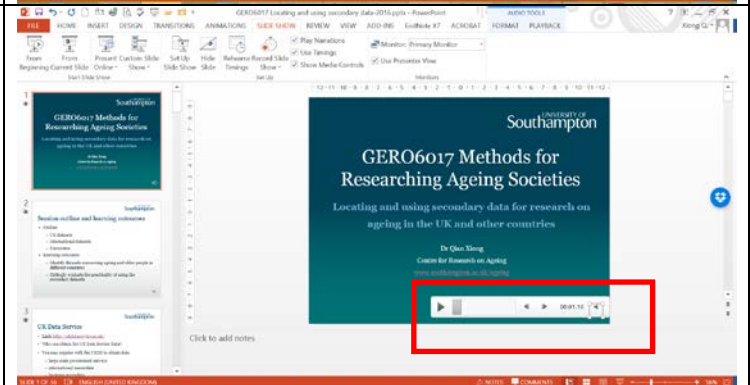
- You can then press **resume recording** in the dialogue box in order to resume the recording.



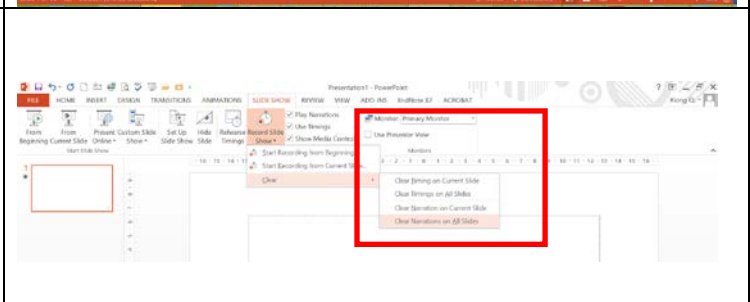
- If you finish recording a slide, you  on the right end of your recorded slide.



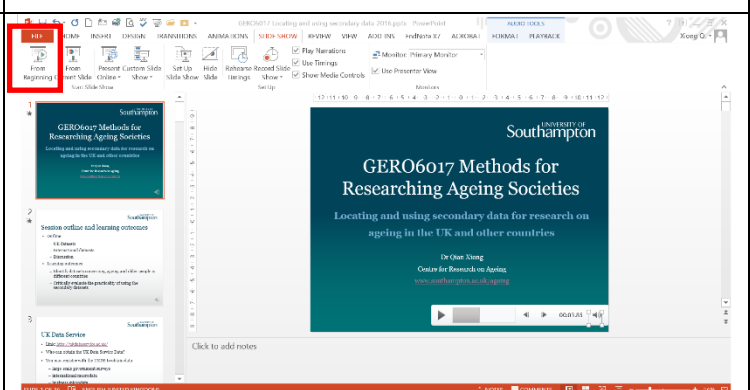
- You can click  and listen your recording.
- You can move the progress bar to check your recording.



- If you want to delete a recording attempt and start again, you will need to delete the previous recording before repeating the above steps.
- To do this, click on **Slide Show**, then **Record Slide Show**, then **Clear**, then **Clear Narration on All Slides**.
- And then you can start again with the above instructions.



- After you are satisfied with your recording, please save the PowerPoint file.



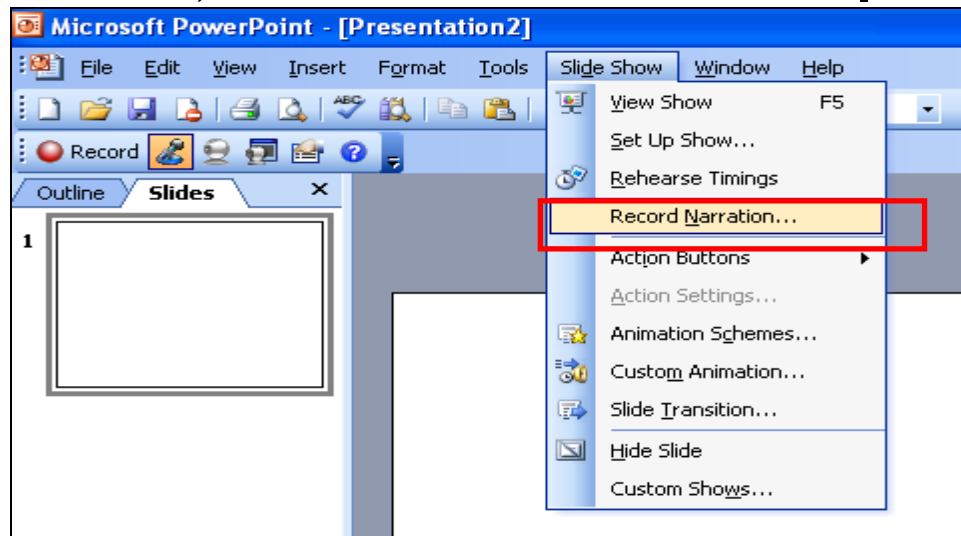
- The final step is to send the recorded PowerPoint file to the email address module convenors provided to you in Module Outline via **Dropoff**. Please see separate **How To guide for using Dropoff**.

Further Queries/Troubleshooting

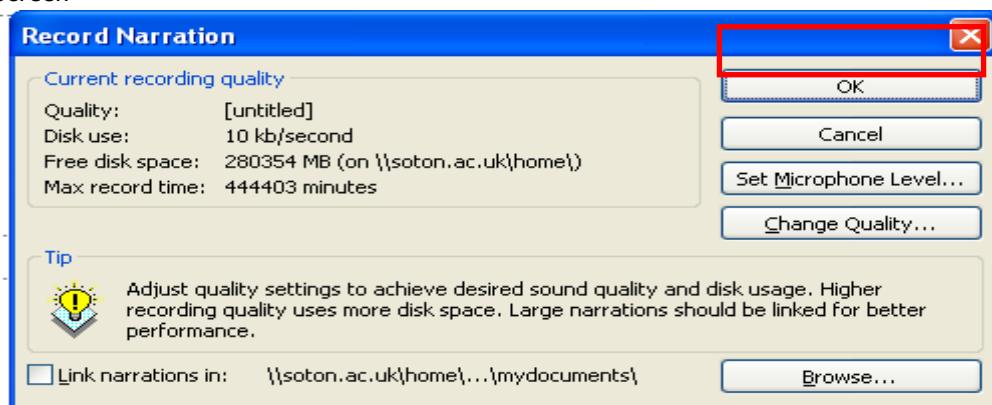
Hopefully, you will not experience any problems with this process, but if you do have questions please contact your personal academic tutor.

Appendix 1a: Recording Powerpoint Presentation in an older version of Powerpoint

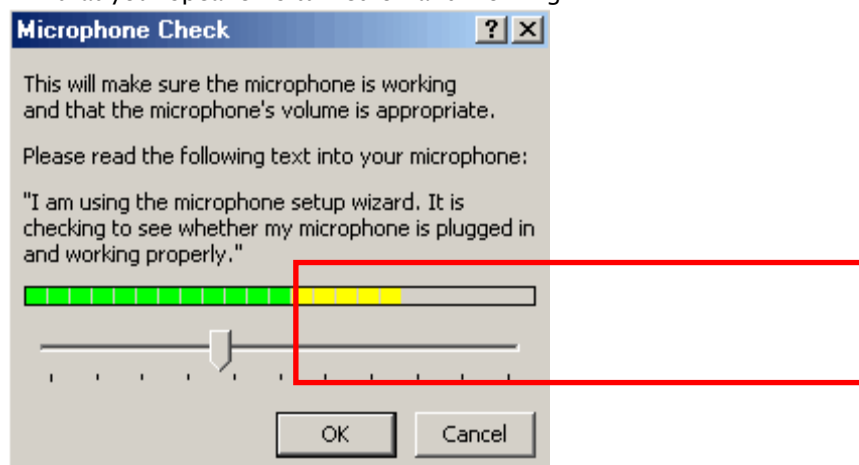
- Click on **Slide Show**, select **Record Slide Show** and click on **Start Narration**.



- A **Record Narration** window will appear on the PowerPoint screen

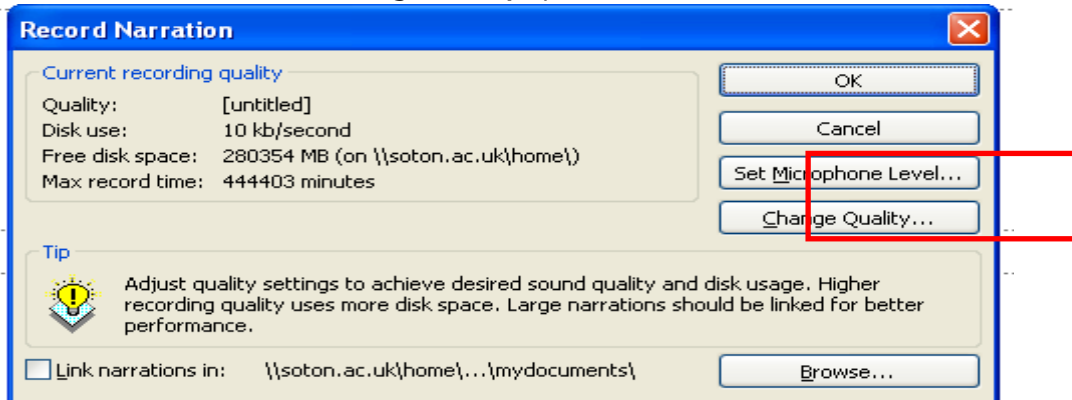


- Select **Set Microphone level** to adjust the sound settings. Using these settings, make sure that your speaker is turned on and working.

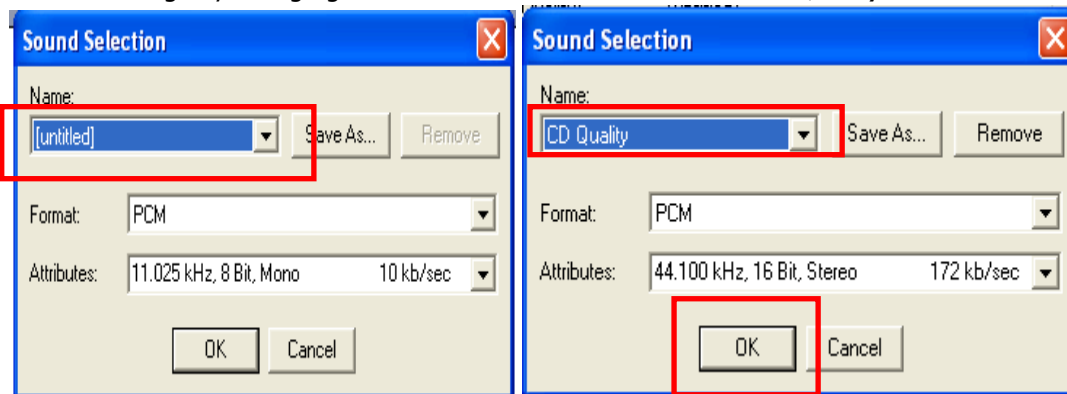


(If the option set Microphone level does not work, you can use an alternative option provided in the appendix 1b)

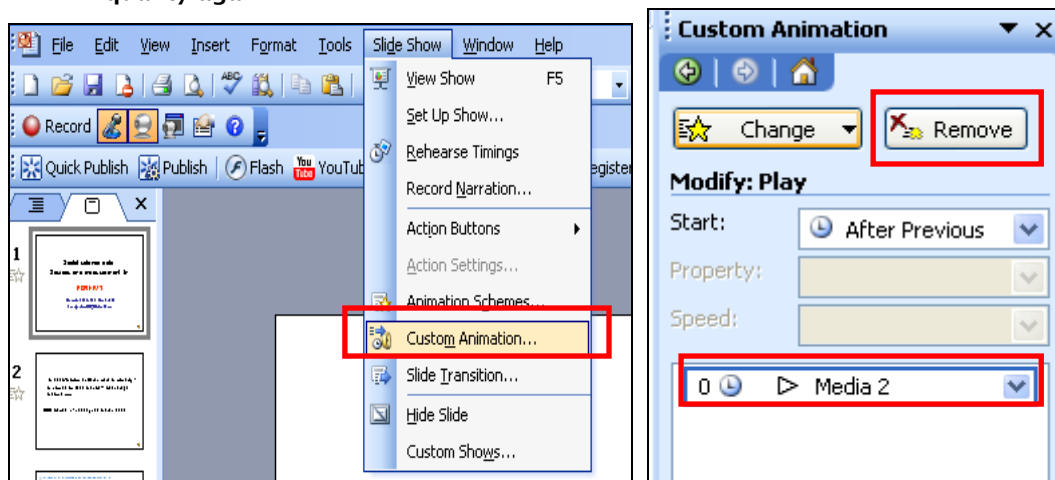
- After setting the microphone level, it is important to change the quality of the narration. Select the **Change Quality** option of the **Record Narration** window.



- The default quality selected by PPT needs to be changed and we can modify the settings by changing the Name from **Untitled Sound** to **CD Quality**. Select **OK**.




- If you have already tried to make a recording, you will need to delete the animation for all the slides individually before you make the final version. To do this go to **Slide Show** menu of the PPT file and select **Custom Animation**. On the right hand side of your PPT window, the **Custom Animation** with animation order will appear. If you see a media link like the one in the screenshot below (Media 2), you need to select and **Remove** the media link. This deletes any pre-recorded audio files. You can also use this option if you wish to re-record your narration and over-write the previous version. **Note: If you have followed step 4, you may have to change sound quality to CD quality again.**

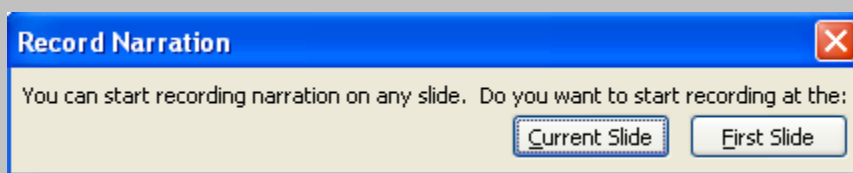


Once you change the quality and delete the unwanted narration, press **OK** to record narration.



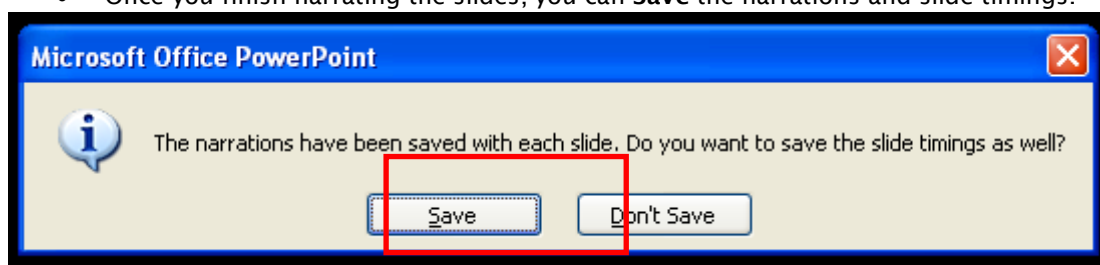
- Automatically, the PPT slide show starts and you can narrate your slides. Use the Enter or the arrow keys to move to the next slide. You will notice  symbol on the bottom-right corner of your screen to indicate that the narration is being recorded.

Note: It is preferable to start recording from the first slide. Otherwise, a new window will appear to confirm if you want to start recording at the current slide rather than the first slide. If you want to record only the current slide, select the **Current Slide** tab. Otherwise, you can select the **First Slide** tab.



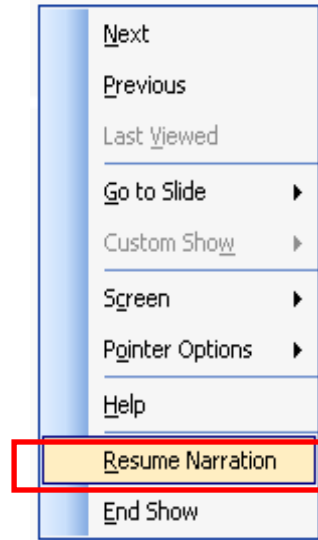
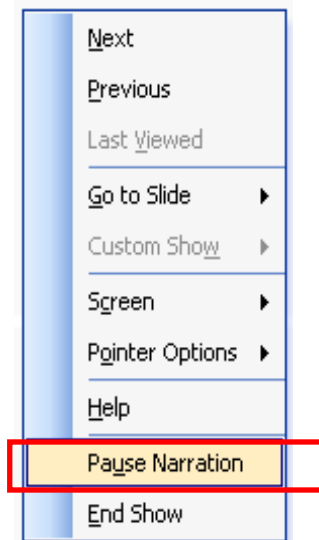
If you dislike your narration, you can delete the media file using the custom animation view (refer to Step 4). Then you can re-record that particular slide. Please note that you do not have to record the entire presentation, if you want to modify one or two slides. You can always delete the recorded narration of the particular slides and can record narration using the **Current Slide** option.

- Once you finish narrating the slides, you can **Save** the narrations and slide timings.



As you record, Microsoft PowerPoint records the amount of time you take on each slide. You can choose to save these slide timings with the narration (default option). This is important as you want to presentation to run through automatically.

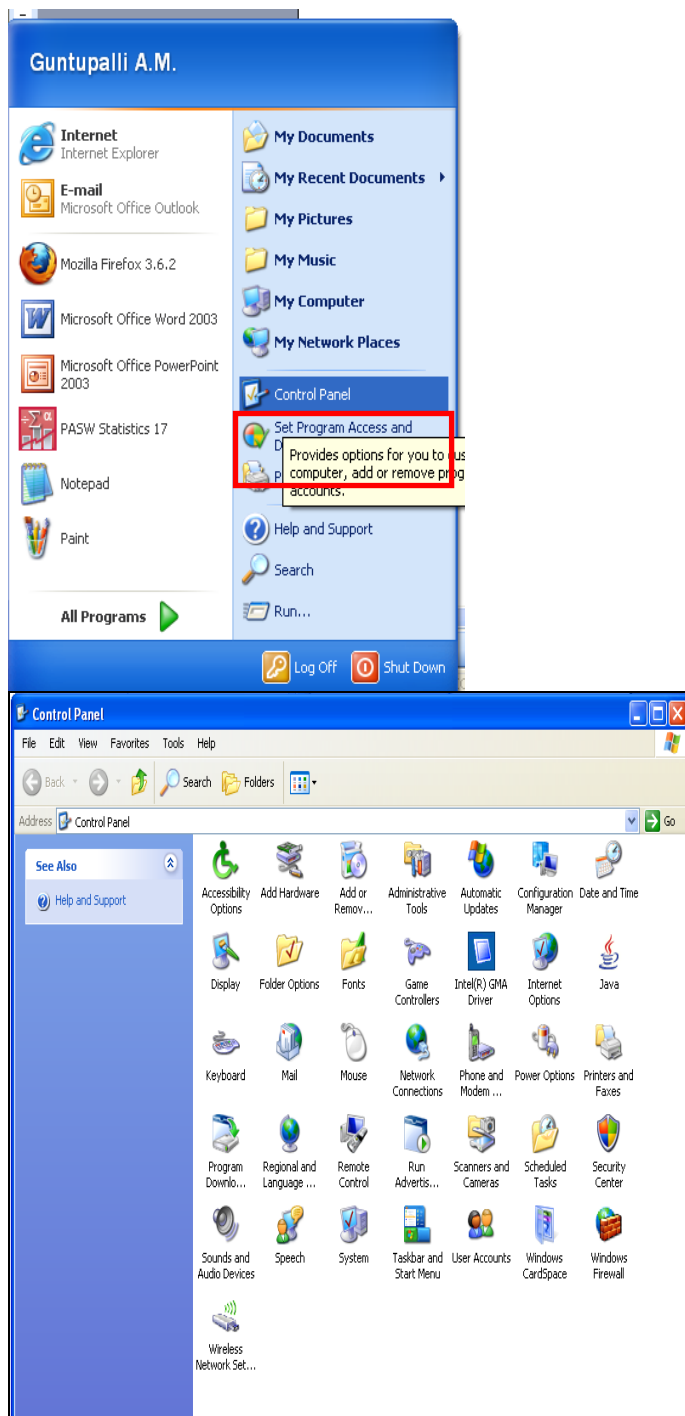
If you wish to make a break from narrating, you can right click the mouse to select the **Pause Narration** option. To continue narration, select **Resume Narration**.



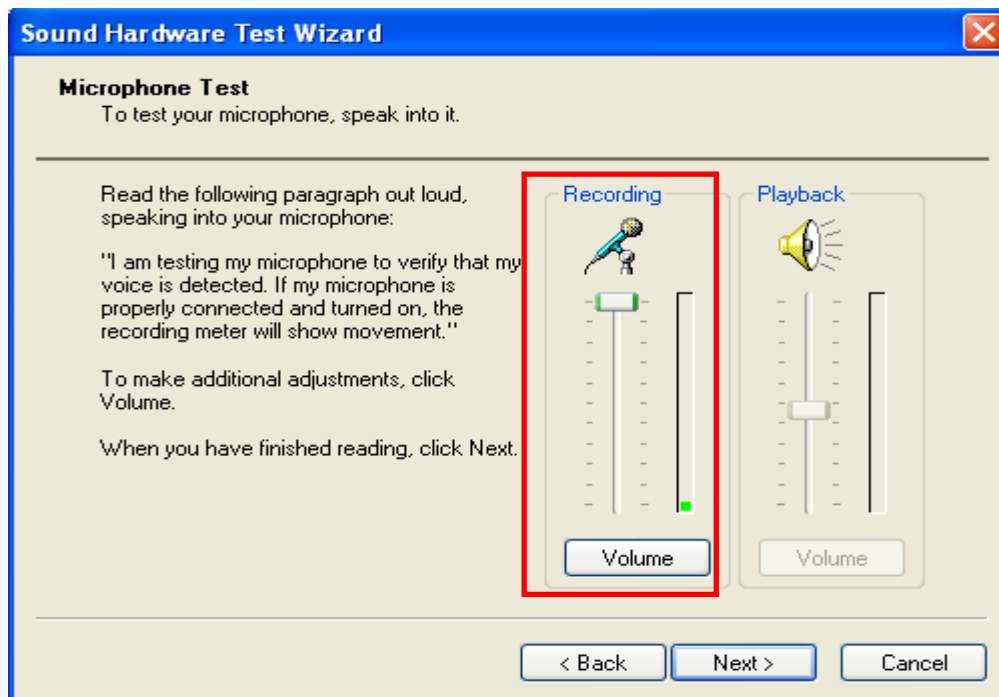
Appendix 1b: Microphone settings

(Use this section if you were not able to do the Microphone Check in Powerpoint)

Click the **Start** button at the bottom left corner of your computer screen and select the **Control Panel** tab. Once the control panel loads various options, select the option **Sounds and Audio Devices** option.



Click the **Voice** tab and check that the voice recording default device matches your headset/microphone. If it does not, click on the down arrow to select it from the drop-down menu. Select **Test hardware**. After few seconds, a Sound Hardware Test Wizard will appear. Test your microphone by checking if the volume level changes when you speak. If the level does not change, try to install your microphone again.



How to use the drop-off service

Drop-off is a service to make it easy for you to move files, including large files up to 20.0 GB, in and out of the University. As a member of the University, you can send files to anyone, based inside or outside of the University. Students are advised to use the drop-off service to submit the recorded presentation assignment for the GERO6011 Module (Ageing, Health and Well-being) and GERO6013 Module (Methods for Researching Ageing Societies).

Go to <https://dropoff.soton.ac.uk/>

Start by logging in using your username and password.

Home Login

Username: Password: Login

If you are a Southampton user, you may login here:

Login Avoid having to verify your email address, and drop-off files to non-Southampton users.

Anyone may perform the following activities:

Drop-off Drop-off (*upload*) a file for a Southampton user (**email verification required**).

Pick-up Pick-up (*download*) a file dropped-off for you.

- To deposit a file, click the "**Drop-off**" button in the next screen (as in the image below).

You may perform the following activities:

Drop-off Drop-off (*upload*) a file for someone else.

Pick-up Pick-up (*download*) a file dropped-off for you.

Request a Drop-off Ask another person to send you some files.

Help

Dropoff is a service to make it easy for you to move files, including large files up to 32.6 GB, in and out of the University.

- If you are a member of the University, you can log in with your Southampton Username and password and send files to anyone, in Start by logging in and then clicking the "*Drop-off*" button.

- In the Information about the Sender screen (as in the image below) ensure the name, organisation and email address fields are filled in. You should enter 'University of Southampton' as your organisation. Tick the box to confirm you are not a robot. Then click **Send confirmation**.

Home Login

Information about the Sender

If you have been given a "Request Code" then just enter it here and click the button at the bottom of this form.

Request Code:

If you do not have a "Request Code" then please complete the rest of this form:

Your name: (required)

Your organisation: (required)

Your email address: (required)

To confirm that you are a *real* person (and not a computer), please complete the quick challenge below:

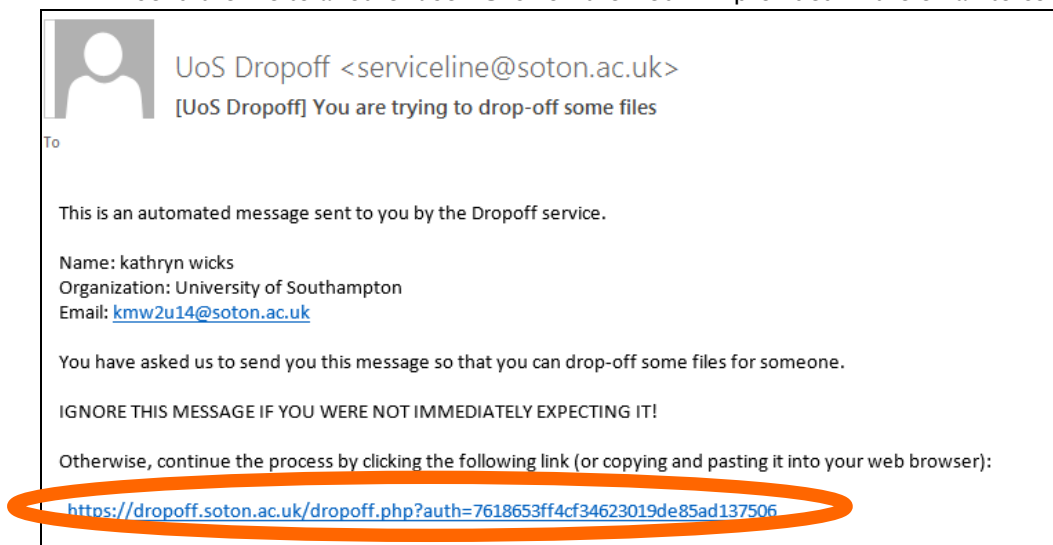
☒ I'm not a robot

reCAPTCHA
Privacy - Terms

I now need to send you a confirmation email.
When you get it in a minute or two, click on the link in it.

Send confirmation

- You will need to wait until you have received an email into your Inbox before you can send the file to another user. Click on the web-link provided in the email to continue.



- The link will take you to the drop-off facility:

Home Login

PLEASE NOTE

Files uploaded to Dropoff are scanned for viruses. But still exercise the same degree of caution as you would with any other file you download. Users are also **strongly encouraged** to encrypt any files containing sensitive information (e.g. personal private information) using a tool such as "Winzip" or "Encrypt Files", before sending them via Dropoff!

This web page will allow you to drop-off (upload) one or more files for a Southampton user. The recipient will receive an automated email containing the information you enter below and instructions for downloading the file. Your IP address will also be logged and sent to the recipient for identity confirmation purposes.

From:
 kathryn wicks (kmw2u14@soton.ac.uk) University of Southampton

☒ Send e-mail message to recipients
☒ Send an email to me when the recipient picks up the file(s).

To:

Short note to the Recipients

Choose the File(s) you would like to upload

File 1: Description: ✕

File 2: Description: ✕



- Click on the green plus sign to insert the name and email address of the person(s) you want to send the file to and click on **Add Recipient**:

Home Login

PLEASE NOTE

Files uploaded to Dropoff are scanned for viruses. But still exercise the same degree of caution as you would with any other file you download. Users are also **strongly encouraged** to encrypt any files containing sensitive information (e.g. personal private information) using a tool such as "Winzip" or "Encrypt Files", before sending them via Dropoff!

This web page will allow you to drop-off (upload) one or more files for a Southampton user. The recipient will receive an automated email containing the information you enter below and instructions for downloading the file. Your IP address will also be logged and sent to the recipient for identity confirmation purposes.

From:
 kathryn wicks (kmw2u14@soton.ac.uk) University of Southampton

☒ Send e-mail message to recipients
☒ Send an email to me when the recipient picks up the file(s).

To:

Short note to the Recipients

Choose the File(s) you would like to upload

File 1: Description: ✕

File 2: Description: ✕

Add Recipients ✕

Name:

Email:

- Then you need to click on **Browse** to select the file(s) you want to send, then click **Drop off Files**:

To: kathryn wicks (kmw2e11@soton.ac.uk)

Short note to the Recipients
This is my GERO6011 Assignment

Choose the File(s) you would like to upload

File 1: \\filestore.soton.ac.uk\users\kmw2u14\mydocuments\A... Browse... Description: (0.04MB) X

File 2: Browse... Description: X

File 3: Browse... Description: X

0.04MB / 33378.6MB

Drop off Files

- You should receive confirmation that the files have been sent:

Drop-Off Summary

Filename	Type	Size	Description
GERO601 Critical review	application/msword	36.0 KB	

1 file

From: kathryn wicks (kmw2u14@soton.ac.uk) University of Southampton from uos-212351.clients.soton.ac.uk on

To: kathryn wicks (kmw2e11@soton.ac.uk)

Comments:
This is my GERO601 Assignment

Please note that the information in this How to...? guide was correct at the time of printing. From time to time, updated versions of software are installed by the University which could mean that some of the screens may appear differently to those shown here.

If you experience any problems, please contact iSolutions/ServiceLine (the University IT Support service) via: Email: serviceline@soton.ac.uk or Tel: +44 (0) 2380 595656.

How to access Cite Them Right Online (Harvard referencing style)

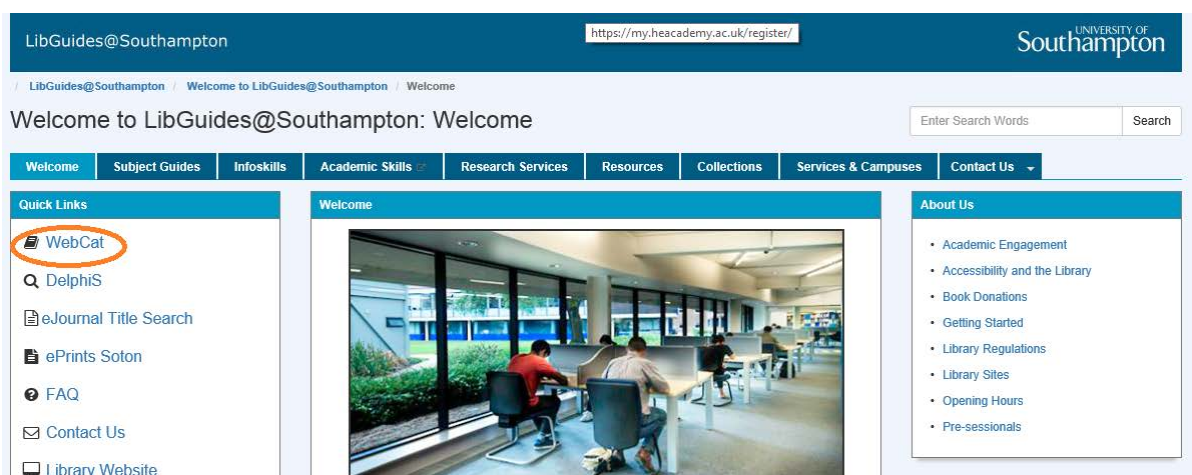
The resource 'Cite Them Right' enables you to cite your references correctly in your assignments. The referencing style which we recommend is used in the MSc programme is the Harvard referencing style.

To access the Cite Them Right online resource, you will need:

- a computer
- a Broadband internet connection
- a University of Southampton account (username and password)
- to be connected and logged into the University network via the **Southampton Virtual Environment (SVE)** and the **Virtual Private Network (VPN)** (see separate 'How to...?' guide)
- to be logged into the Library WebCat system

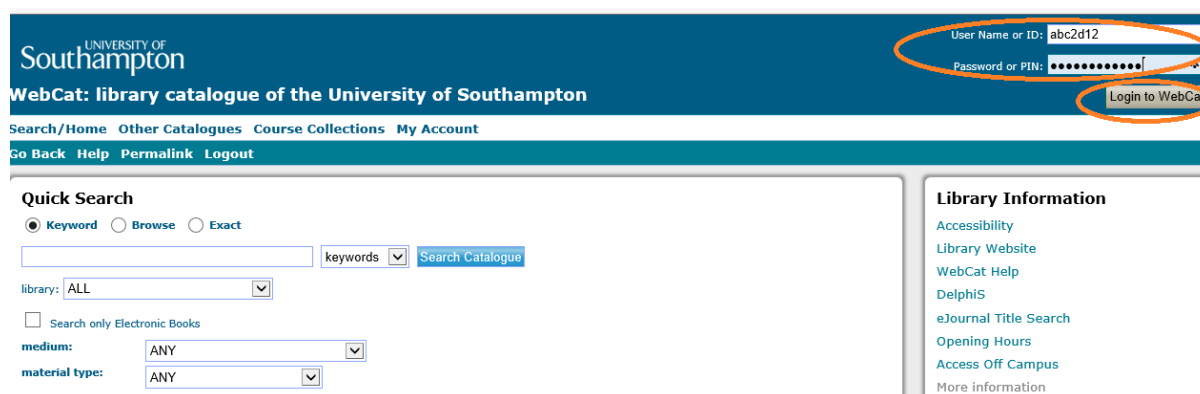
Step 1: Accessing the Library website

- Access the Library website <http://library.soton.ac.uk/home> and click on 'WebCat' which is located towards the top of the screen (see the screenshot below):



Step 2: Logging into WebCat

- Type in your username and password where indicated at the top right hand side of the screen (see the screenshot below):



Step 3: Accessing the Cite Them Right online resource

- You will need to search the catalogue for the Cite Them Right resource. In the Quick Search box, type in the words '**cite them right internet**', ensuring that the search setting is set to 'keywords' ('keywords' is the default search setting), and click on 'Search Catalogue':

UNIVERSITY OF
Southampton

You are logged in: please logout when finished

[Search/Home](#) [Requests & Document Supply](#) [Other Catalogues](#) [Course Collections](#) [My Account](#)

[Go Back](#) [Help](#) [Permalink](#) [My Lists](#) [Logout](#)

Quick Search

☒ **Keyword** ☐ Browse ☐ Exact

library:

☐ Search only Electronic Books

medium:

material type:

- Click on the link 'Access to the database on the Internet' to access the Cite Them Right Online resource.

UNIVERSITY OF
Southampton

You are logged in: please logout when finished

[Search/Home](#) [Requests & Document Supply](#) [Other Catalogues](#) [Course Collections](#) [My Account](#)

[Go Back](#) [Help](#) [New Search](#) [Print/email marked records](#) [My Lists](#) [Permalink](#) [Logout](#)

record 1 of 1 for search keywords "cite them right internet"

Item Details

☐ Mark
☐ +My List
[Nearby items on shelf](#)

[Copy details](#) [Contents/Summary](#) [Full Catalogue Details](#)

Title
Author
Link:

Cite Them Right

[Access to the database on the Internet.
\(Institutional username and password
required off-campus\).](#)

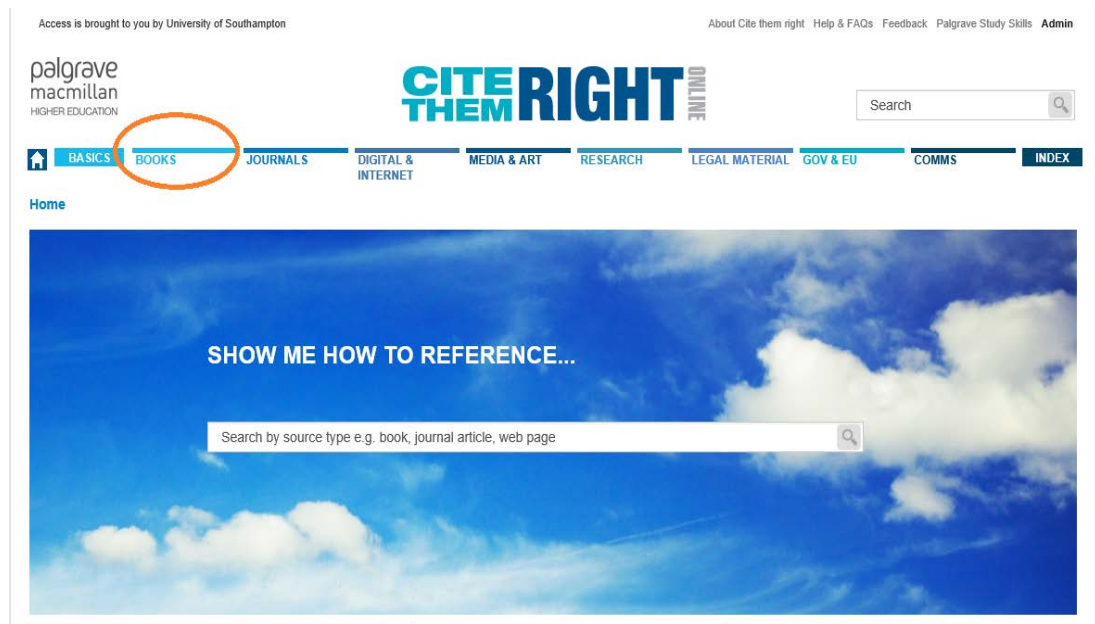
Our Online Collection

Our Online Collection	Holdings of This Title at All Libraries:	Loan type	Location
internet	Copies 1	Reference	Internet

Step 4: Using the Cite Them Right online resource to cite books and journal articles

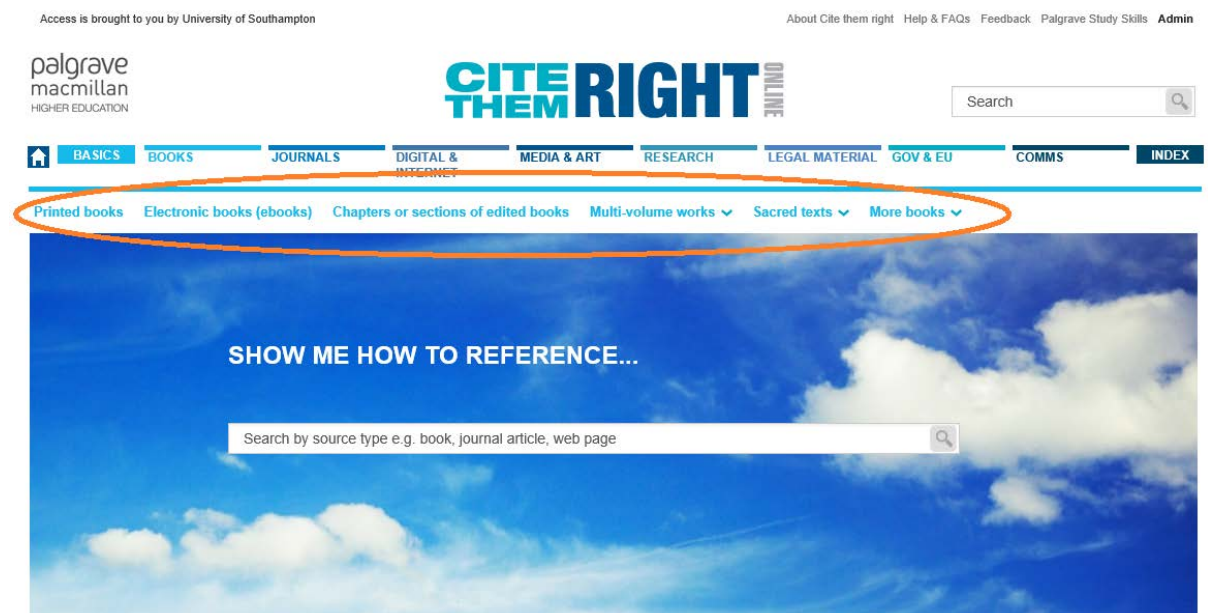
- The main sources you will need to know how to access are 'Books' and 'Journals'.

- To find out how to reference a book, click on the tab titled 'Books'.



- You will then given the option of being shown how to reference different types of books, for example, 'Printed books', 'Electronic books (ebooks)', 'Chapters or sections of edited books', 'Multi-volume' works', 'sacred texts' and 'More books'.

(NB On the MSc programme, it is most likely you will need to reference 'Printed books', 'Electronic books (ebooks)' and 'Chapters or sections of edited books')



- As an example, click on the tab for 'Printed books'.

Access is brought to you by University of Southampton

About Cite them right Help & FAQs Feedback Palgrave Study Skills Admin

palgrave
macmillan
HIGHER EDUCATION

CITE THEM RIGHT ONLINE

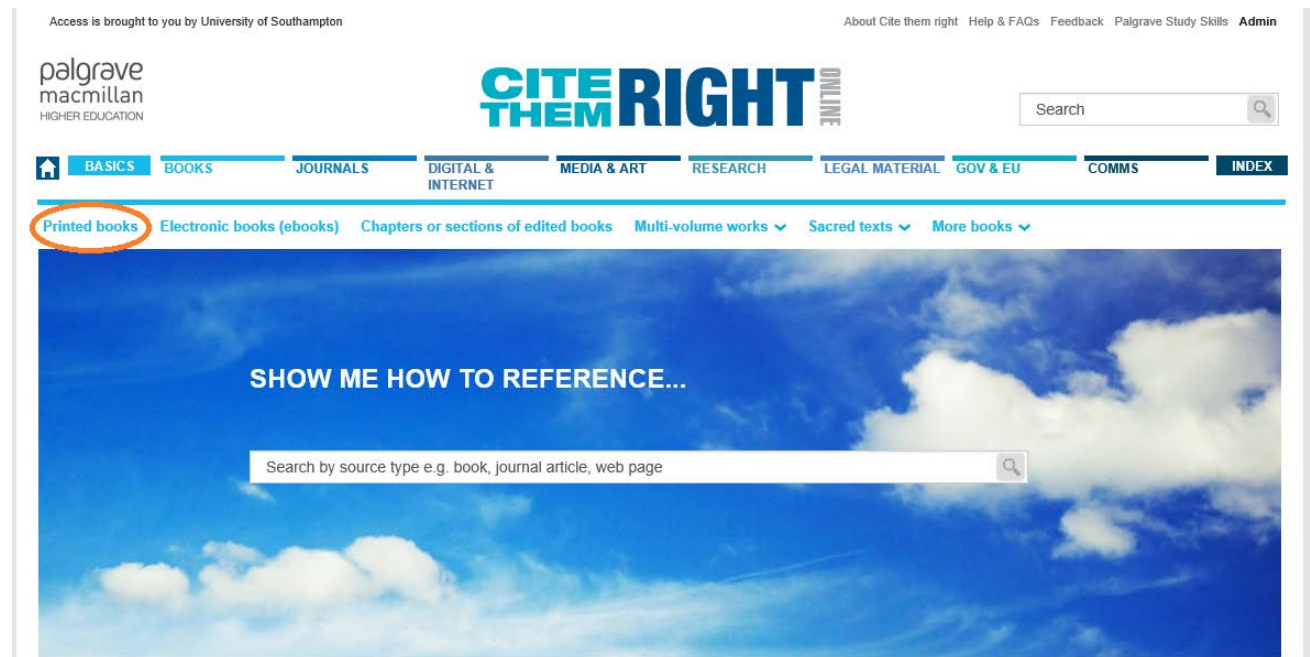
Search

HOME BASICS BOOKS JOURNALS DIGITAL & INTERNET MEDIA & ART RESEARCH LEGAL MATERIAL GOV & EU COMMS INDEX

Printed books Electronic books (ebooks) Chapters or sections of edited books Multi-volume works ▼ Sacred texts ▼ More books ▼

SHOW ME HOW TO REFERENCE...

Search by source type e.g. book, journal article, web page



- You will be shown how to reference a book in the body of your academic work (for example, an essay, report, presentation, dissertation) as well as how to include the reference in your reference list.



BASICS

BOOKS

JOURNALS

DIGITAL &
INTERNET

MEDIA & ART

RESEARCH

LEGAL MA

Home > **BOOKS** > Printed books

Printed books

Harvard (author-date)



The increasing availability of ebooks in identical form to print has rendered the need for a distinction between print and electronic versions unnecessary. If the online source includes all the elements seen in print versions (i.e. publication details, edition and page numbers), reference in the same way as print.

Citation order:

- Author/editor
- Year of publication (in round brackets)
- Title (in italics)
- Place of publication: publisher
- Series and volume number (where relevant)

Example: book with one author

In-text citation

According to Bell (2014, p. 23), the most important part of the research process is ...

Reference list

Bell, J. (2014) *Doing your research project*. Maidenhead: Open University Press.

You try

[Help](#)

Surname, Initial. (Year of publication) *Title*. Place of publication: publisher. Series and volume number if relevant.

[Italicise](#)
[Email](#)

- To return to the main screen, click on the house/home icon which appears towards the top left hand side of the screen.



- To find out how to reference a journal article, on the main screen, first of all, click on the tab named 'Journals' and then select the tab 'Journal articles'.



SHOW ME HOW TO REFERENCE...

Search by source type e.g. book, journal article, web page



- You will be shown how to reference journal articles using the Harvard referencing system.

[Home](#) > [JOURNALS](#) > [Journal articles](#)

Journal articles

Harvard (author-date)

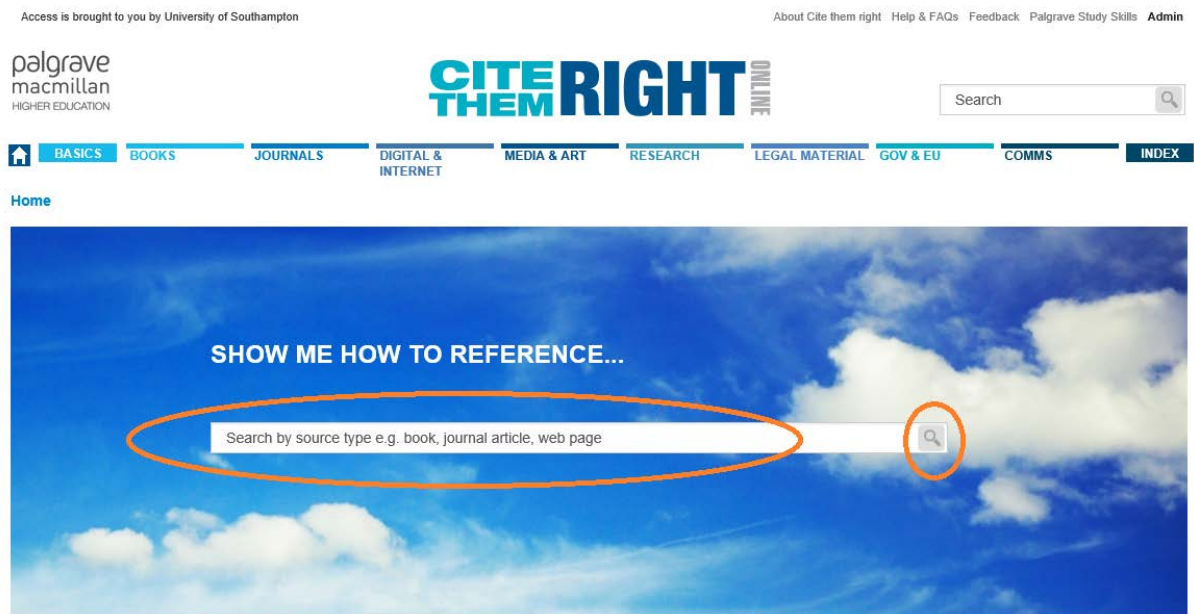


It is worth pointing out that some serials have print and online equivalents (either with all details the same or with small variations, for example page numbers). Or, they may just be available online or in print editions. As always, you should reference the version that you are using. Students and tutors can access academic journal articles through password-protected institutional databases, but other readers may not have access to these. Therefore, as long as the serial reference provides enough bibliographic information for the article to be located by the reader, other elements (for example [Online], database title, including systematic review database titles such as *Cochrane Library* and **URL**) no longer need to be included. However, include the URL if you are using an article that is only available online (see the example below).

Citation order:

- Author (surname followed by initials)
- Year of publication (in round brackets)
- Title of article (in single quotation marks)
- Title of journal (in italics – capitalise first letter of each word in title, except for linking words such as and, of, the, for)
- Issue information, that is, volume (unbracketed) and, where applicable, part number, month or season (all in round brackets)
- Page reference (if available)
- Available at: URL (if required) (Accessed: date) OR doi (if available)

- If you wish to reference a different source, then on the Home page of the Cite Them Right website, type in the type of source in the search box and click on the 'Search' icon:



If you have any queries about how to reference a source, then please contact the Gerontology Librarian, Anna Hvass, by email on libengs@soton.ac.uk.