

# Student Handbook 2019-20

## School of Engineering – Audiology

**BSc Audiology**  
**MSci Audiology**

## Faculty of Engineering & Physical Sciences

### **Disclaimer**

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

This handbook is available in alternative formats on request.

## Welcome

Dear Student,

On behalf of all staff in the Faculty of Engineering & Physical Sciences I would like to welcome you to your programme of study. We are delighted that you have chosen to undertake your education at the University of Southampton and hope that you will enjoy your programme and your time as a student. I hope your time with us will be rewarding and challenging and will provide opportunities for you to achieve both personal and professional goals. Your programme involves learning experiences in a variety of environments where academics work in partnership with professional service colleagues to facilitate your learning; providing advice, guidance and direction. As a student in the Faculty and at the University of Southampton, you will be encouraged to participate in improving the student experience and your views and comments will be valued and welcomed.

I would like to take this opportunity to wish you every success with your studies.

Professor Bashir Al-Hashimi

Dean  
Faculty of Engineering & Physical Sciences

Resource	Web link
Faculty website	<a href="https://www.southampton.ac.uk/about/departments/faculties/engineering-and-physical-sciences.page">https://www.southampton.ac.uk/about/departments/faculties/engineering-and-physical-sciences.page</a>
Faculty staff information	Senior Faculty Staff Dean of Faculty                      Professor Bashir Al-Hashimi Associate Dean Education        Professor Martyn Hill Head of School                        Professor David Richards Faculty Academic Registrar        Lesley Anne Adams
School website	<a href="https://www.southampton.ac.uk/engineering/index.page">https://www.southampton.ac.uk/engineering/index.page</a>
School staff information	<a href="http://www.southampton.ac.uk/engineering/about/staff.page">http://www.southampton.ac.uk/engineering/about/staff.page</a>
Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard.  Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the on-line programme catalogue which is accessible via <a href="#">Banner Self Service</a> .  To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the Faculty web pages <a href="https://www.southampton.ac.uk/engineering/undergraduate/courses/new-audiology-ug.page">https://www.southampton.ac.uk/engineering/undergraduate/courses/new-audiology-ug.page</a>

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We would like to extend you a very warm and personal welcome on your admission to the Faculty of Engineering and Physical Sciences and the School of Engineering, and in particular to the Hearing and Balance Centre within the Institute of Sound and Vibration (ISVR). We hope that you will find your stay here in Southampton both productive and enjoyable. Productive because you will gain skills and expertise that will serve you well in your future career. Enjoyable because you will make new friends, try new experiences, and generally widen your intellectual, cultural and social horizons.

We offer a range of programmes across the engineering disciplines as well as audiology covering such diverse topics as acoustics, aeronautics & astronautics, mechanical engineering, ship science, civil engineering and environmental sciences. Each group in our School has long-established and significant national and international reputations in teaching and research and joining together establishes one of the foremost academic centres of excellence world-wide.

The BSc Healthcare Science (Audiology) undergraduate degree programme has been running since 2011, building on our 13 years of experience with a previous BSc Audiology programme and our experience with a post-graduate MSc Audiology programme. The latter, MSc Audiology, programme was the first of its kind in 1972 and we are once again leading the way in audiological education with the first undergraduate integrated Master's, MSci, programme, which opened in 2014. As a student and later a graduate, you will benefit greatly from our long-standing, international reputation of excellence in audiological education...

The MSci and BSc programmes have been accredited by the Registration Council of Clinical Physiologists and the Health and Care Professions Council, providing you with options to register effectively as NHS or private audiologists, respectively, or both on graduation. The BSc is also accredited, and the MSci is recognised, by the National School of Healthcare Science providing you an additional option for registration as well as giving you confidence that the programme meets the Department of Health's Modernising Scientific Careers framework

As an undergraduate member of the School, you should benefit greatly from being exposed to an intellectually stimulating and challenging environment provided by academics and scholars of the highest calibre, many of who are internationally recognised experts in their field of research. In later years especially, you will be able to take modules and projects in subjects that are related to research being carried out within the research groups but primarily audiology. You will also be placed at an audiology clinic as part of your clinical placement experience.

Your membership of our prestigious School has not been easily gained, as you have worked hard to achieve the required high entry requirements. However, to maintain your membership we also expect you to continue working hard in order to succeed in your studies while you are at the University. It is our responsibility to provide you with the tools with which you are able to learn, in the form of both fundamental and state-of-the-art knowledge and experience in the discipline you have chosen to follow. Although the members of staff within the School will provide help and support for you during your time as a student, it is important that you appreciate that the responsibility for your learning is primarily your own. We trust that you will be willing to take on this responsibility with enthusiasm.

We attach particular importance to ensuring that you are motivated by both your programme and the individual modules you undertake. Each year, or "Part", of your programme is designed to present you with new academic challenges. Part I mostly covers the foundation scientific and clinical aspects of neurosensory science, including audiology, neurophysiology and ophthalmology/vision science. You will also have two or three fortnight taster placements to introduce you to the dynamic world of health care.

In Part II, you will focus on audiological topics as well as be introduced to research and statistics. You should also be aware that your academic performance from Part II onwards affects your overall degree classification.

During the summer of Part II and the spring of Part III you will be on your main clinical placement working full-time at one of our approved placement centres. During the autumn of Part III, you will be introduced to paediatric audiology and undertake your research dissertation. The year culminates in your clinical assessment to determine whether you are competent to practice and the research conference.

We hope you enjoy the experience of being at University and find your time as a student both stimulating and rewarding.

Our staff are passionate about audiology and we hope to instil some of that passion into you so that you become successful audiologists in the future

*Dr Daniel Rowan  
Director of Programmes (Audiology)*

# 1. General Information

## 1.1 Your student office

Opening Hours: Monday to Friday 0900 - 1700  
Location: Tizard, Building 13, Room 2047  
Contact email: [eng-studentoffice@soton.ac.uk](mailto:eng-studentoffice@soton.ac.uk) (General enquiries)

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].

## 1.2 How we keep in touch with you

### Email

We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit.

Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

### Written Correspondence

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

### Use of social networking sites

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

## 1.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods).

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

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

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

## 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, and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor. The Senior Tutors are, Dr Jae-Wook Kim ([J.W.Kim@soton.ac.uk](mailto:J.W.Kim@soton.ac.uk)), Mrs Emma Mackenzie ([ep.isvr@soton.ac.uk](mailto:ep.isvr@soton.ac.uk)), Professor Ajit Shenoi ([R.A.Shenoi@soton.ac.uk](mailto:R.A.Shenoi@soton.ac.uk)), Prof Marco Starink ([M.J.Starink@soton.ac.uk](mailto:M.J.Starink@soton.ac.uk)) and Dr Victoria Watson ([V.K.Watson@soton.ac.uk](mailto:V.K.Watson@soton.ac.uk)). Also, Dr Xize Niu ([X.Niu@soton.ac.uk](mailto:X.Niu@soton.ac.uk)) who deals specifically with international students. The Senior Tutor 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.

You may also need to engage with other key staff around education issues during your time here):

- The **Deputy Head of School (Education)** is responsible for the management, quality assurance and development of the programmes. Useful for discussion of any queries about the structure of your programme and can sign forms for module or programme changes.
- The **Director of Programmes** has responsibility for operational aspects of the programmes including exams, appeals and timetabling.

### 2.2 Student buddying and mentoring schemes – *if applicable to your faculty*

University of Southampton Schools and societies provide new undergraduate students with opportunities to liaise with current students who are able to offer advice and guidance based on their own experience as they adjust to living and learning at the University. Some of these opportunities are described as student buddying, family or peer mentoring schemes.

#### **Undergraduate buddy scheme for new Part one Students**

Buddies are Part II, III or IV students who offer peer support to incoming Part I undergraduate students in the Faculty of Engineering and Physical Sciences. The overall purpose of the buddy scheme is to help to facilitate the smooth transition of undergraduates to living and learning at Southampton. This support is provided both face to face and by online communication. Where appropriate, buddies will direct Undergraduates towards specific sources of advice, either in the School, Faculty or in the University. Buddies are allocated a specific group of Undergraduates to support and the norm is that Buddies are on the same Programme as Part I students. The School provides formal support and coordination for the scheme until mid-December.

### 2.3 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic

performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

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

## 2.4 External factors affecting your attendance or performance in your studies

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

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

## 2.5 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as [Special Considerations](#). If you wish for these to be considered you must complete a [Special Considerations form](#). **It is important that you submit this to the Student Office in a timely manner and prior to the Board of Examiners.**

All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your examination performance) or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

## 2.6 Student Support Review

The [Student Support Review Regulations](#) are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify 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.

## 2.7 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.

## **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

### 3.1 Health and Safety Policy

The Local Organisation and Arrangements Document can be found on the Health and Safety Resource which should be in your course list when you log on to Blackboard. This contains all the specific Faculty information concerning Health and Safety and working hours. Everyone is required to access the Local Organisation and Arrangements Document at their earliest opportunity.

### 3.2 Access to Buildings

The Local Organisation and Arrangements Document can be found on the Health and Safety Resource which should be in your course list when you log on to Blackboard. This contains all the specific Faculty information concerning access to buildings.

Please also refer to **Appendix C** for information pertaining to access to student learning facilities at Southampton Boldrewood Innovation Campus.

## 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 the most up to date version of the [programme specification](#) via SUSSED and view your programme structure *via* the programme catalogue in [Self-Service](#).

### 4.2 Registration and amendment to optional modules

Most programmes will have a number of optional modules. If applicable, you will need to select a certain number of optional modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

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

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

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

### 4.3 Attendance

The [University attendance regulations](#) details the University's expectations relating to attendance. All scheduled teaching sessions (lectures, support teaching, assessments and labs) are compulsory and should be attended unless there are exceptional circumstances that prevent attendance. This applies to the full timetabled working day. Part time jobs and leave must be organised such that they do not affect your ability to attend scheduled sessions.

You should also note that within the School of Engineering, lab attendance is mandatory and will be monitored (Part 1 tutorials are also monitored). In addition, you should note that attendance and engagement with all assessment activities is mandatory and is monitored. The Student Office can provide the School policy for 'Attendance at events and impact on assessment' see 2.5 above

Lectures are traditionally the mechanism by which university programmes deliver content to students, supplemented by opportunities to think further and try out problems in tutorials or workshops. Attending the lecture and engaging actively, including taking appropriate and in-depth notes and reviewing those after the lecture, helps you to structure your learning over the course of the semester. We record many lectures and it may be tempting to believe that replaces live sessions – it does not. The recordings or online resources are an effective way for you to check your notes and fill in anything that you missed, but occasionally a recording will fail so its availability cannot be relied upon.

Participating in tutorials or workshops helps you to identify what you understand and to practice applying what you have learned. In all sessions you can ask for clarification and teaching in front of a live class allows us to judge how well you understand the content.

#### 4.4 Additional Costs

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

#### 4.5 Exchanges / Placement programmes

In the MEng programme there are opportunities for students to undertake periods of study abroad at partner institutions, which may be in Europe or beyond. The usual format is to undertake a semester abroad in Part III of your programme (MEng only). You will receive more information about these opportunities in Part II.

In addition, we encourage students to undertake industrial placements (or internships). These can be carried out during the summer vacation; such internships or periods of industrial training are not formally part of your degree programme although will significantly enhance your employment prospects after graduating. We do not organise these internships for you (this is your responsibility), but we will alert you to opportunities that exist as we are informed of them by companies with whom we maintain links.

Alternatively, provided you have passed Part II of your degree programme, you may elect to transfer to the Industrial Placement Year programme. The Industrial Placement Year programme is a formal part of your degree and is assessed by a written report and presentation upon return to the University. The Industrial Placement Year will offer you an opportunity to apply the knowledge that you have developed during your studies in Parts I and II and gain experience of working within an engineering-based organisation. These placements also will significantly enhance your employment prospects after graduating. For more information on the Industrial Placement Year Programme please refer to the [handbook](#).

## 5. Teaching and Learning Skills

### 5.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to otherwise marks will be deducted via the imposition of a [late submission penalty](#).

The framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your module lead or programme lead. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life.

One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your Personal Academic Tutor.

### 5.2 Lectures

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding.

It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

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

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

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

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

### 5.4 Tutorials/supervisions

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

## 5.5 Labs

Labs are timetabled for some modules. You may be provided with a specific lab timetable which you should follow and ensure that you attend all labs, as these provide valuable learning and assessment activities and are a mandatory part of your course.

## 5.6 Independent or Self learning

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

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

## 5.7 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More can be found on the Academic Skills pages of the [library website](#).

## 5.8 Faculty/School Policy on referencing

There is no particular policy on referencing, as you will need to learn to be flexible with your referencing style dependent upon the demands of your discipline. You may wish to familiarise yourself with Endnote, JabRef, Mendeley although it is not a specific requirement that you use any of these tools. If you have any doubts about whether you are adequately referencing your work you should seek guidance from your lecturer or Personal Academic Tutor.

## 5.9 Academic integrity: The University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#).

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

## 6. Assessment and Examinations

### 6.1 Coursework assessment and submission

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

Normally, all coursework should be accompanied by a completed Coursework Submission/ Feedback form and submitted to the Student Office no later than the published date and time. If both paper-based and electronic submission is required, you should note that your submission will not be considered complete until both formats have been submitted. If other arrangements are in force for submission of a particular piece of coursework, this will be advised by your module coordinator.

### 6.2 Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late. The University has a [uniform policy for the late submission](#).

### 6.3 Coursework extensions

If, for reasons outside your control such as illness, you are unable to meet a coursework deadline you should approach the module coordinator or complete the Extension Request Form available from the Student Office, to request an extension at least 48 hours before the deadline. You may need to provide evidence (e.g. a letter from your GP) of the reasons for the required delay.

See paragraph 2.5 above.

### 6.4 Examination preparation (also see Appendix A)

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

*[Past Exam Papers](#) are available via the library.*

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

### 6.5 Examinations

The dates of University examination periods are published annually on the [SAA Exam timetables webpages](#). However, Faculties/Schools that have extended academic years, may have assessment periods outside of these times.

## 6.6 Illegible exam scripts

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

## 6.7 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.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

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

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

## 6.8 Access to coursework/examination scripts

Most coursework is submitted electronically, but for any coursework submitted in paper form these will be returned to you via the Student Office after marking.

Students are entitled to view their examination scripts on request. 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.

## 6.9 Release of results

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

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

## 6.10 Prizes

Each programme group has several prizes, which *may* include prizes for each Part, project prizes, and overall performance prizes. Details of new prizes will generally be announced by e-mail.

## 6.11 Final assessment

At the end of your programme, your overall performance will be assessed.

If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award.

## 7. Staff/Student Liaison: getting your voice heard

### 7.1 Module Survey

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

Module evaluations take place toward the end of each semester in the form of a short online questionnaire. You will receive links by email for the modules you are taking, and they will also be publicised in lectures. We particularly value this feedback, especially any written comments you make, and frequently implement changes in response to it.

### 7.2 Module Reports

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

### 7.3 Staff Student Liaison Committees

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

### 7.4 Student Representation

Through the [Students’ Union](#) you will be invited to elect your Faculty/School representatives who co-ordinate the student voice on Faculty/School committees to enable your voice to be heard.

More information on the Students’ Union officers and their roles is available on the [Students’ Union Representation webpages](#).



## 8. 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<sup>6</sup> 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. We provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

### 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

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. Activities and opportunities may be appear within the timetable or be advertised. 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.

You will be enrolled on the Faculty wide Blackboard, "FEPS Student Employability". This site is used to let you know about specific events, jobs and study opportunities which are particularly targeting students from your subject. It also includes a folder of job search resources and an employer database which you can search by subject.

Careers staff linked to your subject will attend Staff Student Liaison meetings, so you can make suggestions via your student representative for additional careers and employability activities.

### 8.6 Professional accreditation

Please use the following link for the professional accreditation offered for your Programme.  
<http://www.southampton.ac.uk/engineering/undergraduate/study/accreditation.page>

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<sup>6</sup> [High Fliers 2016](#)

## 9. Further study opportunities

Perhaps you are considering postgraduate study. There is a wide range of programmes leading to various qualifications available to you and selecting the appropriate programme may not be easy.

The first thing to realise is that you need to make a well-informed decision and therefore the key is to obtain all the information you need. The Faculty/School always aims to retain its best and brightest students for research. However, when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects.

There is also the choice between taught postgraduate programmes leading towards a Master of Science (MSc) and/or research postgraduate degrees.

Further details on the programmes offered by the Faculty/School can be found on the Faculty's/School'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 Student\(s\)](#) 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.

Students who wish to appeal should submit a 'Notice to Appeal' form to the Faculty Curriculum and Quality Assurance Team *via* email to [feps-cqa@soton.ac.uk](mailto:feps-cqa@soton.ac.uk).

### 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 Non-academic Misconduct**

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 Non-academic Misconduct Regulations](#), in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the [Student and Academic Administration web pages](#).

# 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.