

**Master of Science (MSc)  
Criminology, International  
Social Policy, Sociology  
and Social Policy,  
Sociology and Social  
Research**

**Student Handbook 2017-18**

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*This material is available in alternative formats on request.*

WELCOME FROM ASSOCIATE DEAN (EDUCATION & THE STUDENT EXPERIENCE)

Dear Students,

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

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

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

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



Jim Anderson

Associate Dean (Education & Student Experience)  
Professor of Mathematics

[J.W.Anderson@soton.ac.uk](mailto: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 Sociology, Social Policy & Criminology is Traute Meyer. You can view the name of your Personal Academic Tutor on your student record which can be accessed via [SUSSED](#).

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

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

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



**Dr Emanuela Lotti**  
**Director of Programmes, Social Sciences**  
**September 2017**

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## 1. General Information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2017/18 academic year. It 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.

### FSHMS HUB

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

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

### 1.1 Your student office

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

Opening Hours: Monday to Friday  
9.00am to 5.00pm

Location and contact details:

**Building 58, room 2127**  
Economics ([economics.studentoffice@southampton.ac.uk](mailto:economics.studentoffice@southampton.ac.uk))  
Gerontology ([gerontology.studentoffice@southampton.ac.uk](mailto:gerontology.studentoffice@southampton.ac.uk))  
Maths ([maths.studentoffice@southampton.ac.uk](mailto:maths.studentoffice@southampton.ac.uk))  
Politics & International Relations ([politics.studentoffice@southampton.ac.uk](mailto:politics.studentoffice@southampton.ac.uk))  
Sociology, Social Policy & Criminology ([sspc.studentoffice@southampton.ac.uk](mailto:sspc.studentoffice@southampton.ac.uk))  
Social Statistics & Demography ([socstatdemo.studentoffice@soton.ac.uk](mailto: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 Faculty Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

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

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

## 2. 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 may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career. The tutor will arrange to see you at least once in each semester but you can contact them more frequently if you wish to. 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 Graham Baxendale, [gnb@soton.ac.uk](mailto:gnb@soton.ac.uk)) 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. You may wish to ask your GP for written confirmation of your health difficulties if you feel that these may be affecting your academic performance, which you may then wish to pass on to your

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

### 2.3 External factors affecting your 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 academic tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

### 2.4 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these circumstances to be considered by the Faculty you must complete a Special Considerations form. **It is important that you submit this to your Student Office in a timely manner (normally not more than five working days after any assessment or deadline that may have been affected by the circumstances)**. All claims must be substantiated by written documentary evidence, e.g. a medical certificate or GP/consultant letter, self-certification or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission. All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. You will be notified of the outcome of your claim once the Board of Examiners has considered the recommendation of the Special Considerations Board. Full details of the University's policy on Special Considerations can be found [here](#).

### 2.5 Fitness to study

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

### 2.6 Suspending your studies

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

### 2.7 Withdrawing from your studies

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations – Transfer, Suspension, Withdrawal and Termination](#). The Students' Union Advice Centre has developed a [Guide](#) for students.

## 3. Your safety

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](http://www.susu.org/support)

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

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

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

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

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



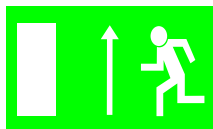
### 3.1 Local arrangements

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

### 3.2 Action in the event of a fire



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



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



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

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

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

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

### 3.3 Assembly points

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

### 3.4 First Aid



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

### 3.5 Incident Reporting



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

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

### 3.6 Induction and Training

As a new student you should have the following expectations with regard to Health and Safety:



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

### 3.7 Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays. All undergraduate students must leave buildings by 18.00. Access by ID card may be available to postgraduate students from 06.00-23.00 depending on student status. Buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period) unless you have particular need which must be approved by your Head of Academic Unit.

### 3.8 Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 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 Academic Unit and this must be documented using **Form 1.5** 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 [FSHMS H&S site](#).

### 3.10 Contact Information

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

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

## 4. Your Academic Programme

### 4.1 The academic year and the programme structure

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

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

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

*Core Module:* A Core Module is a module which must be taken and Passed by all students on a particular programme. Core Modules may not be Passed by Compensation. Where programme regulations specify, a student may be required to select a Module from within a group of Modules, which, once selected, becomes Core.

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

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

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

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

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

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

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

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

Your student record should automatically record core and compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most programmes will have a number of 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 Registering for your option modules

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

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

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

## 4.3 Attendance

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

#### **4.4 Additional Costs**

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

### **5. Faculty Teaching and Learning Skills**

#### **5.1 Time management**

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

#### **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 examination and coursework 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 course 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 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 material set for you in the course handbook. It is essential that you come well prepared for these sessions.

#### **5.5 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 and further your understanding of the subject, creating links with other modules - past and present - it will broaden your knowledge.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on 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. A conscious effort is made by the Faculty to ensure that every module allows and encourages development of key skills. More information can be found on the [Academic Skills](#) pages of the Library website. Further details can be found within individual module specifications.

## 5.7 Faculty 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.

### **Books**

*Author's Name and initials*  
*Year of publication, in brackets*  
*Title of the book, underlined 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

### **Book Chapters**

*Author's name and initials*  
*Year of publication, in brackets*  
*Title of the article (in single quotation marks, not underlined or in italics)*  
*Editor's name and initials (followed by Ed. In brackets)*  
*Title of the book, underlined or in italics*  
*Place of publication*  
*Publisher*

*For example:*

Jones, K. (2003) 'Mixed Farming Methods' in C. Smith (Ed.) *Contemporary farming practices*, London: Madeup publishers

### **Journal articles**

*Author's name and initials*  
*Year of publication, in brackets*  
*Title of the article (in single quotation marks, not underlined or in italics)*  
*Title of the journal, underlined 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 e.g. 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.

E.g. 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 e.g. (Brown, 1996, p.53 **or** Brown 1996:53). Page number should also be included where you refer to a specific point or idea contained within a part of the work consulted, as opposed to the argument made in the book, journal or article as a whole. 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.

## 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 convenor will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice, and to learn to benefit from it. This would not necessarily mean that you are 'struggling' with your work – you may feel you need additional advice to reach your personal potential.

If in doubt about what is required in any particular assignment, what referencing styles are appropriate etc, always ask. Your tutor or module 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 convenor.

## 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](http://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](mailto:risethic@soton.ac.uk).

To obtain ethical approval for your research, please apply via the ERGO system ([www.ergo.soton.ac.uk](http://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>).

## 6. Assessment and Examinations

### 6.1 Coursework assessment and submission

A number of modules include coursework assignments as part of the assessment. When coursework is set a due date and time for submission will be specified. If you are unsure about the date or time required for any submission, it is your responsibility to contact the module lead or the Student Office to obtain clarity.

Normally, coursework should be submitted electronically, through your modules on Blackboard. If other arrangements are in force for submission of a particular piece of coursework, this will be advised by your module lead.

### 6.2 Overlength work

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

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

### 6.3 Penalties for late coursework submission

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

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

Work submitted up to 5 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                      |

#### 6.4 Coursework extensions

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

#### 6.5 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. There is a link to *Past Exam Papers* from the [Students Portal of SUSSED](#).

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.

#### 6.6 Examinations

The dates of University examination periods are published annually on the [assessment webpages](#). You can also find helpful information on policy, process, exam regulations, venues and timetables.

#### 6.7 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)..

#### 6.8 Coursework and examination feedback

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 term-time 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.

The feedback you receive will be:

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

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



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

Although individual feedback on examinations is not normally given, feedback on the strengths and weaknesses of the performance of the whole group which took an examination may be available via Blackboard.

## **6.9 Access to coursework/examination scripts**

Students are entitled to view their examination scripts on request to the Faculty (your Student Office can advise on the process to be followed). 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.

## **6.10 Release of results**

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

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

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

## **6.11 Prizes**

Two prizes are offered to Masters' students by the Department of Sociology, Social Policy and Criminology. One is for best overall performance on the degree; the other is for the best dissertation. Should you win one of these prizes, you will be notified as soon as possible after the relevant examination procedures have been completed.

## **6.12 Final assessment**

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

# **7. Student feedback: getting your voice heard**

## **7.1 Student representation**

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

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

## **7.2 Module Survey**

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

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

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

## **7.3 Module reports**

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

## **8. Careers and Employability**

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

[\\*High Fliers 2016](#)

### **8.1 Excel Southampton Internships**

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

### **8.2 Business Innovation Programme**

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

### **8.3 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.

### **8.4 Volunteering Bank**

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

### **8.5 Employability events within the Faculty**

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

## **9. 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.

## **10. Regulatory Issues**

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

### **10.1 Academic appeals**

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper

exercise of academic judgment. The [Regulations Governing Academic Appeals by Students](#) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

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

## **10.2 Student complaints**

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

## **10.3 Dignity at work and study**

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

## **10.4 Student Discipline**

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

## **11. Programme Structures – Aims and Learning Outcomes**

Full information on the structures of individual programmes, and the learning objectives related to these programmes, can be viewed on the Banner Self-Service record by using the following link:

[https://studentrecords.soton.ac.uk/BNNRPROD/bwkkspgr.showpage?page=ESC\\_PROGCAT\\_FINDPR&pform=CHOOSE&frompage=ESC\\_PROGCAT\\_FINDPR](https://studentrecords.soton.ac.uk/BNNRPROD/bwkkspgr.showpage?page=ESC_PROGCAT_FINDPR&pform=CHOOSE&frompage=ESC_PROGCAT_FINDPR)

## **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.

## Appendix B - Department of Sociology, Social Policy and Criminology Marking Criteria and Grade Descriptors

Most written work by students – essays, reviews, dissertations, exams – is assessed into different class categories by using the following **marking criteria**:

- **RELEVANCE** – the ability to focus your work on the question at hand, gathering literature and data that relate clearly to the subject
- **STRUCTURE** – the ability to achieve a coherent structure in your work so that it flows logically and fluently, using good paragraphing and signposting, with a clear introduction and conclusion.
- **ACCURACY** – describing empirical phenomena and key ideas and theories accurately and clearly.
- **EVIDENCE** – using relevant, appropriate, authoritative sources to back up your claims and arguments, indicating strong knowledge of the literature
- **ANALYSIS** – the ability to move beyond a descriptive approach to key ideas and information towards harnessing these in the construction of an insightful response to the question
- **CRITICAL JUDGEMENT** – the ability to engage critically with the sources you use, reflecting on their strengths and limitations and using such reflections to develop your own argument.
- **COMMUNICATION** – writing carefully with good grammar, spelling and word choice, to communicate your arguments and analysis effectively.
- **REFERENCING** – correctly citing and attributing the sources you use in written work through an identified referencing system. All Social Sciences subjects at Southampton use the Harvard system:  
<http://library.soton.ac.uk/citing-and-referencing/harvard>

In all cases marking criteria are intended as guidance for markers and students, not as a rigid checklist. Each individual piece of written assessment will display these characteristics in varying degrees, and these variations may not correlate precisely with one another. Assessment necessarily involves markers' judgment of the extent to which relative strengths and weaknesses balance against one another, but it always includes a baseline assessment of the student's ability to answer the question that has been set.

### Grade Descriptors mapped to Categorical Marking Scheme

|                          |                    |   |
|--------------------------|--------------------|---|
| <b>Distinction</b>       | <b>Description</b> | <b>First class 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 an answer receiving a distinction.</b>                                     |
| 100                      | <b>Outstanding</b> | An assessment that could not be bettered within the time available.   |
| 90                       | <b>Excellent</b>   | Distinguished by substantial scholarship and, in some cases, originality.   |
| 85                       | <b>Very good</b>   | An answer that includes almost all the qualities of a distinction.  |
| 78                       | <b>Good</b>        | 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                       | <b>Low</b>         | An answer showing substantial evidence of most of the qualities of a distinction, demonstrating a comprehensive coverage of the subject matter and relevant literature, a very strong analysis, and no major inaccuracies of interpretation.  |
| <b>Pass (with merit)</b> | <b>Description</b> | <b>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.</b> |
| 68                       | High: Very good    | Displays all pass with merit qualities, but narrowly misses a distinction, most commonly in areas of insight or breadth of additional reading.  |
| 65                       | Mid: Good          | 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                       | Low: capable       | 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.  |
| <b>Pass</b> | <b>Description</b> | <b>Pass class 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.</b>   |
| 58          | High: Competent    | Displays all pass class 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          | Mid: Satisfactory  | An answer that displays most of the pass class qualities, largely relevant and accurate and covering the topic, but with limited coverage of the literature and limited insight.   |
| 52          | Low: Adequate      | 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.  |
| <b>Fail</b> | <b>Description</b> | <b>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.</b>                                    |
| 48          | Rudimentary        | An answer that is relevant to the question and demonstrates some of the key points, but with 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          | Weak               | An answer that is only partly relevant to the question and covers only some of the key issues, with 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          | Very weak          | An answer that demonstrates only a rudimentary understanding of the key issues, with little focus on the question, 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          | Poor               | 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          | Inadequate         | Little substance or understanding, but with a vague knowledge of the correct answer.   |
| 18          | Unsatisfactory     | 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.  |