Master of Public Administration
Student Handbook 2018-19

Faculty of Social Sciences

School of Economic, Political, and Social Sciences

Disclaimer

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session.

This handbook is available in alternative formats on request.

Welcome

Letter of Introduction from Dean/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 postgraduate taught 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)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

Welcome

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 Politics and International Relations is Kamil Zwolski. 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 2018

The information contained within your Master of Public Administration handbook is designed to provide key information applicable to you and your programme during the 2018/19 academic year.

It will 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.

Resource	Web link
School website	https://www.southampton.ac.uk/socsci/index.page
Faculty staff information	Dean Jane Falkingham Dean of the Faculty of Social Sciences Room Number: 32/1027 J.C.Falkingham@soton.ac.uk AD Education Jim Anderson Professor of Mathematical Sciences Building 54 Mathematical Sciences Room Number: 54/7019 J.W.Anderson@soton.ac.uk
School staff information	Dr John Boswell MPA Programme Lead Room Number:58/3071 J.C.Boswell@soton.ac.uk Dr Ingi Iusmen Postgraduate Coordinator Lecturer in Governance and Policy Room Number 58/3063 i.iusmen@soton.ac.uk
Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard. Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the on-line programme catalogue which is accessible via Banner Self Service. To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the Faculty web pages *https://www.southampton.ac.uk/politics/postgraduate/taught_courses/master-of-public-administration.page?#modules*

Contents

General Information

1.1   Your student office

Opening Hours: Monday to Friday
                               9.00am to 5.00pm

Location and contact details: **Building 58, room 2127**
                               Economics (economics.studentoffice@southampton.ac.uk)
                               Gerontology (gerontology.studentoffice@southampton.ac.uk)
                               Maths (maths.studentoffice@southampton.ac.uk)
                               Politics & International Relations (politics.studentoffice@southampton.ac.uk)
                               Sociology, Social Policy & Criminology (sspc.studentoffice@southampton.ac.uk)
                               Social Statistics & Demography   (socstatdemo.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 academic 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 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.

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. Changes are made via Banner Self Service.

Supporting you through your studies

2.1   The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a [Personal Academic Tutor.](#)   . Your Personal Academic Tutor is often the MSc Coordinator, but may be another member of staff. 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 see your Personal Academic Tutor at key points through your University career. If you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor. The Senior Tutor (Dr Kamil Zwolski) will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor 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 Senior 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, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

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. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

More information can be found in the [General Regulations - Attendance and Completion of Programme Requirements.](#)

2.3   External factors affecting your attendance or performance in 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 are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your Personal 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 to be considered by the School you must complete a [Special Considerations form](#). **It is important that you submit this to your School in a timely manner and prior to the Board of Examiners.**

All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your examination performance) 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. The Student Office will contact you via your University email account to let you know once approval has been made.

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.

Your safety

Ensuring student health and safety is a major goal of the University. 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:

www.susu.org/support

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/healthandsafety/topics/students.html

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.
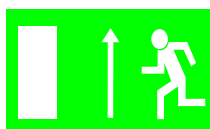
 On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal 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)	Plaza area at South (Library) end of B32
B34 (Education)	Area around flag pole in front of University library.
B39 (S3RI)	In the pedestrian area at front of B54
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:

- 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 Monday-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 School.

3.8 Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of School and this must be documented using **the Out of Hours form** available from the link http://www.southampton.ac.uk/estates/what-we-do/security.page When you are present in the building you should have access to a completed copy of this form, along with your University ID.

3.9 Further information

More detailed information, forms and links to other sources of advice are available on the FSS 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 (Faculty of Social Sciences)				
Gary Griffiths	Faculty Health and Safety Officer	tbc	Tbc	G.B.Griffiths@soton.ac.uk
Aloma Hack	Faculty Health and Safety Officer	tbc	Tbc	A.J.Hack@soton.ac.uk
Health, Safety and Risk Directorate				
Health, Safety and Risk Directorate (HSR)	Please contact HSR if local contacts are not available	26 University Road	023 8059 3277	hs@soton.ac.uk

Security – Central Control Room (CCR)			
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)	unicc@soton.ac.uk

Your Academic Programme

4.1 The academic year and the programme structure

For any given programme a module is either core, compulsory, or an options. 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 option modules. If applicable you will need to select a certain number of option modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

4.2 Registration and amendment to optional modules

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.

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 workload 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 optional module choice up to the **end of week 2** in each semester. You should complete a Change of Module form to specify your request (forms can be obtained from the Student Office). If your optional module choices clash in your timetable, then you will need to amend your optional 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 attendance regulations details the University expectations relating to attendance.

4.4   Additional Costs

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

4.5   Faculty Exchanges / Placement programmes

Students doing the Master of Public Administration (Practice) are required to complete a placement. The placement module allows you to gain valuable experience working in a relevant organization in the public or non-profit sector. You will have the opportunity to apply and reflect on the knowledge and skills you have gained in the first year of the MPA and gain important insights concerning the workings of the public and non-profit sectors. Most placements will be in the Hampshire region or the London area. The University will help students to identify, arrange and administer a suitable placement. Interviews may be required by some employers before the placement is approved. The minimum length of a placement is 10 weeks (full-time). Most placements last 12 weeks (full-time). Students doing the MPA (Practice) will receive information about how to apply for placements in Semester 2 of their first year.

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.

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 module lead or programme lead. 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.

5.2   Lectures

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. 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 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 assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

5.3 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

5.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. 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.

5.5 Independent or 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.

5.6 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 can be found on the Academic Skills pages of the library website.

5.7   Faculty/School Policy on referencing

There are a number of approved ways of preparing references. Whichever method is used the important thing is to remember that the purpose of the reference is to enable the reader to locate the work being referred to if desired. A style of referencing that is frequently used in the Social Sciences is the Harvard system. This system is highly recommended and the examples given below are in Harvard format.

<u>Books</u>

Author's Name and initials

Year of publication, in brackets

Title of the book, <u>underlined</u> or in italics

Edition, if other than the first

Place of publication

Publisher

For example:

Field, A. C. (2002) Alternative energy sources*, New York: Academic Press*

<u>Journal articles</u>

Author's name and initials

Year of publication, in brackets

Title of the article (not underlined or in italics)

Title of the journal, <u>underlined</u> or in italics

Volume no. and (Part no.)

Page number(s)

For example:

Wallace, C. (2002) 'Household strategies', *Sociology* 36 (2), 275 – 292

There is a detailed guide on "Referencing your work" at the University Academic Skills website at http://www.academic-skills.soton.ac.uk/develop.htm where many more examples are given eg websites, government publications and television programmes.

The Harvard system does not use footnotes which can be more difficult to format when typing. Instead you should identify any source that you refer to in the text by author and date in an in-text citation.

eg Elson and Cagetay (2000) argue that social policy should be integrated into macroeconomic policy formulation rather than being treated separately.

Where quotations from articles or books are included, they should be clearly enclosed with quotation marks, and the in-text citation should include the page number eg (Brown, 1996, p.53). All your in-text citations should map to a full reference listed in your references/bibliography section. You must provide both the in-text citation and the reference to ensure that you are not plagiarising someone else's work (see the section headed 'what is plagiarism and how to avoid it' in this booklet).

When using material from websites, it is important to be aware that some sites may inspire more confidence than others. For example, Wikipedia may provide a useful starting point for learning about a topic, but it cannot be regarded as an authoritative source, as any user is able to edit it, and editorial control is such that the veracity of material cannot be assured. You should thus be sure to rely on the original references, and not on others' interpretation.

Footnotes: Can be used but, generally, they are worth avoiding. They may be appropriate in certain cases but tend to make typing a more complex and expensive business! If something is worth saying, say it in the text.

Presentation: Essays should normally be word processed and should allow space in the margins for markers' comments. All essays should include a bibliography and/or references. Reading through an essay after it has been completed is a good way of discovering and correcting minor errors, especially those in spelling, punctuation and where words have been missed out.

Few people manage to write well all the time! The skill of essay-writing won't come without practice, so don't expect your first essays to be perfect. Anyone having difficulty with the presentation of essays should consult their academic tutor.

5.8 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 tutor or module lead 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 lead 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 lead. 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 lead.

5.9 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 your divisional 'ethics champion', or a member of the Faculty Ethics Committee via risethic@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.

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).

5.10 The Working Week

The Faculty expects you to spend 40 hours a week studying, inclusive of lectures and seminars. The precise figures will depend upon your background, ability, ambition and interest. The habit of working a full week should be developed during the first weeks. In the case of part-time students this will be 20 hours a week.

5.11 Teaching Methods

Each programme module will be taught by methods appropriate to its aims, objectives and subject matter. These may include lectures, seminars, group work or project work. Each will involve one or two sessions each week spread over the semester. For each programme module, students will be expected to write one or more essays (or equivalent), make presentations and contribute to seminar discussions. Some programme modules are assessed by essays, others by exams, and some by a mix of these methods. (Please see the outlines of individual programme modules for more details on the assessment methods used for each module).

5.12 Seminar Preparation

Preparation for seminars is not confined to assignments for formal assessment. You will receive guidance from programme module convenors on what is expected. Remember, you are expected to prepare for all discussions. Such preparation should be taken seriously. As well as reading lists, you can find relevant information via the web, daily news items and so forth. Discussions will be enriched by student contributions from a range of sources.

5.13 Presentation Preparation

In general, presentations should be no longer than 10 minutes.   Discussants should speak for about five minutes, unless directed otherwise. This should allow for appropriate question and discussion time. Remember to bear in mind the following qualities when writing your presentation:

- Does it show evidence of a clear understanding of the issues and questions involved?
- Is the argument clear, concise and well-informed?
- Does it analyse key points and concepts?
- Will it stimulate debate in the seminar?
- Does it contain any relevant background material?

We encourage the use of overheads, visual aids and audio material.

Do not try to cover too much. Remember, everyone attending the seminar will have undertaken the necessary background preparation. It is better to make a few important points strongly, than to get involved in a very dense argument. Speak clearly and not too quickly. Try and speak to the class rather than to your notes or the desk. Rehearse your presentation at least once before giving it. Ten minutes is not a great deal of time, but if you present your argument well you will be able to do justice to your research. Use overheads wherever appropriate and supply handouts where necessary.

5.14 Preparation of Essays and Other Assignments

Essay writing is an essential skill to acquire for success in examinations and other assessed coursework. What is learned through the process of organising a variety of different perspectives into a structured discussion on paper contributes as much to the understanding of module material as do classes or lectures.

There is no firm set of guidelines for essay writing. A good essay may break some of the following rules, but you should aim to keep to most of them.

Length: A good essay is a selective analysis. Writing long essays in an attempt to answer a question by covering everything you know about a subject is bad essay-writing for several reasons: it shows no ability to discriminate between material relevant and irrelevant to the question; it suggests a lack of planning; it is unproductive (recycling of notes is no substitute for hard thinking about the ideas that are contained in them); and it makes for tedious marking. So avoid writing 'kitchen sink' essays.

You will normally be given a word limit for your essays, and should be careful to observe these limits, as you may be penalised for exceeding them.

Preparation: Work according to the study pattern that suits you best (find out where and at what time your concentration is at the maximum) and leave yourself plenty of time to write an essay; essay deadlines are there for a reason. Don't wait to begin writing until you have read everything available on the subject, and don't overwhelm yourself with so many different approaches and points of view that you get confused - again, be selective. **Read the essay title carefully**. Titles are seldom of the form 'Write down everything

you know about...', which is why you must be clear about what you are being asked to do. Identify the key words in the title - there may be reference to a particular term or concept which needs to be defined, to show that you have understood its meaning. Direct your essay at the question as it is set, not at the question you would have liked to have been asked.

Planning: Every good essay has a beginning, middle and an end. It is a useful idea to plan an essay in note-form before you start writing, as this will help you to be clear about what you are going to say.

Listing the main points will help to give structure to the essay; without a plan essays can be disjointed and contradictory. You can incorporate the plan for the essay into an introductory paragraph, giving the readers some general guidance about what kinds of issues the essay will be concerned with, and the sequence in which they will be tackled.

In the body of the essay, use new paragraphs to introduce new ideas or themes, so that every paragraph makes a separate point or set of points. Each new paragraph needs keying to the general drift of the essay (imagine the reader saying "Why are you telling me all this?"). Finally, there should be a set of concluding remarks which sum up what you have said, rather than introduce new material. The summing up may turn out to be a summary of where the discussion falls short, or lack of clarity in the literature, or lack of evidence, or for other reasons.

Writing: Be clear and don't ramble, brevity and clarity go hand-in-hand. Avoid depending too heavily on bullet points, but be concise by saying what you want to say in your own words. You will be writing about the ideas you have come across in your reading, but you should avoid sticking too closely to these sources; do not indulge in excessive quotation or simply paraphrasing what you have read, as you are being asked to discuss and assess these ideas. Your own opinion is important. Essays which sit on the fence - which list what A, B and C say about a particular issue and then leave the matter there - suggest that you don't know how the different approaches can be evaluated and compared. So if you think that a particular methodology or interpretation is faulty, say so (and explain why). The writing process is likely to take one or two drafts before the essay finally takes shape – don't worry if it doesn't come right straight away. You should not agonise over commas until you are more or less happy with what you are trying to say.

Inclusion of Tables and Diagrams: If tables are included in the essay, they should have a self-explanatory title, so that they can, if necessary, be read without the text. And, conversely, you should assume that the reader cannot understand tables (in any case, tables are never self-explanatory) and say, in the body of the essay in words, what you think the table shows.

In some subjects (such as Economics), diagrams are a key device for explaining theory. Draw them clearly and correctly, and integrate them with the text of your discussion. Don't leave them lurking in wait in the hope that the reader will stumble across them and realise why they are important.

Use of Sources and Plagiarism: As outlined in the Academic Integrity section of this booklet, the University places a high priority on students producing work which is their own, and not copied or taken directly from the work of others (plagiarism). In essence, plagiarism means representing the ideas of others as one's own, in any form of work. This relates to both published and unpublished material, including the work of other students and material derived from the internet. It is, of course entirely appropriate to use quotations or other references to source material to support your arguments.

What is important however is to present the material in a way that clearly identifies where you are quoting or citing the ideas or words of others. The markers want to know what is your own work, so they can assign an appropriate mark. Plagiarism includes close paraphrasing as well as word-for-word copying or reproduction. Therefore it is essential that you avoid presenting your material in ways which, while not involving direct quotations, draw heavily on the source material for sentences and phrases used - it is not sufficient to omit or modify the occasional word or sentence.

When you summarise a passage from source material in your own words you should make a clear acknowledgement of the source of the material. You should also acknowledge where a paragraph or section is based upon data or ideas from other writers.

All quotations must be enclosed in quotation marks - it is not sufficient to cite the source in the bibliography.

When taking notes from texts make sure that you do not do so in such a way as may lead inadvertently to plagiarism - if you write into your notes a quotation or paraphrase from a source, record exactly where this has come from and use quotation marks in your notes as appropriate.

Members of staff will not see it as a courtesy if students use their published works or lecture notes in assessment or examinations, without acknowledgement. To do so in assessed essays would fall within the definition of plagiarism, and in examinations such reproduction is unlikely to be an appropriate way to answer the specific question asked.

See the section headed 'References' above for further information on citing sources.

5.15 Advice on Academic Writing

The Hartley Library offers a number of resources for students to improve their academic writing techniques, including advice on referencing, avoiding plagiarism, etc. This support is aimed primarily, but not exclusively for those for whom English is not their first language. For further details visit http://library.soton.ac.uk/sash/writing l

5.16 Examination Techniques

The following points are worth noting:

(a)   READ THE INSTRUCTIONS and notes at the beginning of each paper. If you answer the wrong number of questions, or answer questions from sections in an incorrect manner, this will severely reduce the maximum marks available to you.
(b)   Read the information and requirements of each question with care. A display of irrelevant knowledge however sound, will gain no marks. Note the key words used: for example, 'discuss', 'outline', 'detail', 'comment on', 'calculate' and 'critically evaluate'.
c)   Use your time carefully. The marks allocated to each question are indications of both the relative importance the examiner attached to that question and time which should be spent.
d)   Take care in planning the layout of your answers. READ, THINK and only then WRITE.
(e)   The examiners will attach importance to your ability to communicate on paper. Write as clearly and legibly as possible.
(f)   Avoid verbosity. Marks are awarded for the quality of work submitted and not for its quantity.
(g)   Examiners make every effort to avoid ambiguities. Questions will not be designed to trick you and should be taken at their face value.
(h)   Above all, answer the question!

5.17 Further Study and Note Taking from Text

References for further study can be found in a number of ways; from module reading lists, references given in set texts and papers and library catalogues. Don't be afraid to ask the lecturer/tutor for more specific guidance.

It is important to become familiar with the library services, especially the Reserve Collection and the cataloguing systems, especially the on-line catalogues. If you need help, ask the library staff. If references given in lectures or seminars cannot be found, or are difficult to gain access to (eg too few copies), let the lecturer know immediately.

Learn to skim references. This is particularly important with most references. Not all parts of a reference are equally important. Do not attempt painstaking notes of every part of a reference. Be discriminating.

Skim through first to understand the structure of the paper, then take notes on the core material. The aim is to cover references effectively but in a reasonable time. It is a good habit to record the source, with page numbers, on every sheet of your notes for later reference.

Take care to ensure that you do not take notes in such a way as may lead inadvertently to plagiarism.

There is a tendency for exam-orientated students to treat each module studied as an independent section. This is unfortunate, because such students are unlikely to obtain a full appreciation of their degree subject. It is hoped that most will be sufficiently interested in their degree subject to read widely around modules and seek out the frequent interrelationships between the individual modules. To help students understand the interlocking nature of their programme modules, the programme module structure has been carefully designed so that 1st and 2nd year modules build progressively to provide a basis from which the study of specialised areas in the 3rd year can be undertaken.

The skills to be developed through studies form a continuum increasing in level from left to right:

knowledge - comprehension - application - analysis - problem solving - synthesis - evaluation

Teaching emphasises the development of skills to the right of this continuum rather than the mere acquisition of facts.

5.18 Guidelines on the use of gender neutral language

In March 1989 the Senate and Council of this University both endorsed the use of gender neutral language in all University documentation. The Equal Opportunities Committee made this recommendation because language not only describes the world; it also helps to construct images of it. If we use male terms in documentation such as teaching materials or student work, it helps to convey the impression that the world in general and Universities in particular are inhabited primarily by men; women are effectively excluded. Research has refuted the belief that gender specific terms such as 'Man and Society' are invariably interpreted by the reader as generic; when the word man is used generally, people tend to think male and not to include women in their thinking. The following guidelines are designed both to raise awareness about the pervasive nature of sexism in language and to provide suggestions as to alternative, gender neutral words and phrases.

Sexist	Non-Sexist or Gender Neutral
man-machine interface	user system interface, person system interface
models of man	models of the person one man show one person show
policeman, fireman	police officer, fire fighter
forefathers	ancestors
founding fathers	founders
dear sir	dear sir/madam
man/mankind	person, people, men and women
mankind	human beings, humanity
the man in the street	people in general
layman	lay person
man-made	synthetic, artificial, manufactured
the rights of man	people's/citizens' rights
	the rights of the individual
chairman	chairperson, chair, in the chair
man power	workforce, staff, labour power
manning	staffing, working, running
to a man	everyone, unanimously, without exception
man hours	work hours
the working man	workers, working people
yours (fraternally)	best wishes
girls (for adults)	women
housewife	home maker, home worker

The generic 'man' is often accompanied by the generic 'he'. The generic 'he' should be avoided: both feminine and masculine pronouns should be used where appropriate he/she or s/he. Alternative strategies can be tried, such as (a) the use of the plural and (b) the omission of 3rd person pronouns entirely.

Example (a)
Sexist: Each respondent was asked whether he wished to participate in the survey.
Non-sexist: Respondents were asked whether they wished to participate in the survey.

Example (b)
Sexist: The child should be given ample time to familiarise himself with the test material.
Non-sexist: Ample time should be allowed for the child to become familiar with the test material.

When referring to one sex only, it is better to make this clear by making terms specific: instead of using terms like 'businessman' it is better to use 'male managers' or 'female executives'. Occasionally some titles are designated in legal documents and cannot be changed until the legal document itself is changed, e.g. 'Chairman of the Supreme Court'.

5.20 Learning Resources

5.20.1 MSc Coursework Workshop

Some students may have further questions about how to approach MSc coursework and about what is involved in producing high quality work at this level of university study. Overseas students in particular may have queries about what is expected of them at MSc level in a UK university. To help answer these questions, the MSc Coordinator will run a 1-hour workshop during Semester 1 – full details of this will be circulated in due course. All students enrolled on Politics & International Relations MSc programmes are encouraged to attend. The workshop will address a range of issues including coursework preparation, reading, essay planning, and plagiarism.

PLEASE NOTE: This workshop is only open to students enrolled on PAIR MSc programmes, and is **not** open to students who are taking PAIR MSc modules as options while enrolled on programmes run by other departments.

5.20.2 MSc Dissertation Workshop

Most dissertation advice will be provided through the MSc Dissertation Handbook and through regular meetings with the dissertation supervisor to whom you are eventually assigned. All relevant information will be uploaded to Blackboard. However, in order to explore specific questions you may have, and do so in a group setting amongst your peers, the MSc Coordinator will run a MSc Dissertation Workshop in Semester 2, details of which will be circulated in due course.

5.20.3 Politics and International Relations Division Website

The Division's website can be found at www.southampton.ac.uk/politics.   We encourage students to become familiar with the site. The site contains lots of useful information including:
- Programme and module information
- Staff lists, including research interests and email addresses
- Divisional Research Centres, e.g. Centre for Citizenship, Governance and Globalization

5.20.4 Social Sciences Postgraduate Sharepoint Site

Social Sciences has recently launched a postgraduate Sharepoint site, with links to a wide range of useful resources such as study guidance, marking criteria, a forms store, information about the Staff-Student liaison committee, and historical exam feedback. The site can be accessed here: https://intranet.soton.ac.uk/sites/fshs/student-pgt-zone/SitePages/Home.aspx

5.20.5 Blackboard

'Blackboard' is an e-Learning software platform that delivers a Virtual Learning Environment. This enables instructors to place their modules and reading lists online, accessible through the World Wide Web. The system provides: module development and management tools; content management tools; communication and collaboration tools; assessment tools; personal information management tools; and academic web resources. Some programme modules may be presented through this medium. This can be accessed via (https://sussed.soton.ac.uk/cp/home/displaylogin). Your programme module tutor will give you further details on registration to Blackboard and its operation.

5.20.6 Sussed

Sussed is a secure portal, which provides students with world-class internet services. From this site you can access your personal record, your personal timetable including your personal exam timetable (during the exams period). You can check your email, access learning materials (including the Library catalogues) and join the University's virtual communities. This can be accessed via (https://sussed.soton.ac.uk/cp/home/displaylogin)

5.20.7 Library

The library website address is http://www.soton.ac.uk/library/about/index.html. Its opening times are published on this site.

The Library has branches on six different campuses, and each has its own subject specialisations. Professional staff can help you with any problems you may have finding the information you need. The Social Sciences collection is housed on Level D of the Hartley library. The key librarian working in our area is Peter Kargbo who can be reached on ext 23220 or email libenqs@soton.ac.uk. You are strongly advised to take up the opportunity of a guided tour. In

addition, library sessions are built into your programme. The first session will take place in week 2 and the second in week 8.

The Library plays a vital role in supporting teaching, learning and research at the University. Here you will find not only books, but periodicals, newspapers, reports, special collections of government and European Community publications. There is also a range of electronic services, including CD-ROMS, computerised bibliographical databases and on-line information.

The Library enquiry service provides help and support in preparing essays, projects and dissertations. There is a short loan collection containing the key books for each programme module. The computerised catalogue is available on terminals throughout the library and over the campus network. You can search the catalogue for books and periodicals; renew your own loans, reserve items on loan to other readers, and book short loan material in advance.

Photocopying machines are available for student use in the Library.

5.20.8   Textbooks

Programme module convenors may sometimes recommend the use of particular textbooks. However, as postgraduate students you should remember that textbooks are no substitute for reading the original literature.   Successful study at postgraduate level requires that you engage with the literature. You should therefore use the reading lists found in the programme module materials as a guide to the literature and take full advantage of library resources.

Assessment and Examinations

6.1   Coursework assessment and submission

A number of modules include coursework assignments as part of the assessment. Coursework can often occupy a large amount of time. It is worth noting that getting a few extra marks on an assignment may not justify the extra time spent. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

Normally, all coursework should be submitted electronically by not later than the published date and time. If both paper-based and electronic submission is required, you should note that your submission will not be considered complete until both formats have been submitted. If other arrangements are in force for submission of a particular piece of coursework, this will be advised by your module convenor.

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 FSS 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. 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.

6.2   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.

Work submitted up to 5 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

6.3   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. 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.***

6.4   Examination preparation (also see Appendix A)

You will know yourself how best you prepare for examinations. It is always worth remembering that the sooner you start your preparation the better and that one of the aims of each module is to help you prepare for the examination. Make sure that you have a complete set of notes; that you understand their content; that you can apply the material by solving the example sheet questions; and that you have practiced questions from past papers under examination time constraints. The University's online archive of previously set examination papers is available to assist with your learning and preparation for forthcoming examinations.

Past Exam Papers are available via the library.

Remember that if you get into difficulty during your revision process on a particular subject ask someone to help you. This may be either one of the lecturers or teaching assistants on the module. For helpful hints on revision strategy and examination techniques, please refer to Appendix A.

6.5   Examinations

The dates of University examination periods are published annually on the exam timetables web page. However Faculties that have extended academic years, may have assessment periods outside of these times.

6.6   Illegible exam scripts

If your examination script is considered illegible, the Illegible Examination Scripts Policy will be instigated. You will be asked to come in to dictate your script so that it can be transcribed. The cost of this work will be met by you.   If your script is not transcribed then it will receive a mark of zero (0).

6.7   Marking Guidelines

Fail	0-49
Pass	50-59
Merit	60-69
Distinction	70-100

Further information about marking and progression is accessible at this page:
http://www.calendar.soton.ac.uk/sectionIV/progression-regs-standalonemasters.html

6.8   Grade Descriptors

Distinction	**Distinction qualities include relevance (a high degree of focus on the question), accuracy of interpretation, originality and insightfulness of analysis, critical reflection, wide reading, coherence of structure, and clarity of expression. These factors will be present to varying degrees in a Distinction answer.**
100	An assessment that could not be bettered within the time available.
90	Distinguished by substantial scholarship and, in some cases, originality.
85	An answer that includes almost all the Distinction qualities.
78	An answer showing a great deal of insight into the question, and one which indicates wide reading beyond the reference lists provided in course handouts.
72	An answer showing substantial evidence of most of the Distinction qualities, demonstrating a comprehensive coverage of the subject matter and relevant literature, a very strong analysis, and no major inaccuracies of interpretation.
Pass (with Merit)	**Pass (with Merit) qualities include a good degree of focus on the question and accuracy of interpretation, evidence of reading of the core literature and some insightful analysis. Although not necessarily original, the answer will articulate a clear and well-supported viewpoint on the key issues being discussed. The work will be well-structured and relatively clearly expressed.**
68	Displays all Pass (with Merit) qualities, but narrowly misses Distinction, most commonly in areas of insight or breadth of additional reading.
65	An answer that displays most of the Pass (with Merit) qualities. There will be clear evidence of reading of relevant literature and key issues will be interpreted accurately, although the answer may not be entirely comprehensive, or may be let down by one or two weaker components such as coherency of structure.
62	An answer which displays some of the Pass (with Merit) qualities. There will be evidence of reading of relevant literature and key issues will be interpreted mostly accurately, although the answer may be let down by one or two weaker components such as coherency of structure, coverage of key issues and readings.
Pass	**Pass qualities include a good degree of relevance, coverage of the topic and accuracy of interpretation. There is evidence of reading, but it is limited in extent. Coherence of structure, clarity of analysis and degree of insight and critical reflection are also limited.**
58	Displays all of the Pass qualities, but fails to demonstrate much reading. Structure is present, but may not be the most suitable. Typically, such an answer may cover the course material and be correct, but display a lower level of clarity in comprehension and analysis than a Pass (with Merit).
55	An answer that displays most of the Pass qualities, largely relevant and accurate and covering the topic, but with limited coverage of the literature and limited insight.
52	Some of the required qualities are significantly lacking. The structure may be weak, or there may be little evidence of reading. An answer at this level may be let down by significant sections which are not relevant to the question, or by some inaccuracy of interpretation.
Fail	**Work with severe shortcomings in presentation, relevance, analysis and structure. Though there may be some evidence of basic knowledge of the literature, it is likely to be superficial and/or inaccurate. Answers at the lower end of this range contain serious omissions or errors and are simply deemed inadequate.**
48	An answer that is relevant to the question and demonstrates some of the key points, but with very little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.

45	An answer that is only partly relevant to the question and covers only some of the key issues, with very little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
42	An answer that demonstrates only a rudimentary understanding of the key issues, with little focus on the question, very little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
38	Answers with serious omissions or errors, but with some material relevant to the question. There is evidence that the question has been understood in part, but that there is only a fragmented and shallow acquaintance with the subject. Work at this level will demonstrate serious weakness in argument, and/or a serious lack of knowledge and understanding.
28	Little substance or understanding, but with a vague knowledge of the correct answer.
18	Some relevant facts but an inadequate structure and approach leading to a jumble of disorganised material. This grade is also appropriate for an answer which is wholly tangential to the question, or to a very short answer (less than one side), without promise of being better had it been longer.
0	Virtually nothing of relevance to the answer, lacking any real structure.

6.9   Coursework and examination feedback

[Include details of what feedback is available to students and how they can receive it i.e. from Student Office]

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 Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

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 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.

Where appropriate, for example with smaller problem solving exercises like calculations, the lecturer will decide if feedback should be given individually, or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

6.10   Access to coursework/examination scripts

If there is a Faculty/School Policy for students' accessing examination scripts of coursework – please provide details

Students are entitled to view their examination scripts on request to the Faculty/School. You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. The absence of annotation on a script does not mean that it has not been marked.

6.11 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.

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.

6.12 Prizes

Insert details of any prizes available to students studying in the Faculty/School along with details of criteria.

6.13 Final assessment

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

7.   Staff/Student Liaison: getting your voice heard

7.1   Module Survey

The Faculty aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested for each module undertaken.

During your Public Administration MSc, each module will solicit anonymous feedback twice. This occurs once in an informal manner midway through the semester and again in a formal online evaluation towards the end of semester.

7.2   Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Modules reports are available via SUSSED under the "programme specific information' tab.

7.3   Staff Student Liaison Committees

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.

7.4   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/School 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.

8.   Dissertation

8.1   Dissertation – The Division's Requirements

As well as meeting the requirements of the University, you need to meet the Division's guidelines.
You will be required to submit a dissertation title and abstract during March. This should give details of your research question, how you propose to investigate it, and what sources you intend to use. Following

the submission of your abstracts, the MSc Co-ordinator will assign supervisors to students. For further details on the submission of dissertation abstracts, please consult the MSc Dissertation Handbook, available on Blackboard.

It is important once supervisors have been assigned to students that you endeavour to make an initial appointment with your supervisor as soon as possible. Although supervision needs vary, the Divisional guidelines suggest a minimum of four meetings during the second semester. Provided you have completed the taught elements or your programme successfully, your dissertation will be written following the completion of formal supervision, at the end of the second semester. If necessary, additional supervision sessions during the summer vacation can be organised by arrangement with your supervisor. Students should be aware that the responsibility for the dissertation is entirely their own. The role of the Supervisor is to offer advice, not to direct research.

8.2   Dissertation – Social Sciences Requirements

In addition to the Division's requirements you must also satisfy the Social Sciences requirements.

8.3   Dissertation Supervision

Frequency of meetings: Students can expect a minimum of four supervisions, usually beginning in the second half of semester 2.

Record-keeping: supervisors and students should ensure that a record is kept of dates of meetings, the content of those meetings, and of guidance given to the student.

Comments from supervisors on drafts: Social Science policy is that supervisors should NOT read drafts of MSc dissertations. However, students can expect staff to comment on an outline of the main headings of the dissertation, and on short outlines and/or extracts from individual chapters. Students should not expect staff to comment on complete chapters or on the dissertation as a whole.

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 might 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.**

8.4   Dissertation Submission

You will be required to submit two hardcopies of your dissertation, please consult the information contained on the module BlackBoard site. The hardcopy versions normally have to be submitted to the Student Office in September for full-time students and December for part-time students, (please be aware that these dates are subject to change and students are advised to confirm submission dates with their supervisor). In addition you will be required to submit an electronic version (same deadline) via BlackBoard.

All dissertations submitted to Blackboard **must** be submitted as PDF files to enable your submission to be reviewed by anti-plagiarism software for academic integrity purposes. Instructions on how to make your submission are available via the BlackBoard dissertation module site.

Late submission of the dissertation (either the hard copy or the electronic version) will be penalised according to the published scale of penalties dealing with late submission of coursework.

9. Research Seminars

During the year there will be Research Seminars run by the Centre for Citizenship, Globalisation and Governance (C2G2) and the Division of Politics and International Relations. Keep an eye on the Divisional Notice Board for information on these. There are a number of seminars attached to other academic units which may be of interest too, such as in the Divisions of Philosophy, Sociology, Law and Geography. Many debates are also held at the Students' Union, which often involve politicians from all political parties. Look on the notice boards in the Student Union for these or ask in the Union Office.

10.   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. We provide 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:

10.1 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

10.2 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 6 week project put forward by local businesses or not-for-profit organisations.

10.3 Year in Employment Placements

The Year in Employment is a work placement of up to 12 months duration taken after your second year of study enabling you to develop the skills employers value and gain insight to an industry of your choice. Eligibility criteria is available here please check before applying.

10.4 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.

10.5 Enterprise

Whether you want to develop your own start-up or make a real difference from within an existing organisation, enterprise skills are essential to working life and highly valued by employers. The University of Southampton's Student Enterprise Team support all students in developing their enterprising and entrepreneurial skills. Click here to find out more about opportunities and support.

10.6 Career Readiness Test

Developed especially for University of Southampton students and graduates, our Career Readiness Test will give you an insight into your career planning. Research shows that students who are more self-aware and clear on their career strengths feel more confident in their ability to succeed in the future.
The test is for everyone. Take the test to:
  - ➢ *Understand where to start*
  - ➢ *Reflect on your strengths and areas for development*
  - ➢ *Recognise what makes students most employable*
  - ➢ *Structure your thinking*
  - ➢ *Identify priorities for action*

Just go to www.soton.ac.uk/careers and click on the Graduate Capital Model to find out more.

10.7 Employability events within the School/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 be appear within the timetable, or be advertised within your School/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.

11.   Further study opportunities

Perhaps you are considering studying for a doctoral degree. This is particularly suitable if you find writing and analysis stimulating and enjoyable and if you are able to work on your own in quiet concentration for a considerable length of time. A PhD will prepare you for a career in research, not only at University, but also other research bodies and think tanks. There is a range of PhD programmes available in Sociology, Social Policy and Criminology and across the Social Sciences. You should talk to your tutor or your dissertation supervisor about your plan and about the area that would interest you, they will be very happy to help and to talk to you about what type of commitment and skills a PhD entails.

Further details on the programmes offered by the Faculty can be found on the Faculty's website.

12.   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, student complaint or academic appeal.

12.1 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.

12.2 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.

12.3 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.

12.4 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](#).

Appendix A - Revision Strategy and Examination Techniques

A.1   Revision strategy

Revision should be an on-going process which starts very early in your programme. The amount of knowledge to be accumulated and the variety of skills and techniques to be developed are large and they are best assimilated gradually and consolidated as you go along. Regular revision is really a part of the learning process but, of necessity, becomes more concentrated as the examination approaches. "Re-vision" means looking again at things you have already seen – it is not about learning for the first time.

A.1.1   Final revision programme

At the start of your final revision schedule (during the Christmas Vacation for Semester 1 exams, and during the Easter Vacation and at the end of the taught element of the programme for Semester 2 exams) you must get organised, and the best way to do this is to devise a revision timetable. Plan your time carefully, give yourself definite objectives for each session, revise actively, test yourself regularly, make notes, and practise problem solving. Use revision sessions to study topics you have worked on before, as revision is simply the process of reminding you of topics and techniques previously understood. You will appreciate how well-organised notes will help you during your revision. Write out important definitions, proofs, formulae and equations, checking them against your notes. Re-work previously solved problems without looking at your previous solution, then attempt questions that you have not looked at before. Make special revision notes for quick reference on cards to keep in your pocket and charts to hang on the wall of your study room. Practise your examination technique.

A.1.2   Examination practice

You should be familiar with the modules and syllabuses you will be examined in at the end of Semesters 1 and 2. Analyse recent examination papers. Work out how long you have for each question and become familiar with the style of questions.

During your ordinary study periods you will no doubt have attempted many questions but will have seldom given yourself strict time restrictions. In examinations the timing of your answers to questions is vitally important. Practice answering examination questions in mock examination conditions, allowing yourself only the normal available examination time and the equipment you are permitted to take into the examination room. To obtain 'mock examination' practice save one or two complete examination papers so that you can use them as final test papers 'against the clock'.

Examination nerves are common and understandable but will be lessened if you have followed a sensible course of study and revision. You may not do yourself justice if you have a poor examination technique. The hints on the next page should help you to tackle the examination with greater confidence.

A.2   Examination techniques

A.2.1   Before the day

Before the actual day of your examination, make sure you know:
·   the date, day, time and venue of each paper for your course;
·   how to get to the examination venue if it is not well known to you;
·   your candidate number;
·   the telephone number of the Student Office.

Prepare any equipment you will need for your particular examination:
·   pens which are comfortable to use;
·   sharp pencils, a pencil sharpener and rubber;
·   drawing instruments such as a ruler, compasses, protractor, set squares;
·   University approved calculator (if allowed) and spare batteries (check that you know how to replace them quickly);
·   an accurate watch or small clock.

A.2.2   On the Day

Before the examination:

Check that you have all the equipment you will need before setting off for your examination with plenty of time to spare. If you are delayed, contact the Student Office (have the telephone number with you) to explain what has happened. Arrive at the examination room early; a late start to an examination cannot be a good start and you will not be permitted to enter the examination room later than 30 minutes after its scheduled start time.

Just before the start:

Listen carefully to the invigilator. There may be some changes or special instructions which you were not expecting or some errors in the paper. Fill in any details, such as your candidate number, when the invigilator instructs you to do so.

Reading the instructions:

When the invigilator says that you may begin, read the instructions on your examination paper very carefully. Make sure that it is the correct examination paper and, in particular, note:
· 	the number of sections and questions you have to do;
· 	how much time you have to do them in;
· 	which questions (if any) are compulsory;
· 	what choice of questions (if any) you have;
· 	how to present your answers.

Planning your time
Quickly calculate the length of time you should spend on each question. You will have practised doing this for past papers but make sure that you use the instructions on your actual examination paper, rather than making any assumptions. Try to allow about 10 minutes at the end for checking your paper.

Choosing the questions
Read through the whole examination paper carefully, checking that you have read each page. If you have a choice of questions:
· 	cross out the ones you can't do;
· 	tick those you can definitely do;
· 	choose the correct number to do;
· 	mark the order in which you are going to attempt them, attempting your best question(s) first.

Answering the question
Before you attempt to answer a question, read it all again carefully, jotting down points such as formulae and information relating to that question. These hints should help you when writing an answer.
· 	Plan before you write – the stress of working under time constraints in the exam room can make all your good study intentions disappear. However, this is when it is more important than ever. Take a few minutes to think and plan.
· 	Think about what the question is actually *asking*. What are you expected to include in your answer. What material will be *relevant*?
	Underline the key words in the question; identify the main topic and discussion areas; choose a few points/arguments about which you can write; make a mini plan which puts them in order before you start writing. You can cross it through afterwards.
· 	Make sure that your writing is legible.
· 	Present your answer in a neat, logical and concise way.
· 	Show all your working; marks are often given for methodology as well as your answers.
	You should be able to refer by name to the main theorists/researchers in your topic, giving the year of their major works. You do not need to give page numbers of lengthy quotes, except in an open book exam. You do not need a reference list.
· 	Do not do things you are not asked for.
· 	If relevant, state any principles, results or formulae used and indicate your reasons for using them.
· 	Check any formulae you use with the formula sheet, if provided.
· 	Always do a rough estimate of any calculation to check that your answer is sensible.
· 	When using a calculator, make sure that each calculation is shown clearly in your answer and give your final answer to the required degree of accuracy.
· 	If you get 'stuck', re-read the question carefully to check that you have not missed any important information or hints given in the question itself.

- When you have completed your answer, re-read the question to check that you have answered all parts.

Examination discipline
It is important that you try to keep to the times you have allocated to answering a question or section and that you answer the correct number of questions. If you answer less than the number of questions required you are limiting the number of marks available to you.

At the end
Before handing in your examination script check that:
- any 'front sheet' is completed according to the instructions;
- every loose page is clearly marked with your candidate number, etc;
- every answer is numbered correctly;
- pages are numbered clearly and in order.