

Faculty of Humanities
Handbook for
Pre-sessional Students
2018

Faculty of Humanities 2018 Pre-sessional Student Handbook

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DISCLAIMER

The Faculty of Humanities makes every effort to ensure that the material presented in this document is accurate and current. However, in the interest of continued improvement and changes in University policy etc. amendments and alterations to this document may become necessary. The Faculty endeavours to consider the impact of all changes so that no individual is unduly disadvantaged. The Faculty also recognises the potential diversity of its students and this document has been written in accordance with the University's Equal Opportunities Policy <http://www.calendar.soton.ac.uk/sectionIV/equal-ops.html> and the Race Relations Amendment Act (2000).

This document is an interpretation of the University of Southampton Calendar, which sets out the regulations under which the University operates. Where any interpretation results in conflict, the University of Southampton Calendar 2017/8 shall prevail. <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

Handbook last updated: June 2018

An electronic version of this handbook will be made available on the Pre-sessional Blackboard site: [Blackboard](#)

WELCOME NOTES

WELCOME TO PRE-SESSIONAL 2018 AT THE UNIVERSITY OF SOUTHAMPTON

Welcome to the University of Southampton. This handbook is designed to help you by giving you key information about the Pre-sessional programmes at the University of Southampton. It also indicates how you can find more detailed information on various University web pages.

We will keep you informed by email and we would advise you to regularly check your University e-mail account for course updates and other important information.

If you have any questions and concerns, please do not hesitate to contact the Student Office Team, your Tutors or the Programme Leaders, who are all there to help (for contact details please see page 6).

MESSAGE FROM THE DEAN

Dear Student

On behalf of all staff in the Faculty of Humanities 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. The next few years 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, provide 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 Anne Curry

**Dean
Faculty of Humanities**

USEFUL UNIVERSITY CONTACTS

| | | | |
|---|--|-------------------------------|--|
| STUDENT SERVICES CENTRE | Location: Building 37, Highfield Campus | Phone: 02380 599599 | Email : ssc@soton.ac.uk |
| <p>Please contact the Student Services Centre (Building 37, Highfield Campus) if you have any problem regarding your visa, finances or other general concerns. If student services cannot help, they will direct you to someone who can help: http://www.southampton.ac.uk/sais/ssc/</p> <p>Please contact the Humanities Student Office at Richard Taunton College (RTC) if you have more specific queries regarding your programme of study.</p> | | | |
| HUMANITIES STUDENT OFFICES | | | |
| | Location | Phone | E-mail |
| HUMANITIES STUDENT SERVICES at RTC | Richard Taunton College Room 65 Monday - Friday | 02380511764 | Pshelp@soton.ac.uk |
| Avenue Campus | Building 65/ Room 1121 | | Pshelp@soton.ac.uk |

| | | |
|--|---|--|
| SUMMARY OF USEFUL NUMBERS | | |
| Police /Fire/ Ambulance | 999 Emergency only Non-emergency: Police 101 Medical 111 | Hampshire Constabulary |
| University Security Service | 02380592811 | University Estates and Facilities - Security |
| Nightline (Union student-run confidential listening service) | 02380595236 | SUSU |
| Main university switchboard | 02380595000 | Main University Switchboard |
| Accommodation Service | 02380595959 | Accommodation |
| Faith and Reflection Centre | 02380593511 | Chaplaincy |
| International Office | 02380599699 | International Office |
| Lost Property | 02380592778 | |
| Serviceline (computing enquiries) | 02380595656 | iSolutions |
| Students' Union: Advice Centre | 02380592085 | SUSU |
| University Counselling Service | 02380 593719 | University Counselling Service |
| First Support Team | 02380 597488 | First Support Team |
| First Support Team - Out of Hours Crisis Support | 02380 592811 | First Support Out of Hours Team |
| University Health Service | 02380 557531 | University Health Service |
| Local Taxi | 02380 666666 | Radio Taxis |

PART 1 - GENERAL UNIVERSITY INFORMATION

1.1. STUDENT OFFICE, EMAIL AND THE SUSSED PORTAL

Faculty of Humanities - Student Offices

There is a student office on Avenue Campus:

- Room 1129, Building 65 (Avenue campus)

There is a student office at Richard Taunton College (RTC) in room 65.

Please go to the Student Office staff if you have any administrative questions or problems relating to your programme of study. This office deals with questions relating to the Faculty of Humanities and processes assessed work, transcripts, exam results, bank letters and other letters you may require. You can e-mail the Student Office team at pshelp@soton.ac.uk

If you have specific academic questions about your Pre-sessional programmes, you should contact one of your tutors who will refer you to a member of the Course Management team if necessary.

EMAIL

On computers at Avenue and Highfield campuses, you can access your email via SUSSED. For information on how to add your email to your phone please go to: http://www.southampton.ac.uk/isolutions/services/office_365/index.php

On computers at RTC and on your own devices, you will access your university email via the SVE (Southampton Virtual Environment) which will be explained to you during induction.

After you have attended the induction events, you will be registered and enrolled on your programme and you will be given a username and password for use on the University computing systems. You will also be given a 'soton.ac.uk' e-mail address which you must check daily – this is the main way in which we will keep in touch with you. We will not use any other e-mail account or social networking site to contact you.

SUSSED

SUSSED is the University portal which provides you with a wide range of information relating to your working life at the University [SUSSED](#)

Use your University of Southampton log in to access the full range of features, from the latest campus news and upcoming events to sites dedicated to each service and academic area around the University.

SUSSED is also the portal through which you can access key administrative systems such as your teaching timetable and your examination timetable.

1.2. STUDENT OBLIGATIONS

Attendance

You **MUST** attend ALL Pre-sessional classes.

The University/Faculty Calendar regulations are detailed in Section IV at this link: [University Calendar Regulations on Attendance](#) .

If you have to miss a lecture or seminar for a good reason, such as an appointment with the police, let your tutor(s) know in advance, if possible, and find out about the necessary preparation for the following session. If you miss a class through illness, please let the Student Office or tutor know. This should be on the same day as your class at the latest.

Tutors will report all repeated absences to the Programme Leader and Student Office. If you have missed more than two class without offering an adequate explanation for your absence, you will be required to meet the programme leader to discuss your unsatisfactory attendance record and may receive a formal written warning.

Important If you are in the UK on a visa of any kind, and you miss classes without authorisation, you may be in breach of your visa conditions and we may be required to report you to the UKVI for non-compliance.

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. Lectures are the copyright property of the lecturer and you must ask the lecturer in person, in advance, for permission to audio-record a lecture.

If you wish to use a lap-top computer to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

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

Social Networking

Students are increasingly using social networking sites such as Facebook 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.

Do not share confidential information on social networking sites and make sure that you use the privacy settings to keep yourself safe and reduce the risk of losing money through fraud, e.g. someone pretending to be you sending a message asking your family/friends for money.

1.3. OPPORTUNITIES TO GIVE FEEDBACK DURING AND AT THE END OF THE PROGRAMME

The Faculty aims to consult with and to provide opportunities for all students to make their views known. During the course you are encouraged to offer comments/suggestions to your tutor and/or course leaders and you will be asked for feedback half way through the course. In addition to this, you will have the opportunity to speak to a SUSU representative on their 'Drop in' day and/or to write a comment and put it in a Comment Box. (You do not need to put your name on your comment but you must put your group number. Obviously, if you would like a response, we will need your name.) Comments in the box will be looked at by your course leaders and by SUSU reps.

At the end of the course you will be asked to complete an online survey.

1.4. THE PRE-SESSIONAL MANAGEMENT TEAM AND THE ROLE OF THE SENIOR TUTOR

In the first instance students are advised to make contact with one of the following Pre-sessional Programme academics:

| PRE-SESSIONAL Management Team | Office number & Phone | Email |
|---|--|----------------------------------|
| Nick Barratt <i>PS Director & Course A Director</i> | 65/ 2107 023 8059 2942 | N.Barratt@soton.ac.uk |
| Ceri Dunn <i>PS Deputy Director & Course B Director</i> | 65/ 2111 023 8059 6655 RTC: rm 66 (during PSB) 02380 514780 | C.Dunn@soton.ac.uk |
| Karla Guedes <i>PS Listening & Speaking Curriculum Lead</i> | 65/ 2107 023 8059 7514 | K.De-Lima- Guedes@soton.ac.uk |
| Rob Baird <i>PS Reading & Writing Curriculum Lead</i> | 65/ 2142 023 8059 8336 | R.D.Baird@soton.ac.uk |
| Chris Lewis | 65/ 2142 | C.Lewis@soton.ac.uk |

| | | |
|--|--------------------------|--------------------------|
| <i>PS Independent Learning Curriculum Lead</i> | 023 8059 8337 | |
| Neil Tibbetts <i>LLM Lead</i> | 04/ 4051 0238059 5537 | N.A.Tibbetts@soton.ac.uk |

Special Considerations

If you experience difficulties or illness which affect your work, in the first instance you should speak to the ACIS Senior Tutor:

Wendy Jones
Faculty of Humanities, University of Southampton, Building 65
Southampton
SO17 1BF
Room Number: 65/2181, Telephone: (023) 8059 3867
Email: W.J.Jones@soton.ac.uk

University's Special Considerations Policy. You must report any problems straight away, not days or weeks after you had the problem. Please also read the information on Absences in section 1.5.

[Special Considerations](#)

The Role of the Senior Tutor

If you speak to the Special Considerations Officer above but still need further guidance, you may wish to speak to the faculty of Humanities Senior Tutor who is responsible for coordinating the pastoral support available to students. You can make an appointment to speak confidentially regarding any difficulties you may have that are impacting on your studies. The Senior Tutor can inform you of the various support services that the University has available and make appropriate referrals. Your tutor may also recommend that you contact the Senior Tutor if you make them aware of problems affecting your studies.

The senior tutor also works closely with Enabling Services to support students with existing medical conditions or specific learning difficulties.

The Faculty of Humanities Senior Tutor is:

Mrs Julia Kelly
Building 65
Faculty of Humanities
University of Southampton
Avenue Campus
Highfield
Southampton
SO17 1BF
United Kingdom
Room Number: 65/3003, **Telephone:** (023) 8059 3942
Email: J.A.Kelly@soton.ac.uk

1.5. HEALTH CARE / ILLNESS

Emergency

In a critical or life-threatening medical emergency you should always telephone the emergency services on '999' for an immediate and urgent response.

If you feel you have a **serious problem but it is not an emergency**, you can take a taxi to the Minor Injuries Unit at the [Royal South Hampshire Hospital](#). Medical staff will decide how urgent your problem is and will triage your treatment accordingly. If you go to the Accident and Emergency (A & E) department of Southampton General Hospital you may have to wait a long time to be fully examined if your condition is not an emergency.

A General Practitioner (GP) is a general doctor who you go to if you feel unwell and think you need medical treatment. The GP will assess your condition and either offer you advice and/or treatment or refer you to a specialist.

It is important you register, as soon as possible after your arrival, with a GP Surgery. Failure to register with a GP in the UK may mean that, if you need to make an urgent doctor's appointment, you are unable to do so. Take your conditional offer letter with you when you go to register to prove that you are planning to continue onto a degree programme.

You should register with a GP surgery near where you live and can find a local GP by typing 'Southampton GP surgeries' into your search box.

There are two GP surgeries on the Highfield campus, where you can register if you are living in the local Highfield area (including those of you who are living at Wessex Lane or Archer's Road Halls of Residence):-

University Health Centre

University Health Service, Building 48,
Highfield Campus,
University of Southampton,
Southampton, SO17 1BJ
Phone: 023 8055 7531 Email: surgery@unidocs.co.uk
Website: www.unidocs.co.uk

Highfield Health

Highfield Health, 31 University Road,
University of Southampton, Highfield,
Southampton, SO17 1BJ
Phone: 023 8059 5545
Fax: 023 8059 5844 Email: health@soton.ac.uk Website:
<http://www.southampton.ac.uk/undergraduate/studentlife/healthandsupport.html>

If you register with a GP surgery and then move out of the catchment area, you must notify your surgery that you are leaving. For example, if you register with a surgery in Southampton and then move to Winchester, you must leave your surgery in Southampton and register with one in Winchester.

Please read the following link to help you understand the NHS (National Health Service) and what treatment you will be entitled to whilst you are here: [Healthcare for non UK Students](#)

Non-urgent Medical Advice

For non-urgent medical advice, you can phone '111' free of charge from any phone.

There is also a minor injuries unit at the Royal South Hants hospital in Southampton if you have a non-emergency illness or injury that needs treatment. You can drop in to this unit 7 days a week but please note that you will usually have to wait quite a long time to be examined. Further info can be found here: [Minor Injuries Unit Royal South Hants Hospital](#)

Absences

You should inform your doctor (and your tutor) of any illness that is likely to affect your studies. If appropriate, your GP may inform your tutor that you are experiencing some health difficulties that may affect your academic performance. This will only be done with your consent.

If you believe that illness or other circumstances have adversely affected your academic performance, you must complete a Special Considerations form. All claims must be supported by written evidence, for example a photocopy of a prescription, or a 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 tutor.

All claims will be reviewed by the Faculty's Special Considerations board which meets at the end of your programme.

Full details of the University's policy on Special Considerations can be found at:
<http://www.calendar.soton.ac.uk/sectionIV/credit-bearing-progs.html>

All forms are available from the Student Office or can be downloaded from the website at:

http://www.southampton.ac.uk/quality/assessment/special_considerations.page

1.6. RELIGION, FAITH AND REFLECTION

The University Faith and Reflection Centre provides opportunities for individuals to maintain and explore their faith and beliefs. Faith facilities on campus include the Faith and Reflection Centre and Muslim prayer room and there are a variety of faith-based student societies to join.

For more information visit: <http://www.southampton.ac.uk/chaplaincy/>

1.7 ENABLING SERVICES

Wellbeing Support

A variety of support services are available to students at the University of Southampton; to make sure you receive the correct support, we may ask you to fill out a form to learn more about the difficulties you are experiencing. The main services within the University are as follows:

Drop-In

Enabling Services run a Drop-In that runs every weekday during term-time and Monday, Wednesday, Friday outside of term-time. It runs from 1pm to 3pm and takes place in the Student Services Centre (Building 37). You can visit Drop-In for a brief chat with an Advisor without an appointment about any difficulties you may be experiencing. This can include homesickness, stress, anxiety, problems with friends or housemates, or any other issue that you require some advice or support with. It is the best place to take the first step to accessing support.

First Support

First Support offers students who are experiencing difficulties an opportunity to explore what support options might be helpful for them, both internal and external to the University. This support is offered in a number of ways including by email, telephone or skype, and via face-to-face appointments. At a First Support appointment you won't be asked to go into lots of detail on past events, the focus will be on helping you make positive changes and develop coping strategies.

The First Support team are available Monday to Friday from 8am to 6pm.

You might want to speak to First Support if you are experiencing significant difficulties such as relationship problems, mental health or wellbeing problems, stress, concerns about your alcohol or drug use, if you're worried about a friend, if you have been a victim of crime or abuse, or any other substantial issues that are affecting your study or time at the University.

To speak with First Support or make an appointment, please use the contact us on Firstsupport@soton.ac.uk or by calling +44(0)23 8059 7488

Counselling

The Counselling Service is part of Enabling Services. Counselling can help you to deal with any emotional or psychological difficulties you may encounter during your time in Southampton. For instance, if you feel very homesick, suffer bereavement, or find yourself becoming very anxious about your work or social life, then talking about your concerns with a professional counsellor can help, especially if you are far from friends and family. This is a short-term service (usually 4-6 sessions). To access the Counselling Service, come along to Drop-In or contact us at enable@soton.ac.uk or call +44(0)23 8059 7726

Outside Office Hours

The Out of Hours Support team is available to help with extreme crises outside First Support's working hours. To reach the Out-of-Hours Support team, please contact the Security team at the University's Central Control Room (CCR) on: +44 (0) 23 8059 2811.

Dyslexia Support and Disability support are part of Enabling Services. If you have a specific learning need such as dyslexia, a disability, a long-term health condition or mental health issues, you should register with [Enabling Services](#) who are based in the Student Services Centre, Highfield (Building 37). [Enabling Services](#) can provide support including:

- recommendations for additional exam arrangements, such as extra time
- dyslexia screenings and assessments
- specialist 1:1 study skills support
- group study skills workshops
- Access to assistive technology software

- mentoring
- counselling

Contact [Enabling Services](#) via email: enable@soton.ac.uk
 Or Phone: 023 8059 7726
 Or in person: at the Student Services Centre in building 37
 Or via the website <http://www.southampton.ac.uk/edusupport/>

Important

We understand that it is sometimes difficult for students to discuss some of these issues; however, in the UK this is regarded as perfectly acceptable. All information provided is strictly confidential.

1.8. STUDENT SAFETY

Emergency Numbers in the UK:
 999 emergency number for Fire, Police, Paramedics, Coastguard

101 non-emergency number for the police
 111 non-emergency medical number

Health and Safety

The policy of this University is to provide and maintain safe and healthy working conditions, equipment and systems of work for all its staff and students. To this end information, training and supervision is provided as necessary and should be followed at all times.

[University's Health and Safety Policy](#)

Your responsibility

It is your responsibility as an individual to work in a safe manner to ensure not only your own safety but to ensure the safety of others in the Faculty and University. The Faculty has a published Health and Safety policy, a copy of which is available for inspection from the Avenue campus Resource Officer Thom Bull.

In order to comply with the policy and the relevant legislation, we ask students to observe good health and safety practice at all times. For example, do not congregate on the stairs and cause an obstruction and do not leave bags blocking corridors.

Smoking: in line with UK legislation, Faculty regulations forbid smoking in public areas at Avenue and Highfield campus. ***At Richard Taunton College, the only place where you are allowed to smoke is in the designated Smoking Area near the tennis courts.***

THIS INCLUDES E-CIGARETTES.

Fire

Wherever you are, if the fire alarm sounds, follow the EXIT signs to leave the building as quickly as possible. Do not spend time collecting personal belongings such as coats and bags, do not use lifts and do not return to the building unless you are told to do so.

At Highfield or Avenue campus, the person raising the alarm should ensure that the Fire Brigade is called by either reporting to someone in authority, or by dialling 91-999 from a telephone away from where the alarms are sounding. Following this, the University Maintenance Control Centre (MCC) should be alerted by dialling 02380 593311.

Floor plans of all sites indicating fire alarm call points, fire exits and fire extinguishers are available for inspection from the Safety Officers at Avenue campus.

Fire extinguishing equipment is provided in all buildings but should only be used:

- (i) by those trained in its use.
- (ii) if the fire is very small.
- (iii) if by so doing, you do not place yourself in any danger.
- (iv) after raising the alarm and ensuring that the fire brigade have been called.

Fire Alarm Testing

The fire alarm test day at Avenue campus is on a Monday afternoon. If the fire alarm sounds at any other time, you should leave the building immediately using the nearest emergency exit point. Please note that in other buildings, fire alarms will be tested at different times so make sure you find out when these tests are. There is no weekly fire alarm test at RTC, so if you hear the alarm, exit the building and assemble in the field at the back of the College.

Accidents

At Highfield and Avenue campus, you should contact a First Aider in the Faculty and the First Aider will decide on appropriate treatment and further action, if necessary. Names of current First Aiders in the Faculty are displayed in public areas of the Faculty at all sites.

At Richard Taunton College, in the event of illness or an accident causing injury, you should contact a First Aider or a member of the Pre-session staff who will help locate a First Aider.

All incidents (work-related injury, dangerous occurrence, near miss or ill health) should be reported via Sussed H&S Incident Reporting link (on the main SUSSED page). It is important that all incidents are recorded, especially so that action can be taken to prevent future incidents.

Personal safety on Campus

If you are concerned about your personal safety on campus, please refer to the University's security website <http://www.soton.ac.uk/estates/services/security/index.html> under the sections 'Security' and 'Crime Reporting'.

Crimes can be reported to the 24 Hour Control Centre on tel. 02380 592811.

Buildings

Maps of the different sites can be found here:

<http://www.southampton.ac.uk/aboutus/whereissoton/highfield.html>

A plan of the rooms at Richard Taunton College is on Blackboard.

There is also a useful walking tour which you can do to help you learn about your surroundings, please see the link here:

http://www.southampton.ac.uk/undergraduate/university_open_days/walking_tour_podcasts.html

Access to Buildings

Avenue and Highfield buildings are open from 8am to 11pm every day. Use your ID card to open building entrance doors between 8am and 11pm if they are locked. Some building entrances are solely by ID card access at all times, including the door to Avenue campus from Highfield Road.

Richard Taunton College is open from 8am to 8pm Monday to Friday. You may use Avenue and Highfield campuses at other times.

All students must leave Avenue and Highfield campuses by 11pm and Richard Taunton College by 6pm.

Southampton University campuses

The University of Southampton is using three sites for the Pre-session programmes this year:

- **Highfield campus** – Law Pre-session (LLM), Pre-session Course A and Pre-session Course A Business
- **Avenue campus** - Pre-session Course A and Pre-session A Business
- **Richard Taunton College** – Pre-session Course B, Pre-session Course B Business

You will be advised of the campuses where your classes will take place when you receive your timetable during induction.

Maps

Links to the maps and directions for all three sites are included below:

Highfield: http://www.southampton.ac.uk/visitus/campuses/maps/highfield_3d_key.pdf
<http://www.southampton.ac.uk/visitus/campuses/highfield.html#.Uee3jbHyaFc>

Avenue: <http://www.southampton.ac.uk/visitus/campuses/avenue.html#.Uee4B7HyaFc>
http://www.southampton.ac.uk/visitus/campuses/maps/avenue_campus.pdf

Richard Taunton College: <http://www.richardtaunton.ac.uk/findus>

Personal Safety on Southampton Common

Southampton Common is generally a safe place; however your safety cannot be guaranteed and where possible you should walk across the Common in groups. You are advised to be extra vigilant when walking there on your own: you should NOT listen to an MP3 player for example, or use a mobile phone, as these make you a more vulnerable target. The Common is not well lit so you should avoid walking there after dark.

www.susu.org/help-and-support/safety/2012/

Safety in the City

The UK is generally a safe place; however, your safety cannot always be guaranteed, so please be alert when you walk home from campus or around the city at night. Never walk alone through isolated areas and avoid unlit roads. You should NOT listen to an MP3 player for example or use a mobile phone when walking at night, as these make you a more vulnerable target. Please take time to familiarise yourself with the safety tips on the SUSU website at: www.susu.org/help-and-support/safety/2012/

In addition, please watch the following University Health and Safety video:

http://www.southampton.ac.uk/healthandsafety/safety/student_safety/video.html

For further information about the Security Services at the University then please visit their webpage at: [Estates and Faculties - Security](#)

Lovers' Lane

This is the footpath that runs from Burgess Road to Winn Road and links Avenue Campus to Highfield Campus. You should be aware that due to the secluded nature of this path, it has been the site of incidents in the past, so please be aware of your surroundings when using this route and be extra careful after dark.

Children

The Faculty buildings have not been designed to be a safe environment for unsupervised children and for this reason, children under 16 must be under the immediate and close supervision of a responsible adult at all times. Special care should be taken on, and adjacent to, stairs and also on balconies.

1.9. STUDENT SERVICES CENTRE

The central Student Services Centre is based in Building 37 on the Highfield campus.

The Student Services Centre (SSC) is there to support you during your time as a student at the University and can advise on a wide range of issues. Contact SSC staff if you have questions regarding any of the following:

- Paying your tuition or accommodation fees
- Financial advice or support
- Accommodation issues
- Visa application guidance
- Accessing specialist help with your academic studies
- Emotional or learning support
- Access to career advice and opportunities www.southampton.ac.uk/careers
- And many other issues

If you are not sure where to go for help, then one of the SSC advisors will be happy to point you in the right direction!

You can either visit in person, or you can contact them via:

Telephone – 02380 599599 (Extension 29599 if calling from an internal telephone)

Or E-mail – ssc@southampton.ac.uk

Student Services also offers:

- A Residence Support team for support in halls of residence (residencessupport@soton.ac.uk)
- A Sport and Wellbeing service (Sportwel@soton.ac.uk)
- An Early Years Centre for child care (earlyyears@soton.ac.uk)

Plus much more – visit www.southampton.ac.uk/studentservices for further information

Tuition Fees

Information regarding this is available at: [Tuition Fees and Student Funding](#)

The University does not issue invoices to privately funded students; you should be notified of the amount to pay before arriving at the University. The University accepts payment by various methods, including cheque, bank draft, credit or debit card, and cash. However, it is envisaged that most students will pay their fees online. This secure site can be accessed at www.webpayments.soton.ac.uk

Overdue fees will incur penalty charges and non-payment of fees will result in termination from the University. Students having difficulties paying their fees are urged to contact the Fees Office straight away. The Fees Office is located in the Student Services Centre (building 37 on Highfield campus).

The Office is open Monday to Friday, from 09:30 to 17:30. Phone: 023 8059 9599 (internal 29599).

Visa Guidance

If you have queries regarding your visa please do not speak to your tutors about this as they cannot give visa help – you will need to speak with the Visa Guidance Team in the Student Services Centre (Building 37) on the Highfield campus. They are the only team qualified to give advice regarding your visa. Please make sure that you keep your passport and your visa in a safe place.

The Student Services Centre offers a specialist Visa Guidance Team who can provide advice and guidance face to face by appointment and via telephone or e-mail on a variety of visa-related issues:

- Extending your current visa
- Renewing your visa for dependants/family members
- Helping to correct an error on your visa
- Advice on working during your studies
- Advice on the impact of changing your course on your visa
- Advice on working in the UK after your studies
- Guidance on Schengen visas
- Advice on Police Registration
- Help if your visa application is refused

All visa guidance advice is offered free of charge and confidentially. The advisors are fully trained to give immigration advice and this complies with the legislation given by the Office of the Immigration Services Commissioner (OISC). No-one else at the University can offer you immigration advice, only general information.

You can arrange an appointment with the Visa Guidance team via the SSC:

Telephone: 02380 599599 or email: ssc@soton.ac.uk

To speak with a Visa Advisor you can contact them on: visa@soton.ac.uk.

For further information regarding visas you can visit the SSC webpages at: [Visa and Immigration](#)

The Residences Services

Another team within Student Services are the Residences Team – they cover all of the Halls of Residence at the University, and can offer advice on private rented accommodation. The Residences Team are a 24 hour service; the day team are available 08:00-18:00pm and the Residences Support Service 18:00-08:00.

As a current student, you may need to contact the Residences Team regarding:

- Requesting to change your contract, or requesting to leave Halls
- Applying to transfer to a different room in Halls
- Reporting a fault in your Halls of residence
- Any problems settling in or with your living environment
- Accommodation fees

- Private Rented accommodation

Accommodation

Email: Accommodation@soton.ac.uk

Telephone: 08:00-18:00: 02380 599599 18:00-08:00: 02380 595777

Private Rented Accommodation

If you need information and advice on private accommodation then you will find more information on <http://www.southampton.ac.uk/accommodation/privaterented>

Contact telephone (08:00-18:00) 02380 599599

or email: privaterented@Soton.ac.uk

The Residences Team hosts various events throughout the year, such as Housing Week and other social events. For further information please see their website at:

<http://www.soton.ac.uk/accommodation>

Important

You can also ask for advice in the Students' Union Advice Centre or visit the SUSU [Lettings Agency](#).

The International Office

The University has a large International Office, which is based within the Student Services Centre.

The International Office has a number of important roles:

- To support International Student clubs and societies (there are many of these, including Nationality-specific ones. To find full details of all of them then please visit: www.soton.ac.uk/international/living_soton/int_clubs_societies.shtml)
- To link students and alumni through events, exhibitions and presentations overseas
- To provide advice to international students on a wide range of issues, eg. programmes, accommodation, fees etc.
- To represent the University overseas

This team covers most areas of the world – the global community spans over 140 countries and has over 160,000 members.

You can find full details of everyone who works for the International Office and their various roles at the following link: [International Office](#)

You can also see more about the University's global community and its various alumni by visiting: [Alumni](#)

Please take the time to find the Student Services Centre and locate where the International Office team are based. As an international student, you are very welcome to visit the International Office and chat to a member of the team should you have any issues that you would like to discuss with them. Alternatively you can telephone them on: +44 (0) 23 8059 2772 (Extension 22772 from an Internal University telephone).

Or e-mail them on: international@southampton.ac.uk

1.10. THE STUDENTS' UNION SOUTHAMPTON (SUSU)

The Union is here to make your university experience as enjoyable as possible and to ensure you have your say. As a student you are automatically a member. The Union is separate to the University but works with the Faculty of Humanities to organise social events during your Pre-sessional Programme.

Social Activities

The Union will arrange activities and events for all Pre-sessional students which will take place throughout the summer. You will meet the Union team at your induction events and they will be available to help throughout your Pre-sessional Programme. They will arrange trips to popular English towns and cities, including Brighton and Oxford, as well as evening events which will give you the chance to try a range of activities and practise your English in a social setting.

Look out for details of all the events on the Pre-sessional Facebook page (www.facebook.com/PreSessionalStudents) as well as in the regular emails they will send you. The

Union is based in Building 42 on Highfield Campus and has a range of food outlets, as well as microwaves available for students to use.

Union Clubs & Societies

The Union has over 300 clubs and societies (including volunteering, political and religious societies, plus many international societies). More information on clubs and societies is available at www.susu.org/something-for-everyone, including details on over 90 sports clubs.

The Students' Union Advice Centre

The Advice Centre is based in Building 40 on Highfield Campus. The Advice Centre aims to provide all students at the University of Southampton with free, independent, confidential advice and representation on any issue in a friendly, relaxed environment. They can offer advice on any issues you have while you're a student. To contact the Advice Centre, you can visit in person, telephone them on 02380 592085 or email them on advice@susu.org. There is also a lot of useful information on the Union's Advice Centre website (www.susu.org/advice) and a list of all support available to you at www.susu.org/support.

Further Help

We hope you will be satisfied with your experiences as a student here. However, we 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 with the relevant service or member of staff informally, 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 any concerns you have may be resolved quickly. Comments can also be left in the Feedback boxes. We would hope to resolve your concerns informally. However, the University does have a formal complaints procedure details of which can be found on page 33 of this handbook.

PART 2 - THE PRE-SESSIONAL PROGRAMMES

2.1. THE PRE-SESSIONAL PROGRAMMES WITHIN THE UNIVERSITY

Our world-class teaching and research activities are delivered across eight faculties*, within which there are a number of subject-specific academic units.

- Faculty of Business, Law and Art
- Faculty of Engineering and the Environment
- Faculty of Health Sciences
- Faculty of Humanities
- Faculty of Medicine
- Faculty of Natural and Environmental Sciences
- Faculty of Physical Sciences and Engineering
- Faculty of Social, Human and Mathematical Sciences

*This structure will change in August 2018

The Pre-sessional Programmes sit within the Faculty of Arts and Humanities.

Please note that although the Faculty of Arts and Humanities is based in Building 65 (Avenue Campus), classes take place on both the Avenue and main Highfield Campuses on Course A, and at Richard Taunton College on Course B.

It may be worth a few minutes of your time to find out where you will be going at the end of your Pre-sessional Programme.

For more information on how the University of Southampton is organised academically, please visit the SUSSED homepage, log in and click on the 'School' tab at the top of the page, or click on the following link: [Faculties and Academic Units](#)

2.2. OVERVIEW OF THE PRE-SESSIONAL PROGRAMMES

The Pre-sessional programmes are designed for international students who need to improve their language skills as a condition of entry to the University of Southampton, or for those students who have already met the English language conditions for entry to the University, but who want to find out more about the use of English in academic study and expectations relating to academic life in the UK.

Southampton offers the following Pre-sessional programmes during the summer, to prepare international students for their main programme of study at the start of the academic year:

- 1) **Pre-sessional Course A (11 weeks):** For undergraduate and postgraduate students
- 2) **Pre-sessional Course A - Business (11 weeks):** For undergraduate and postgraduate Business and Management students
- 3) **Pre-sessional Course B (6 weeks):** For undergraduate and postgraduate students
- 4) **Pre-sessional Course B - Business (6 weeks):** For undergraduate and postgraduate Business and Management students
- 5) **Pre-sessional LLM programme (6 weeks):** for law postgraduate students

Within Pre-sessional Course A & B, you may follow one of two main pathways:

- **General 'English for Academic Purposes'**
(for students progressing on to undergraduate and postgraduate taught degree programmes)
- **Winchester School of Art (WSA)**
(for students progressing on to undergraduate and postgraduate WSA taught degree programmes)

Further subject-specific pathways such as Electronics and Computer Science (ECS) may be available depending on student numbers.

If you are a postgraduate Business and Management student, you may also have the option of joining an online support programme ('Boarding Pass') prior to joining Pre-sessional Course A.

- **Boarding Pass A**
(for Pre-sessional Course A postgraduate Business and Management Pre-sessional students not meeting Course A entry requirements)

If you are applying from Taiwan, you may complete the first 5 weeks of the Pre-sessional programme at the Language Testing and Training Centre (LTTTC) at National Taiwan University. You then go on to join Pre-sessional Course B. For further information, please see the [Pre-sessional English Language Course](#)

2.3. PROGRAMME SPECIFICATIONS AND MODULES

All the Pre-sessional Programmes have a Programme Specification with modules attached to each programme, each of which has a separate Blackboard site (see 2.3). Below, is a summary of the Pre-sessional Programmes and the attached modules:

| Pre-sessional Programme | Modules |
|--|---|
| Pre-sessional Course A | PRES0004 Academic Reading PRES0006 Academic Writing PRES0003 Academic Listening PRES0005 Academic Speaking PRES0002 Independent Learning , PRES0001 Pre-sessional Boarding Pass Online A (for some postgraduate Management students) |
| Pre-sessional Course A - Business | PRES0001 Pre-sessional Boarding Pass Online Course A PRES0043 Independent Learning PRES0026 Academic Listening PRES0028 Academic Reading PRES0030 Academic Speaking PRES0032 Academic Writing |
| Pre-sessional Course B | PRES0010 Academic Reading, PRES0012 Academic Writing PRES0009 Academic Listening PRES 0011 Academic Speaking PRES0008 Independent Learning |
| Pre-sessional Course B - Business | PRES0042 Independent Learning PRES0027 Academic Listening PRES0029 Academic Reading PRES0031 Academic Speaking PRES0033 Academic Writing |
| Pre-sessional LLM Programme | PRES0014 Academic Reading PRES0016 Academic Writing PRES0013 Academic Listening PRES0015 Academic Speaking <i>(Independent learning is covered within these modules)</i> |
| Pre-sessional LTTTC Taiwan-Southampton Pathway | All LTTTC Taiwan students should be enrolled on Pre-sessional Course B or B Business modules. |

Why are module codes important?

The use of module codes allows for far more efficient timetabling, allocation of students and staff, and resources in general. It also means that there are separate Blackboard sites for each module, which is standard University practice.

Classes

Classes are timetabled across sites between 09.00 and 17.00 Monday to Friday. University guidelines suggest that each hour timetabled should mean 45 minutes of teaching. This means that a 2-hour slot should last for approximately 90 minutes if there is no break or possibly 1 hour 45 minutes with a break included.

Each group will usually occupy two classrooms during the programme. The aim is to ensure that an individual class group will not need to move between campuses during the same day, but this cannot be guaranteed and sometimes a move, such as for the weekly lecture, may be unavoidable. Movement between campuses is a normal aspect of life at a large university. Every effort has been made to consider distances between classes, so please let the Pre-sessional team know if there are problems.

Timetable

Your timetable will be available via the website at [SUSSED](#) by logging in with your University username and password - you will be shown how to access and read your timetable during induction.

2.4. LEARNING RESOURCES

Blackboard

Blackboard is a virtual learning environment (VLE), which is used by your tutors and Programme Coordinators to share resources with you. There is a blackboard site for each of the modules you take and you will automatically be enrolled on these. The link for [Blackboard](#). Please note that Blackboard must be opened in either Firefox or Google Chrome rather than via internet explorer or via Blackboard App.

For Pre-sessional Courses A, B, and Business, general Pre-sessional information will be uploaded to the Academic Writing module only. This is where the Pre-sessional Programme Specification will be available.

For the Pre-sessional LLM, please follow instructions given to you by your tutors.

2.5. LIBRARIES AND LIBRARY INDUCTION

Language learning resources include books, magazines/journals, audio and video materials, and language learning software.

Location – Library sites

- **Richard Taunton College** - language learning resources are available to students in the Language Resources Centre in room 106. Resources include books, magazines and journals, audio and video materials and language learning software. Opening hours: resource rooms and staffed hours: 08.30-18.00 (Mon-Fri).
- **Library & Learning Commons (Avenue Campus)** - the resources rooms are located in the North Corridor, upper-second-level, opposite the Help and Information Desk. Opening hours: resource rooms and staffed hours: 08.30-18.00 (Mon-Fri); study areas outside resource rooms: 08.00-23.00, 7 days a week. Contact details: email alengs@soton.ac.uk; Telephone 023 80595410 (internal x25410).
- **Hartley Library (Highfield Campus)** - enter the Hartley Library on level 2, head for the stairs to all levels on this floor, go down the stairs to level 1. Alternatively, simply follow the footsteps on level 2, they will guide you to the English language learning resources on level 1. Opening hours: 09:00-21:00 7 days per week. Contact details: email libenqs@soton.ac.uk; Telephone 023 80592180 (internal x22180).

Study space and bookable group study rooms

There is a wide range of study space to suit your individual needs at the Hartley Library and the Library & Learning Commons. There are a number of bookable group study rooms at Hartley. **Most** rooms have electric sockets for your laptop as well as Wi-Fi access. To book a group study room: [Library Study Areas](#)

Library primary databases: WebCat and Delphis

WebCat is the main Library catalogue, useful for searching for books and electronic books (ebooks) held by the Library. WebCat also has many self-service options which you can access when you login. Select the “my account” tab to check your borrower record, renew loans and recall on-loan books. For more information and help on the full features of WebCat refer to online tutorial guides: [WebCat Guide](#)

DelphiS is a single interface which allows you to discover electronic and print items in the library's collection - which includes other academic resources that we have paid subscriptions to: particularly

useful for searching at journal article level. An online guide on how to make the best use of Delphis can be found at: [DelphiS - Library Guide](#)

You can access WebCat and DelphiS and other library services through SUSSED. Once logged in, select the Library tab for links to all the key Library databases and resources.

Library Induction

Your library induction will be part of your Pre-sessional induction. An email will be sent to you with the link to the Library online induction. This should be completed before your first class. You need to pass the online course, save your results and send the certificate to your Reading & Writing tutor.

Important

Your Independent Learning Facilitator will be available to help you with all aspects of Independent Learning, including access to learning resources across the University.

2.6. ISOLUTIONS (COMPUTING SERVICES)

At Richard Taunton College you should seek help for all IT problems at the IT Helpdesk in room 35 which is staffed by technicians from iSolutions.

The iSolutions team manage all of the University workstations and computer activities. Please see their website for more information: [iSolutions](#)

At Richard Taunton College (RTC) there are workstations for students in rooms 29, 30, 217/218 and in the RTC Library. You will find iSolutions workstations in multiple locations across the University Campuses (including at Avenue and in the Hartley Library) and Halls of Residence. You will be able to access your iSolution account from any workstation.

Photocopying and Printing

At Richard Taunton College, students will be able to photocopy in the Language Resources Centre (room 106) and at a copier outside room 67.

At RTC, Avenue and Highfield, you will need to have credit on your student ID card to print documents and make photocopies. You will need to add money to your cards using either a credit card or the cash machines at Avenue and Highfield campuses.

Printer/copiers are available in the corridors and library at Avenue campus and in other workstation rooms at Highfield campus. Any documents that you send for print from your user account can be printed out at any student copier.

PART 3 - PRE-SESSIONAL COURSE A ASSESSMENT

3.1. ASSESSMENT OVERVIEW AND PRE-SESSIONAL ASSESSMENT BANDING SYSTEMS

You are assessed in the four modules / key skill areas of academic reading, writing, listening and speaking. Assessments include both formative and summative assessments. Formative assessments are assessments that you receive feedback on to help you to improve your language and academic skills, and summative assessments count towards your final mark.

Assessment marks will be recorded even though only the summative assessments count towards the final mark.

You will usually have received a conditional offer from the University, which states that you need to meet a specific level of English. If you are unsure of this, you should check with your tutor or the student office, making sure you have a copy of your offer letter.

3.2. PRE-SESSIONAL COURSE A, PRE-SESSIONAL COURSE B, AND PRE-SESSIONAL COURSE LLM PROGRAMME ASSESSMENT BANDING

The table below shows the percentage range you need to achieve to meet specific IELTS entry requirements:

Pre-sessional Assessment banding

| IELTS BAND* | PRE-SESSIONAL ASSESSMENT BAND |
|-------------|-------------------------------|
| 7.5+ | 80 – 100% |
| 7.0 | 70 – 79% |
| 6.5 | 60 – 69% |
| 6.0 | 50 – 59% |
| 5.5 | 40 – 49% |
| 5.0- | 0 – 39% |

The table above applies to each of the areas in which you are assessed, so if for example you need to achieve IELTS 6.5 overall with no less than 6.0 in writing, then you will need 60% minimum overall and minimum 50% in writing.

Please note that the Pre-sessional Programme assessment banding is used for international student progression purposes and provides an **approximate equivalent to IELTS; you do not take the IELTS test as part of the Pre-sessional programme.*

3.3. ASSESSMENT DETAILS AND DATE

Please see the Pre-sessional Programme Specifications, module profiles and other assessment documents available on the Academic Writing module (PRE-SESSIONAL INFO) on [Blackboard](#)

3.4. ACADEMIC INTEGRITY– EXPLAINED

The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this learning community, the concept of **Academic Integrity (AI)** is fundamental. The University takes any breaches of academic integrity (such as plagiarism, cheating, recycling of your or another students work, or falsification of research) extremely seriously and any evidence of this can result in the termination of your programme.

Plagiarism is the reproduction or paraphrasing, without acknowledgement, from **public or private (ie: unpublished)** material (including material downloaded from the internet) attributable to, or which is the intellectual property of, another including the work of students.

Plagiarism may be of written and also non-written form and therefore would also include the unacknowledged use of computer programs, mathematical/computer models/algorithms, computer software in all forms, macros, spreadsheets, web pages, databases, mathematical deviations and calculations, designs/models/displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, fine art pieces or artefacts, digital images, computer-aided design drawings, GIS files, photographs, maps, music/composition or any sort, posters, presentations and tracing.**

** (this is not an exhaustive list).

Examples of plagiarism are:

- Including in students' own work extracts from another person's work without the use of quotation marks and crediting the source.
- The use of the ideas of another person without acknowledgement of the source.
- Paraphrasing or summarising another person's work without acknowledgement.
- Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation.
- Submitting a piece of work entirely as their own when it was produced in collaboration with others, and not declaring that this collaboration has taken place (this is known as '**collusion**').
- Submitting appropriated imagery or creative products without indicating the source of the work.

As one means of detecting plagiarism, some Faculties now use software to check assignments for evidence of plagiarism, such as **Turnitin**.

Cheating is any action before, during or after an assessment or examination which seeks to gain unfair advantage or assists another student to do so.

Examples of cheating are:

- Gaining access to, or using, unauthorised notes or other material relating to an assessment.
- Introducing any information, including electronically stored information, into the examination room (whether belonging to them or another person) unless expressly permitted by the examination or programme regulations.
- Communicating during an examination with any person outside the examination room or with other students within the examination room.
- Copying the work of another student with or without their knowledge or agreement whether in examinations or in other assessments.
- Allowing another person to impersonate them, or impersonating another person, with the intention of gaining an unfair advantage for themselves or the other person.
- **Ghosting**; that is, submitting as their own work a piece of work produced in whole or part by another person on their behalf (e.g. the use of 'ghost writing' services), or deliberately

seeking to make available material to another student with the intention that the other student should present the work as his or her own.

(Note: this does not include the use of an amanuensis in examinations or legitimate input from University study skills tutors and/or mentors.)

Falsification is any attempt to present fictitious or distorted data, evidence, references, experimental results or other material and/or knowingly to make use of such material.

Examples of falsification are:

- Presenting data based on controlled investigations, experiments, surveys or analysis falsely claimed to have been carried out by them.
- The invention of references and/or false claims.
- Including data etc. in their work which they know to be false or incorrect, whether or not this has been created by them.
- In connection with programmes leading to a professional qualification, falsely claiming to have completed non-academic requirements such as hours in practice, or to have achieved professional competencies.

Here are links:

University Calendar 2017/18 - [University Regulations 2017/18](#)

Faculty of Humanities handbook: [Student Handbooks](#)

Here is a guide to Academic Integrity: How to develop your skills and avoid plagiarism
[Academic Integrity Regulations](#)

Acknowledgement

Definitions and specific examples are largely taken from Edinburgh College of Art Misconduct Policy, approved November 2004, Section 1 Definitions and Examples. The University of Southampton may, however, have associated these specific examples with different types of breaches of academic integrity.

Faculty Policy on Referencing

You should consult your tutors for full details on the method of referencing you should use in your work, further details can also be found through the following link: [Citing and Referencing - Library Guide](#)

Appeals and Complaints

The complaints process can be found here: [Complaints](#)

This can be followed if informal discussion has failed to resolve the issue for you. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern or complaint. Regulations governing academic appeals by students can be found via the link: [Appeals](#)

These outline the steps that should be followed should you wish to appeal against a decision taken by the Board of Examiners.

The University requires all students to observe the terms of its regulations, and breaches may be subject to disciplinary action:

<http://www.calendar.soton.ac.uk/sectionIV/discipline.html>

The essence of misconduct under these regulations is improper interference, in the broadest sense, with the proper functioning or activities of the University or those who work or study in the University, or action which otherwise damages the institution. The Union's Advice Centre can provide independent help and support with these regulations.

3.5. SUBMISSION OF WORK

e-Assignment

Some of your written assignments will be submitted using an online system called 'e-Assignment' which can be accessed at the following website: [e-Assignment](#)

The Student Office will email you at least a week before the submission date.

Instructions for Students

You will need to log in to this website with your University username and password. Once you have logged in, then you will be able to see your outstanding assignments under the 'My Assignments' section and can submit work by uploading a Word Document to the site.

Your tutors will inform you of your assignment deadlines – please ensure that you have logged into the website a few days **BEFORE** the deadline to make sure that you know how to use the website.

Your whole assignment (essay, footnotes, bibliography) should be in a single document and must be formatted according to your tutor's instruction. As well as this document, you will need to submit a separate cover sheet.

If you run into any difficulties with the submission process, you should contact either RTC IT helpdesk on 02380514789 (or in person RTC/35 9am - 5pm), or the Student Office on pshelp@soton.ac.uk, by telephone 02380514764 (or in person RTC/65 9am - 5pm).

Problems with e-submission will not be accepted as a reason for lateness unless you have this confirmed by ServiceLine. You should always save your work to your own desk space before submitting it.

A useful online demonstration of how to submit assignments by E-assignment is available at: <https://www.eassignment.soton.ac.uk/resources/studentvideo/>

Notes on submitting your assignment:

- Your assignment should be submitted before the deadline at www.assignments.soton.ac.uk
- When submitting your assignment, please ensure that your student ID number and page numbers are on every page of your essay.
- You must complete and upload the e-coversheet, which will be sent to you by the student office.
- When completing the coversheet, you must complete ALL sections (ID Number, Class number, tutor name, deadline date, course (A or B)).
- Please type your name in a field provided in the right hand side top corner. The corner will be folded and stapled to ensure the anonymity of marking.

Points to remember:

- The coversheet and assignments are submitted as separate documents.
- The E-coversheet must be filled in and submitted when you submit your assignment. This e-coversheet will be attached to the student's e-mail.
- **Important** – you must click **Finish** to finalise your submission- this will generate an onscreen and emailed receipt of your work.
- **Important** – if you have not received an email receipt of your work, this will mean your work has not been submitted. Once you have submitted your assignment, you will see a receipt screen confirming that your assignment has been submitted. Always save a copy of your assignment.

E-assignment Frequently Asked Questions

Can I resubmit my assignment if I make a mistake?

Provided it is before the deadline for your assignment, you can resubmit your work as many times as you wish. Only the last submitted and finalised files will be marked (if you resubmit new files you must finalise these as your previous submission will have been deleted).

What if I have a problem submitting my assignment? If you experience any problems or have any concerns please contact the Student Office at Avenue Campus. You can contact us via email pshelp@soton.ac.uk by telephone or in person at the Student Service Office Avenue Campus, Room 1121. Opening hours 9am - 5pm.

Why are my files taking a long time to upload?

Are you on a home broadband or wireless connection? These types of connection can be very slow due to many factors (even when download speeds are acceptable). You are advised to use a University public workstation if you're having a lot of problems with uploading files.

I've started my submission but don't want to finalise, can I submit later and will my work be marked?

If you have not finalised any files your work will not be marked. You can leave the submission process at any point before finalising and the system will remember your previous entries/selections/submissions (including files you have uploaded).

Does the system only accept Word documents?

The system can accept a wide variety of formats; however, for Humanities assignments the vast majority are expected to only allow Word (.doc or .docx) format files- this is to ensure consistency when printing work for marking. Microsoft Word is available on all public workstations on campus, and a free alternative to word is available for personal use, called OpenOffice if you do not have a copy of Microsoft Office. OpenOffice can be downloaded from <http://www.openoffice.org/> and offers the same functionality as Microsoft Office.

What do I do if I am not able to submit my work on time?

Late Submission of Coursework (Please also see section 1.4.

If students are unable to submit a piece of coursework by the deadline they need to complete a Special Considerations form and submit appropriate evidence (e.g., medical self-certificate, doctor's letter). Students should hand the piece of work in as soon as they are able after the deadline. The grounds for appropriate late submission are outlined in the Special Considerations policy.

When the piece of work is marked the relevant late penalties will be provisionally applied but the late submission form will be looked at by the Special Considerations Committee (which meets at the end of the programme) and, as long as the reason for late submission is valid, the marks penalties will be removed. Students will be notified of the decision of the Committee and have the right of appeal if they are unhappy with the outcome.

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. Please ensure you have read the relevant section in the University Student Handbook website and familiarised yourself with this policy before your first assignment is due.

Lateness usually incurs a penalty – please see the [University Calendar Regulations](#) for further information.

Late penalty marks will be applied to work submitted after the deadline on the relevant date as follows:

| University Working Days late | Mark |
|-------------------------------------|---------------------------|
| 1 | (final agreed mark) * 90% |
| 2 | (final agreed mark) * 80% |
| 3 | (final agreed mark) * 70% |
| 4 | (final agreed mark) * 60% |
| 5 | (final agreed mark) * 50% |
| More than 5 | Zero |

3.6. EXAM TIMETABLE

Your Examination Timetable will be accessible via the SUSSED website towards the end of August. You will sit your examinations in accordance with the University Regulations and you can find further information regarding University examinations here: [Exam Timetables](#)

Please make sure you follow the link to 'Instructions to Candidates' and familiarise yourself with this information before the examinations. Before the exam period, your tutors will talk to you about exam conduct and technique to help prepare you for this.

If your examination script is considered illegible, you will be asked to come in and dictate it so that it can be transcribed. The cost of this will be met by you and failure to do this if asked will result in a mark of zero (0).

Exam Boards

All the results of your summative assessments count towards your final marks. **These marks are not confirmed until they have been approved by the Faculty Exam Board.**

Prior to the Faculty Exam Board, a Special Considerations Board meet to consider extenuating circumstances requests (personal, medical, etc.) that may have had an adverse effect on your ability to study or complete your work effectively.

If this applies to you, then you can apply for special considerations to be taken into account. To do this you will need to obtain a Special Considerations form from the Student Office. The completed form should be returned to the ACIS Senior Tutor Wendy Jones (W.J.Jones@soton.ac.uk) or to the Student Office (pshelp@soton.ac.uk) prior to the Special Considerations Board meeting.

Release of Results

Final Pre-session marks for Course B programmes will be issued via email on Friday 8th September. On the date of release of the marks, these will also be sent to the Faculties for which you hold a conditional offer so that they can make a decision about whether you will be accepted on to your main degree programme. The Faculties will contact you with this decision. All marks given to you will be final, having been reviewed and agreed at an examination board.

APPENDICES

APPENDIX 1: RESEARCHED WRITING MARKING CRITERIA

| Content (20%) | |
|-----------------------------|---|
| 16-20 | An appropriate and clear position is taken, supported by entirely relevant detail and explanation Clear evidence of a deep understanding of the topic area as relevant to the task All points show justification, analysis and support |
| 14-15 | A appropriate and clear position is taken, supported by relevant detail and explanation Strong understanding of the topic area as relevant to the task Almost all points show justification, analysis and support |
| 12-13 | A clear position is taken supported by mostly relevant detail and explanation Suitable understanding of the topic area as relevant to the task Most points show justification, analysis and support |
| 10-11 | A position is taken, supported by some relevant detail and explanation Some understanding of the topic area as relevant to the task Some points show justification, analysis and support |
| 8-9 | An unclear or uncritical position is taken with a lack of detail and/or explanation A lack of sufficient understanding of the topic area in relation to the task Points often do not show justification, analysis or support |
| 0-7 | Unclear or uncritical position is taken with a lack of detail and/or explanation A lack of understanding of the topic area is evident in relation to the task Points do not show justification, analysis or support |
| Use of Sources (20%) | |
| 16-20 | Research fully enhances and supports the discussion Distinction between source content and the writer's voice is entirely clear and appropriate All sources are accurately and consistently referenced according to convention |
| 14-15 | Research almost always enhances and supports the discussion Distinction between source content and the writer's voice is clear and appropriate Almost all sources are accurately and consistently referenced according to convention |
| 12-13 | Research mostly enhances and supports the discussion Distinction between source content and the writer's voice is mostly clear and appropriate Most sources are accurately and consistently referenced according to convention |
| 10-11 | Research sometimes enhances and supports the discussion Distinction between source content and the writer's voice is sometimes clear and appropriate Some sources are accurately and consistently referenced according to convention |
| 8-9 | Research mostly does not support the discussion Distinction between source content and the writer's voice is often unclear Sources are sometimes inaccurately and inconsistently referenced according to convention |
| 0-7 | Research does not support the discussion Distinction between source content and the writer's voice is unclear Sources are inaccurately and inconsistently referenced according to convention |
| Structure (20%) | |
| 16-20 | Essay and paragraph structure is entirely logical and functional in relation to the task All points are logically ordered and their relevance is clear Ideas are linked and developed clearly and appropriately |
| 14-15 | Essay and paragraph structure is almost always logical and functional in relation to the task Almost all points are logically ordered and their relevance is almost always clear Ideas are almost always linked and developed clearly and appropriately |
| 12-13 | Essay and paragraph structure is mostly logical and functional in relation to the task Most points logically ordered and their relevance is generally clear Ideas are mostly linked and developed clearly and appropriately |
| 10-11 | Essay and paragraph structure is sometimes logical and functional in relation to the task Many points are logically ordered and their relevance is sometimes clear Ideas are sometimes linked and developed clearly and appropriately |
| 8-9 | Essay and paragraph structure is often not logical and functional in relation to the task Points are often ordered illogically and their relevance is often unclear Ideas are often not linked or developed clearly or appropriately |
| 0-7 | Essay and paragraph structure is not logical or functional in relation to the task Points are not logically ordered and their relevance is unclear Ideas are not linked or developed clearly and appropriately |

| Communication (20%) | |
|-----------------------------------|---|
| 16-20 | Writing is always easy for the reader to follow Key points are always conveyed effectively in relation to the task A consistent and appropriate voice is always maintained in relation to the task |
| 14-15 | Writing is almost always easy for the reader to follow Key points are almost always conveyed effectively in relation to the task A consistent and appropriate voice is almost always maintained in relation to the task |
| 12-13 | Writing is mostly easy for the reader to follow Key points are mostly conveyed effectively in relation to the task A consistent and appropriate voice is mostly maintained in relation to the task |
| 10-11 | Writing is sometimes easy for the reader to follow Key points are sometimes clear in relation to the task An appropriate voice is sometimes present in relation to the task |
| 8-9 | Writing is often difficult for the reader to follow Key points are often unclear in relation to the task An appropriate voice is sometimes not present in relation to the task |
| 0-7 | Writing is difficult for the reader to follow Key points are unclear in relation to the task An appropriate voice is not identifiable in relation to the task |
| Clarity and Accuracy (20%) | |
| 16-20 | Language communicates ideas with precision and accuracy throughout Language communicates exact relationships between ideas throughout Grammar, punctuation and vocabulary are sufficient to express intended meaning |
| 14-15 | Language mostly communicates ideas with precision and accuracy Language almost always communicates relationships between ideas Grammar, punctuation and vocabulary are almost always sufficient to express intended meaning |
| 12-13 | Language often communicates ideas with precision and accuracy Language mostly communicates relationships between ideas Grammar, punctuation and vocabulary are mostly sufficient to express intended meaning |
| 10-11 | Language sometimes communicates ideas with precision and accuracy Language sometimes communicates relationships between ideas Grammar, punctuation and vocabulary are sometimes sufficient to express intended meaning |
| 8-9 | Language often fails to communicate ideas with precision and accuracy Language rarely communicates relationships between ideas Grammar, punctuation and vocabulary are often insufficient to express intended meaning |
| 0-7 | Language does not communicate ideas with precision or accuracy Language fails to communicate relationships between ideas Grammar, punctuation and vocabulary are not sufficient to express intended meaning |

EXAM WRITING MARKING CRITERIA

| Content (25%) | |
|---------------------|---|
| 20 - 25 | An appropriate and clear position is taken, supported by entirely relevant contextualisation and/or explanation Clear understanding of the topic area as relevant to the task All points are justified and developed |
| 18 - 19 | A appropriate and clear position is taken, supported by relevant contextualisation and/or explanation Understanding of the topic area as relevant to the task Almost all points are justified and developed |
| 15 - 17 | A clear position is taken supported by mostly relevant contextualisation and/or explanation Suitable understanding of the topic area as relevant to the task Most points are justified and developed |
| 13 - 14 | A position is taken, supported by some relevant contextualisation and/or explanation Some understanding of the topic area as relevant to the task Some points are justified and developed |
| 10 - 12 | An unclear or uncritical position is taken with a lack of contextualisation and/or explanation A lack of sufficient understanding of the topic area in relation to the task Points often are not justified or developed |
| 0 - 9 | Unclear or uncritical position is taken with a lack of contextualisation and/or explanation A lack of understanding of the topic area is evident in relation to the task Points are not justified or developed |
| Structure (25%) | |
| 20 - 25 | Essay and paragraph structure is entirely logical and functional in relation to the task All points are logically ordered and their relevance is clear Ideas are linked and developed clearly and appropriately |
| 18 - 19 | Essay and paragraph structure is almost always logical and functional in relation to the task Almost all points are logically ordered and their relevance is almost always clear Ideas are almost always linked and developed clearly and appropriately |
| 15 - 17 | Essay and paragraph structure is mostly logical and functional in relation to the task Most points logically ordered and their relevance is generally clear Ideas are mostly linked and developed clearly and appropriately |
| 13 - 14 | Essay and paragraph structure is sometimes logical and functional in relation to the task Many points are logically ordered and their relevance is sometimes clear Ideas are sometimes linked and developed clearly and appropriately |
| 10 - 12 | Essay and paragraph structure is often not logical and functional in relation to the task Points are often ordered illogically and their relevance is often unclear Ideas are often not linked or developed clearly or appropriately |
| 0 - 9 | Essay and paragraph structure is not logical or functional in relation to the task Points are not logically ordered and their relevance is unclear Ideas are not linked or developed clearly and appropriately |
| Communication (25%) | |
| 20 - 25 | Writing is always easy for the reader to follow Key points are always conveyed effectively in relation to the task |
| 18 - 19 | Writing is almost always easy for the reader to follow Key points are almost always conveyed effectively in relation to the task |
| 15 - 17 | Writing is mostly easy for the reader to follow Key points are mostly conveyed effectively in relation to the task |
| 13 - 14 | Writing is sometimes easy for the reader to follow Key points are sometimes clear in relation to the task |
| 10 - 12 | Writing is often difficult for the reader to follow Key points are often unclear in relation to the task |
| 0 - 9 | Writing is difficult for the reader to follow Key points are unclear in relation to the task |

| Clarity and Accuracy in relation to the timed writing conditions (25%) | |
|---|--|
| 16-20 | Language communicates ideas with precision and accuracy Language communicates exact relationships between ideas Grammar, punctuation and vocabulary are sufficient to express intended meaning |
| 14-15 | Language mostly communicates ideas with precision and accuracy Language almost always communicates relationships between ideas Grammar, punctuation and vocabulary are almost always sufficient to express intended meaning |
| 12-13 | Language often communicates ideas with precision and accuracy Language mostly communicates relationships between ideas Grammar, punctuation and vocabulary are mostly sufficient to express intended meaning |
| 10-11 | Language sometimes communicates ideas with precision and accuracy Language sometimes communicates relationships between ideas Grammar, punctuation and vocabulary are sometimes sufficient to express intended meaning |
| 8-9 | Language often fails to communicate ideas with precision and accuracy Language rarely communicates relationships between ideas Grammar, punctuation and vocabulary are often insufficient to express intended meaning |
| 0-7 | Language does not communicate ideas with precision or accuracy Language fails to communicate relationships between ideas Grammar, punctuation and vocabulary are not sufficient to express intended meaning |

APPENDIX 2: SPEAKING SKILLS MARKING CRITERIA

Discussion Skills Marking Criteria

Student Name:
Class Number:

Student Number:

Task:
Date:

Tutor name:

| CONTENT AND STRUCTURE (25) | |
|-----------------------------------|---|
| 20 - 25 | <ul style="list-style-type: none"> • All points logical, convincing and well-supported throughout • Makes a range of relevant and effective contributions to the discussion • Deep understanding shown with evidence of research as relevant to the task |
| 18 - 19 | <ul style="list-style-type: none"> • Almost all points logical, convincing and supported • Makes relevant and mostly effective contributions to the discussion • Strong understanding shown with evidence of research as relevant to the task |
| 15 - 17 | <ul style="list-style-type: none"> • Most points logical and supported but not always convincingly • Makes mostly relevant contributions to the discussion • Adequate understanding shown with evidence of research as relevant to the task, but some ideas may be descriptive and/or simplistic |
| 13 - 14 | <ul style="list-style-type: none"> • Some points logical but not always supported or convincing • Makes some relevant contributions to the discussion • Some understanding shown with evidence of some research as relevant to the task, but ideas may be too descriptive and/or simplistic |
| 10 - 12 | <ul style="list-style-type: none"> • Points often not logical and inconsistently supported • Makes few relevant contributions to the discussion • Limited understanding shown with little evidence of research as relevant to the task, ideas often too descriptive and/or simplistic |
| 0 - 9 | <ul style="list-style-type: none"> • Points not logical or supported • Makes little or no relevant contribution to the discussion • Little or no sufficient understanding shown, no evidence of research, ideas too descriptive and simplistic |

| DISCUSSION SKILLS (25) | |
|-------------------------------|---|
| 20 - 25 | <ul style="list-style-type: none"> • Non-verbal communication, discussion language and delivery used effectively to engage with others • All content appropriately referred to and contextualised when relevant throughout • Can listen to, respond to, and engage with others confidently, effectively and appropriately throughout |
| 18 - 19 | <ul style="list-style-type: none"> • Non-verbal communication, discussion language and delivery used well to engage with others • Almost all content appropriately referred to and contextualised when relevant • Can listen to, respond to, and engage with others confidently and appropriately |
| 15 - 17 | <ul style="list-style-type: none"> • Non-verbal communication, discussion language and delivery generally engage others • Most content appropriately referred to and contextualised when relevant, with occasional inconsistencies • Can often listen to, and respond to, and engage with others appropriately |
| 13 - 14 | <ul style="list-style-type: none"> • Non-verbal communication, discussion language and delivery may not always engage others or are appropriate • Some content appropriately referred to and contextualised, but with inconsistencies and/or irrelevantly • Can sometimes listen to, and respond to, and engage with others |
| 10 - 12 | <ul style="list-style-type: none"> • Non-verbal communication, discussion language and delivery used in a limited way • Little content appropriately referred to and contextualised; delivery not within the assigned time limits • May listen to other speakers but not necessarily engage or respond adequately |

| | |
|--------------|--|
| 0 - 9 | <ul style="list-style-type: none"> • Little or no non-verbal communication, discussion language and delivery do not engage others or are appropriate • No content appropriately referred to nor contextualised; delivery too long/short • May not listen to other speakers or engage adequately |
|--------------|--|

FLUENCY & INTELLIGIBILITY (25)

| | |
|----------------|--|
| 20 - 25 | <ul style="list-style-type: none"> • Clear pronunciation enables the speaker to be easily understood throughout • Intonation is used effectively to enhance speech and engage the listener • Flow effectively conveys intended meaning and enhances delivery throughout |
| 18 - 19 | <ul style="list-style-type: none"> • Pronunciation creates little difficulty for the listener • Intonation is used to enhance speech and engage the listener • Flow conveys intended meaning well and enhances delivery |
| 15 - 17 | <ul style="list-style-type: none"> • Mispronunciation does not seriously affect intelligibility • Intonation generally catches and maintains the interest of the listener • Flow mostly conveys intended meaning well and lapses do not seriously affect delivery |
| 13 - 14 | <ul style="list-style-type: none"> • Mispronunciation sometimes affects intelligibility • Intonation occasionally catches and maintains the interest of the listener, but with occasional lapses • Flow adequately conveys intended meaning but lapses might affect delivery at times |
| 10 - 12 | <ul style="list-style-type: none"> • Mispronunciation often affects intelligibility • Speech sometimes lacks sufficient intonation to catch and maintain the interest of the listener • Flow may hinder intended meaning and lapses often affect delivery |
| 0 - 9 | <ul style="list-style-type: none"> • Mispronunciation significantly affects intelligibility • Speech lacks sufficient intonation to catch and maintain the interest of the listener • Flow hinders intended meaning and lapses seriously affect delivery |

ACCURACY, APPROPRIACY & RANGE OF LANGUAGE (25)

| | |
|----------------|--|
| 20 - 25 | <ul style="list-style-type: none"> • Language communicates ideas with precision and accuracy • Language used effectively and appropriately to express intended meaning throughout • Extensive range of appropriate academic and topic specific vocabulary used throughout as relevant to the task |
| 18 - 19 | <ul style="list-style-type: none"> • Language mostly communicates ideas with precision and accuracy • Language used well and appropriately to express intended meaning • Good range of appropriate academic and topic specific vocabulary used as relevant to the task |
| 15 - 17 | <ul style="list-style-type: none"> • Language often communicates ideas with precision and accuracy, and does not significantly impede understanding • Language used mostly well and appropriately to express intended meaning • A range of appropriate academic and topic specific vocabulary used as relevant to the task |
| 13 - 14 | <ul style="list-style-type: none"> • Language sometimes communicates ideas with precision and accuracy, and sometimes impedes understanding • Language used is sufficient and mostly appropriate to express intended meaning • Some appropriate academic and topic specific vocabulary used as relevant to the task |
| 10 - 12 | <ul style="list-style-type: none"> • Language often fails to communicate ideas with precision and accuracy, and often impedes understanding • Language used is sometimes sufficient but not always appropriate to express intended meaning • Limited appropriate academic and/or topic specific vocabulary used as relevant to the task |
| 0 - 9 | <ul style="list-style-type: none"> • Language does not communicate ideas with precision or accuracy, and significantly impedes understanding • Language used is not sufficient or appropriate to express intended meaning • Little or no appropriate academic and/or topic specific vocabulary used as relevant to the task |

NOTES AND COMMENTS

| Content and Structure | Discussion Skills | Fluency and intelligibility | Acc., Appr. & Range of Lang. |
|-----------------------|-------------------|-----------------------------|------------------------------|
| | | | |

| | | |
|--|---|--------------------------|
| Mark (prior to any penalty for late submission) | Mark (minus any penalty for late submission) | Tutor's signature |
|--|---|--------------------------|

Presentation Skills Marking Criteria

Student Name:
Class Number:

Student Number:

Task:
Date:

Tutor name:

| CONTENT AND STRUCTURE (25) | |
|-----------------------------------|---|
| 20 - 25 | <ul style="list-style-type: none"> • All points relevant and effectively introduced, supported and concluded throughout • Very well-structured presentation which clearly addresses the task • Deep understanding shown with evidence of research, criticality and analysis as relevant to the task |
| 18 - 19 | <ul style="list-style-type: none"> • Almost all points relevant and well introduced, supported and concluded • Well-structured presentation which addresses the task • Strong understanding shown with evidence of research, criticality and analysis as relevant to the task |
| 15 - 17 | <ul style="list-style-type: none"> • Most points relevant and well introduced, supported and concluded • Mostly well-structured presentation which mostly addresses the task but with some irrelevancies • Adequate understanding shown with evidence of research, criticality and analysis as relevant to the task, but some ideas may be descriptive and/or simplistic |
| 13 - 14 | <ul style="list-style-type: none"> • Some points relevant and introduced, supported and concluded to some extent • Somewhat consistent presentation structure which partially addresses the task • Some understanding shown with evidence of some research, criticality and analysis as relevant to the task, but ideas may be too descriptive and/or simplistic |
| 10 - 12 | <ul style="list-style-type: none"> • Points often irrelevant and often inconsistently introduced or supported • Inconsistent presentation structure which partially addresses the task • Limited understanding shown with little evidence of research and analysis, ideas often too descriptive and/or simplistic |
| 0 - 9 | <ul style="list-style-type: none"> • Points not relevant and inconsistently introduced or supported • Little or no presentation structure which fails to address the task • Little or no sufficient understanding shown, no evidence of research, ideas too descriptive and/or simplistic |

| PRESENTATION SKILLS (25) | |
|---------------------------------|--|
| 20 - 25 | <ul style="list-style-type: none"> • Non-verbal communication, visuals and delivery used effectively to engage the listener • All sources appropriately referred to throughout when relevant • Questions are handled effectively, with clear effort made to engage with the questioner |
| 18 - 19 | <ul style="list-style-type: none"> • Non-verbal communication, visuals and delivery used well to engage the listener • Almost all sources appropriately referred to when relevant • Questions are handled well, with effort made to engage with the questioner |
| 15 - 17 | <ul style="list-style-type: none"> • Non-verbal communication, visuals and delivery generally engage the listener • Most sources referred to appropriately when relevant, with occasional inconsistencies • Questions are mostly handled well, with effort made to engage with the questioner |
| 13 - 14 | <ul style="list-style-type: none"> • Non-verbal communication, visuals and delivery may not always engage listener or be appropriate • Some attempts to refer to sources, but with inconsistencies and/or irrelevancies • Questions are adequately handled, with some effort made to engage with the questioner |
| 10 - 12 | <ul style="list-style-type: none"> • Non-verbal communication, visuals and delivery used in a limited way • Little ability to refer to sources appropriately • Questions may not be handled adequately, with limited effort made to engage with the questioner |
| 0 - 9 | <ul style="list-style-type: none"> • Little or no non-verbal communication used; visuals and delivery do not engage listener or are inappropriate • No ability to refer to sources appropriately • Questions not handled adequately, with little or no effort made to engage with the questioner |

| FLUENCY & INTELLIGIBILITY (25) | |
|---|--|
| 20 - 25 | <ul style="list-style-type: none"> • Clear pronunciation enables the speaker to be easily understood throughout • Intonation is used effectively to enhance speech and engage the listener • Flow effectively conveys intended meaning and enhances delivery throughout |
| 18 - 19 | <ul style="list-style-type: none"> • Pronunciation creates little difficulty for the listener • Intonation is used to enhance speech and engage the listener • Flow conveys intended meaning well and enhances delivery |
| 15 - 17 | <ul style="list-style-type: none"> • Mispronunciation does not seriously affect intelligibility • Intonation generally catches and maintains the interest of the listener • Flow mostly conveys intended meaning well and lapses do not seriously affect delivery |
| 13 - 14 | <ul style="list-style-type: none"> • Mispronunciation sometimes affects intelligibility • Intonation occasionally catches and maintains the interest of the listener, but with occasional lapses • Flow adequately conveys intended meaning but lapses might affect delivery at times |
| 10 - 12 | <ul style="list-style-type: none"> • Mispronunciation often affects intelligibility • Speech sometimes lacks sufficient intonation to catch and maintain the interest of the listener • Flow may hinder intended meaning and lapses often affect delivery |
| 0 - 9 | <ul style="list-style-type: none"> • Mispronunciation significantly affects intelligibility • Speech lacks sufficient intonation to catch and maintain the interest of the listener • Flow hinders intended meaning and lapses seriously affect delivery |

| ACCURACY, APPROPRIACY & RANGE OF LANGUAGE (25) | |
|---|--|
| 20 - 25 | <ul style="list-style-type: none"> • Language communicates ideas with precision and accuracy • Language used effectively and appropriately to express intended meaning throughout • Extensive range of appropriate academic and topic specific vocabulary used throughout as relevant to the task |
| 18 - 19 | <ul style="list-style-type: none"> • Language mostly communicates ideas with precision and accuracy • Language used well and appropriately to express intended meaning • Good range of appropriate academic and topic specific vocabulary used as relevant to the task |
| 15 - 17 | <ul style="list-style-type: none"> • Language often communicates ideas with precision and accuracy, and does not significantly impede understanding • Language used mostly well and appropriately to express intended meaning • A range of appropriate academic and topic specific vocabulary used as relevant to the task |
| 13 - 14 | <ul style="list-style-type: none"> • Language sometimes communicates ideas with precision and accuracy, and sometimes impedes understanding • Language used is sufficient and mostly appropriate to express intended meaning • Some appropriate academic and topic specific vocabulary used as relevant to the task |
| 10 - 12 | <ul style="list-style-type: none"> • Language often fails to communicate ideas with precision and accuracy, and often impedes understanding • Language used is sometimes sufficient but not always appropriate to express intended meaning • Limited appropriate academic and/or topic specific vocabulary used as relevant to the task |
| 0 - 9 | <ul style="list-style-type: none"> • Language does not communicate ideas with precision or accuracy, and significantly impedes understanding • Language used is not sufficient or appropriate to express intended meaning • Little or no appropriate academic and/or topic specific vocabulary used as relevant to the task |

| NOTES AND COMMENTS | | | |
|--------------------|--|--|--|
| | | | |

| Content and Structure | Presentation Skills | Fluency and intelligibility | Acc., Appr. & Range of Lang. |
|-----------------------|---------------------|-----------------------------|------------------------------|
| | | | |

| Mark (prior to any penalty for late submission) | Mark (minus any penalty for late submission) | Tutor's signature |
|---|--|-------------------|
| | | |

Note: All marks are provisional until confirmed by the relevant Boards

APPENDIX 3: E-ASSIGNMENT COVERSHEET



FACULTY OF HUMANITIES

Academic Centre for International Studies

I confirm that I have read and understood the University's Academic Integrity Statement for Students: <http://www.calendar.soton.ac.uk/sectionIV/part8a.htm> including the information on practices to avoid, given in Appendix 1 of the Statement and that in the attached submission I have worked within the expectations of this Statement.

I am aware that failure to act in accordance with the Academic Integrity Statement for Students may lead to the imposition of penalties which, for the most serious cases, may include termination of programme.

I consent to the University copying and distributing any or all work in any form and using third parties (who may be based outside the EU/EEA) to verify whether my work contains plagiarised material, and for quality assurance purposes.

Academic Integrity Declaration: I am aware of the requirements of good academic practice and the potential penalties for any breaches.

I confirm that this assignment is all my own work.

| | | | |
|----------------|---|--------------|---|
| STUDENT NUMBER | █ | CLASS NUMBER | █ |
| DEADLINE DATE | █ | TASK | █ |
| COURSE A / B | █ | TUTOR NAME | █ |

It is very helpful for tutors and students to be able to examine examples of previous students' work. (Student names and numbers are removed.) Please tick here if you are unwilling for this assignment to be used for this purpose in the future.

Strengths:

Areas for improvement / Actions:

| | | | | |
|--------------------------------|------------------------|---------------------------|----------------------------|-----------------|
| Turnitin report Viewed: | No AI Issues: | Minor AI issue(s): | Major AI issue(s): | |
| Content: | Use of sources: | Structure: | Language and Style: | Grammar: |

| | | |
|--|---|--------------------------|
| Mark (prior to any penalty for late submission) | Mark (minus any penalty for late submission) | Tutor's signature |
|--|---|--------------------------|

Note: All marks are provisional until confirmed by the relevant Boards.

| |
|------------------------------------|
| Key points for improvement: |
|------------------------------------|