UNIVERSITY OF Southampton

Advanced Programmes

MSc Education (Online)

Student Handbook 2017-2018

Welcome from the Faculty of Social, Human and Mathematical Sciences Associate Dean

Dear Students,

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

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

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

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

With best wishes,

Jim Anderson
Associate Dean (Education & Student Experience)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

Introduction from Programme Leader

It is my great pleasure to welcome you to Southampton. We look forward to building a supportive working relationship with you, whereby you are able to gain the maximum benefit from our learning materials and staff input, and we will greatly value your feedback. We appreciate the unique challenges of part-time, distance-based study but believe that this approach also has unique benefits for your personal and professional development, and we look forward to sharing in your success. Please keep in regular contact with the course team and take full advantage of all the resources on offer.

Dr. John Schulz
Programme Leader
University of Southampton

Contents

1.   General Information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2017/18 academic year. It will complement the University's Student Portal. You can access the Portal by logging on to SUSSED, using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

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

Resource	Weblink
Academic integrity	http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html
Blackboard	http://blackboard.soton.ac.uk/ (used for Assignment submission)
E-folio	http://efolio.soton.ac.uk/ (Viritual learning Platform)
Adobe Connect	http://connect.soton.ac.uk/ (Webconference Classroom)
Faculty website	http://www.southampton.ac.uk/about/departments/faculties/faculty-social-human-sciences.page
Faculty staff information	http://www.southampton.ac.uk/education/about/staff.page
Library Education support	http://www.soton.ac.uk/library/ http://library.soton.ac.uk/education
Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard (see above). Your programme structure (ie which modules make up your programme) is available in your programme specification and via the online programme catalogue, which is accessible via Banner Self Service. To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from: http://www.southampton.ac.uk/education
Programme regulations	The Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes should be read in conjunction with your own programme regulations which will detail any supplementary regulations specific to your programme of study.
Educational support services	Enabling Services provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.
Academic skills hub Study skills support	http://library.soton.ac.uk/sash

1.1   Student Office

You should contact the Student Office for all general queries relating to the administration of your programme, including assignment/coursework submission, feedback and extension requests; examinations; module registration changes; special considerations requests; sickness (self-certification/medical reports); studentships; suspension of study, transfer and withdrawal requests.

Opening Hours:	Monday to Friday
	9.00am to 5.00pm (GMT)
Location and contact details:	
	Building 44, room 2003
	Education (sofshs@soton.ac.uk)

1.2   Academic Staff

Our Masters programmes are staffed by a range of individuals with a diverse range of research interests and educational experiences. The Programme Leaders are responsible for its organisation. The different modules within each programme are the responsibility of individual Module Tutors.

Issues relating to particular modules should be directed towards the specific Module Tutors/Supervising Tutors, whereas issues relating to the programme as a whole should be directed towards one of the programme leaders.

Programme Leader:

Name: Dr John Schulz
Email: J.B.Schulz@soton.ac.uk
Telephone: +44 (0)23 8059 7458; Internal 27458
Office: 32/2023

1.3   How we keep in touch with you

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

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

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

1.4   Confirmation of your student enrolment status

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

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

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

2.   Supporting you through your studies

2.1   The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a Personal Academic Tutor. Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career such as if you are experiencing problems with your study. If you live locally meetings can be in person, otherwise Skype would be the usual arrangement. If you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor. The Senior Tutor (Gary Kinchin) will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor if you feel your performance in any forthcoming assessments will be affected by ill health or other special considerations, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

2.2   What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. You may wish to ask your GP for written confirmation of your health difficulties if you feel that these may be affecting your academic performance, which you may then wish to pass on to your Personal Academic Tutor. More information can be found in the General Regulations – Attendance and Completion of Programme Requirements.

2.3   External factors affecting your attendance or performance in your studies

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

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

2.4   Special Considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these circumstances to be considered by the Faculty you must complete a Special Considerations form. **It is important that you submit this to your Student Office in a timely manner (normally not more than five working days after any assessment or deadline that may have been affected by the circumstances).** All claims must be substantiated by written documentary evidence, e.g. a medical certificate or GP/consultant letter, self-certification or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

The Special Considerations Board that meets regularly throughout the year will review all claims. You will be notified of the outcome of your claim once the Board of Examiners has considered the recommendation of the Special Considerations Board. Full details of the University's policy on Special Considerations can be found here.

2.5   Fitness to study

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

2.6   Suspending your studies

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

2.7   Withdrawing from your studies

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

3.   Your Safety

Ensuring student health and safety is a major goal of the University. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

www.susu.org/support

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

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

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

The Faculty's Health and Safety Local Arrangements document is available at
https://groupsite.soton.ac.uk/Administration/FSHS-Health-and-Safety/Documents/Forms/AllItems.aspx.

3.1   Local arrangements

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

3.2   Actions in the event of a fire (if visiting campus during your distance learning degree)

 If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.
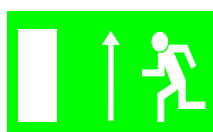
 On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal Emergency Evacuation Plan (PEEP).

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

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

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

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

3.3   Assembly Points

Building	Assembly point
B32 (Education)	Area between the South end of B32 and the University Library.

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

3.4   First Aid

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

3.5   Incident Reporting

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

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

3.6   Induction and Training

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

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

3.7   Building Access (if visiting campus as a distance learner)

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

3.8   Out-of-Hours Policy (if visiting campus as a distance learner)

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of Academic Unit and this must be documented using **Form 1.5** available from the link http://www.southampton.ac.uk/estates/what-we-do/security.page
When you are present in the building you should have access to a completed copy of this form, along with your University ID.

3.9   Further information

More detailed information, forms and links to other sources of advice are available on the FSHMS H&S site.

3.10   Contact Information

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

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

4.   Your Academic Programme

4.1   The academic year and the programme structure

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

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

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

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

Compulsory Module: A Compulsory Module is a Module which must be taken by all students on a particular programme. Compulsory Modules may be Passed by Compensation.
Option Module: An Option Module is a Module selected from a group of available Modules which does not become Core or Compulsory on selection. Option Modules may be Passed by Compensation.

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

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

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

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

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

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

Your student record should automatically record core and compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most programmes will have a number of option modules. If applicable you will need to select a certain number of option modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

4.3   Attendance

The University's Attendance Regulations detail the University's general expectations placed upon you as a student.

In the Education School it is expected that every student will achieve a minimum attendance rate of 80% in each module's online web conferences sessions and will attend all assessments except in exceptional circumstances.

It is anticipated that students will only miss online web conferences due to circumstances beyond their control such as illness, medical appointments, or other problems which have to be dealt with immediately. Out of courtesy you should e-mail the module tutors for sessions you miss (preferably beforehand) to explain the reasons for absence (and you should copy in your personal tutor and the Programme Director in any such correspondence). You must also submit the appropriate absence form (see Hub forms store) and return this to the Admin Office promptly.

Assessment sessions (e.g. online presentations): You are only likely to miss scheduled assessments in exceptional circumstances. In cases such as these you must contact your personal tutor urgently. If you are unable to contact your personal tutor then you must contact the Admin Office immediately. It is important that someone knows of your problems so that you can be given quick and appropriate advice;
Please note that no one should miss any teaching or assessment sessions due to family holidays, and paid or voluntary work commitments;

4.4   Additional Costs

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

5.   Faculty Teaching and Learning Skills

5.1   Time management

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

5.2   Online learning

In a traditional programme, your contact time would typically be with materials, tutor, and your fellow participants, all in a classroom setting. Online learning is self-instructional learning and there are no classes as such. A large degree of responsibility for and control over your learning rests with you. However, it is important to help you to structure your study time and we do this through online forms of contact or interaction. The following teaching and learning activities will help you to preview, focus, check on or explore issues related to your independent study reading:

- Video mini-lectures. There may be occasions, such as when we have guest speakers, when this is delivered live - this will allow you to interact and ask questions during the presentation.
- A set of specific readings from the core textbooks. These readings will reinforce your understanding of the key focus for each lesson. You may be asked to complete summaries of these readings.
- Case studies for you to examine, these are designed to further bridge the gap between theory and practice. Again you may be asked to complete a summary of this study.
- Activities such as a quiz or a short online research project, to help you apply your knowledge
- A group videoconference - this will allow you ask questions and discuss topics with your tutor and other students
- Individual video tutorials – via Skype or similar software, which will allow you to further, discuss topics with your tutors.

For your dissertation, you will be assigned a University of Southampton research supervisor according to the focus of your dissertation.

5.3   Tutorials/supervisions

There will be times during your studies when you need to make contact with a module tutor. Email is usually the best means of contact. Obviously tutors are busy and there are times when they are away, but we endeavour to respond to all emails within 4-5 working days. This is important to remember especially if you are approaching a submission deadline and need to contact your tutor urgently. If you do not hear from your tutor within this time, and especially if you have an urgent question or concern, then please try contacting the Student Administration Office as staff there may be able to help you and may also be able to help you establish contact with a tutor.

5.4   Self-learning

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

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

5.5   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 information can be found on the Academic Skills pages of the Library website. A conscious effort is made by the Faculty to ensure that every module allows and encourages development of key skills. Further details can be found within individual module specifications.

5.6   Faculty policy on referencing

Students are expected to apply the Harvard style for in-text and bibliographic references.
Useful guidance and resources related to the Harvard style of referencing can be found here:
http://library.soton.ac.uk/referencing/harvard

5.7   Academic Integrity: the University Policy

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity. Where professional, statutory and regulatory body requirements apply and for programmes that lead to professional registration, additional reporting requirements may be in place. The Students' Union Advice Centre has developed a Guide for students.

Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. We are aware that students may have experienced differing standards at other institutions (including those overseas) but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these are breached. These penalties will always affect the mark you receive for the piece of work in question, and the most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference we provide.

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

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

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

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

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

5.8   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). This includes, but is not limited to, studies of the following kind:

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

Research on animals is governed by separate procedures.

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

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

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

To obtain ethical approval for your research, please apply via the ERGO system (www.ergo.soton.ac.uk). Detailed guidance on how to apply and what documents to upload can be found on the Researcher Portal (https://intranet.soton.ac.uk/sites/researcherportal/) and in the Downloads section on the ERGO page.

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

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

Failure to obtain ethics approval or to comply with the University's Ethics Policy will be investigated under the University's regulations governing Academic Integrity (http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html).

5.9   Fitness to practice

A programme of study which requires a student to undertake practical training in a quasi-professional role in relation to patients, clients, service users or the general public or where the qualification provides a direct licence to practise will be governed by a requirement that the student demonstrates their fitness to practise. In addition to existing University procedures for academic progression and conduct, the University must ensure that the health status of students and their professional behaviour does not constitute a risk to service users, clients and their families, carers, the public, other students or the individuals themselves.

There are mechanisms in place to monitor any issues during your studies. Please ensure you are aware of the Fitness to Practise policy.

The requirements of programmes of study leading to professional registration include a significant component governing fitness to practice. Students enrolled on the SpLD pathway will need to discuss these requirements with the SpLD pathway co-ordinator.

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 and balancing your time across your full programme of study is important. 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.

It is your responsibility to ensure assignments are submitted in on time. You are advised of submission dates for assignments well in advance and should be submitted as advised by your module tutors. This will normally be via online submission using the Blackboard virtual learning environment. Blackboard can be accessed from any location with a stable internet connection, *therefore it is your responsibility to ensure that you have access to Blackboard in good time to submit all files associated with your assignment either on or before the deadline. Failure to ensure you have an appropriate and stable connection will not be accepted as a reason for late submission unless we are aware that access to Blackboard is compromised for all students.* If you know that you will not have internet access on the day the assignment is due then you will need to submit your assignment early.

When you submit via Blackboard you will receive an email receipt for your assignment submission. You are advised to retain these receipts emails as proof of submission and you should retain an exact electronic copy of each assignment you have submitted. Please do not rely on a single electronic copy. We recommend that you have copies of your assignments backed up in more than one location.

All coursework should be accompanied by a completed Coursework Submission/Feedback form and submitted to the Student Office by not later than the published date and time. If other arrangements are in force for submission of a particular piece of coursework, this will be advised by your module lead. For additional information concerning submission you should refer to the individual module handbooks.

However, assignments:

- Must have a title page giving the title of the assignment, Student ID Number, Module title and code, Programme title and the name of the Module Tutor.
- Must have a header with the Student ID Number and Module Code.
- Must be saved using only the Module Code and Student ID Number.
- Must have a declaration of authorship:

    '*I confirm that the material contained in this assignment is all my own work. Where the work of others has been drawn upon it has been properly acknowledged according to appropriate academic conventions. I have read the university's definition of plagiarism and the related regulations and am aware of the potential penalties, which may be incurred for breaches of these regulations.*'

6.2 Formative Feedback on Work in Progress

Details about assignments and what is expected are included in module specifications or outlines found in the programme specification. Further clarification may be sought from the appropriate module lead. You may have a tutorial with your module tutor(s), which may be the form of an individual or group tutorial.

'Work-in-progress' may be sent to the relevant tutor for feedback in the form of formative comments prior to submission but this is not obligatory. This may be done once, and only once, but it is your responsibility to ensure that this is done in good time so the tutor may read your work and provide comments in time for you to submit your completed assignment. This needs to be agreed with your tutor.

It is not permissible for your tutor to provide detailed feedback on the entire assignment. Tutors may provide detailed feedback on short specific sections of the assignment or general comments about the assignment as a whole. You should be aware that these comments are provided to support the development of your work and not to make any preliminary judgments on assessment of the work. You need to understand that it is still your responsibility to complete the work to the required standard.

Typically formative feedback may include comments on:
- content
- structure and format
- academic writing style
- sources of evidence (e.g. literature)
- consistent errors

Tutors will not:
- be able to comment on work received unreasonably close to the submission deadline
- prejudge any expected grade
- identify every individual error
- comment on work that is poorly presented

- provide summative assessment /mark the work
- comment on more than one draft for each submission

6.3   Overlength work

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

Your individual module lead will provide further details via their Blackboard sites. This approach to overlength work does not apply if a piece of work has not word limit, however, you should attend to any length guidance given by your module lead.

6.4   Penalties for late coursework submission

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

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

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

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

6.5   Coursework extensions

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

6.6   Coursework feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The Student Feedback policy provides an overview of formal feedback. Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to.

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

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

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

The feedback you receive will be:

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

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

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

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

6.7   Release of results

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

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

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

6.8   Final assessment

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

A Postgraduate Diploma in Educational Studies (PgDip) may be awarded to students who have successfully completed the taught component of the Master's degree or its equivalent, but who elect, or who are obliged to exit from the Master's programme without having successfully completing a dissertation.

A Postgraduate Certificate in Educational Studies (PCES) may be awarded to students who have successfully completed sufficient taught modules of the Master's degree or its equivalent, and who have elected, or who are obliged to exit from the Master's programme prior to completing all of the taught components.

6.9   Graduation

Graduation takes place in July each year. Full details are sent to students from the Graduation Office. Graduation invitations are sent out in May each year, before the examination results are known, so that the Graduation Office can get an approximate idea of numbers attending. Each graduand is entitled to two guest tickets. If more are required, a written application should be sent to the Graduation Office well in advance of the ceremony. (Students are advised that graduation ceremonies last at least one hour and consequently may not be suitable for small children).

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.

7.   Student feedback: Getting your voice heard

7.1   Student representation

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

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

7.2   Module survey

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

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

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

7.3   Module reports

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

8.   Careers and Employability

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

*High Fliers 2016

8.1   Excel Southampton Internships

The Excel Southampton Internship Programme offers 4-12 weeks paid internships which enhance your CV, expand your network and ope graduate recruitment opportunities.

8.2   Business Innovation Programme

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

8.3   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.

9.   Further Study Opportunities

Successful completion of a Master's degree need not mark the end of your academic study. If you have developed an interest in and passion for research in Education you may wish to consider applying to study our PhD in Education which we offer to both full-time and part-time students. Details of our PhD programme are available via the Southampton Education School website (www.education.soton.ac.uk) and you should take up any opportunity to get to know our postgraduate research students so you can ask them about their experience on the PhD.

10.   Regulatory Issues

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

10.1   Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The Regulations Governing Academic Appeals by Students outline the regulations and procedure that should be followed should you wish to steps that should be followed when making an academic appeal. The Students' Union Advice Centre has developed a Guide for students.

10.2   Student complaints

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

10.3   Dignity at work and study

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

10.4   Student Discipline

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

Appendix 1: Categorical Marking Scheme and Assessment Typical Performance Indicators

Students studying modules within the School of Education will be marked according to the following categorical marking scheme in order to avoid any ambiguity in the standard achieved.

Category	Numerical Grade
Distinction	100
	90
	85
	78
	72
Pass (with Merit)	68
	65
	62
Pass	58
	55
	52
Fail	48
	45
	42
	38
	28
	18
	0

This table indicates the standards of work expected at Masters level. You should view these as indicative of 'typical performance' and illustrative of the quality of work at each level. The emphasis placed on the individual items will depend on the assessment concerned. Some items inevitably impact on others. For example, if you do not engage with any literature sources it makes it impossible to demonstrate an appreciation of the issues and make related critical points. Your tutors will use this table to support summative and formative feedback. There will inevitably be some professional judgement involved in deciding on a particular mark. Word Count: We reserve the right to penalise gross over or under wordage in assignments or dissertations. The stated word limit is a maximum figure.

Assessment Items	38% and less - Fail	42-48% - Fail	52-58% - Pass	62-68% - Pass (with Merit)	72% and over - Distinction
Analysis of Literature and Research	You have provided very limited evidence of	Your work indicates some evidence of reading and	It is evident that you have a sound understanding of relevant literature sources	You have demonstrated a high level of understanding of major	You have produced evidence of a critical application of a wide range of relevant sources.

Assessment Items	38% and less - Fail	42-48% - Fail	52-58% - Pass	62-68% - Pass (with Merit)	72% and over - Distinction
	reading any relevant sources and/or materials.	understanding relevant sources.	and you have consulted a range of source material.	relevant sources. You have summarised and used these in a relevant manner.	You have shown that you fully appreciate and understand these materials.
Synthesis and Utilisation of Evidence	You have provided insufficient evidence that you understand the basic issues. Your work is primarily descriptive; explanation is facile and includes too much unsubstantiated opinion.	Your work is mainly descriptive. Many points are not adequately substantiated. You have demonstrated a limited understanding of the basic issues.	It is evident that you have a sound understanding of the main issues. You provide an acceptable commentary by synthesising evidence and materials from different sources.	It is apparent that you have a high level of appreciation of main issues. You demonstrate an ability to make appropriate critical points. You provide a comprehensive commentary by synthesising evidence and materials from several sources.	You have provided some original perspectives on the issues. You set sources and alternative views in context. You have systematically evaluated the relative merits of materials and research evidence in relation to your own work.
Consideration of Research Methodology	Your work does not provide sufficient evidence of any consideration of research methodology or methods.	You have described some aspects of methods used/adopted but you have not made it clear if these are adequate or appropriate.	You have identified appropriate research questions. You have described methods of data collection, either in your own research or that found in your source literature. You have demonstrated that they are appropriate to the issues under investigation. You have noted the scope and limitations of the approach approaches adopted.	It is evident that you have methodological awareness. You have devised relevant research questions and described appropriate methods. You have explained the scope and limitations of the approach/approaches adopted.	You have devised perceptive research questions and demonstrated methodological understanding describing and explaining appropriate methods. You situate your methodological approach in context and relate this to your work.

Assessment Items	38% and less - Fail	42-48% - Fail	52-58% - Pass	62-68% - Pass (with Merit)	72% and over - Distinction
Integration of Theory and Practice	There is no convincing evidence that you understand the relationship(s) between practice and theoretical models and/or approaches.	You have described some aspects of the relationship between theory and practice. You have described theoretical models and/or approaches.	You have made some critical points relating to theory and practice. You have demonstrated competent use and understanding of theoretical models and/or approaches. You have noted aspects of the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence. Generally you reach sound conclusions based on appropriate argument and evidence.	You have provided a good critical commentary linking theory and practice. You have made good use of relevant theoretical models and/or approaches, identifying concepts and assessing issues. You have described the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence.	Your work identifies and locates important concepts. You detail the nature of the theory/model and/or approaches concerned. You have explained the complexity of such relationships noting critical points from the literature. You provide a comprehensive, critical assessment of the issues explaining how this relates to your own work. Your conclusions are well developed; based on relevant argument and evidence.
Structure	You have not demonstrated a clear structure in most aspects of your work. You have not provided convincing evidence of an ability to handle argument in a coherent manner.	Your work tends to be sectioned with limited coherence. The case you present is unclear and poorly defined. Your argument is not sufficiently coherent or has inconsistencies.	You provide a clear thesis statement which generally guides your work. You generally make use of accurate constructions. Your work is structured with clarity and cohesion. You provide evidence which indicates an ability to handle argument coherently. You relate your conclusions to the case presented.	You provide a clear, relevant thesis statement which clearly identifies the direction/focus of your work. Your argument is accurately constructed. You provide a well-structured clear line of reasoning. Your work is sustained and coherently argued. Your clearly relate your discussion and conclusions to the focus of your work.	You provide a clear, relevant and well developed thesis statement that identifies the direction/focus of your work and clearly informs your selections and choices. The case you present makes consistent use of accurate constructions. You explain and provide a very well structured clear and cohesive case. You sustain the structure of your work in a coherently argued manner.
Presentation	The errors of syntax and/or vocabulary in your work interfere significantly with meaning. You have not followed academic conventions in the presentation of references and citations. Your work may not reflect the required length.	You have made some attempt to adhere to grammatical and/or academic conventions. You have made numerous errors and these form a barrier to comprehension. Your work may not reflect the required length.	Your work is competently presented. Generally it follows grammatical and/or academic conventions. Although there are some errors, these do not impede comprehension. You work reflects the required length. With a few exceptions references and citations are	Your work is presented to a high standard. With a few exceptions your work follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.	You have presented your work to a very high standard. It consistently follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.

Assessment Items	38% and less - Fail	42-48% - Fail	52-58% - Pass	62-68% - Pass (with Merit)	72% and over - Distinction
			consistently and accurately presented.		