

# Faculty of Arts and Humanities

## School of Humanities

### Undergraduate Student Handbook Information

# 2019-20

#### **Disclaimer**

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

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

## School of Humanities Handbook

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## WELCOME

*Dear Student*

*On behalf of myself and my colleagues, may I welcome you back to your studies or, if you are new to the University, may I welcome you very warmly to the Faculty of Arts and Humanities. To those of you who have come from overseas, we wish you a very happy stay in this country. The Faculty is made up of the School of Humanities based at Avenue Campus, and Winchester School of Art based in Winchester.*

*You are part of a vibrant research led Faculty which is committed to the highest standards of teaching by internationally renowned scholars. All the programmes that the Faculty provide offer you the opportunity for a period of intensive study in subject areas chosen by you. The academic community aims to inspire you to develop your knowledge and skills remembering that the outcome of your studies depends greatly on your own personal commitment and independent capacity to learn. We look forward to working with you and trust that you will strive for the highest standard of work while participating fully in the academic life of the Faculty.*

*This handbook provides a convenient source of information for students enrolled within the Faculty of Arts and Humanities during the current academic year. Please take the time to read it carefully and consult it often during the year.*

*For now I wish you the very best for an enjoyable, stimulating, and rewarding time here at the University of Southampton.*



***Professor Paul Whittaker***  
***Dean***

***Faculty of Arts and Humanities***

# 1 GENERAL INFORMATION

## Disclaimer

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### Additional University information online 2019-20

For further information on the services and support facilities available to students at the University of Southampton, please access these via [SUSSED](#) and clicking on the **Students** tab.

### School resource available to help you

The information contained within your programme handbook is designed to provide essential information applicable to you and your programme during the 2019-20 academic year. It will complement the University's Student Online and Discipline Handbooks. You can access the University's Student Handbook by logging on to [SUSSED](#), using your user name and password, and clicking on the **Students** tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are registered with us. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

Resource	Web link
Faculty website	<a href="#">Faculty of Arts and Humanities Website</a>
School website	<a href="#">School of Humanities Website</a>
Faculty staff information	<a href="#">Faculty of Arts and Humanities Website</a>
School staff information	<a href="#">School Staff Contact Information</a>
School Hub	<a href="#">Faculty of Arts and Humanities Student Hub</a>
Programme and module descriptions	<p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard (see below).</p> <p>Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the online programme catalogue, which is accessible via <a href="#">Banner Self Service</a>.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow the link below:</p> <p><a href="#">Humanities Programme Pages</a></p>
Academic Integrity	<a href="#">Academic Integrity Regulations</a> <a href="#">Guidance for Students</a>
Blackboard	<a href="#">Blackboard</a>
Library	<a href="#">University of Southampton Library</a>
Programme regulations	<p>The <a href="#">Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes</a> should be read in conjunction with your own programme regulations which detail any supplementary regulations specific to your programme of study.</p> <p><a href="#">University Calendar Regulations 2019-20</a></p>
Educational support services	<a href="#">Enabling Services</a> provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.
Study skills support	<a href="#">Academic Skills Support</a>

## 1.1 Glossary of Common Terms

<b>Academic Integrity</b>	The regulations governing academic issues such as cheating or plagiarism. The regulations can be found online at <a href="#">Academic Integrity</a>
<b>Assessment Weightings</b>	A module can be made up of several elements of assessment, each contributing a percentage to your mark for the module (i.e. coursework at 40% and exam at 60%). This will vary by module and will be clearly indicated in the module information provided to you.
<b>Blackboard</b>	The portal for students to access module materials and lecture information. Blackboard is a kind of virtual learning environment and each module you take will have its own Blackboard site.
<b>Compulsory Module</b>	A module which you are required to take.
<b>Core Module</b>	A module which you are required to pass.
<b>Deferral</b>	Normally offered to students who have Special Considerations, you may be permitted to defer an exam to the referral period in the summer or to the following year.
<b>Module Code</b>	The code assigned to a module i.e. HIST1010.
<b>Optional Module</b>	A module of your choice, identified within your programme structure.
<b>Pass Mark</b>	The pass mark for all undergraduate modules is 40. The pass mark for all postgraduate taught modules is 50.
<b>Programme Title</b>	The title of your degree programme, e.g. BA History.
<b>Progression</b>	To be able to progress from one level of study to the next: this means meeting all the progression requirements. Progression regulations can be found at: <a href="#">Progression Regulations</a>
<b>Referral</b>	Within the constraints of the University's progression regulations, if you fail a module that prevents you progressing to the next year of study, you will be referred in that module, which means that you will undergo some kind of re-assessment. Referral assessments take place in late August/early September (often known as the Supplementary period).
<b>Repeat</b>	If you fail at the referral stage and still cannot progress to the next year of study, you may repeat (normally) the whole year. All of your previous marks are deleted and only your new marks are recorded.
<b>Special Considerations</b>	If your studies have been affected by illness or other personal matters, a Special Considerations form should be submitted to the Student Office. Submitting the form alerts us to any problems you are having, so you need to do so as soon as you can.
<b>Fail</b>	<i>Undergraduate programmes:</i> Any mark below 25. Even if a module is an option and, therefore, not a module you are strictly required to pass, you will be referred if your mark is below 25. <i>Postgraduate taught programmes:</i> Any mark below 35. Even if a module is an option and, therefore, not a module you are strictly required to pass, you will be referred if your mark is below 35.  Progression regulations can be found at: <a href="#">Progression Regulations</a>

## 1.2 Enrolment

This takes place online (for new and continuing students) and you will have received information about this prior to your arrival at the University for the new academic year.

The enrolment tab can be accessed by logging onto [SUSSED](#) using your username and password, then clicking onto the Student Tab.

You may also find it helpful to look at the [School of Humanities](#) website which provides a range of information for incoming students.

## 1.3 Student Offices

For all students, these offices are your first port of call for most of your administrative queries or problems. Staff will try to answer any queries you may have, including questions about fees and accommodation, but the role of these offices is primarily to do with academic issues and questions relating specifically to the School of Humanities (including submission of medical certificates and evidence of extenuating circumstances). These offices process assessed work, and deal with transcripts, exam results, bank letters and other letters to confirm student status.

All staff will be able to help you with most of your enquires, however if you have specific queries about your degree programme you should be directed in the first instance to your module advisor, your tutor or the Director of Programmes for your discipline.

The School of Humanities has two student offices, one at Avenue Campus (mainly serving Archaeology, English, History, Modern Languages and Linguistics, Film and Philosophy) and one at Highfield (mainly serving Music).

### Avenue Campus

Location	Avenue Campus main building (Building 65) in room 1121 (at the end of the south corridor)
Telephone	023 8059 2206 (Internal 22206)
Opening Hours	Monday to Friday, 9am to 5pm
Office email	<a href="mailto:hums-studentoffice@soton.ac.uk">hums-studentoffice@soton.ac.uk</a>
Modern Languages and Linguistics	<a href="mailto:modlang@soton.ac.uk">modlang@soton.ac.uk</a>
Archaeology and History	<a href="mailto:archhist@soton.ac.uk">archhist@soton.ac.uk</a>
Film and Philosophy	<a href="mailto:efphums@soton.ac.uk">efphums@soton.ac.uk</a>
English	<a href="mailto:englhums@soton.ac.uk">englhums@soton.ac.uk</a>

### Highfield Campus

Location	Highfield Campus, Building 2, room 2011
Telephone	023 8059 5872 (Internal x25872)
Opening Hours	Monday to Friday, 9am to 5pm
Office email	<a href="mailto:musicbox@soton.ac.uk">musicbox@soton.ac.uk</a>

## 1.4 Essential dates

You can find a full list of the [academic term dates](#) for 2019-20.

## 1.5 How we keep in touch with you

### Email

We will use your University email account to contact you when necessary. We will **not** use any other email accounts or social networking sites. Check your University email account regularly and do not let your inbox exceed your storage limit. Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Please note that in some disciplines the use of module mailing lists is also undertaken in addition to Blackboard, which will be used by tutors and students to communicate, and should be treated as an open forum to discuss ideas about the module. As members of your discipline staff are on every list, they will be monitored for misuse (such as abusive language or “flaming”), and any perpetrators will be removed from the list. You are bound by University regulations regarding use and misuse of computing facilities.

### **Written Correspondence**

Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. Neither the University nor the School/Faculty will be held accountable if you receive important information late because you failed to update your student record.

### **Use of Social Networking Sites**

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

## **1.6 Confirmation of your student enrolment status**

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 23 '*Transcripts, Certificates and Award Letters*' within the [fees section](#) of the University Calendar for a list.

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



## 2 SUPPORTING YOU THROUGH YOUR STUDIES

### 2.1 Supporting students with disabilities, mental health conditions or specific learning difficulties

[Enabling Services](#) provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Our expert team can provide advice and support relating to your studies, both while you are preparing for University and throughout your time here.

Contact details can be found here: [Enabling Services Contact Details](#)

### 2.2 The role of your personal academic tutor (PAT) and other key academic staff

A member of academic staff in your programme team will be assigned to act as your PAT. He/she can offer general academic guidance, such as help to improve your study skills.

Your personal academic tutor will not necessarily be involved in lectures or seminars that you will attend but he/she will oversee your scheme of work and may be asked to report on your work and progress. You should consult your personal academic tutor for advice and information on all matters connected both with your programme of study (e.g. module selection, study methods, and with University life generally).

Your personal academic tutor's role is primarily an academic one, to provide advice on choice of modules and on your examination performance, and so on. If you are experiencing any difficulties that you feel may affect your academic performance you should raise these with your PAT as soon as they occur. It is vital that you do not wait until after examination results have been announced to raise any difficulties you are experiencing.

Normally you would expect to have the same PAT throughout your programme of study. Your PAT will normally be the person who writes you a reference at the end of your degree programme, so it is in your interests to see him/her at key points in the academic year. Your PAT will advise you on the best method to make an appointment.

If you have questions about specific module material, you should consult the module co-ordinator.

### 2.3 Provision of academic references

Your PAT will be able to provide a reference for you. However, it is important to ask their permission before giving his/her name as a referee. You may find it helpful, therefore, to provide your potential referee with some detailed information about yourself in the form of a CV or a personal information sheet.

### 2.4 Discipline pastoral support

If you experience significant difficulties with your work, lapses in attendance or personal/health problems during your course you may be referred by your PAT or seminar tutor to the Departmental and/or School Senior Tutor.

Discipline	Contact	Email Address
Archaeology	Mr Timothy Sly	<a href="mailto:tim.sly@soton.ac.uk">tim.sly@soton.ac.uk</a>
English	Dr Ranka Primorac	<a href="mailto:R.Primorac@soton.ac.uk">R.Primorac@soton.ac.uk</a>
Film	Dr Louis Bayman	<a href="mailto:L.D.Bayman@soton.ac.uk">L.D.Bayman@soton.ac.uk</a>
History	Dr John McAleer	<a href="mailto:J.Mcaleer@soton.ac.uk">J.Mcaleer@soton.ac.uk</a>
Modern Languages and Linguistics	Ms Cristina Garcia Hermoso	<a href="mailto:C.Garcia-Hermoso@southampton.ac.uk">C.Garcia-Hermoso@southampton.ac.uk</a>
Music	Professor Andrew Pinnock	<a href="mailto:A.J.Pinnock@soton.ac.uk">A.J.Pinnock@soton.ac.uk</a>
Philosophy	Dr William McNeill	<a href="mailto:will.mcneill@soton.ac.uk">will.mcneill@soton.ac.uk</a>
ACIS – Academic Centre for International Centre	Wendy Jones	<a href="mailto:W.J.Jones@soton.ac.uk">W.J.Jones@soton.ac.uk</a>

You should also seek their advice if your other tutor(s) are not available and any crisis occurs, especially at the time of coursework deadlines. They work closely with the Senior Tutor, Mrs Julia Kelly, to support students who need to apply for special considerations and can explain the policy to you if you have any questions or concerns about it. They will, with the support of the Student Office, be present for monitoring the late form

process. Along with the personal academic tutors, they can point you in the direction of support that is available at the University if you experience any problems during your course.

## **2.5 The role of the Senior Tutor**

The School of Humanities has one School Senior Tutor who is responsible for coordination of the pastoral support available to students (undergraduate and postgraduate) and liaising with the services provided by the central university. Julia Kelly is based in office 3046 on the Avenue Campus. She can be contacted by emailing [hst19@soton.ac.uk](mailto:hst19@soton.ac.uk) or telephoning extension 23942 (023 8059 3942 if calling externally).

You can make an appointment directly with the Senior Tutor if you would like to speak to someone confidentially regarding any difficulties you may be experiencing that are impacting on your studies. They can inform you about the various support services that the university has available and make appropriate referrals.

The School Senior Tutor is supported in departments by departmental Senior Tutors and Personal Academic Tutors, who may also recommend that you contact the School Senior Tutor to make them aware of any serious problems affecting your course. The Senior Tutor works closely with Enabling Services to support students with pre-existing medical conditions or specific learning difficulties. You should speak to the Senior Tutor if you are considering suspending your studies for any reason and you will be expected to meet with them following any extended period of absence from the university. Mrs Kelly can advise you on the procedures and regulations regarding special considerations for the School if you are thinking of applying for them and will oversee the process at the exam boards.

## **2.6 Humanities Peer Mentoring Scheme**

Humanities operate a peer-mentoring programme. The programme offers new undergraduate students opportunities to meet with current students who are happy to both advise and share their experiences to help with transitions to life and study at Southampton.

Mentors usually meet their mentees early in the new semester and connect at regular intervals throughout the academic year. In most cases, mentors and mentees share the same discipline. Typical topics explored involve managing a successful work-life balance and locating housing in future years. It is important to note, however, that while mentors draw upon their own experiences to help solve any problems, should challenges that are more serious arise, mentors will direct mentees to the appropriate professional support service. The role of the peer mentors is to enhance existing support systems and not replace them. Details of the programme will be communicated early in the new academic year.

## **2.7 What to do if you are ill**

It is important that your doctor (as well as your advisor) is immediately informed of any illness that is likely to affect your studies. If appropriate your GP may inform your advisor that you are experiencing some health difficulties that may affect your academic performance. This will only be done with your consent. However, you may wish the details of your illness to be withheld from your advisor, although you should think carefully about this (your advisor will, in any case, respect your privacy). More information can be found in the [General Regulations - Attendance and Completion of Programme Requirements](#).

On the first day of illness you should email or telephone the Student Office to advise them of your absence, see part one for contact details.

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these to be considered by the School you must complete a Special Considerations form. It is important that you submit this to your School in a timely manner and prior to the Board of Examiners. All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification or a statement from your tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the School's Special Considerations board which meets at the end of each semester and just prior to the referral examination board. The Student Office will contact you via your University email account to let you know once approval has been made.

Full details of the University's policy on Special Considerations can be found at: [Special Considerations](#)

## **2.8 External factors affecting your attendance or performance in your studies**

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

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

A special considerations process is in place to ensure that you are not penalised for genuine difficulties affecting you. Submitting such a request, together with supporting documentation, will enable the Exam Board to consider the issue and its effect on your studies and performance. Guidance on the special considerations policy and the procedures to follow are available from the Student Office.

## **2.9 Student Support Review**

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

## **2.10 Suspending your studies**

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

## **2.11 Withdrawing from your programme**

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. You are also advised to discuss your decision with your Tutor or Director of Programmes. Further information can be found in the [General Regulations - Transfer, Suspension, Withdrawal and Termination](#)

## **2.12 Special Considerations**

The School follows the University regulations for [special considerations](#).

## **3 YOUR SAFETY**

### **3.1 Faculty Health and Safety Policy**

The policy of this Faculty 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.

It is also your responsibility as an individual that you work in a safe manner to ensure not only your own safety but to ensure the safety of others in the Faculty and University.

Full details of the University's Health and Safety Policy can be found [here](#).

*Observe good health and safety practice at all times. For example, do not congregate on the stairs and cause an obstruction, do not leave bags blocking corridors, do not use laptops in a way where their wires can cause a trip hazard, and do not smoke while on the premises, including e-cigarettes.*

### **3.2 Fire alarm testing**

The fire alarm test day at Avenue campus is on a Monday afternoon and in Building 2 on a Tuesday morning, if the fire alarm sounds for longer than 20 seconds at any time you should leave the building immediately using the nearest emergency exit point.

### **3.3 Action in the event of a fire**

In the event of the fire alarm being raised persons should exit the building as quickly as possible and assemble at the far corner of the car park to the South-East of Avenue campus buildings (opposite side from the road), or for other campuses, as indicated on notices in your particular work area. Do not spend time collecting personal belongings such as coats and bags – ensure that you leave the building as quickly as possible. Do not use lifts and do not return to the building unless you are told to do so.

The person raising the alarm should ensure that the Fire Brigade are summoned by either reporting to someone in authority or asking them to do so, or by dialling 91-999 from an internal telephone remote from where the alarms are sounding. Following this, the University Central Control Centre (CCR) should be alerted by dialling 3311 – from an internal phone or 02380 593311 from a mobile.

If you are in a building you are not familiar with please ensure you familiarise yourself with the evacuation procedures for that building.

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

Fire extinguishing equipment is provided in all buildings but should only be used by those trained in its use. Members of staff and PhD students are encouraged to attend a training session in the use of fire extinguishing equipment (organised by the University Safety Office) at least once every three years.

### **3.4 First Aid and Accidents**

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

### **3.5 Incident Reporting**

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

Incidents can be reported online by clicking [here](#).

### **3.6 Personal safety on campus**

Please refer to the University's [Security website](#). If you are concerned about your personal safety on campus. Crimes can be reported to the 24 Hour Control Centre at all times by dialling 3311 – from an internal phone or 02380 593311 from a mobile. Or directly to Security on extension tel. 22828 during normal working hours.

### **3.7 Access to buildings**

Access to both Avenue Campus and Building 2 (Highfield) is linked to the University Access Control system, whereby entry and exit to all buildings (65, 65a, 65b and 2) is by means of a current ID card. Access is restricted to users with the Faculty of Arts and Humanities, the only exceptions being those named individuals for whom authorisation has been obtained. The access card system starts at 6pm and runs through the night until 8am in the morning and is working all weekends and bank holidays

### **3.8 Out of Hours Policy**

The purpose of the policy is to ensure the safety and security of individuals who need to work outside of normal working hours. In order to achieve this, anyone in a University building between 11 pm and 6 am must have permission from the Head of School of Humanities, (11 pm and 7.30 am Avenue Campus). The permission must be properly registered with the University's Central Control Centre beforehand. In giving permission, it will be the responsibility of the Head of School to assess whether the safety and security risks for the individual are properly covered. It is expected that the granting of access will only be made in very exceptional circumstances.

Further information on the out of hour's policy can be found at: [Out of Hours Policy](#)

### **3.9 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 on balconies.

## 4 YOUR ACADEMIC PROGRAMME

### 4.1 The academic year and the programme structure

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

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

For any given programme a module is either core, compulsory or optional. The definitions of the first two are provided in the General Regulations- [Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes](#). Your student record will automatically record core and compulsory modules and these must be completed in accordance with the requirements applicable to your programme. Most programmes will have a number of optional modules. If applicable you will need to select a certain number of optional modules to complete your portfolio of modules and fulfil the credit points required for the programme.

See glossary at the beginning of this handbook for further information.

### 4.2 Registration and amendment to optional modules

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

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

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

### 4.3 Attendance

All full-time students are required to attend University for the duration of their programme each year, and to attend for such additional periods of study as may be required by the regulations of the programme of study in which you are enrolled. The [University Attendance regulations](#) are available from the University Calendar.

The School's regulation on attendance is as follows:

1. If you have to miss a lecture or seminar for a good reason, such as a job interview, let your tutor(s) know in advance if possible, and find out about the necessary preparation for the following week. If you miss a class through illness, please let your tutor know as soon as you are able (**see section 2.4 on reporting illness**).
2. Module tutors will report all repeated absences to the Director of Programmes and Student Office. If you have missed more than one class in any module without offering an adequate explanation for your absence, you will receive a formal written warning, and will be required to meet the Director of Programmes or your Tutor to discuss your unsatisfactory attendance record.

### 4.4 Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for programmes typically have to pay for are included in Appendix 1.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Please also ensure you read the section on additional costs in the [University's Fees, Charges and Expenses Regulations](#) in the University Calendar.

## 4.5 Exchanges / Placement Programmes

The School/Faculty operates a number of exchange and placement programmes, notably the Year Abroad for Modern Languages and Linguistics. [Study Abroad](#)

For details on the other exchanges and placements available you should speak directly with your discipline or contact the Student Office.

For details on [Year In Employment](#) please see section 8.3 below and link to website.

## 4.6 Joint Honours Programmes

Joint Honours programmes offer you a fantastic opportunity to broaden your range of skills, learning and making connections between two related subject areas, but you will also face challenges working within two different subjects' cultures. These challenges are greater if your Programme of Study also spans two different Faculties as you will also have to deal with two administrative as well as academic units.

Joint programmes set detailed requirements and rules for choosing option modules or dissertations which will differ from Single Honours programmes, so you should ensure you are familiar with the **Programme Specification** for your particular Joint honours programme of study.

To help you, each Joint honours programme will have a **Liaison Tutor**, an academic whose responsibility it is to deal with communication between your two subject areas and to advise on issues relating to your programme of study. Where there are many related programmes (such as degrees that are offered with a language) a single Liaison Tutor may be responsible for a group of combined or joint honours programmes.

The School's Liaison Tutors are as follows:

ARCHAEOLOGY		
BA Archaeology and Geography BA Archaeology and Geography (with Year Abroad)	Dr Fraser Sturt	<a href="mailto:F.Sturt@soton.ac.uk">F.Sturt@soton.ac.uk</a>
BA Archaeology and Anthropology BA Archaeology and Anthropology (with Year Abroad)	Dr Yvonne Marshall	<a href="mailto:ymm@soton.ac.uk">ymm@soton.ac.uk</a>
BA Archaeology and History BA Archaeology and History (with Year Aboard)	Dr Alison Gascoigne	<a href="mailto:A.L.Gascoigne@soton.ac.uk">A.L.Gascoigne@soton.ac.uk</a>
ENGLISH		
All Joint Programmes in English	Dr Stephanie Jones	<a href="mailto:S.J.Jones@soton.ac.uk">S.J.Jones@soton.ac.uk</a>
FILM		
All joint programmes in Film	Dr Michael Hammond	<a href="mailto:M.K.Hammond@soton.ac.uk">M.K.Hammond@soton.ac.uk</a>
HISTORY		
All Joint Programmes in History and Ancient History	Professor Ian Talbot	<a href="mailto:I.A.Talbot@soton.ac.uk">I.A.Talbot@soton.ac.uk</a>
MUSIC		
BA Music and Business Management BA Music and Business Management (with Year Abroad)	Professor Andrew Pinnock	<a href="mailto:A.J.Pinnock@soton.ac.uk">A.J.Pinnock@soton.ac.uk</a>
MODERN LANGUAGES AND LINGUISTICS		
MLL and English	Professor James Minney	<a href="mailto:J.D.Minney@soton.ac.uk">J.D.Minney@soton.ac.uk</a>
MLL and History	Dr Scott Soo	<a href="mailto:S.Soo@soton.ac.uk">S.Soo@soton.ac.uk</a>
MLL and Mathematics	Adrian Sewell	<a href="mailto:A.J.Sewell@soton.ac.uk">A.J.Sewell@soton.ac.uk</a>
MLL and Music	Adrian Sewell	<a href="mailto:A.J.Sewell@soton.ac.uk">A.J.Sewell@soton.ac.uk</a>
MLL and Philosophy	Adrian Sewell	<a href="mailto:A.J.Sewell@soton.ac.uk">A.J.Sewell@soton.ac.uk</a>
MLL and Business Management	Dr Tony Campbell	<a href="mailto:A.G.Campbell@soton.ac.uk">A.G.Campbell@soton.ac.uk</a>
MLL and Politics	Dr Tony Campbell	<a href="mailto:A.G.Campbell@soton.ac.uk">A.G.Campbell@soton.ac.uk</a>
ACIS - Academic Centre for International Centre		
For all programmes	Wendy Jones	<a href="mailto:W.J.Jones@soton.ac.uk">W.J.Jones@soton.ac.uk</a>
PHILOSOPHY		
All Joint Programmes in Philosophy	Dr Jonathan Way	<a href="mailto:J.WAY@soton.ac.uk">J.WAY@soton.ac.uk</a>

One of the most significant challenges you will face is completing **assessed work** for different academic units. The expectations and requirements for assessments can vary between disciplines in several ways, including:

- The conventions and styles of referencing and citation may differ between subjects even within the same School/Faculty. You should consult BOTH of your discipline's **Student Handbooks** and relevant module Blackboard sites to ensure you are using the correct guidance for the assessment you are completing;
- The 'typical' word-length requirements of (for example) essays may differ between your subjects. You should make sure you carefully read the rubric for each assessment and, if you in any doubt, you should ask the **Module Leader** to clarify;
- If your subjects are in different Faculties then the procedure for submitting your work may also be different. You should make sure you are familiar with the procedures and rules that are used by *each* of the **Student Offices**. You are therefore also advised to consult BOTH School/Faculty or discipline Student Handbooks;
- Deadline clashes may be more common for Joint honours students, so you should take care to plan your work timetable;
- The processes for choosing your options modules may be more complex than for Single Honours students. You should discuss your module choices with your **Personal Academic Tutor** in advance.



## **5 TEACHING AND LEARNING SKILLS**

### **5.1 Teaching Environment**

Teaching and learning are informed through a culture of investigation and enquiry, and sustained by continuous familiarity with original research. On this basis the School/Faculty has taken steps to provide a suitable environment that allows undergraduate students to build necessary skills.

### **5.2 Time management**

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

### **5.3 Lectures**

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Taking notes in lectures in a form that you find most useful is an important part of the learning process. Lectures provide a framework and starting point for you to develop your own understanding through extensive further reading and / or practice. It is essential that you use the recommended reading and the assistance of teaching staff during tutorials to gain further understanding. It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the examination and coursework assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module co-ordinator. Please note that academic staff is not obliged to make the texts of lectures available to students.

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

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

If you wish to use 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.

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

### **5.5 Tutorial/Supervisions**

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

### **5.6 Independent or Self-directed learning**

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

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

## 5.7 Key skills

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

## 5.8 School/Faculty policy on referencing

One of the skills that you will learn in in Year 1 is how to cite the sources you have used in your work and how to provide a list of these referenced sources in appropriate format. This is an important part of academic discourse because it enables your readers to find the sources for the evidence and arguments on which your work is based. It is also important from the point of view of academic integrity that you fully acknowledge the sources on which your work is based. Academic disciplines vary slightly in the formats that they use for citing and listing sources. You should therefore consult your discipline handbooks for full details on the method of referencing you should use in your work, further details can also be found through the University library website link here: [Citing and Referencing](#)

## 5.9 Academic Integrity: the University Policy

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

Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. You should also note that you are not allowed to submit work for which you have already received credit ('recycling'), whether at this or another institution. We are aware that students may have experienced differing standards at other institutions (including those overseas) but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these are breached. These penalties will always affect the mark you receive for the piece of work in question, and the most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference we provide.

It is often helpful to discuss ideas and approaches to your work with your peers, and this is a good way to help you think through your own views. However, work submitted for assessment should always be entirely your own, except where clearly specified otherwise in the instructions for the assignment. In some instances, working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances, the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others, you should make sure that you acknowledge this in any declaration you make.

If you wish to improve your study skills, always seek advice sooner rather than later. Your personal tutor or module lead will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice, and to learn to benefit from it. This would not necessarily mean that you are 'struggling' with your work - you may feel you need additional advice to reach your personal potential.

If in doubt about what is required in any particular assignment, what referencing styles are appropriate etc, always ask. Your tutor or module lead will be able to point you in the direction of appropriate sources of advice and information.

You are responsible for your own work and conduct, and for ensuring that you neither fall accidentally into poor academic practice in your written work nor engage in practices which breach academic integrity. Such practices are unacceptable, whether they have been happened deliberately or through a lack of understanding. As well as damaging your own development, failure to work with academic integrity is unfair to other students who complete work honestly and fairly. It can also potentially damage the relationship between staff and students which is at the heart of the University community, and relationships with external partners. Ultimately, your results will not be a true reflection of your performance, which may potentially damage the academic standing of the University's awards.

Furthermore, should you have reason to believe that a fellow student is not working with academic integrity, you should speak in confidence to the module lead. Your identity will not be revealed as part of any investigation; however, no further action would be taken unless additional evidence is identified by the marker or module lead.

We take academic integrity very seriously. You should ensure you familiarise yourself with the [University's Academic Integrity Regulations](#)

Further guidance on academic integrity including the Academic Integrity Statement for students can be found [here](#).

If it is suspected that you have not worked with academic integrity an investigation will be conducted within the University's defined [procedures](#). Any breaches may also impact on any future references we may be asked to provide.

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

## 5.10 Research Ethics

The University of Southampton is committed to carrying out its research, teaching, enterprise and other activities within a comprehensive ethical framework (<http://www.southampton.ac.uk/ris/policies/ethics.html>).

Principles of ethical research include the expectation that studies are undertaken with integrity, quality and transparency. Participants in research must be fully informed about the research and participate voluntarily. They need to know what will happen with the information they provide, and that they can withdraw from the study subsequently (wherever possible). Risks from participation in research must be explained and minimised. Participants' anonymity and/or confidentiality should be protected, for example by removing information that could be used to identify them and by storing confidential information securely.

All research on human participants, their tissue or data requires ethical approval via the University's Ethics and Research Governance Online (ERGO) system ([www.ergo.soton.ac.uk](http://www.ergo.soton.ac.uk)). This includes, but is not limited to, studies of the following kind:

- analysis of existing secondary data at an individual level, even where such data have been anonymised and/or the datasets exist in the public domain;
- collection of data using questionnaires and online surveys;
- collection of data using interviews, observations, focus group discussions or similar qualitative approaches; and
- experiments involving human participants.

Research on animals is governed by separate procedures.

The University believes that ethical issues should be interpreted broadly and that ethics approval might also be needed for research where other factors could be present including:

- a risk of damage to the environment;
- political or social sensitivity; and
- impact on culture and cultural heritage.

If you are in doubt about whether the research for your dissertation requires ethical approval, please contact your divisional 'ethics champion', or a member of the School/Faculty Ethics Committee via [risethic@soton.ac.uk](mailto:risethic@soton.ac.uk).

To obtain ethical approval for your research, please apply via the ERGO system ([www.ergo.soton.ac.uk](http://www.ergo.soton.ac.uk)). Detailed guidance on how to apply and what documents to upload can be found in the Education documents Downloads section on the ERGO page. More detailed information that may be applicable can be found on the Researcher Portal (<https://intranet.soton.ac.uk/sites/researcherportal/>).

Please note: the University does not permit mass emailing for the recruitment of research participants.

Your supervisor will need to approve your ethics application before it is reviewed by the School/Faculty Ethics Committee. There are no submission deadlines; instead applications are reviewed on a rolling basis. You can expect a decision within 10 working days. Please allow extra time in case you are asked for revisions. **You must not begin your research before you have obtained School/Faculty approval via ERGO!** Retrospective approval is never granted.

Failure to obtain ethics approval or to comply with the University's Ethics Policy will be investigated under the University's regulations governing [Academic Integrity](#).

## 6 ASSESSMENT AND EXAMINATIONS

### 6.1 Coursework assessment and submission

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

**All written assignments must be submitted electronically unless you are advised otherwise by your module tutor.**

### 6.2 Marking and Moderation

The School follows the University's [Double Blind Marking and Moderation Policy](#) which applies to all summative assessments on both undergraduate and postgraduate taught programmes. We also follow the University's [Anonymous Marking Policy](#).

### 6.3 Penalties for late coursework submission

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

Work submitted up to 5 days after the deadline should be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

See also the University Policy on [Late Submission Penalties](#)

### 6.4 If for any reason you do not complete your essay by the deadline

You will still be required to submit your late electronic essay through eAssignment. Late penalties will apply as usual, unless there are extenuating circumstances. If there are, you will need to complete a Late Submission form stating the reasons and attaching any relevant medical certificates (see below). This must be submitted to the Student Office for attaching to your electronic essay. The Special Cases Committee will meet to decide what penalties (if any) should be imposed.

The University has a uniform policy for the late submission penalty for a piece of assessed work worth 10% or more of the final module mark. Penalties will be applied to work submitted after the 4 pm deadline on the relevant date – please see the [University Policy on Late Submission Penalties](#) for further information:

Details on the University's General Information and *Regulations 2016/17*: can be found here: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

### 6.5 Over-Length Work

In response to student demand for greater clarity, a consistent approach towards over length work has been adopted across the School. The School Policy on Over Length Work can be found in Appendix 3.

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

## 6.6 Late Submission of coursework- Extensions

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

See paragraph 6.2 above.

The University's Regulations for Special Considerations and Extension Requests can be found [here](#)

And the Guidance, which should be read in conjunction with these regulations, can be found [here](#).

## 6.7 Examination preparation (also see Appendix 2)

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

Past Exam Papers area available on the Students tab on [SUSSED](#) under Learning Resources.

Remember that if you get into difficulty during your revision process on a particular subject ask someone to help you. This may be either one of the lecturers or teaching assistants on the module.

## 6.8 Examinations

The dates of University examination periods are published annually on the [Exam Timetables](#)

## 6.9 Illegible exam scripts

If your examination script is considered illegible, the [Illegible Examination Scripts Policy](#) will be instigated. You will be asked to come in to dictate your script so that it can be transcribed. The costs associated with producing the transcript will fall to you and will be charged at £10.00 per hour. If you refuse to attend, you may be awarded a mark of zero (0).

## 6.10 Coursework and examination feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The [Student Feedback Policy](#) provides an overview of formal feedback.

Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to. Informal feedback is just as important and comes in the form of individual chats with your advisor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the examination board. This feedback will typically be returned within **20 working days** following your submission, however within Humanities the turnaround of marking is usually within 10 – 15 working days. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

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

## 6.11 Access to coursework and examination scripts

### Coursework

Coursework will be retained by the Student Office for a period of one month after marking, if you wish to collect your work you should do so as soon as it is available, any unclaimed work after this period may not be retained.

## Examination scripts

You may if you wish ask to inspect your completed examination scripts. There is a procedure that will need to be followed and you should contact the Student Office for details. You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. The absence of annotation on a script does not mean that it has not been marked.

## 6.12 Scaling of Work

Occasionally, systematic issues arise in marking; for example, there may be differences noted among markers that require adjustment to bring them in line with one another, the level of difficulty of different exam questions, or anomalous variations in performance between different groups of students taking the same module. Each module is subject to a moderation process designed to identify any such issues, and subject to further review by the relevant External Examiner. Where potential issues are identified, the relevant *Director of Programmes* will review the evidence and recommend appropriate action such as re-marking using the same or a different marking scheme, re-weighting components or sub-components, or scaling the marks.

Any adjustments to marks will be made according to the principles and practices identified in the University's Double-blind Marking and Moderation Policy and Scaling Policy (both of which can be found on the [Marking and Feedback](#) page of the University's [Quality Handbook](#)) which include discussion with the External Examiner and approval by the responsible Board of Examiners to confirm that the resulting marks conform to University and national standards. As determining appropriate standards is a matter of academic judgment, these decisions are not subject to academic appeal. Where marks are adjusted, affected students will be notified of both the rationale and the process applied.

## 6.13 Release of results

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

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

## 6.14 Prizes

Please see [discipline handbooks](#) for further details.

## 6.15 Final assessment

At the end of your programme, your overall performance will be assessed. The basis of this assessment is specified in your [Programme Regulations](#). If you satisfy the academic standards necessary, the examination board will recommend you for award.

## 7 STAFF STUDENT LIAISON: GETTING YOUR VOICE HEARD

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

Through the [Students' Union](#) you will be invited to elect your School representatives (School Leaders, Academic Presidents and Course Representatives) who co-ordinate the student voice on School committees to enable your voice to be heard.

The SSLC also enables student representatives to review and feedback on the external examiners reports and responses. Outside of these meetings if students wish to see these reports they should contact the Faculty Curriculum and Quality Team [fah-cqa@soton.ac.uk](mailto:fah-cqa@soton.ac.uk).

### 7.1 Module reports

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

### 7.2 Module Survey

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

Completed module survey reports are available on [SUSSED](#) via the Student tab and Programme Specification Information, [Module Reports](#)

## 8 CAREERS AND EMPLOYABILITY

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. We provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

### 8.1 Excel Southampton Internships

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

### 8.2 Business Innovation Programme

The [Business Innovation Programme](#) provides an opportunity to develop your business acumen, team working and problem-solving skills by working on a 6 week project put forward by local businesses or not-for-profit organisations.

### 8.3 Year in Employment

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

### 8.4 Volunteering Bank

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

### 8.5 Enterprise

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

### 8.6 Career Readiness Test

Developed especially for University of Southampton students and graduates, our Career Readiness Test will give you an insight into your career planning. Research shows that students who are more self-aware and clear on their career strengths feel more confident in their ability to succeed in the future.

The test is for everyone. Take the test to:

- Understand where to start
- Reflect on your strengths and areas for development
- Recognise what makes students most employable
- Structure your thinking
- Identify priorities for action

Just click here to access more information on [Careers and Employability Service](#) and click here to access the [Graduate Capital Model](#) to find out more.

### 8.7 Employability events

Alongside education, employability plays a vital part in your university experience. Throughout the academic year, a dedicated team from School/Faculty and Careers lead a number of employability related activities, events, and opportunities. Mapped to the Graduate Capital Model (created by Dr Michael Tomlinson at the University of Southampton School of Education), these activities explore core attributes and skills and work with all years and disciplines. For example, in your first year, activities introduce skills and strategies essential to success; in your second year, activities help you to develop and grow, and in your final year, provide training as to how you might effectively communicate your talents. Additional School/Faculty employability activities include Pop-up Careers advice, volunteering opportunities, and subject-specific workshops.

Humanities also operates an Employability Network. This working group, comprised of students and staff, meets at regular intervals through the academic year. The group encourages students to actively engage in



employability activities and in doing so, develop, organise, and run School/Faculty and departmental initiatives. In recent years, students have been involved with the Humanities Alumni Network and have helped coordinate skills training, careers fairs, and alumni panels. Details to join the network will be released early in Semester One.

Partnership with Careers – we work closely with the central Careers and Employability Service to ensure Humanities students are able to take full advantage of the events they run throughout the year, for example the Graduate Recruitment Fair and LinkedIn Labs. The Careers and Employability Service provides support to students at all levels of study and has a range of opportunities on offer. Research\* shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. We provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

## **8.8 Curriculum Innovation**

At the University of Southampton we offer unique opportunities to help you achieve your ambitions. Depending on your programme of study, you may be eligible to take interdisciplinary modules

For most degree programmes you take the equivalent of eight single modules in each year of your degree. Some of these will be compulsory modules that you must take, but in most cases you could also take some optional modules. You can choose to use these additional modules for a number of different options within your School/Faculty and elsewhere, to:

- Deepen your knowledge with more modules in your home discipline (see your School/Faculty website for more details of what is available).
- Broaden your studies by taking interdisciplinary modules, languages or other modules outside your home discipline.

## **8.9 Programmes with a Minor**

If your degree is eligible, there is the opportunity to study a Minor subject alongside your main programme of study. The Minor will be in a different area to your main subject of study. More information is available on the [Minors](#) website

## 9 FURTHER STUDY OPPORTUNITIES

Perhaps you are considering postgraduate study. There is a wide range of programmes leading to various qualifications available to you, and selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. The Faculty/School always aims to retain its best and brightest students for research. However when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects. There is also the choice between taught postgraduate programmes leading towards a Master of Science (MSc) and/or research postgraduate degrees.

Further details on the programmes offered by the Faculty/School can be found on the [Winchester School of Arts website](#) and [School of Humanities website](#).

## 10 APPEALS, COMPLAINTS, DIGNITY AT WORK AND STUDY, STUDENT DISCIPLINE

We hope you will be satisfied with your experiences as a student here. However, we recognise that, on occasions, 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 of member of staff informally and 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. You may also wish to consult with your programme representative if it is an issue in common with other students. In most cases we hope to resolve your concerns informally. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

### 10.1 ACADEMIC APPEALS

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The [Regulations Governing Academic Appeals by Students](#) outlines the regulations and procedures that should be followed should you wish to steps that should be followed when making an academic appeal.

### 10.2 STUDENT COMPLAINTS

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

### 10.3 DIGNITY AT WORK AND STUDY

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

### 10.4 STUDENT NON-ACADEMIC MISCONDUCT

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

(Information revised: August 2019)

## Appendix 1:

### Additional Costs

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

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

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Stationery		You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks		Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.  Some modules suggest reading texts as <b>optional</b> background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Equipment and Materials Equipment	Laboratory Equipment and Materials:	All laboratory equipment and materials are provided.
IT	Computer Discs or USB drives	Students are expected to provide their own portable data storage device.
	Software Licenses	All software is provided
	Hardware	It is advisable that students provide their own laptop or personal computer, although shared facilities are available across the University campus.
Printing and Photocopying Costs		Where possible, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: <a href="http://www.southampton.ac.uk/isolutions/students/printing/">http://www.southampton.ac.uk/isolutions/students/printing/</a>
Placements (including Study Abroad Programmes)		Students on placement programmes can expect to cover costs for health and travel insurance, accommodation and living expenses; travel costs; visa costs. This will vary depending on which country you are travelling to. Specific details on what additional costs there will be are detailed in the individual module profiles which can be found under the modules tab of the <a href="#">programmes details</a> of your programme.

### Additional costs for Modern Languages and Linguistics Programmes

MLL Residence Abroad - Cost Implications		As you know, the MLL third year includes a period of study or work abroad as a compulsory element of a four year degree, and as a result, all students pay reduced home tuition fees to Southampton their third year (currently 15% for home and EU
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		<p>students, 40% for International Students) irrespective of what placement they take up.</p> <p>However, as happens whilst you are in Southampton, students are expected to pay their own travel expenses, accommodation and other living expenses. So that you can assess the viability of the different options available to you, the following outlines their general cost implications, but please do bear in mind that these may vary enormously from student to student depending on what placement is selected and where it is located. Should you need further information, please contact the relevant RA language coordinator.</p>
	<b>Students studying or working in Europe</b>	<p>Students are eligible for a small grant through the British Council, which is means tested against their salary (if relevant) and which varies every year (as a guide, students this year receive around 350-400 Euros per month). The only exceptions to this are students who currently live full-time with their parents and for whom household income is above the threshold.</p> <p>British Council students also receive a monthly salary (this varies country to country) and are expected to pay for their International Child Protection Certificate (ICPC) checks, which are mandatory and currently cost £45.</p> <p>University students tend to receive a slightly higher grant than those who working for the British Council since they are not in receipt of a salary. They pay no tuition fees to their host university.</p> <p>Work placement students may or may not be paid, and their grant is calculated accordingly.</p>
	<b>Students studying or working outside Europe</b>	<p>These students are not eligible for the British Council grant but may be able to apply for funding to support their travel etc. through the International Office. All students are expected to pay for their own student visas; costs vary from country to country.</p> <p>Students studying in Latin America or China will generally have to pay host university fees, although typically these are no more than £100 for the academic year.</p> <p>Students working in Latin America are not generally paid a stipend. Some receive free accommodation, travel or meals as a work benefit, others (generally in voluntary work) often also have to pay to join the scheme and be eligible to work do not receive this. Students taking place in the Mexico link receive a bursary.</p>

#### Additional costs for Music Programmes

<b>Vocal and Instrumental Lessons</b>		Specialist vocal and instrumental tuition for single and joint honors Music students taking performance modules is generally provided free at the point of delivery. When lessons happen away from Highfield
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	<p>Campus students are expected to cover the cost of travel to and from their lessons. Students are expected to cover the cost of travel to and from off-campus rehearsal, performance and music examination venues. Most of those we use are within walking distance of Highfield Campus.</p> <p>Students taking instrumental lessons are expected to own and maintain their own instruments, maintenance including the cost of repairs and of replacement parts (new strings, drumheads etc.). Students are strongly advised to arrange insurance for their instruments, covering all the usual risks including theft from places of residence and from university storerooms. Storage space for instruments is available in Music Department storerooms. Dozens of students have access to them: it is not possible to guarantee security. The university will accept no responsibility for loss or damage to instruments left in storerooms. Students taking performance modules will be given keys to practice rooms and storerooms. Keys must be returned on or before graduation day. Students will be charged £10.00 per replacement key in the event of loss.</p> <p>Jazz and pop students must buy and use their own ear protectors if asked to do so by a teacher.</p> <p>Hartley Library holds a very large collection of sheet music which students can borrow free of charge. Students who want or are advised by teachers to buy their own music, perhaps in order to mark it up, will be expected to cover the cost themselves.</p> <p>The Music Department has a large collection of keyboard instruments to which keyboard students are allowed free access. It owns a number of other instruments (piccolo trumpet, bass sax, basset horn etc.) which students can borrow on their teacher's recommendation. We do not charge for the use of them but do recommend that students make private insurance arrangements when taking them off campus, especially on tour. If not returned intact they must be replaced like for like at the student's expense or at their insurer's.</p> <p>Students may wish to hire professional accompanists to play with them in performance exams. Accompanists charge varying levels of fee (rarely more than £60.00 per exam accompaniment, including prior rehearsal) and students are expected to pay the fees themselves.</p> <p>Turner Sims -- the university concert hall -- makes 10 tickets for each of its own-promoted concerts available free of charge to Music on a first come, first served basis. (There are very rare exceptions: gala concerts intended to raise funds for Turner Sims for instance.) Monday and Friday lunchtime concerts in Turner Sims organised by the Music Department are free of charge both to Music students and to the wider public. External promoters hiring Turner Sims can charge what they like for admission to concerts.</p> <p>Student-run performing arts societies such as the University of Southampton Symphony Orchestra, JazzManix and Showstoppers (there are many others which Music students might like to join) are free to set their own membership subscriptions. The Music</p>
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		<p>Department does not contribute directly towards the cost of running these societies.</p> <p>ACADEMIC MODULES</p> <p>Very few Music lecturers insist that students purchase specific set texts. Copies of set texts are made available in Hartley Library, if necessary in the reference-only "course collection" or on short-term loan. Students may wish to own copies of recommended books but are free to choose which to buy and which to borrow.</p> <p>Some lecturers prepare course handbooks for the modules they are teaching. These are generally made available free of charge to students taking the modules. For unusually bulky handbooks there may be a charge to pay -- never more than £10.00 per copy.</p> <p>Music software packages are available for licensed use at designated university computer workstations free of charge to Music students. Students who wish to install compatible software on their own computers will have to cover the cost themselves.</p> <p>Students using the university's Follow Me print service will be charged per page printed out, at rates listed here: <a href="#">Printing for Students</a></p>
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**Additional costs for Archaeology Programmes**

<p>Fieldtrips and Fieldwork</p>		<p>The range of options and variety of activities open to you on your archaeology degree means that there may be times when you incur small additional costs. We seek to minimise this as much as possible, but there are certain personal pieces of clothing and equipment that you may need to obtain. These items will be to ensure your own safety and comfort.</p> <p>During your degree you are likely to go on a number of fieldtrips, and to take part in fieldwork. The exact number and nature of these trips will depend on your module and fieldwork choices. However, wherever and whatever you do you are likely to need access to; waterproofs, sturdy shoes or boots, sun hat and a small rucksack. For some sites you may be asked to have steel toed boots.</p> <p>For those qualified to do so, you may become involved in diving projects. In these circumstances you would normally be required to bring/hire your own mask, fins, snorkel, knife, exposure suit and dive watch (and if possible, dive computer).</p>
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## Appendix 2

### *Revision Strategy and Examination Techniques*

#### **Revision strategy**

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

##### **2.1.1 Final revision programme**

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

##### **2.1.2 Examination practice**

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

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

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

#### **2.2 Examination techniques**

##### **2.2.1 Before the day**

Before the actual day of your examination, make sure you know:

- the date, day, time and venue of each paper for your course;
- how to get to the examination venue if it is not well known to you;
- your candidate number;
- the telephone number of the Student Office.

Prepare any equipment you will need for your particular examination:

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

##### **2.2.2 On the Day**

*Before the examination:*

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

### *Just before the start:*

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

### *Reading the instructions*

When the invigilator says that you may begin, read the instructions on your examination paper very carefully. Make sure that it is the correct examination paper and, in particular, note:

- the number of sections and questions you have to do;
- how much time you have to do them in;
- which questions (if any) are compulsory;
- what choice of questions (if any) you have;
- how to present your answers.

### *Planning your time*

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

### *Choosing the questions*

Read through the whole examination paper carefully, checking that you have read each page. If you have a choice of questions:

- cross out the ones you can't do;
- tick those you can definitely do;
- choose the correct number to do;
- mark the order in which you are going to attempt them, attempting your best question(s) first.

### *Answering the question*

Before you attempt to answer a question, read it all again carefully, jotting down points such as formulae and information relating to that question. These hints should help you when writing an answer.

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

### *Examination discipline*

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

### *At the end*

Before handing in your examination script check that:

- any 'front sheet' is completed according to the instructions;
- every loose page is clearly marked with your candidate number, etc;
- every answer is numbered correctly;
- pages are numbered clearly and in order.



# School of Humanities policy and penalties for over-length assessed work

## 1. Introduction

Although the types, lengths and styles of assessed written work vary considerably between disciplinary contexts, the production of written work to a specified length is an important transferrable skill that students are expected to develop during their studies because the ability to produce concise, clear writing to a determined length is fundamental both to academic work and to professional working life.

This policy applies to all credit-bearing teaching within the School of Humanities, and should be read in addition to, and without replacing relevant parts of the University's Assessment Framework:

<http://www.southampton.ac.uk/quality/assessment/framework/index.page>

## 2. Definitions

For the purposes of this policy:

**Written work** refers to any piece of structured writing undertaken as part of your studies. Examples include essays, reports and dissertations but also other forms of writing that might be used for particular teaching, learning or assessment activities;

**Written assessment** refers to any piece of written work for which a summative mark is awarded;

**Word limit** refers to the defined *maximum* length of a written assessment, expressed either as a single limit (e.g. "Maximum length 2,000 words"), or as the upper part of a range (e.g. "Between 1,800 and 2,000 words"). The word limit for a written assessment should be clearly stated in the relevant Module Profile and Assessment Rubric.

**Word count** refers to the number of separate words submitted for assessment by a student. Note that:

The **word count** includes:

- Title, subtitle, headings and subheadings;
- Abstract;
- Body of text (text that develops the substantive text or argument, wherever located);
- Quotes and citations that are integral to the body of text.

The **word count** excludes:

- Acknowledgements;
- Table of contents, list of figures, list of plates etc.;
- Appendices (which may include supplementary quotes or transcripts for qualitative work);
- Bibliography/List of References;
- Footnotes;
- Captions to figures, tables or plates.

## 3. Policy

3.1 **Written assessments** may specify a **word limit** EITHER as a single figure OR as the upper limit of a range.

3.2 Where a submitted **written assessment** exceeds the specified **word limit**, the marker should base the awarded mark solely on the proportion of the work that falls within the word limit.

## 4. Frequently Asked Questions

### 4.1 Is the word limit for guidance only?

No. In order to build the skills that academics in many of our disciplines work to themselves, and which the professional world expects of graduates, the **word limit** is a word limit, as defined above.

#### 4.2 What does “Over-length by up to 50% of the original limit” mean?

This means that a written assignment has a **word count** that is more than the **word limit**, but less than or equal to 150% of the **word limit**. For example, if the **word limit** is 1,000 words, then it refers to submitted work that has a **word count** of between 1,001 and 1,500 words.

#### 4.3 Is there a “percentage over” or under that I will not be penalised for?

No. The **word limit** is a word limit, as defined above, and penalties may start if you exceed the **word limit** by a single word. A word limit of 1,000 words with a 10% “leeway” policy would, effectively, be a word limit of 1,100 words!

#### 4.4 Can I avoid the **word limit** by moving words to places that are excluded from the word count?

The word count excludes things like captions, acknowledgements and footnotes which have a welldefined purpose. If the marker judges that you have used those to develop your main argument, or you include substantive text within these with the purpose of avoiding the word limit, then they are entitled to either exclude that text from their judgement of the mark, or to count that text as part of the word count and apply the appropriate penalty under this policy.

#### 4.5 What about footnotes?

The use of footnotes varies significantly from discipline to discipline. You should consult the student handbook for the discipline to which you are submitting the written assessment, and if in doubt you should ask the module lead for advice on use of footnotes.

In general, and in line with the policies of many academic Journal’s on submitting manuscripts, our advice to candidates is that footnotes within the argument of an assignment should be used sparingly, and should only articulate a (relevant) aside, without which the text would still stand as a coherent argument. Footnotes are *not* included within the **word count**. However, if a marker feels that a candidate is placing core material into footnotes as a way to exclude it from the **word count**, feedback should be provided to the candidate on the first occasion, and a penalty under this policy may be applied in repeated instances.

#### 4.6 What about appendices?

Appendices may be included with some written work (check the rubric or ask) and are *not* included in the **word count**. However, an appendix should contain only material that the reader may wish to consult (additional data, primary sources) but which are not essential to the argument. You should not assume that material in an appendix will be read by the marker.

#### 4.7 Will excess material be read?

Markers are under no *obligation* to read assessed work beyond the specified word limit, and are instructed to base their mark only on the material that falls within the word limit. However, the assignment in its entirety *may* be read in order to provide guidance to a candidate on issues such as the generation and expression of an argument and conciseness of writing, and to provide feedback for the preparation of future assignments.

## Document history

- Based on 7.1 *Over-length Work FSMS\_HUMS Policy* (nd)
- Draft 0.1 - 0.3 David Wheatley April/May 2017
- Submitted for approval to FPC 14<sup>th</sup> June 2017