

Student Handbook 2018-19

Faculty of Social Sciences

School of Mathematical Sciences Mathematical Sciences Undergraduate Handbook

Disclaimer

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

This handbook is available in alternative formats on request.

Welcome

Welcome from the Faculty of Social Sciences Associate Dean

Dear Students,

Congratulations on what must have been a great last year for all of you. For our Freshers, did you know that we already think you are brilliant and we're looking forward to working with you this coming year. For our Continuing Students, you have not only won your place here, but you have progressed through your initial studies and are well on the way to achieving your degree now. For all of you, welcome (back) to Southampton, and good luck for the year to come.

Whilst many of you will be focussed on your own disciplines as your main point of contact, each of your disciplines sits within the Faculty of Social Sciences, and this brings you great opportunity. You can choose from a broad set of 'minor' subjects, many of which come from within our own Faculty. Alternatively, you can choose from a long list of broadening modules and option modules to complement your own discipline, many of which also come from our Faculty. This means that we actively support you in gaining a broad education to suit your interests and we are sure that there is something for everyone.

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 assessment and quality. I have a commitment to ensuring the best possible student experience and, if it 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 (back) 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)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

| Resource | Web link | |
|-----------------------------------|---|---|
| School website | https://www.southampton.ac.uk/maths/index.page | |
| Faculty staff information | Dean Jane Falkingham |  |
| | AD Education Jim Anderson |  |
| School staff information | Jonathan Forster <i>Head of School, Mathematic Sciences</i> |  |
| | David Gammack <i>Deputy Head of School, Education</i> |  |
| | Marika Taylor <i>Deputy Head of School, Research and Enterprise</i> |  |
| | Carsten Gundlach <i>Senior Tutor</i> |  |
| Programme and module descriptions | <p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard.</p> <p>Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the on-line programme catalogue which is accessible via Banner Self Service.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the Faculty web pages https://www.southampton.ac.uk/about/departments/faculties/social-sciences.page</p> | |

Contents

| | | |
|-------------|---|-----------|
| 1. | General Information..... | 6 |
| 1.1 | Your student office | 6 |
| 1.2 | How we keep in touch with you | 7 |
| 1.3 | Confirmation of your student enrolment status..... | 7 |
| 2. | Supporting you through your studies | 7 |
| 2.1 | The role of your Personal Academic Tutor and other key academic staff..... | 7 |
| 2.3 | What to do if you are ill | 8 |
| 2.4 | External factors affecting your attendance or performance in your studies | 8 |
| 2.5 | Special considerations | 9 |
| 2.6 | Fitness to Study..... | 9 |
| 2.7 | Suspending your studies | 9 |
| 2.8 | Withdrawing from your studies | 9 |
| 3. | Your safety..... | 9 |
| 3.1 | Local arrangements | 10 |
| 3.2 | Action in the event of a fire | 10 |
| 3.3 | Assembly points..... | 10 |
| 3.4 | First Aid | 10 |
| 3.5 | Incident Reporting | 11 |
| 3.6 | Induction and Training | 11 |
| 3.7 | Building Access | 11 |
| 3.8 | Out-of-Hours Policy..... | 11 |
| 3.9 | Further information | 11 |
| 3.10 | Contact Information..... | 11 |
| 4. | Your Academic Programme..... | 12 |
| 4.1 | The academic year and the programme structure | 12 |
| 4.2 | Registration and amendment to optional modules..... | 13 |
| 4.3 | Attendance | 13 |
| 4.4 | Additional Costs..... | 13 |
| 4.5 | Faculty Exchanges / Placement programmes | 15 |
| 4.6 | Who's who in the School | 15 |
| 4.7 | Study Space | 16 |
| 5. | Faculty Teaching and Learning Skills | 16 |
| 5.1 | Time management..... | 16 |
| 5.2 | Lectures | 16 |
| 5.3 | Use of electronic recording devices or mobile phones in lectures or classes | 16 |
| 5.4 | Tutorials/supervisions..... | 17 |
| 5.5 | Independent or Self learning..... | 17 |
| 5.6 | Key skills..... | 17 |
| 5.7 | School Policy on referencing..... | 17 |
| 5.8 | Academic integrity: the University Policy..... | 18 |
| 5.9 | Fitness to Practise..... | 19 |
| 5.10 | Research Ethics | 19 |
| 6. | Assessment and Examinations | 20 |
| 6.1 | Coursework assessment and submission | 20 |
| 6.2 | Overlength work | 21 |
| 6.3 | Penalties for late coursework submission | 21 |
| 6.4 | Coursework extensions | 21 |
| 6.5 | Examination preparation (also see Appendix A) | 21 |
| 6.6 | Examinations..... | 22 |
| 6.7 | Illegible exam scripts | 22 |
| 6.8 | Scaling | 22 |
| 6.9 | Coursework and examination feedback..... | 22 |
| 6.10 | Access to coursework/examination scripts | 23 |
| 6.11 | Release of results..... | 23 |
| 6.12 | Prizes | 23 |
| 6.13 | Final assessment..... | 23 |
| 6.14 | Progression | 24 |
| 7. | Staff/Student Liaison: getting your voice heard | 24 |
| 7.1 | Module Survey..... | 24 |
| 7.2 | Module Reports | 24 |

| | | |
|------------|---|-----------|
| 7.3 | Staff Student Liaison Committees | 24 |
| 7.4 | Student Representation | 24 |
| 8. | Careers and Employability..... | 25 |
| 8.1 | Excel Southampton Internships | 25 |
| 8.2 | Business Innovation Programme | 25 |
| 8.3 | Year in Employment Placements..... | 25 |
| 8.4 | Volunteering Bank..... | 25 |
| 8.5 | Enterprise | 25 |
| 8.5 | Employability events within the School/Faculty | 26 |
| 8.6 | Professional accreditation | 26 |
| 8.7 | Curriculum Innovation | 26 |
| 9. | Further study opportunities | 26 |
| 10. | Regulatory Issues | 27 |
| 10.1 | Academic appeals | 27 |
| 10.2 | Student complaints..... | 27 |
| 10.3 | Dignity at work and study | 27 |
| 10.4 | Student Discipline | 27 |
| | Appendix A - Revision Strategy and Examination Techniques..... | 28 |

1. General Information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2018/19 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.

The Faculty Student HUB – Student Hub and Academic Information Resource (SHAIR)

The [Faculty Student Hub](#) is an information resource for undergraduate and postgraduate taught students in the Faculty of Social 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/ |
| Faculty website | https://www.southampton.ac.uk/about/departments/faculties/social-sciences.page |
| Faculty staff information | Southampton Education School Mathematical Sciences Social Sciences Southampton Business School Southampton Law School |
| Library | http://www.soton.ac.uk/library/ |
| 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/maths/ |
| 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 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 | http://library.soton.ac.uk/sash |

1.1 Your student office

Opening Hours: Monday to Friday
9.00am to 5.00pm

Location and contact details: Social Sciences
Building 58, Room 2127
Maths-StudentOffice@soton.ac.uk

1.2 How we keep in touch with you

Email

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

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

Written Correspondence

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

Use of social networking sites

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

1.3 Confirmation of your student enrolment status

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

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

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

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

2. Supporting you through your studies

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

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a [Personal Academic Tutor](#). Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior

Tutor. The Senior Tutor, Professor Carsten Gundlach, 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.

You will first meet your Personal Academic Tutor during induction week, then at least every other week during your first semester. To help you meet other students, each buddy group will consist of the first-year personal tutees of about two personal tutors. Any uncollected weekly homework will also be returned to you by your personal tutor.

After the first semester, you will see your Personal Academic Tutor at a minimum of three times a year, typically at the beginning of each of the three terms: at the beginning of the academic year, just after the Christmas vacation, and just after the Easter vacation. In the meeting in October you will have a chance to review your S2 results and plan for the year ahead.

In the meeting just after Christmas you can discuss revision for the S1 exams ahead, and in the meeting just after the Easter break you will have a chance to review your S1 results and to discuss your module choices for the following year before you make them online. The October meeting and the one after the Easter vacation are compulsory, and your PAT will chase you if you miss it. The meeting just after Christmas is optional but is strongly recommended and you will be invited to it.

You should feel free to arrange more frequent regular meetings if you or your tutor feel this would be helpful. Of course you can and should also see your personal tutor at any time if you have questions or problems. If in doubt, go and see them: the earlier any problems are addressed the better.

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

2.2 Student buddying and mentoring schemes

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

Student volunteers from the School of Mathematical Sciences run a buddying scheme which provides new undergraduate students with opportunities to liaise with current students who are able to offer advice and guidance based on their own experience as they adjust to living and learning at the University.

2.3 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

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

2.4 External factors affecting your attendance or performance in your studies

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

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

2.5 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as [Special Considerations](#). If you wish for these to be considered 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 (although self-certification will not be regarded as evidence in relation to your examination performance) or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

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

2.6 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.

2.7 Suspending your studies

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

2.8 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:

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/healthandsafety/topics/students.html>

[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.](https://groupsite.soton.ac.uk/Administration/FSHS-Health-and-Safety/Documents/Forms/AllItems.aspx)

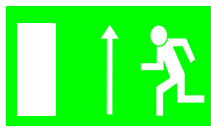
3.1 Local arrangements

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 Action in the event of a fire



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) | Plaza area at South (Library) end of B32 |
| B34 (Education) | Area around flag pole in front of University library. |
| B39 (S3RI) | In the pedestrian area at front of B54 |
| 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

Most University buildings are open to all from 08.00-18.00 Monday-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 School.

3.8 Out-of-Hours Policy

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 School and this must be documented using **the Out of Hours form** 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 [Faculty 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 (Faculty of Social Sciences) | | |
|---|-----------------------------------|--|
| Gary Griffiths | Faculty Health and Safety Officer | G.B.Griffiths@soton.ac.uk |
| Aloma Hack | Faculty Health and Safety Officer | A.J.Hack@soton.ac.uk |
| Health, Safety and Risk Directorate | | |

| | | | | |
|--|--|---------------------------|---------------|--|
| Health, Safety and Risk Directorate (HSR) | Please contact HSR if local contacts are not available | 26 University Road | 023 8059 3277 | hs@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 the most up to date version of the 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 undergraduate students taking modules at all levels is 40 ([Regulations for Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#), (section 2)).

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 3.3 of the [Regulations for Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#)), the University standard Qualifying Mark for undergraduate students taking modules at all levels is 25.

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.

4.2 Registration and amendment to optional modules

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

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

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

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

4.3 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance.

4.4 Additional Costs

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

| Main Item | Sub-section | PROGRAMME SPECIFIC COSTS |
|-----------------------------|---|--------------------------|
| Approved Calculators | Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved models can be found here: https://www.southampton.ac.uk/studentadmin/assessment/assessment-overview/exam-regulations.page These may be purchased from any source and no longer need to carry the University logo. | |
| Stationery | You will be expected to provide your own day-to-day stationery 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 optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential | |

| Main Item | Sub-section | PROGRAMME SPECIFIC COSTS |
|--|--|--|
| | reading, you may benefit from the additional reading materials for the module. | |
| Equipment and Materials | Music Equipment and Materials | Students taking music modules should be aware that they may need to cover the cost of accompanists for performance modules. Further additional costs may be incurred, typically these may include: replacement strings, reeds, repair of equipment, music scripts etc. |
| | Software Licenses | The software required for the programme is available on all public workstations on campus, and accessible from your own computer via VPN. |
| Printing and Photocopying Costs | In the majority of cases, 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: [insert link to relevant page]. For students undertaking modules with a high mathematical content, some assessed work will be submitted in handwritten hard copy format. Students are advised that they will need to bear the costs of the required stationery. | |
| 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 programmes details of your programme. | |
| Modern Languages Residence Abroad – Cost Implications | As you know, the ML 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 students, 40% for International Students) irrespective of what placement they take up. 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. | |
| Students studying or working in Europe | 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. 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 | |

| Main Item | Sub-section | PROGRAMME SPECIFIC COSTS |
|--|-------------|---|
| | | currently cost £45. 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. Work placement students may or may not be paid, and their grant is calculated accordingly. |
| Students studying or working outside Europe | | 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. 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. 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. |
| Professional Exams | | For BSc Maths with Actuarial Science: Students who perform sufficiently well in relevant modules will receive recommendation for exemption from the corresponding professional exams of the Institute and Faculty of Actuaries (IFoA), at no cost to the student. Graduates who subsequently decide to join the IFoA and claim these exemptions must pay the relevant fees to the IFoA, details of which may be found here: http://www.actuaries.org.uk |

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 available at www.calendar.soton.ac.uk.

4.5 Faculty Exchanges / Placement programmes

Some flexibility in programme and examination requirements may be permitted in order to allow for the possibility of students spending a semester abroad under the ERASMUS scheme, not as a programme requirement. Any student wishing to consider the possibility of spending a semester abroad, not as a requirement of their degree programme, must apply formally and complete a form giving details of the modules to be studied in Southampton, the agreement of all parties including the relevant Programme Co-ordinator, and indicating that named degree requirements can be met. These details must have been approved by the Director of Programmes. **If you are interested in spending a semester abroad not as a programme requirement, you should in the first instance discuss the matter with the ERASMUS Co-ordinator, Dr Carlos Lobo. Email: studyabroad.maths@soton.ac.uk**

4.6 Who's who in the School

Head of School
Deputy Head of School, Research & Enterprise
Deputy Head of School, Education
Senior Tutor
Admissions Tutor

Professor Jon Forster
Marika Taylor
Dr David Gammack
Professor Carsten Gundlach
Dr Nick Wright

4.7 Study Space

Mathematical Sciences Student Centre, Building 56

The Student Centre is available to Mathematics undergraduate students for private study and socialising during the day. Careers information and information from the School and from the Student Office will also be put in the Student Centre from time to time, and there are also student pigeonholes for mail. The Student Centre has a wireless network.

The Student Centre may sometimes be used for other School purposes and as much notice as possible will be given to students when relevant.

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](#).

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

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

5.2 Lectures

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

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

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

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

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

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

5.4 Tutorials/supervisions

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

5.5 Independent or Self learning

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

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

5.6 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](#).

5.7 School Policy on referencing

5.7.1 An example of how work could be quoted, commented upon and referenced

“The mathematician’s investigations are about things reached by abstraction: ...and he investigates them in relation to nothing else, considering in some cases their relative positions and the facts consequent on these, in other cases their commensurabilities and in commensurabilities, in other cases again their ratios; but nevertheless we lay down that it is one and the same science which deals with all these things, namely geometry.” [1] This seems to be an awfully flowery way of describing Geometry, which many regard as being one of the more practical branches of Mathematics, particularly when we first meet it. The writer is saying that, however practical a subject it is, we still have to think about it in an abstract way. I notice that the author does not appear to believe that there are any female geometers!

References:

[1] “The History of Mathematics – A Reader”, John Fauvel & Jeremy Gray, The Open University/Macmillan, 1990, p93.

5.7.2 Good practice: ALWAYS put quotes in inverted commas.

An interested reader would know immediately that the passage, written above in italics, was not written by a modern student.

Label your quote with an appropriate citation, such as Fauvel and Gray (1990), and include it in your reference list.

It is a good idea if you are using a direct quote in a piece of coursework to use a different font or indent the passage quoted.

Quoting other sources is good, **provided you include your own comments about it and reference it clearly**. But don’t just quote from other people – you may only gain good marks for coursework if your own thoughts and ideas are included. Notice that in the passage above, I have given my own ideas after the quotation has been closed.

Always give **precise and clear references**.

The library website provides help on citation and referencing:
<http://library.soton.ac.uk/sash/referencing>

5.7.3 Collaboration on Coursework

The School encourages students to discuss and exchange ideas on their work as an important part of the educational process. **However, a distinction is drawn between acceptable collaboration and unfair and excessive collusion.** We rely on your good sense and honesty in these matters and a sensible, responsible attitude is shown by the vast majority of students. It is unacceptable for a student to read and gain ideas for his/her own work from another's work on the same topic, and the following guidelines for particular kinds of coursework may be helpful:

(i) Computing Coursework

Coursework assignments are important in modules involving use of computing facilities. It is acceptable in the early stages for students to discuss what is expected in general terms, including the nature of the problem and the formulation of the structures to be used, but the detailed design of the program, the choice of data, the construction of individual statements, the testing procedures used and the documentation are clearly matters for individual work. Assistance with debugging a program and help with accessing the systems, of the kind provided by the University's iSolutions, is normally acceptable.

(ii) Essay-type Coursework

Assignments of this type are appropriate in some modules. It is usually an integral part of the coursework that students discuss background material and seek to clarify their ideas in particular areas through talking about their work in groups and this is to be encouraged. When it comes to detailed design of essay plans, the formulation of illustrative examples and detailed research in the library then individual work should replace group discussion. Plagiarism (see separate section for Faculty procedures and University Regulations) is the unacknowledged use of source material. There are accepted protocols in essay writing of acknowledging the source of any material which is not your own. Quotations from books and papers should be shown as such. Where the use of existing written material is an integral part of the assignment it is acceptable provided suitable acknowledgment is made.

(iii) Mathematical and Statistical Coursework

Some coursework consists of fairly well-defined mathematical exercises or statistical data analysis. It is expected that, apart from some general discussion initially, this kind of coursework will be tackled almost entirely on an individual basis.

(iv) Group Projects

Some modules involve group projects and in these cases the requirements will be clearly set out by the lecturers concerned. **Copying or using other unfair practices in coursework assessments is a breach of academic integrity and is regarded with the same severity as cheating in examinations.**

5.8 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 convenor. 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.

5.9 Fitness to Practise

The requirements of programmes of study leading to professional registration include a significant component governing fitness to practice. 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](#).

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.ergo2.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 riethic@soton.ac.uk.

To obtain ethical approval for your research, please apply via the ERGO system (www.ergo2.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>).

6. Assessment and Examinations

6.1 Coursework assessment and submission

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

Normally, all coursework should be accompanied by a completed Coursework Submission/Feedback form and submitted to the Student Office by not later than the published date and time. If both paper-based and electronic submission is required, you should note that your submission will not be considered complete until both formats have been submitted. If other arrangements are in force for submission of a particular piece of coursework, this will be advised by your module lead.

6.2 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 [Faculty Student 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 leads. Please note that word limits are rare in Mathematics.

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. The University has a [uniform policy for the late submission](#).

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 |

6.4 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 a 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.**

See paragraph 2.5 above.

6.5 Examination preparation (also see Appendix A)

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

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

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

6.6 Examinations

The dates of University examination periods are published annually on the [exam timetables web page](#). However Faculties that have extended academic years, may have assessment periods outside of these times.

6.7 Illegible exam scripts

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

6.8 Scaling

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 further review by the relevant External Examiner. Where potential issues are identified, the module lead 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 assessment component or module marks. Any adjustments to marks will be made according to the principles and practices identified in the University's double-blind marking and moderation and scaling policy/policies, 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 judgement, 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.

6.9 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 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.

6.10 Access to coursework/examination scripts

Students are entitled to view their examination scripts on request to the School (your Student Office can advise on the process to be followed). 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.

6.11 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, especially for semester 1 exams, 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.

6.12 Prizes

A list of The School of Mathematical Sciences' prizes will be displayed in the Mathematics Student Centre during the Autumn Term.

6.13 Final assessment

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

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

6.14 Progression

Mathematical Sciences follows the University progression regulations which can be viewed at <http://www.calendar.soton.ac.uk/sectionIV/progression-regs.html>.

MMath/MMath with Statistics Progression

In addition to the BSc progression requirements there is a requirement for an MMath/MMath with Statistics student to progress from Part III to Part IV as follows:

If the student achieves a Part III average of 60% or more, then the student may progress to Part IV of MMath/MMath with Statistics.

If the student achieves a Part III average below 60%, then the student may:

Either: transfer to BSc Mathematics or BSc Mathematical Studies or BSc Mathematics with Statistics and be classified under BSc regulations

Or: if the referral right is available, refer in modules (to include all those with an F grade) as decided in consultation with the MMath/MMath with Statistics programme co-ordinator.

7. Staff/Student Liaison: getting your voice heard

7.1 Module Survey

The Faculty 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. 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

7.2 Module Reports

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

7.3 Staff Student Liaison Committees

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

7.4 Student Representation

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

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

8. Careers and Employability

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. 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 Placements

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

8.4 Volunteering Bank

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

8.5 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 go to www.soton.ac.uk/careers and click on the Graduate Capital Model to find out more.

8.5 Employability events within the School/Faculty

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. Activities and opportunities may appear within the timetable, or be advertised within your School/Faculty. Examples include lectures and workshops, online learning options, and events featuring alumni/employers. There are often opportunities to connect with organisations that offer themed events focused on employability. Some companies offer projects linked to dissertations or specific research.

The School has a Career Management Agreement with Careers Destinations, who arrange talks and sessions that are relevant to Mathematical Sciences students. Information about these talks and sessions is circulated to students by email and in the Student Centre. The School Careers Destinations liaison officer is Dr David Gammack. Further, careers sessions for those wishing to enter the actuarial profession are arranged by SUAS (the Southampton University Actuarial Society).

8.6 Professional accreditation

It is possible for you to obtain exemptions from some of the Core Technical (CT) examinations of the Institute and Faculty of Actuaries, by performing sufficiently well in corresponding University modules. The following table shows the mapping between University modules and the CT subjects.

| Professional Subject | University Module(s) | Weighting |
|---|--|-----------|
| CT1 Financial Mathematics | MATH2040 Financial Mathematics | 100% |
| CT2 Finance and Financial Reporting | MANG2014 Accounting and Finance for Non-Specialists | 100% |
| CT3 Probability & Mathematical Statistics | MATH1024 Introduction to Probability and Statistics | 40% |
| | MATH2011 Statistical Distribution Theory | 40% |
| | MATH2010 Statistical Models I | 20% |
| CT4 Models | MATH2012 Stochastic Processes | 50% |
| | MATH3085 Survival Models | 50% |
| CT5 Contingencies | MATH3063 Actuarial Mathematics I | 50% |
| | MATH3066 Actuarial Mathematics II | 50% |
| CT6 Statistical Methods | STAT3010 Statistical Methods in Insurance | 100% |
| CT7 Business Economics | ECON1001/1003 Foundations/Principles of Microeconomics | 50% |
| | ECON1002 Principles of Macroeconomics | 50% |
| CT8 Financial Economics | MATH3022 Mathematical Finance | 100% |

The University expects to adjust its actuarial module provision and assessment to match the requirements of the new Curriculum 2019 strategy of the Institute and Faculty of Actuaries in academic year 2019/20. A revised exemption mapping to the Curriculum 2019 subjects will be made available at that time.

Further details may be obtained from the Director of Actuarial Science (semester 1, Dr Gerard Kennedy; semester 2, Dr Eregul Dodd) or from the BSc Mathematics with Actuarial Science Programme Coordinator (semester 1, Dr Gerard Kennedy; semester 2, Dr Jackie Wong).

8.7 Curriculum Innovation

Several interdisciplinary modules (UOSMxxxx) are available to Maths students to select usually in year 3, the details of which are provided in the Programme Catalogue.

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 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.

In Mathematical Sciences there are MSc programmes in Actuarial Science, Operational Research, Operational Research and Finance, Operational Research and Statistics, Statistics, and Statistics with Applications in Medicine.

Further details on the programmes offered by the Faculty can be found on the Faculty's website.

10. Regulatory Issues

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

10.1 Academic appeals

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

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

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 the [Student Discipline Regulations](#), in accordance with the evidence and circumstances presented. Information for students on discipline is available from the [Student Services website](#).

Appendix A - Revision Strategy and Examination Techniques

A.1 Revision strategy

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

A.1.1 Final revision programme

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

A.1.2 Examination practice

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

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

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

A.2 Examination techniques

A.2.1 Before the day

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

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

Prepare any equipment you will need for your particular examination:

- pens which are comfortable to use;
- sharp pencils, a pencil sharpener and rubber;

- drawing instruments such as a ruler, compasses, protractor, set squares;
- University approved calculator (if allowed) and spare batteries (check that you know how to replace them quickly);
- an accurate watch or small clock.

A.2.2 On the Day

Before the examination:

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

Just before the start:

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

Reading the instructions:

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

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

Planning your time

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

Choosing the questions

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

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

Answering the question

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

- Plan before you write – the stress of working under time constraints in the exam room can make all your good study intentions disappear. However, this is when it is more important than ever. Take a few minutes to think and plan.
- Think about what the question is actually *asking*. What are you expected to include in your answer. What material will be *relevant*?

Underline the key words in the question; identify the main topic and discussion areas; choose a few points/arguments about which you can write; make a mini plan which puts them in order before you start writing. You can cross it through afterwards.

- Make sure that your writing is legible.
- Present your answer in a neat, logical and concise way.
- Show all your working; marks are often given for methodology as well as your answers. You should be able to refer by name to the main theorists/researchers in your topic, giving the year of their major works. You do not need to give page numbers of lengthy quotes, except in an open book exam. You do not need a reference list.
- Do not do things you are not asked for.
- If relevant, state any principles, results or formulae used and indicate your reasons for using them.
- Check any formulae you use with the formula sheet, if provided.
- Always do a rough estimate of any calculation to check that your answer is sensible.
- When using a calculator, make sure that each calculation is shown clearly in your answer and give your final answer to the required degree of accuracy.
- If you get 'stuck', re-read the question carefully to check that you have not missed any important information or hints given in the question itself.
- When you have completed your answer, re-read the question to check that you have answered all parts.

Examination discipline

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

At the end

Before handing in your examination script check that:

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