

Programme Specification

Gerontology (Integrated) (2020-21)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration	5 Years
Accreditation details	None
Final award	Doctor of Philosophy (PhD)
Name of Award	Gerontology (Integrated) Gerontology Gerontology Research
Interim Exit awards	Master of Philosophy (MPhil) Postgraduate Diploma Postgraduate Certificate in Higher Education
FHEQ level of final award	Level 8
UCAS code	
Programme Code	8083
QAA Subject Benchmark or other external reference	ESRC Postgraduate Training & Development Guidelines 2015
Programme Lead	Maria Evandrou, Athina Vlachantoni
Pathway Lead	

Programme Overview

Brief outline of the programme

Gerontology is the study of ageing at the individual and societal levels. It examines the changes humans undergo as they age, as well as the impact of growing proportions of older people on social institutions, labour markets, welfare systems and families. It investigates the relationships between generations and the interconnections between our older and younger selves. Insights are taken from social policy, demography, sociology, biology, healthcare sciences, psychology and economics. Gerontology is thus a fundamentally interdisciplinary subject which leads to a fascinating variety of careers.

The Integrated PhD in Gerontology is a 5-year (60 month) programme for full-time students who are required to submit a thesis not more than 12 months later than the end of the fourth year of study. In the first year, students are required to complete the taught element of one of our two MSc Programmes (MSc Gerontology or MSc Gerontology (Research)). Progression onto the research element of the programme is determined by satisfactory completion of these taught elements, with a minimum average of 60% across all modules and with no module below the University Passmark for stand-alone Masters programmes. The Integrated PhD offers a structured PhD pathway which includes a wide choice of formal instruction, coupled with a range of specialist research topics across Gerontology. There is progression from an initial emphasis on instructional modules towards full-time research on the transitional project, supported by high-quality supervision.

The Integrated PhD programme is highly flexible and student-centred. It is particularly suitable for overseas students seeking to be introduced to Gerontology from other scientific disciplines, and also those who are awarded four-year scholarships by their government or other sources. This programme is particularly geared

towards students who may be considering a non-academic professional trajectory following the end of their studies, and who wish to develop their transferrable skills beyond the Gerontology- and research methods-specific training. Students on the IPhD will be able to explore with their Personal Academic Tutor during Year 1, opportunities for working with non-academic partners, for example in the local, national or international policy arena, during the course of their studies, and gaining experience of work collaboration with such partners during their studies. Within the Department of Gerontology, we have experience of creating such opportunities with the Africa Population Health Research Centre, AgeUK, Southampton City Council and Hampshire County Council. For students who wish to combine their studies with an existing professional career and/or family obligations, and who may not be interested in pursuing an academic career trajectory in the future, the part-time mode of study may be more suitable, and this choice may be discussed during the application/ interview stage with the PGR Admissions Tutor.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

In the taught element, the IPhD programme employs a variety of teaching and learning methods, including lectures which are audio-recorded, student-led seminars, computer workshops, library sessions, supervised independent research and independent study. The majority of our modules are taught in small-group seminars and workshops, which provide excellent opportunities for discussion. Students are expected to prepare oral presentations and to lead discussions, thereby developing their skills in written and oral presentation. A variety of assessment methods are employed, which include essays, oral presentations, group work, exercises, research reports and the transitional project which bridges the taught and research phases of the programme. The transitional project may contribute to the critical literature review and/or other sections of the PhD thesis, and to the Academic Needs Analysis at the start of the research phase. All programme modules during the taught element have their own page on Blackboard, and all students are able to access materials (lecture slides and recordings of live lectures, coursework details, references and module updates) to supplement their classroom taught lectures. All coursework is submitted through Blackboard.

In the research element of the IPhD, students may continue auditing classes on specific topics which augment their research skills, and learn through a combination of independent study and intellectual exchange with their PhD supervisors, other members of staff and fellow PhD students. Students are invited to attend the Gerontology Postgraduate Research Forum and Gerontology Writing Group, both of which are facilitated by a member of staff, but discuss issues affecting all PhD students in the Department of Gerontology.

Assessment

The taught elements of the MSc Gerontology and MSc Gerontology (Research) programmes have no exams, but instead include a range of assessments which are designed to encourage students to reflect on their learning, and to assess their understanding of taught material. For example, students are expected to complete essays and critical reviews of literature, and to prepare short oral presentations and posters which address specific research questions.

Special Features of the programme

The IPhD programme involves one year with a taught component and three years further of full-time research. The taught programmes include occasional guest lectures from experts in particular academic topics or who are involved in the design and implementation of local, national or international social policy related to older people. During the taught element, students can replace up to 40 CATS points of face-to-face research methods modules with Distance Learning research methods modules. During the research period, students are encouraged to participate in seminars in other institutions, and attend and present their research in workshops and conferences. All these opportunities need to be discussed and agreed with the supervision team.

Students may have the opportunity to develop their careers through applying to take on some teaching or demonstrating duties. Students who undertake such duties must successfully complete ITSPG1 and ITSPG2. Module leaders will also be expected to provide additional training on the particular teaching required. The availability and precise nature of the teaching opportunity may vary from semester to semester. Some remuneration may be available.

For further information please contact our Head of Teaching.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student

should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The goal of the Integrated PhD in Gerontology is to produce Gerontologists who are well rounded social scientists, well prepared for a range of careers in research and teaching related to ageing over the life course.

The aims of the programme are to provide you with:

- Experience of, and the opportunity to specialise in, rigorous and cutting-edge research in one or more ageing-related topics;
- Knowledge of the contextual background of your research topic in the broader field of Gerontology;
- A comprehensive understanding and a critical appreciation of the key theoretical perspectives within Gerontology and their application in the analysis of your chosen research topic;
- Robust training in transferrable and specialised research methods skills and the ability to apply them appropriately to investigate your research questions;
- An intellectually stimulating experience of learning in a supportive, research-led environment;
- Communication and presentation skills through seminar presentations and the production of a research proposal, the transitional project MSc Dissertation and PhD thesis;
- The ability to interpret and critically evaluate research in ageing-related areas;
- The ability to create new knowledge through original research;
- The ability to evaluate policies and initiatives concerning your ageing-related research topic;
- The capacity to present ideas, arguments and research findings effectively to a variety of specialist and non-specialist audiences;
- Preparation for a career in the field of Gerontology and applied health and social sciences.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. The key theoretical and conceptual approaches to the study of ageing and the life course from a multi-disciplinary perspective.
- A2. Key debates within Gerontology.
- A3. The determinants of demographic change and the consequences of population ageing.
- A4. Key changes in the life course in the last 100 years and their implications.
- A5. Health and social care policies and initiatives which impact upon the lives of older people and their families/carers.
- A6. Principles of research design and strategy and the appropriate choice of research method.
- A7. An individual research topic in the field of Gerontology.
- A8. Current scientific and technical principles underlying your PhD topic in gerontology, including the terminology used in your PhD topic
- A9. Current research issues relevant to your PhD topic in gerontology.
- A10. Theory, practice, analysis and (where relevant) interpretation of data in your PhD, including relevant gerontology approaches
- A11. Theoretical and empirical developments at the research frontiers in your PhD topic in gerontology

Teaching and Learning Methods

Outcomes 1-7 refer to the taught element of the programme and the transitional project.

Interactive lectures (A1, A2, A3, A4, A5, A6), student-led seminars (A6), computer workshops (A6), research methods tutorials (A6), supervised research (A6, A7).

Outcomes 8-11 refer to the research element of the programme.

You will develop core knowledge and understanding through your own research and guided independent study via individual supervision meetings. In addition you will further develop via technical module lectures, tutorials, seminars and presentations as well as student-led study groups.

Assessment Methods

Taught element:

Coursework (A1, A2, A3, A4, A5, A6) and Transitional Project (A6, A7).

Research element:

Assessment methods will include written examinations, oral presentations, written assignments, research proposal, progression reviews including Confirmation of PhD Registration and a thesis with viva voce.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Appreciate the importance of life course transitions in shaping experiences in old age.
- B2. Critically evaluate alternative theoretical frameworks and apply them to selected issues and debates within ageing
- B3. Critically assess policy interventions in the fields of health and social care for older people.
- B4. Critically evaluate policy options for economic and social support for older people, in both developed and developing country contexts
- B5. Identify and solve problems within the field of ageing and the life course.
- B6. Synthesise key library and internet resources within the field of Gerontology.
- B7. Identify appropriate methods of research design and data analysis.
- B8. Analyse and interpret data as applied to issues concerning ageing and the life course.
- B9. The study of the discipline of Gerontology is interdisciplinary, involving a wide variety of approaches and methods and, depending on your chosen project, your research may also draw on the methods of cognate disciplines, such as social policy, demography, sociology, anthropology, psychology, economics, geography, history or epidemiology. The specific research skills that you will develop will therefore depend on your selected topic and approach. You develop skills in e.g. interviewing, survey design, participant observation, quantitative methods, advanced quantitative methods etc.

Specific training requirements will be identified through Academic Needs Analysis. Research skills training is provided in Gerontology, the AU of Social Sciences, other Academic Units within the Faculty of Social, Human and Mathematical Sciences, or the Doctoral College. Some modules involve formal assessment but, in all cases, progression reviews will confirm that you have the subject specific skills necessary for your project.

Teaching and Learning Methods

Outcomes 1-8 refer to the taught element of the programme and the transitional project.

Lectures (B1, B2, B3, B4, B5, B6, B7, B8), student-led seminars (B1, B2, B3, B4, B5, B6, B7, B8), research methods tutorials (B7, B8), computer workshops (B7, B8), library sessions (B6), supervised research (B5, B6, B7, B8).

Outcome 9 refers to the research element of the programme.

Guided and independent research which can include projects carried out with industrial sponsors. Methods will include lectures, seminars, laboratory and coursework assignments, exercises and extended periods of self-study.

Assessment Methods

Taught element:

Coursework (B1, B2, B3, B4, B5, B6) and Transitional Project (B1, B2, B3, B4, B5, B6).

Research element:

Progression reviews including Confirmation of PhD Registration, thesis submission and viva voce exam.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Effectively communicate information through PowerPoint/ poster and oral presentations using visual aids and hand-outs.
- C2. Contribute confidently and appropriately to group discussions/ online discussion boards.
- C3. Effectively communicate information through written reports.
- C4. Think critically about new and unfamiliar ideas and concepts.
- C5. Manage time and resources in an individual research project
- C6. Locate and use bibliographic resources for specified research purposes.

Teaching and Learning Methods

All outcomes refer to the taught element of the programme and the transitional project.

Interactive lectures (C1, C2, C3, C4), student-led seminars (C1, C2, C4, C6), research methods tutorials (C5), computer workshops (C1), library sessions (C6), supervised research (C5, C6).

Assessment Methods

Taught element:

Coursework (C1, C3, C4, C6) and Transitional Project (C3, C4, C5, C6).

Subject Specific Practical Skills

On successful completion of this programme you will be able to:

- D1. Appropriately apply research design and methodology to research questions within Gerontology.
- D2. Undertake the collection, analysis and interpretation of data (qualitative and/or quantitative) to investigate key research issues within Gerontology.
- D3. Access, synthesise and communicate information relevant to the study of ageing and the life course from a variety of resources.

Teaching and Learning Methods

All outcomes refer to the taught element of the programme and the transitional project.
Student-led seminars (D1, D3), research methods tutorials (D1, D2), computer workshops (D1, D2), library sessions (D3), supervised research (D1, D2, D3).

Assessment Methods

Taught element:
Coursework (D1, D2, D3) and Transitional Project (D1, D2, D3).

Learning Outcomes

- LO1. The creation and interpretation of new knowledge through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and merit publication
- LO2. A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or an area of professional practice
- LO3. The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- LO4. A detailed understanding of applicable techniques for research and advanced academic enquiry

Teaching and Learning Methods

These programme outcomes refer to the research element of the programme.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

Gerontology Pathway

Part I

Supervisory Team

The Head of Teaching Programmes acts as Personal Academic Tutor to students during the taught component of the programme. Research students are allocated a supervisory team of at least two members for the research phase, one of whom will be the 'main supervisor'. The main supervisor should be an academic member of University of Southampton staff. The supervisory team must comply with the requirements of the Code of Practice. The second supervisor may be based outside the Department of Gerontology but within the Academic Unit of Social Sciences, depending on the research topic and the staff availability for PhD supervision within the Department of Gerontology.

Applicants may indicate a preference for the supervisory team on their application form, but the names will not be confirmed until a formal offer is made. In some cases, the composition of a supervisory team may change as the research project evolves and in response to other circumstances. We would expect the supervisor for the Transitional project to normally be the first PhD supervisor, in order to ensure continuity in the working relationship. However, if there were circumstances which necessitated a change of the main supervisor between the Transitional Project and the PhD project, such as a change in the intellectual direction or methodology of the research, or an issue arising from the working relationship, then the student would be within their right to raise it with the Head of Teaching Programmes and the Doctoral Programme Director in order to find an acceptable and appropriate solution. The research project originally proposed at the time of the application to the IPhD programme can also vary at the end of the first year of the programme as a result of the research carried out during the Transitional Project and interaction with academic staff.

The taught programme component consists of 30 study weeks divided into two semesters during which time students study for a total of 60 ECTS/ 120 CATS points worth of modules. Students who complete the taught component undertake a 3-month period of supervised research for a Transitional Project, which introduces them to the research element of the IPhD. Upon satisfying the progression requirements of the taught elements, students proceed with the PhD research.

In addition to the taught elements of the standard MSc Gerontology, the taught elements of the MSc Gerontology (Research) incorporate a more substantial compulsory research methods training element (amounting to 30 ECTS/60 CATS). Students on this pathway who already possess research methods skills, have the option to enrol on more advanced modules in quantitative or qualitative research methods, which are offered by the ESRC DTP (Qualitative Methods I or II, and Quantitative Methods I or II). Students can replace up to 40 CATS points of face-to-face research methods modules with Distance Learning research methods modules.

In addition to the modules listed below, you will be required to participate in Skills Workshops organised by the Department and designed to develop your skills in designing, implementing and managing independent research in Gerontology. These are complemented by a series of Departmental and Faculty workshops in generic research skills for the social sciences, including bibliographic skills, ethical issues in social research, writing and dissemination skills, personal and career development. The material covered in these workshops can be applied to the Transitional Project and the research phase of the programme.

After successful completion of the taught element of the programme, students will undertake Transitional Project as part of transition from the taught element to the research element of the programme.

Satisfactory completion is determined by achieving a minimum average of 60% across all the taught modules and no repeat year is allowed. Students who do not satisfy the requirements for progression to the research phase of the programme will be offered the relevant exit award, as applicable to their level of attainment. In addition, students who complete the taught part of the programme and wish to transfer to the MSc Gerontology or MSc Gerontology (Research) programme, but do not wish to continue onto the IPhD Gerontology, have the option of transferring their registration to one of these two MSc programmes and exiting with the MSc award following the satisfactory completion of the MSc Dissertation (30 ECTS/ 60 CATS) and the payment of additional tuition fees (see Appendix 5).

Students who satisfy the progression requirements for the IPhD proceed with the PhD research. Further information on the requirements of the research element of the programme can be found in the University's Regulations for Research degrees and Higher Doctorates Code of Practice for Research Candidates and Supervision available at <http://www.calendar.soton.ac.uk/sectionV/code-practice.html>

Part I Compulsory Gerontology Route

Code	Module Title	ECTS	Type
GERO6020	Ageing, Health and Well-being	10	Compulsory
GERO6019	Demographic Change, Ageing & Globalisation	10	Compulsory
GERO6018	Perspectives in Gerontology	10	Compulsory
RESM6003	Qualitative Methods 1	5	Compulsory
RESM6006	Qualitative Methods 2	5	Compulsory
GERO6015	Qualitative Research Methods (DL)	10	Compulsory
GERO6017	Researching Ageing Societies	10	Compulsory

Part I Optional Gerontology Route

Code	Module Title	ECTS	Type
GERO6023	Mental Health and Ageing (DL)	10	Optional
RESM6001	Philosophy of Social Science Research	5	Optional
GERO6022	Poverty and Social Protection Around The World (DL)	10	Optional
RESM6004	Quantitative Methods 1	5	Optional
GERO6014	Quantitative Research Methods (DL)	10	Optional
RESM6002	Research Design and Practice	5	Optional

Part II

Part II Compulsory Gerontology and Gerontology(Research) Routes

Code	Module Title	ECTS	Type
GERO6030	Gerontology Transitional Project	30	Compulsory

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

Gerontology Research Pathway

Part I

Supervisory Team

The Head of Teaching Programmes acts as Personal Academic Tutor to students during the taught component of the programme. Research students are allocated a supervisory team of at least two members for the research phase, one of whom will be the 'main supervisor'. The main supervisor should be an academic member of University of Southampton staff. The supervisory team must comply with the requirements of the Code of Practice. The second supervisor may be based outside the Department of Gerontology but within the Academic Unit of Social Sciences, depending on the research topic and the staff availability for PhD supervision within the Department of Gerontology.

Applicants may indicate a preference for the supervisory team on their application form, but the names will not be confirmed until a formal offer is made. In some cases, the composition of a supervisory team may change as the research project evolves and in response to other circumstances. We would expect the supervisor for the Transitional project to normally be the first PhD supervisor, in order to ensure continuity in the working relationship. However, if there were circumstances which necessitated a change of the main supervisor between the Transitional Project and the PhD project, such as a change in the intellectual direction or methodology of the research, or an issue arising from the working relationship, then the student would be

within their right to raise it with the Head of Teaching Programmes and the Doctoral Programme Director in order to find an acceptable and appropriate solution. The research project originally proposed at the time of the application to the IPhD programme can also vary at the end of the first year of the programme as a result of the research carried out during the Transitional Project and interaction with academic staff.

The taught programme component consists of 30 study weeks divided into two semesters during which time students study for a total of 60 ECTS/ 120 CATS points worth of modules. Students who complete the taught component undertake a 3-month period of supervised research for a Transitional Project, which introduces them to the research element of the IPhD. Upon satisfying the progression requirements of the taught elements, students proceed with the PhD research.

In addition to the taught elements of the standard MSc Gerontology, the taught elements of the MSc Gerontology (Research) incorporate a more substantial compulsory research methods training element (amounting to 30 ECTS/60 CATS). Students on this pathway who already possess research methods skills, have the option to enrol on more advanced modules in quantitative or qualitative research methods, which are offered by the ESRC DTP (Qualitative Methods I or II, and Quantitative Methods I or II). Students can replace up to 40 CATS points of face-to-face research methods modules with Distance Learning research methods modules.

In addition to the modules listed below, you will be required to participate in Skills Workshops organised by the Department and designed to develop your skills in designing, implementing and managing independent research in Gerontology. These are complemented by a series of Departmental and Faculty workshops in generic research skills for the social sciences, including bibliographic skills, ethical issues in social research, writing and dissemination skills, personal and career development. The material covered in these workshops can be applied to the Transitional Project and the research phase of the programme.

After successful completion of the taught element of the programme, students will undertake Transitional Project as part of transition from the taught element to the research element of the programme.

Satisfactory completion is determined by achieving a minimum average of 60% across all the taught modules and no repeat year is allowed. Students who do not satisfy the requirements for progression to the research phase of the programme will be offered the relevant exit award, as applicable to their level of attainment. In addition, students who complete the taught part of the programme and wish to transfer to the MSc Gerontology or MSc Gerontology (Research) programme, but do not wish to continue onto the IPhD Gerontology, have the option of transferring their registration to one of these two MSc programmes and exiting with the MSc award following the satisfactory completion of the MSc Dissertation (30 ECTS/ 60 CATS) and the payment of additional tuition fees (see Appendix 5).

Students who satisfy the progression requirements for the IPhD proceed with the PhD research. Further information on the requirements of the research element of the programme can be found in the University's Regulations for Research degrees and Higher Doctorates Code of Practice for Research Candidates and Supervision available at <http://www.calendar.soton.ac.uk/sectionV/code-practice.html>

Part I Compulsory Gerontology (Research) Route

Code	Module Title	ECTS	Type
GERO6020	Ageing, Health and Well-being	10	Compulsory
GERO6019	Demographic Change, Ageing & Globalisation	10	Compulsory
GERO6018	Perspectives in Gerontology	10	Compulsory
RESM6001	Philosophy of Social Science Research	5	Compulsory
RESM6003	Qualitative Methods 1	5	Compulsory
RESM6004	Quantitative Methods 1	5	Compulsory
RESM6002	Research Design and Practice	5	Compulsory

Part I Optional Gerontology (Research) Route

Code	Module Title	ECTS	Type
RESM6006	Qualitative Methods 2	5	Optional
RESM6007	Quantitative Methods II	5	Optional

RESM6005	Survey Design	5	Optional
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Part II

Part II Compulsory Gerontology and Gerontology(Research) Routes

Code	Module Title	ECTS	Type
GERO6030	Gerontology Transitional Project	30	Compulsory

Progression Requirements

The programme follows the University's regulations for [*Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes*](#) Any exemptions or variations to the University regulations, approved by AQSC are located in [*section VI of the University Calendar*](#).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia)
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV.
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community (18.00-08.00).
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- The supervisory system – two or more members of academic staff will be assigned as your academic supervisors. Academic supervisors will offer academic guidance, act as support and guide for your independent

research thesis during the research element of the programme. Usually one member of your supervisory team will act as the Primary supervisor, taking the lead in supporting you through the programme and in monitoring your progress via our Postgraduate Researcher (PGR) Tracker system. You will undertake an initial needs analysis with the guidance of your supervisors and PGR Tracker will help you focus on the key milestones that mark your progression through the whole doctoral process. You will meet with one or more of your supervisors on a regular basis throughout your time working on the research element of the programme and summaries of your progress and supervisory reports will also be logged on PGR Tracker.

- The taught module tutors. Each of the taught modules has one or two assigned convenor(s). S/he will be a specialist in the field, and will teach and assess you on the module, providing critical feedback and support.
- Course handbooks and web-based materials.
- A PC or laptop computer and desk space for full-time students during the period when you are in candidature. Part-time students will have access to hot desks.
- Photocopying facilities.
- Access to the Gerontology PGR Forum and the Gerontology PGR Writing Group, both of which are facilitated by members of staff and discuss issues related to PhD studies.
- Access to training courses provided by the Faculty Graduate School and the University Doctoral College. This will include courses in general study and communication skills, use of software and tools which support the research process (such as data analysis and referencing tools and workshops on writing for publication and presentation at conferences), workshops to support your progress on the PhD (such as preparing for a viva examination) and a number of workshops focusing on personal development to enhance your employability.
- A Research Training and Support Grant for the research element (usually £750 per annum for up to 3 years FT, £375 for up to 6 years PT).
- Access to a range of research seminars held within Social Sciences, for example hosted by the Centre for Research on Ageing and the ESRC Centre for Population Change.
- Formal induction to the research provision and staff's research specialisms and responsibilities.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

Further details on the University's quality assurance processes are given in the [Quality handbook](#).

Career Opportunities

Our alumni are working in a wide range of sectors related to ageing and older people: for example the health and social care public and private sectors, the medical sector and in local and national government research analysis.

External Examiner(s) for the programme

Name: Dr Liam Foster - University of Sheffield

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Anything else not covered elsewhere	Students on the IPhD Gerontology are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments and thesis as are required to fulfil the academic requirements for each programme of study. Students receive the Module Outlines and associated module-related material (e.g. Qualitative or Quantitative Research Methods Workbooks) electronically. Other information about the programme (e.g. MSc and PGR Student Handbooks) is available online. Costs that students registered for this programme typically also have to pay for are included here.
Conference expenses	Accommodation: Where students wish to attend a scientific conference during their studies, they are liable for any accommodation cost associated (as well as conference registration fees). Travel: Where students wish to attend a scientific conference during their studies, they are liable for any travel cost associated.
Hardware	Students have access to workstations in the Hartley Library and in Computer rooms around the campus. Students may wish to purchase their own laptop/PC/tablet.
Parking costs (including on placements at hospitals)	For students not residing in Southampton, pay-for parking is available on the University campus. Maps of the campuses can be downloaded from here: http://www.southampton.ac.uk/about/visit/getting-to-southampton.page#by_car
Printing and Photocopying Costs	For all GERO modules, coursework (such as essays; projects) is submitted online. However, for some modules outside Gerontology, there are some items where students may be asked to provide a printed copy. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/students/printing-for-students.page
Software Licenses	Licenses relating to software used in the programme (eg. SPSS, NVivo) are purchased by the University, and students can download them for free from the iSolutions website using their username and password.
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc. Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Please note that the vast majority of readings in Gerontology are available electronically through e-journals, as digitised text in the Online Course Collection or as e-books. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.