Health
Sciences

UNIVERSITY OF
Southampton

Faculty of Health Sciences

Postgraduate/Continued Professional Development

Student Handbook

Updated September 2016

Disclaimer

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

Welcome

Dear Student

I am delighted that you have chosen to undertake your education at the University of Southampton and hope that you will enjoy your time as a student. This hand book is designed to give you all the information you need to undertake your studies and will be the first place to look when you need answers to queries about your course or programme of studies.

The next few years will be rewarding and challenging and will provide opportunities for you to achieve both personal and professional goals. Your programme involves learning experiences in a variety of both academic and health care environments where academics work in partnership with practice colleagues to facilitate your learning; providing advice, guidance and direction.

We are here to help you make the most of your time at the Faculty and welcome your questions and feedback at all times.

I wish you every success with your studies.

Professor Mandy Fader
Dean of Faculty

Contents

The information contained within your handbook is designed to provide key information applicable to you and your programme during the 2016/17 academic year. It is designed to 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.

Resource	Web link
Faculty website	www.southampton.ac.uk/healthsciences
Faculty staff information	**Dean of the Faculty of Health Sciences** Professor Mandy Fader – M.Fader@soton.ac.uk **Associate Dean (Education & Student Experience)** Mrs Anne Baileff – A.Baileff@soton.ac.uk **Head of the Centre for Innovation and Leadership in Health Sciences** Mrs Jan Davis - J.Davis@soton.ac.uk **Directors of Programmes** *Advanced Clinical and Expert Practice* Dr Wendy Wigley - W.Wigley@soton.ac.uk *Leadership and Health Systems* Dr Sue Duke - sd11@soton.ac.uk *Postgraduate Research Studies, Faculty Graduate School* Dr Sara Demain - S.H.Demain@soton.ac.uk **Programme Leads** *MSc Health & Rehab* Dr Peter White - P.J.White@soton.ac.uk *BSc (Hons) Clinical Practice* Mrs Pritpal Binning - P.K.Binning@soton.ac.uk *MSc Advanced Clinical Practice* Dr Helen Rushforth - her@soton.ac.uk *MSc Clinical Leadership in Cancer, Palliative and End of Life Care* Ms Kay Townsend - K.Townsend@soton.ac.uk *MRes Clinical and Health Research* Dr Bronagh Walsh - B.M.Walsh@soton.ac.uk *MSc Leadership and Management in Health and Social Care* Dr Richard Giordano - r.giordano@soton.ac.uk *Doctoral Programmes (PhD, DClinP, Integrated PhD)* Dr Tracey Harding - T.A.Harding@soton.ac.uk *MSc Nursing Studies* Mrs Lyn Wilson - L.M.Wilson@soton.ac.uk *MSc Health Sciences* Mrs Sue Faulds - S.J.Faulds@soton.ac.uk *Improving Access to Psychological Therapies* Mr Simon Grist - S.Grist@soton.ac.uk *MSc Trauma Sciences* Ms Ursula Rolfe - U.I.Rolfe@soton.ac.uk *MSc Complex Care in Older People* Dr Ruth Bartlett - R.L.Bartlett@soton.ac.uk **Faculty Academic Registrar** Mrs Briony Thomson – B.Thomson@soton.ac.uk

Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard.
	Your programme structure (i.e. which modules make up your programme) is available via the on-line 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 the Faculty web pages.

1. General Information

1.1 Your student office

Opening Hours: Monday to Friday 9am to 5pm

Location and contact details: Student Office (Level 3)
University of Southampton
Faculty of Health Sciences
Building 67
University Road
Highfield
Southampton, SO17 1BJ
Telephone: 023 8059 7841
Email: StudentOffice.FHS@soton.ac.uk

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

1.2 How we keep in touch with you

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

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 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.

1.4 Press or Marketing activities

If you are asked for your opinion, or to get involved in press or marketing activities related to the work of the Faculty of Health Sciences or the University of Southampton, it is imperative that you first consult one of the following for guidance and agreement:

Press enquiries
Becky Attwood, Media Relations Officer, Tel: 02380 593212, Mobile: 07342060429, Email: r.attwood@southampton.ac.uk

Main Press Office, Tel: 02380 593212, Email: press@southampton.ac.uk

Marketing enquiries:
Claire Furnish, Marketing Officer, Tel: 02380 597592, Email: C.A.Furnish@southampton.ac.uk

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. In many cases your personal academic tutor is your pathway or programme lead. If you are unsure who your personal tutor is, please ask your programme lead. 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 will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated Personal Academic Tutor.

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

If you are studying a module 'stand alone' (i.e. not as part of a pathway of study) you will not be allocated a personal academic tutor. However the module leader or a member of the module team will act as your tutor for the duration of the module.

If you are undertaking a dissertation, you will have a dissertation supervisor who can offer advice and support for your dissertation work.

2.2 Student buddying and mentoring schemes

For some 'clinical speciality modules' you will need a mentor. This person supports you through the module or programmes and helps you achieve the necessary practice competencies. This will involve discussion, observation and assessment of your practice. Your mentor will help guide the development of your thinking and judgement. In some instances a mentor will be allocated, but in others you will be asked to identify a suitable mentor from your practice setting. Advice on how to do this will be given where required.

You can expect mentors to:
- hold the same or higher levels of clinical responsibilities;
- be experienced practitioners (normally with a minimum of 18 months full-time or equivalent practice);
- have evidence of Continuing Professional Development (CPD);
- have achieved the standard of mentors/practice teachers through an approved mentorship or practice teacher programme or a verified portfolio of evidence or similar;
- be available to assess and monitor your practice;
- help you to identify your learning outcomes and offer feedback;
- verify achievement of practice competencies where appropriate;
- maintain mentorship standards (as required by the Professional Council).

2.3 What to do if you are ill

If you are ill and have to miss a taught day you should let the module lead know about your absence. If you experience a longer term illness which could impact your progress on a module or programme a discussion with your personal tutor (or programme lead) will help you to decide on the best course of action for your circumstances. If you experience illness which impacts your ability to submit an assignment you

should complete and submit a Special considerations and extension form. 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.

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.   If you experience difficult circumstances there are three options available to you;

Special considerations is a process used when unexpected difficult circumstances have occurred at or around the time of submission of an assignment or attendance at an exam or OSCE. For example illness two days before submission, an accident on the way to an exam or OSCE.

The extension process is used if unexpected difficult circumstances occur two weeks or more before submission/attendance. Requesting an extension enables you to ask for more time to complete the assessment. The amount of time you request should be the same amount of time for which the circumstances affected you. For example, if you are unwell for one month request an extension of one month.

Suspending your studies is an option to be used if unexpected difficult circumstances will impact you for an extended period of time.

Discussion with your personal academic tutor will enable you to know which option is best for you. You will need to provide third party evidence of the reason for your request.

2.5 Special considerations
If you have submitted or attended an assessment but believe that illness or other circumstances have adversely affected your performance you have the facility to apply for Special Considerations. If you wish for these to be considered by the Faculty you must complete a Special Considerations form. **You must apply for Special Considerations within five days of the assessment, not wait until you receive the result.** All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification or a statement from your 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

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

2.10   Equality and Diversity

Equality and Diversity is championed by the Vice-Chancellor Sir Christopher Snowden. He believes agenda is agenda is at the core of all we do: "It is key to our mission to address Equality and Diversity directly, consistently and continuously. Full details including Policies and Guidance can be found on the Equality and Diversity website.

3.   Your safety

3.1   Faculty Health and Safety Policy

Health and Safety is an important part of University and practice experience life. Everyone in the University has a legal duty to inform management of hazards they become aware of. Should you have an accident within the University premises, this must be reported. Incidents which arise out of, or in connection with University activities must also be reported. Please ensure you are aware of your obligations under the Faculty Health and Safety Policy.

For students in practice the 'Practice Placement Agreement' requires that the placement provider will take steps to ensure the health, safety and welfare of students undertaking practice learning, as they would for their own employees. The placement provider will notify the education provider of any accidents or reportable incidents sustained by a student undertaking practice learning within a timescale appropriate to the seriousness of the situation. The education provider and placement provider will undertake 'dual reporting' of any incident or incidents.

Please familiarise yourself with the fire safety and emergency information located on prime noticeboards in all education and practice experience areas that you attend as a student.

3.2   Access to Buildings

As a Postgraduate student, you can access the Faculty buildings (45 and 67) from 0700 to 2300 by using your ID badge. Whilst it is recognised that some weekend work needs to be undertaken, this should be the exception rather than the norm. If work at weekends must be undertaken, please ensure you are aware of the Faculty's access policy.

The Faculty Policy for accessing buildings outside of normal working hours can be found in appendix A of this handbook.

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 by accessing SUSSED.

Student effort will consist of a mix of lectures, self-directed study, skills and other tasks and activities including reading. The modules have been designed to ensure that you meet the required learning and therefore this time must be used appropriately. Information on each module is within the module guide.

The definition of a compulsory module can be seen in the General Regulations - Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes. Your student record will automatically record core and compulsory modules and these must be completed in accordance with the requirements applicable to your programme. Further details can be found in your Programme Specification.

4.2   Attendance

The University attendance regulations details the University expectations relating to attendance. If are unable to attend a University class, you must follow this procedure:

- Email the Student Office (StudentOffice.FHS@soton.ac.uk) as early as possible to inform them of your inability to attend class. The Student Office will then inform your Module Lead.
- If you are unable to e-mail the Student Office prior to the beginning of class then you should inform a colleague so that they can pass on the message and ensure the non-attendance is entered onto the register. This must however be followed up by a confirmation e-mail from you to your Personal Academic Tutor as outlined above. You are advised to send copies of this email to your Module Lead.
- It is your responsibility to ensure that the information is relayed promptly and accurately.

Failure to notify the Student Office of sickness will result in you being recorded as absent.

4.3 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. Modules that are optionally available to select may also include information on module specific costs.

Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar.

4.4 Practice Learning

Practice learning is very important and each module aims to help integrate theory and practice. Where practice learning is a part of your course, you will be encouraged to use your practice experiences as a focus for your academic thinking, reading and discussion. Some coursework may be undertaken through work-based learning.

Your practice learning may involve any aspect of direct patient, client or family care or it may be broader and involve aspects such as audit, policy, development, teaching and assessing. Many modules have integrated theory-practice assignments focusing on your practice experiences.

In some modules, especially clinical specialities, you must achieve competencies in practice. These are shown in individual module and assignment guides. Your practice mentor will monitor progress, assess your competencies and discuss these with you.

The provision of suitable learning/practice opportunities is essential to many modules and programmes, in particular BSc (Hons) Clinical Practice, Public Health Degrees and the some pathways of MSc Advanced Clinical Practice. Unless you are a full-time student you will normally continue with your usual place of work and this will be the key environment in which much of your learning, in respect of applying theory to practice takes place.

Full time students will be encouraged to reflect on their practice experience prior to undertaking the course as part of their studies, and also to explore how their learning will be applied to their practice on their return to their practice role.

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 leader or programme leader. 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. Lecturers will present materials in a variety of formats, and in most cases lecture notes will be made available in advance via the 'blackboard' virtual student learning environment. You will also be encouraged to make your own additional notes during the lecture. 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 journal articles 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 examination and coursework assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given course module. If, for any reason, you are unable to attend, you should ensure that you access the relevant notes and handouts from 'blackboard'.

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 and within individual module specifications.

5.7 Faculty Policy on referencing

The Faculty Policy for referencing your work can be found in appendix B of this handbook.

5.8 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity. The University is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the University are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this community, the concept of Academic Integrity is fundamental.

You are strongly advised to familiarise yourself with the information contained in the Academic Skills Hub on the Library's website.

Any evidence of unsafe practice or attitudes in any component of the summative assessment will result in automatic referral". If you are registered with the NMC or HCPC breaches of Academic Integrity* may result in your employer being notified if there is concern that your professional code of conduct is not of the expected standard.
*Academic Integrity describes acting with honesty and responsibility in one's own Academic Work, i.e. work undertaken for formative and summative assessments (this includes written work, placement assessment and non-written work, e.g. presentations).

5.9 Fitness to Practise

The requirements of programmes of study leading to professional registration include a significant component governing fitness to practise. In addition to existing University procedures for academic progression and conduct, the Faculty of Health Sciences needs to 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 Confidentiality

Professional codes of conduct/practice issue clear guidance on the protection of confidentiality, and the protection of information from improper disclosure at all times. It is particularly important that you maintain your professional standards regarding patient/service user confidentiality while undertaking academic study, assessment and examination. A breach of confidentiality may affect the outcome of your assessment and in serious cases could result in a mark of 0% (Fail).

The Faculty policy on user/carer involvement states:
- the identities of all participants (including users, carers and staff) and all locations must be fully protected at all times through the use of pseudonyms and alternatives (for example, by changing all identifiable details);
- nothing should be included in assignments which may indicate a client's identity or compromise their confidentiality;

- in accordance with the Date Protection Act (1998), data must not be disclosed if this cannot be done without revealing personal data relating to a third party, unless that third party consents, or the third party data can be removed;
- where the case study or scenario forms part of an assessed presentation or a written assignment, students are expected to demonstrate how they have observed ethical principles in gathering and using relevant information. These form part of the marking criteria for all written assignments and breaches of confidentiality could lead to failure of the module.

These guidelines are based on the Caldicott principles 2 and 3, which state:

Principle 2 – 'Do not use patient-identifiable information unless it is absolutely necessary. Patient-identifiable information should not be used unless there is no alternative.'

Principle 3 – 'Use the minimum necessary patient-identifiable information. Where the use of patient-identifiable information is considered essential, each individual item of information should be justified with the aim of reducing the possibility of identification.'

You are encouraged to ensure patient confidentiality at all times and to protect the identities of locations. However, the latter aspect is not always possible since you may identify your practice area as well as your practice mentor/practice teacher in any assessment of practice and other portfolio. The following guidelines should be adhered to when producing text for assessment:
- The names of NHS Trusts and practice areas are in the public domain and as long as you do not disclose any information relating to a patient or staff member, or any information which might be deemed confidential about the location, you should not be penalised for this.
- The use of a referral to local guidelines and policies are not deemed a breach of confidentiality, but these should be referenced in the normal way.
- 'Serious' breach of confidentiality occurs when improper disclosure is made – either relating to the identities of staff, users or carers or other personal information and/or the inclusion of data for which explicit permission has not been obtained. In the event of a serious breach you will be awarded 0% (Fail).

Please remember that markers and external examiners have an overall responsibility to respect professional and confidential information in assignments, whatever the nature of that information may be.

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.

Each module is assessed and information will be provided in each of the module guides about how, when and where this will happen. Some assessments include essays whilst others may be presentations. The programme includes a range to ensure that the module content and learning is assessed in the most appropriate ways.

Most assessments will be submitted electronically through eAssignment. This is the University system for electronic submission, marking and feedback of student work. If you have a query regarding eAssignment, you should contact the Faculty Student Office.

If you are required to hand in a hard-copy of your work (rather than electronic submission), you should complete an 'Assessment Submission' form and submit this 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 leader.

Assignments which are required to be sent in hard copy can be sent by recorded delivery in which case the date of the post mark will be accepted at the date of submission. Assignments should be sent to:

Student Office
Faculty of Health Sciences
Level 3, Building 67
University Road, Highfield
Southampton
SO17 1BJ

6.2 Penalties for late coursework submission

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

6.3 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 module lead as soon as possible. You should complete a Special Considerations and Deadline Extension Request form (see paragraph 2.5 above), 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 and approved. 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.

6.4 Word count limitations

Always leave plenty of time for compiling your reference list, proof reading your assignment and preparing the assignment for submission. Your word count should not exceed 10 per cent of the limit indicated in the assessment guidance, except for dissertations when you are expected to be within the given range. You will need to note your word count on the title page of your submission and confirm its accuracy.

Please note that the word count **includes** headings and text (including in-text references and footers), but **excludes** the title and contents page, reference list, bibliography and appendices. Therefore all the work occurring after the title and contents page to the beginning of the reference list is included in the word count. A small number of modules have a permitted exception to this rule which permits concise tables to be excluded from the word count; if this applies to your module your module leader and module handbook/assessment guidance will advise you accordingly.

The stated word count may be exceeded by a maximum of 10% to acknowledge that it is difficult to hit the word count precisely and to allow for in-text citations, figures and tables. Tables which contain a large amount of text can be included in the appendices – but please note that whilst appendix information is read and noted by markers, it does not contribute to the grade awarded.

Candidates who exceed the specified word limitation by more than 10% but less than 20% within an assignment will incur a 10% penalty reduction in their mark or a reduction by one grade (e.g. from B to C) where a per cent mark is not given.

Candidates who exceed the specified word limitation by more than 20% but less than 25% will incur a 20% penalty reduction in their mark or a reduction by two grades (e.g. from B to D) where a per cent mark is not given.

Candidates who exceed the specified word limitation by more than 25% will incur an automatic referral in that assignment.

6.5 Examination preparation

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. Example papers will be made available to you via your module/programme 'blackboard' site.

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

6.6 Examinations

The dates of University examination periods are published annually on the exam timetables web page. Please note that some programmes may undertake examinations outside of the University examination periods. For Continued Professional Development modules, you will be notified of the exam dates in conjunction with the attendance dates, prior to module commencement.

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   Coursework and examination feedback
Feedback comes in many forms and you must learn to recognise the merits of all of these. The Student Feedback Policy provides an overview of formal feedback.

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

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners.   Feedback will normally be returned within four working weeks of submission, and you should be informed if the feedback will take longer than four weeks. Examination feedback may take up to six weeks to be returned, and dissertation feedback may well take longer, reflecting the importance of such work within degree programmes and the need to devote appropriate time and attention to the assessment process.

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

6.9   Academic Review of Draft Assignments
The Faculty is committed to providing a comprehensive service to support you in your academic skills development whilst aiming to establish a culture which is truly student-centred and which focuses on your development as an independent learner. The reading of student work is a means of providing additional support for your learning when needed. The Faculty's policy on the Academic Review of Draft Assignments can be found in appendix C of this handbook

6.10   Access to coursework/examination scripts
Students are entitled to view their examination scripts on request to the Faculty. 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. Should you wish to inspect your completed examination script, there is a procedure that will need to be followed and you should contact the student office for details.

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.

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.

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. These surveys are conducted electronically and anonymously following the completion of each module and the comments received are used to shape and improve the way that modules are taught.

7.2   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.

7.3   Student Representation
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.

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. 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 paid internships which enhance your CV, expand your network and open graduate recruitment opportunities.

8.2   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.
*High Fliers 2016

8.3   Employability events within the faculty

The Faculty hosts an 'Employability Week' for final year students in November of each year, providing a series of events including:
- Careers Fairs
- Preparing Personal Statements and CVs
- Interview Skills
- Setting up small businesses and writing business plans
- Working in the Voluntary Sector
- The future of Healthcare and expectations from employer perspectives
- Public Patient Involvement
- Careers Destination Services
- Further study opportunities

9.   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.

9.1   Academic appeals

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

9.2   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.

9.3   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.

9.4   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 - Access to Buildings

Building 45 & 67
Revised Opening/Operating Hours for Staff, PGR's and Students

Introduction
Following consultation, with effect from the 9st December 2013 Buildings 45 and 67 will have the same opening/operating times for staff, PGR's and Students.

Undergraduate Student Access
Undergraduate students will only have access to buildings 45 and 67 from Monday to Friday between the hours of 0800 to 1800 only. This is when the revolving doors are open or the disabled access operates without the need for an ID badge.

Staff and PGR Access Weekdays
Staff and PGR's have access to the buildings from 0700 to 2300 by use of their ID badge using the electronic or disabled entrances.

Staff and PGR Access for Weekend Working
Whilst it is recognised that some weekend work needs to be undertaken, this should be the exception rather than the norm. Building access at weekends is only available electronically; the rotating doors will not be opened for any reason (accept for planned Faculty or University open days).

If work at weekends must be undertaken then the following actions are required to be completed by Staff/PGR's;

1. **For weekend work that will continue over consecutive** weekends for up to 3 months or intermittent weekend access for a period of up to 3 months, then a University 'out of hours' forms must be completed and a copy sent to Security so that they are aware of who is in the building. A new form will be required for each 3 month period, or

2. **If the weekend work is a single episode** then security should be contacted on 22811 and informed that you are coming into work (preferably on the Friday before) and called again when you have left the building.

University Closure Days
Staff and PGR's are actively discouraged from working on University Closure Days due to the severely limited resources available on site. Any proposed work on these days requires **mandatory** use of the University 'out of hours' form. *(It is unlikely; but in the event of, staff should not be surprised if this request is rejected by Security on the grounds of safety.)*

Research Participant Access
Research participants will have access to buildings via the rotating and disabled access doors from 0800 to 1800 Monday to Friday. Normally researchers can only see research participants between the hours of 0900 to 1700 Monday to Friday.

Research participants are only permitted beyond 1700 if the researcher has made prior arrangements to have a first aid trained member staff in the building for the duration of the data collection. **If the participant has limited mobility and the research is being conducted on the first or second floor of building 45, then all data collection must take place during normal working hours (0900 to 1700).**

Under no circumstances can researchers see research participants in Faculty buildings during weekends or on University closure days as there is no emergency first aid, fire or lift evacuation cover.

Staff Safety (Building Security)
Staff and PGR safety out of hours is a Faculty concern, especially as Building 45 is remote from the rest of the Highfield Campus. Over recent years security arrangements have increase in that;

1. Security monitors the area around Building 45 through the use of CCTV cameras that are set up across the Hampton car park and directly outside of the main entrance,
2. An Intruder alarm system is installed in Building 45, and
3. A motion activated camera has been installed in Building 45 foyer which out of hours pops up on Securities main viewing screen for viewing alerting them to a presence.
4. Security also provides a service of walking staff or PGR's working late to their cars in isolated areas or where staff have concerns for their personal safety. Contact Security on 22811 to arrange this. It is subject to the availability of Security Guards at that time so you may have to wait a short while for a Security guard to become free.

Personal Safety
Staff/PGR's are advised when working out of hours to avoid using the lift in case of failure and entrapment, and to summon security when needed, additionally the Faculty strongly advises all staff/PGR's to place the University Security and the emergency numbers into their mobile phone contacts list for quick access when needed, these are;

Security   02380 592811 - for normal request assistance
Emergency   02380 593311 - for all emergencies personal or other, and

When entering the buildings outside of normal working hours staff and PGR's must ensure that they are not tailgated by other persons into the building.

[Security Service Support](#)
Will respond to emergencies and normal requests for their service, and help in any other way to ensure that staff/PGR's workings in the building late at night are safe.

Failure of Card Reader
In the event that card access fails for entering or exiting the building then contact security on 22811 who will arrange for your access/egress from the building.

Lift Failure (Evacuation of Disabled Research Participant)
Should the lift fail and you have a mobility limited participant or guest to get out of the building from an upper level. Please contact Security on 22811 and they will send a team with an Evac Chair to assist that person to the lower level.

Appendix B – Referencing Guide

A guide to referencing your work

I Bristow

L Robertson

Introduction

This document has been put together to help guide students through the task of referencing. A good referencing technique is the hallmark of any academic work. When producing any coursework it is expected that the student will need to refer to the work of others at some stage and this guide illustrates the process for referencing the most common information sources students may use.

What is a reference and why bother?

A reference is necessary to acknowledge a piece of writing, idea or research by another author which has been referred to or quoted directly in the student's own work. The process of referencing is important for a number of reasons:

– To evidence the student's ability to gather and use information from appropriate sources.

– To illustrate the student's breadth of reading and investigation into a topic.

– To permit readers of the work to locate any references that may have been given.

– To provide evidence and weight to any academic arguments that may be made.

– As a professional courtesy, recognising and acknowledging the work of others.

Which style of referencing should be used?

As there is no universally agreed standard for referencing there are many different styles of referencing including the Vancouver, Harvard and Chicago systems. Even within these standards subtle variations exist. This is illustrated when one looks at the array of different referencing variations used in many professional and research journals. The Faculty of Health Sciences at the University of Southampton uses the Harvard style of referencing and students are expected to adopt this throughout their studies whilst at the University. Unfortunately, even within the Harvard referencing system there are many variations therefore this guide has been put together to demonstrate the style which should be used by students within the Faculty of Health Sciences.

Referencing and an assignment word count

For all student assignments, the word count consists of all the student's work occurring after the title page to the beginning of the reference list. **Reference lists and bibliographies are excluded from the word count**. The stated word count may be exceeded by a **maximum of 10**%. This allowance includes provision for in-text citations, figures and table legends. Tables which include large amounts of text may also contribute to the word count. **Where there is any breach of this guidance, each case is judged individually by the assessors and moderator**.

How do you reference?

Essentially, referencing is a two stage process. Firstly, when a reference is made within a piece of work a citation is inserted within the text, adjacent to the appropriate statement(s). The second step consists of an index listing all the citations in full – known as the reference list. This is normally found at the end of the essay as a reference list.

Note: A reference list is not the same as a bibliography. A **bibliography**, by definition, is a list of all the works and papers used when compiling a piece of research but it might also include works that the student did not specifically cite in the text of the paper, but which were helpful as background detail. Generally speaking, most pieces of academic written work will require a reference list but a bibliography is usually an optional extra.

This guide has been designed to cover most of the common sources available to students. It is not, however, comprehensive. On occasions where a particular source of reference is not given, students are advised to ensure consistency as far as is possible with the style outlined within this guide.

Stage One – Making a Citation

Basic Citation Technique

Citations are embedded within the text in the format (Author Year).

Example:

Studies on larger populations have demonstrated this drug to be effective (Gerard 1990).

Notice that the citation is enclosed in brackets and only the author's surname (without initials or qualifications) appears next to the year of publication before the full stop. In order to allow some degree of flexibility, variations on a theme are permissible.

Examples:

Research by Gerard (1990) has proved that this drug is effective in larger populations.

Gerard's paper (1990) has suggested that the drug is effective in a larger population.

When there are two authors

When there are two authors, just include the second author using "and" within the citation.

Examples:

.......can be a cause of headache (Rooney and Owen 2006).

Work by Rooney and Owen (2006) has suggested this as a cause of headache.

When there are three or more authors

Within the citation use the first author's surname followed by 'et al.'

Examples:

For a paper published by Beckham, Rooney and Best in 2004:

Beckham et al. (2004) have suggested that..........

.........has been suggested (Beckham et al. 2004).

Corporate Authors

Sometimes a document or piece of work that needs to be referenced is from a corporate body such as the National Institute for Clinical Excellence, Chartered Society of Physiotherapists or Health Care Commission. In this instance, the corporate body is stated as the author.

Example:

Patients deserve a first class service (National Institute for Clinical Excellence 2001).

In addition, as names for bodies can be cumbersome, subsequent occurrences for corporate authors can be abbreviated in the citation so long as the abbreviation has been defined in the first occurrence of the citation.

Example:

First occurrence: Patients require a full assessment prior to any intervention (Royal College of Nursing [RCN] 2007). *Note the use of the square bracket within the round brackets to denote the abbreviation.*

Second Occurrence: .....should be followed using professional guidelines (RCN 2007).

What if the author's name is unknown?

Occasionally, a piece of work may have no stated author. In this case, within the citation, the name is replaced with 'Anon.' (an abbreviation for "anonymous").

Example:

Wounds which are constantly traumatised can be slow to heal (Anon. 2006).

What if no year is given?

Where no year is given on a work, the year is substituted within the citation with 'n.d.' (an abbreviation for "no date").

Examples:

Capello (n.d.) has discussed new changes in training to improve performance.

New changes in training have been discussed to improve performance (Capello n.d.).

Using page numbers and making quotations

Should the student wish to reference an exact statement or point precisely a page number can be inserted into the citation.

Example:

........has been shown to be the cause (Crouch 2003 p23)

This can also be adopted for including direct quotes within the text. The quotation should be enclosed in speech marks.

Example:

Barry (2008 p234) stated that "the team morale needs to be lifted – this is the job of the manager."

When including a quotation into your work, as a general convention, quotes of less than one line can appear within the body of the text (with their citation as given above) but longer quotes of more than one line need a line space and an indent with the citation underneath (and no quotation marks, but a page number is important)

Example:

What did you think about adding a category about grey literature? In health sciences particularly, a great deal seems to be published without publisher/date information yet is an important resource for some student assignments.

(Robertson 2011 p23)

Long quotes are not generally encouraged but may sometimes be necessary.

What if an author has more than one paper published in a year?

If an author (or authors) have multiple papers published within the same year, these can be cited in the text suffixed with a letter so the reader may identify an individual paper.

Example:

Rooney and Gerard (2005a, 2005b) have argued that.........

Within the reference list, the different papers are distinguished by the presence of a letter next to the year of publication e.g. 2005a for the first paper, 2005b for the second paper etc.

Citing Multiple Papers

Where multiple papers are making the same point, they can be cited in a single bracket. The convention is that they should be arranged within the citation by ascending year of publication. Authors should be separated by a semi-colon as illustrated below.

Example:

...this has been suggested many times (Carragher 1990, 2004; Lennon and Terry 2006; Lampard 2007).

Citing Legal Documents

Act of Parliament

When referencing an Act of Parliament, an appropriate citation is made within the text in the format as follows:

Country Name of Act (*in italics*) Year of Act (*in italics*)

Note: The year in this type of citation appears in Italics as it forms part of the title of the Act, when normally in other types of citation it would only appear without italics

Example:

........and this act (Great Britain *Higher Education Act 2004*) was to force significant change within UK education.

Statutory Instruments

Statutory Instruments are referenced in a subtly different format from Acts of Parliament:

Short Title (*in italics*) Year (*in italics*)

Example:

.....changes were soon implemented to the benefits system (Income Support [*Pilot Scheme*] *Regulations 1996*).

Tweets and Twitter

The citation for a tweet can be inserted into the text in the format given below using the format of (sender year) or a suitable variation.

Example:

.....so I have finally discovered a treatment for this that works (RobinsonP 2011)

...subsequently RobinsonP claimed he had discovered a cure that works (2011)

Personal Communication

Many things can be deemed as a personal communication such as a conversation, e-mail, lecture, fax or letter for example. As a professional courtesy, one should always seek permission from the sender before citing a personal communication

Example: According to the most recent data, the information is deliberately being delayed to improve profit (Ferguson 2011 per comm)

Please note: Personal communications generally do not feature in the reference list at the end of the work as they are normally documents which are private and unavailable publicly.

Citing diagrams, tables and images

Where you wish to use diagrams, tables and images from another author, these should also be cited and referenced accordingly. Normally, this would take the usual form and be displayed in the legend accompanying the diagram, image or table.

Example:

	1951	2011
Male	345	12
Females	211	17

Table 1: Numbers of recorded cases of Leprosy in the UK (Rowntree and McIntosh 2011)

Stage Two – The Reference List

Once the work is completed a reference list needs to be compiled. It should have the following features:

1. It occurs on a new page at the end of the work, after the conclusion but before any appendices and acknowledgements (if applicable).

2. It should be a single list (that is, not sorted into publication types or format) headed "References".

3. The references should always be listed alphabetically by the first author's surname.

4. The reference should be complete and all authors should be listed in full (not abbreviated using et al., for example).

5. The list should not be numbered or bulleted.

6. Accuracy is also important as all references cited in the text should be indexed within the reference list and all references listed should be cited within the text.

7. Where the authors have multiple papers these should be listed with the earliest publications appearing first.

8. Journal names when listed in the references should be given in full and not abbreviated.

A clear and complete reference list at the conclusion of a piece of work makes it easier for the reader to locate any works referred to by the student. The following sections illustrate how each type of resource should be formatted within the reference list. **Particular attention should be paid to the exact format including colons, spacing and full stops**.

To facilitate ease of illustration, the basic citation format is given in a deconstructed form of a list followed by an example of how it should actually appear in the final reference list.

Journal Articles

Author surname and initials (final two authors should be separated by "and")

Year of publication (in brackets)

Title of article (not underlined or in italics, followed by a full stop).

Title of the journal (in italics)

Volume number followed by Issue Number (in brackets): Page numbers

Example:

Homer C (2002) Women's experiences of continuity of midwifery care in a randomised controlled trial in Australia. *Midwifery* 18(2):102-112

Note: In some referencing styles, the journal name is abbreviated (example: "British Medical Journal" is abbreviated to "BMJ" in the reference list). There is an approved list of journal abbreviations available from the National Library of Medicine. However, the Faculty of Health Sciences style dictates that the journal name should appear in full and not be abbreviated.

Editorials within Journals

The format for listing an editorial is identical to that of a journal article (see above) with the exception that the word "Editorial" appears in brackets after the article's title and before the full stop. So in the example above, if this were an editorial within a journal it would appear as in the example below:

Example:

Homer C (2002) Women's experiences of continuity of midwifery care in a randomised controlled trial in Australia (Editorial). *Midwifery* 18(2):102-112

In some journals editorials are written anonymously. If this is the case, an editorial would be referenced substituting Anon. where the author's surname would normally appear and including (Editorial) after the title.

Example:

Anon. (2006) Changing the rules to suit the policy (Editorial). *British Journal of Health Politics* 34(5):23-24

Occasionally, journals maybe indexed by volume and page number only, omitting the issue number. However, when available, issue numbers should be included.

Electronic Journal Articles

Where journal articles are available in both printed and electronic forms (for example as part of a journal's online archive) the student should always reference the paper version in preference to the electronic form.

An E-journal

This referencing format should be used only if the journal does NOT have a paper edition. If a paper edition does exist, it should be referenced as a journal in preference to an e-journal style, using the format given above (see journal articles).

Author surname and initials (final two authors should be separated by "and")

Year of publication in brackets

Title of article (not underlined or in italics followed by a full stop).

Title of the journal (in italics)

Volume number

Issue Number (in brackets)

Page numbers (if given)

Available from: URL (underlined) [Accessed Date accessed]

Example:

Fang S, Fang X and Xiong M (2011) Psoriasis prediction from genome-wide SNP profiles *BMC Dermatology* 11(1).
Available from: **http://www.biomedcentral.com/1471-5945/11/1**
[Accessed 10 February 2011]

A Book

Author surname and initials (final two authors should be separated by "and")

Year of publication (in brackets)

Title of the book (in italics, principal words with capital letters)

Edition, if not the first edition (in brackets) followed by a full stop. Place of publication: Publisher

Example:

Dawber RPR, Bristow IR and Turner WA (2001) *Text Atlas of Podiatric Dermatology* (2nd Edition). London: Dunitz

A book which has been translated

Occasionally, books are translated and this needs to be referenced accordingly. The normal format is as follows:

Author surname and initials (final two authors should be separated by "and")

Year of original publication (in brackets)

Title of the book (in italics, principal words with capital letters)

Edition, if not the first edition (in brackets) followed by a full stop.

Translated (name of the translating author [initials surname]) followed by a full stop.

Place of publication: Publisher

Year of publication of translation

Example

Weiss E (1931) *Physician and Murderer*. Translated J Rotenberg. Berlin: Deckle Edge 1955

An E-Book

Author surname and initials (final two authors should be separated by "and")

Year of publication (in brackets)

Title of the book (in italics principal words with capital letters)

Edition, if not the first edition (in brackets) followed by a full stop.

Place of publication: Publisher

Available from: URL (underlined) [Accessed Date Accessed]

Example:

Waller DG (2009) *Medical Pharmacology and Therapeutics*. Edinburgh: Saunders Elsevier Available from: **http://elsevierelibrary.co.uk/reader/medical-pharmacology-therapeutics** [Accessed 5 June 2013]

An Edited Book

Editor(s) surname and initials (final two editors separated by "and")

(ed/eds) in brackets to denote editors

Title of the book (in italics principal words with capital letters)

Edition, if not the first edition (in brackets) followed by a full stop.

Place of publication: Publisher

Example:

Kofman E and Youngs G (eds) (2003) *Globalization: Theory and Practice* (2nd Edition). London: Continuum

An Edited E-Book

Editor(s) surname and initials (final two editors separated by 'and')

(ed/eds) in brackets to denote editors

Year of publication (in brackets)

Title of the book (in italics principal words with capital letters)

Edition, if not the first edition (in brackets) followed by a full stop.

Place of publication: Publisher

Available from: URL (underlined [Accessed Date accessed]

Example:

Elliott P (ed) (2009) *Infection Control: A Psychosocial Approach to Changing Practice*. Oxford: Radcliffe Publishing
Available from: **http://lib.myilibrary.com?ID=206141** [Accessed 6 June 2013]

Book Contribution / Chapter

Many academic books are a collection of sections or chapters with different authors. In such cases it is necessary to reference individual chapter authors using the format given below. Individual chapter author's names are normally given at the beginning of a particular chapter or in the content pages.

Contributing author(s) surname and initials (final two authors should be separated by "and")

Year of publication (in brackets)

Title of contribution/chapter followed by IN: (not underlined or in italics)

Editors surname and initials (ed/eds) in brackets to denote editors (final two editors separated by "and")

Title of the book (in italics, principal words with capital letters)

Edition, if not the first edition, in brackets followed by a full stop.

Place of publication: Publisher Page numbers of the chapter

Example:

Williams M (2003) Social Movements and Global Politics IN: Kofman E and Youngs G (eds) *Globalization: Theory and Practice* (2nd Edition). London: Continuum 234-275

An E-Book contribution / Chapter

Contributing authors surname and initials (final two authors should be separated by "and")

Year of publication (in brackets)

Title of contribution/chapter followed by IN: (not underlined or in italics)

Editors surname and initials (ed/eds) in brackets to denote editors (final two editors separated by 'and')

Title of the book (in italics, principal words with capital letters)

Edition, if not the first edition, followed by a full stop.

Place of publication: Publisher Page numbers of the chapter

Available from: URL underlined [Accessed Date accessed]

Example:

Waters B (2008) The legal issues relating to infection control IN: Elliott P (ed) *Infection Control: a Psychosocial Approach to Changing Practice*. Oxford: Radcliffe Publishing 39-50
Available from: **http://lib.myilibrary.com/Open.aspx?id=206141** [Accessed 6 June 2013]

A Website

A website reference is used for websites which are not specifically web based journals, or archives of journal articles but webpages holding general information in a standard page format. Examples may include websites such as charities, NHS direct (**www.nhsdirect.nhs.uk**) or Gov.UK (**www.gov.uk**).

Author surname and initials (or alternatively, website owner surname and initials)

Year of publication (in brackets)

Title of the webpage (in italics) followed by a full stop.

Publisher (if ascertainable) Available from: URL underlined [Accessed Date Accessed]

Example:

National Institute for Clinical Excellence (2011) *Skin cancer prevention: information, resources and environmental changes*. NICE public health guidance. Available from:
http://www.nice.org.uk/nicemedia/live/13310/52562/52562.pdf [Accessed 19 June 2013]

A Government Paper

Government Department

Year (in brackets)

Title of paper (in italics, principal words with capital letters) followed by a full stop.

Place of publication: Publisher

Example:

NHS Executive (1997) *The New NHS: Modern and Dependable*. London: The Stationery Office

An Act of Parliament

An act of Parliament in the UK is a law which is passed in Westminster or Edinburgh becoming statute law and follows the format given below.

Great Britain

Name of Act (in italics):

Name of Sovereign (in italics)

Chapter number (in italics)

The year of the Act (in brackets)

Place of publication: Publisher

Example:

Great Britain *Higher Education Act 2004: Elizabeth II Chapter 8* (2004) London: HMSO

Statutory Instruments

Since 1946, secondary legislation can be made in the UK by the use of a statutory instrument.

Short title including year (in italics)

'SI' Year of publication/SI number (all in brackets)

Place of publication: Publisher

Example:

Income Support (*Pilot Scheme*) *Regulations 1996* (SI 1996/1252) London: HMSO

Conference Proceedings

Conference proceedings are a collection of papers which may be published before, but usually after, an academic conference as a record of the academic meeting.

Contributing author surname and initials

Year of publication (in brackets)

Title of paper followed by a full stop.

IN: Editor of proceedings surname and initials (ed/eds) in brackets to denote the editor

Title of the conference (in italics)

Location

Full date(s) of conference

Place of publication: publisher

Page numbers

Example:

Silver K (2001) Electronic Mail – the new way to communicate. IN: Raitt D (ed) *9th International Online Information Meeting* London 3-5 December 1999 Oxford: Learned Information 332-340

A Paper Presented at a Conference

Author surname and initials

Year of publication (in brackets)

Title of paper presented (not underlined or in italics) followed by a full stop.

Paper presented at Name of meeting

Location

Day(s) month

Example:

Owen M (2006) Loss of fitness in professional sportsmen. Paper presented at Annual Meeting of UK Sports Medicine Group London UK 25-26 June

Theses

Author surname and initials

Year of submission in brackets

Title of Thesis (in italics) followed by a full stop.

Degree designation, – these are normally unpublished and should be labelled as such

Name of Institution to which the thesis was submitted

Example:

Weatherell MW (1994) *Scientific medicine and the medical sciences in Cambridge, 1851-1939*. Unpublished PhD thesis Cambridge University

A Newspaper Article

Reporters surname and initials (or Anon. if not known)

Year of publication (in brackets)

Title of article (not underlined or in italics) followed by a full stop.

Title of Newspaper (in italics)

Day and Month: Page numbers

Examples:

Smith J (1967) Russian spy ejected from the UK. *The Daily Express* 15 March: 1-2

Anon. (1912) Titanic Sunk. *The Times* 16 April: 9-10

Videos, Films and Broadcasts

Subsidiary Originator (e.g. director)

Year of production (in brackets)

Title (in italics, principal words with capital letters)

Material designation [in square brackets] followed by a full stop.

Production details – place: organisation.

Example:

Hooper T (2010) *The Kings Speech* [Film]. UK: Bedlam Productions

For TV programmes and series – the number and title of the episode should be given as well as the series title, the transmitting organisation and channel, the full date and time of transmission.

Example:

Jackson P (1982) *The Young Ones* Episode 1: Demolition [Television Series]. Broadcast 9 November 1982: BBC2

DVD/CD-ROM

Author surname and initials

Year of publication (in brackets)

Title (in italics, principal words with capital letters)

Media Type [in square brackets].

Place of publication: publisher

Example:

Robinson P (2004) *Living Anatomy* [CD-ROM]. Oxford: Medipublications

Podcast

Podcasts can be acquired from a number of sources on the internet.

Broadcaster/author surname and initials

Year (in brackets)

Series Title (if applicable)

Podcast title (in italics) followed by [Podcast].

Available from: URL underlined [Accessed Date Accessed]

Example:

Ingford P (2010) On the Ball World Cup Podcasts *England the inquest* [Podcast]. Available from: **http://sports.podcast.com/show/38186/On-The-Ball-World-Cup-Podcast/** [Accessed 13 March 2011]

Tweets and Twitter

As tweets are short in nature (140 characters) it is possible to include the whole text within the reference list.

Sender

Year (in brackets)

Text of Tweet (in italics) followed by [Tweet].

Date and time of Posting

Available from: URL underlined [Accessed Date Accessed]

Example:

JohnPSmithDr (2011) *Measures to control inflammation can be very simple and often overlooked* [Tweet]. 10 March 3pm Available from **www.twitter.com/JohnPSmithDr** [Accessed 17 March 2011]

Additional notes about Referencing

Over-referencing

Over-referencing (or excessive referencing) usually occurs as enthusiastic students try to cite as many authors as possible in an attempt to generate a long reference list. Generally speaking this should be avoided. A piece of work should only be referenced in your own work if it helps you to make a particular point relevant to your writing, not for generally well accepted facts or knowledge:

Example: The human heart is located within the chest (Jones 2010).

The above example could be perceived as over-referencing.

Secondary Referencing

Where possible the original source of any work should be cited. Occasionally this is not possible and so you may have to rely on another paper discussing the original work. This is secondary referencing. Generally, you should always try and locate the primary source and only use a secondary reference as a last resort.

Example:

If a student reads a paper by McLaren (2006) that discusses the work of Cole published in 1997, the citation should appear as follows.

A study by Cole (1997 cited in McLaren 2006) demonstrated that.......

Only the McLaren (2006) paper should appear in the reference list at the conclusion of the paper, as the student has not seen the original paper by Cole.

Plagiarism

Plagiarism is defined by the University of Southampton as *"the reproduction or paraphrasing, without acknowledgement, from **public or private** (**i.e.: unpublished**) material (including material downloaded from the internet) attributable to, or which is the intellectual property of, another including the work of students"*.

Examples of plagiarism may include:

– Including in your own work extracts from another person's work without the use of quotation marks or crediting the source.

– The use of the ideas of another person without acknowledgement of the source.

– Paraphrasing or summarising another person's work without acknowledgement.

– Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation.

– Submitting appropriated imagery or creative products without indicating the source of the work.

Source:

http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-statement.html

Students are reminded that the Faculty takes a serious view of any student found to be plagiarising the work of others and, if proven, students guilty of plagiarism will be subject to disciplinary proceedings. The Faculty of Health Sciences frequently uses plagiarism detection software as a means of highlighting potential cases.

Bibliographic Software

Endnote

To assist individuals with referencing, there are a number of commercially available computer packages which are compatible with commonly used word processing software and are able to automate the insertion of citations and the creation of reference lists, which can make the task of referencing much easier. Within the University, Endnote® is the suggested citation software. Although the software maybe bought privately (around £70 for students) for use on their own personal computers, the software is free to access and use on all University workstations.

The desktop version also works in conjunction with a web-based version which is free to all current members of the University. Your references are automatically synchronised between the two. This allows you to work at home or at the University on your assignments, and to use the desktop version for more advanced tools if you need them.

You can use this program on PC or Mac.

User Guides for Endnote and EndNote Web are available from the Library website:

http://www.southampton.ac.uk/library/

See the Library Guides at:

http://library.soton.ac.uk/referencing

http://library.soton.ac.uk/endnote

Alternatively, they can be located on EdShare using the search term "endnote"

http://www.edshare.soton.ac.uk

Additional free training videos are available to watch on the software provider's website (**www.endnote.com**) under the training tab, and you can find independently made videos on **www.youtube.com**.

Many referencing styles are included in EndNote. Select the style **Harvard_SotonHS2013** for the style which is matched to this referencing guide.

This style is available on all public workstations and on EndNote Web. To install it on a staff-build machine or on your own computer, find the style and follow the guidance at

http://library.soton.ac.uk/endnote

How to cite this article:

Bristow I and Robertson L (2013) *A guide to referencing your work (2nd edition)*. Southampton: Faculty of Health Sciences Available from: **http://library.soton.ac.uk/referencing**[Accessed Date Accessed]

Appendix C - Academic Review of Draft Assignments

Title:	Academic Review of Draft Assignments

Approved by: Faculty Programmes Committee	**Date** 7th July 2015

Introduction
- The Faculty is committed to providing a comprehensive service to support you in your academic skills development whilst aiming to establish a culture which is truly student-centred and which focuses on your development as an independent learner.
- This guideline is designed to improve consistency of approach by tutors (or module leads) to the reading of draft assignments and therefore standardise student expectations. The reading of student work is a means of providing additional support for your learning when needed.
- A separate document will be developed for dissertation modules
- This applies to summative assessment only.

Student Responsibilities
You are encouraged to:
- Become a reflective learner by identifying and developing those skills which are necessary to you as a scholar and will be useful to you as a graduate and/or registered health professional.
- Seek advice immediately when your academic progress gives you, or the staff who support your learning, cause for concern.
- take responsibility for accessing any additional academic and/or learner support you may require (please see the list at the end of this document)
- Ensure that you carefully read the assessment instructions and marking criteria prior to contacting tutors to seek guidance or feedback.

Overarching Principles
- The level of support for students will vary depending on their individual needs
- Students must be encouraged to access all of the different support available (if needed) across the Faculty and the University
- This guideline aims to encourage parity and equity in the provision of feedback on plans for meeting the requirements of assessment tasks and to encourage and support students' development as independent learners.
- This guideline does not remove the need for or replace normal tutorial support, or other peer support mechanisms that are already in place.
- Feedback will not include advice on likely grading of the assessment task or whether learning outcomes have been achieved.

Key Features
- You will be allowed to submit one request for feedback per summative assignment/assessment/chapter
- You should submit a plan of your draft assignment/assessment/chapter along with 1 or 2 sample paragraphs of your academic writing. A suggested template is provided as Appendix A.
- When submitting your plan, you will be expected to identify up to three key areas on which you would like feedback to focus (noting the exceptions listed in the 'Overarching Principles' above). For example, students may prioritise feedback on the structure of their paper as outlined in the plan, their style of academic writing as evidenced in the sample paragraphs, their approach to citations within the text or organisation and presentation of the reference list, etc.
- Feedback can be electronic or face to face at the discretion of the tutor
- The feedback provided at each level of the programme will reflect the academic standard expected at that level of study.
- Annotations should take the form of 'comment boxes' and not 'track changes' so that students are able to translate the feedback into their own work for the purposes of assessment.

Definitions
- A **plan** should be concise and limited to the equivalent of one side of A4 per 2,000 words of the assessment word limit. You should use plans to identify clearly how you intend to address the assessment brief. The plan should cover structure and content, and should be in note format, such as bullet points or mind maps.

Personnel
The people who can assist you are the Module Lead or their nominee who may be your Personal Academic Tutor. However, a students' **personal academic tutor** varies depending on the discipline and you should refer to the guidance below:

Discipline	Who to contact
Undergraduate/Pre-registration	Module Coordinator or nominee
Postgraduate/Post-registration	Module Coordinator or nominee

Timings
- Discussion regarding plans will take place within deadlines negotiated with the relevant tutor, and plans will be submitted in a timely matter well before the assessment task is due to be submitted.

Referral Assessments
- Using these guidelines, one additional opportunity for feedback on plans for re-submission of assignments/assessments following a referral , should be provided

Monitoring and Use
- Use of this feedback may form the basis of discussions at Academic and Personal Review meetings

Support for Students

As identified in the University of Southampton Academic Integrity Statement for Students (available at: http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-statement.html), students wishing to improve their study skills should always seek advice sooner rather than later. Academic/personal tutors or module leads will be able to help you to identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, for you to recognise when you need to seek advice and to learn to benefit from it. You may wish to consider which elements of your development they request feedback on- structure, topic content, learning outcomes/level.

- **Student Learning Advisor**
  If your personal academic tutor has concerns regarding any of the skills listed below or about issues to do with form as opposed to content of submissions, they can refer you to the Student Learning Advisor, who can support students in:
    - structuring assignments
    - language and conceptualisation outside of the text
    - revision
    - examination techniques

- Faculty Handbooks http://www.southampton.ac.uk/studentservices/faculty_handbooks/

- Student Office 023 8059 7841/0 sofhs@soton.ac.uk

- University Portal https://sussed.soton.ac.uk

- University Study Skills website: www.studyskills.soton.ac.uk

- Enabling Services http://www.southampton.ac.uk/edusupport/

- Standards of conduct, performance and ethics for nurses and midwives: http://www.nmc.org.uk/standards/code/

Author: Dr Bernadette Waters

- HCPC Standards of conduct performance & ethics: http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/

- English for Academic Purposes (blackboard site targeted at students who are using English as a second language)

Implementation and Review
- This Policy will be implemented from 1st September 2015 and will be reviewed in March 2017 in March.

Author: Dr Bernadette Waters

Sample Essay Plan

Organisation	
Essay length:	2,000 words
Hand in date:	30 October 20XX
Essential reading list:	YES
Faculty guidelines:	YES
Learning outcomes:	YES
Marking criteria:	YES

Title: Long Term Conditions

Introduction (aim for 200 words) – 245

This case study will explore Long Term Conditions while reflecting on a patient's experience of Rheumatoid Arthritis. It will demonstrate an understanding of the concept Long Term Conditions and their importance for nursing practice, while identifying some key features and the impact these may have on an individual. It will also examine the impact health and social care policies have on a patient with a Long Term Condition. After reflecting on the concept of patient experience it will discuss relevant evidence examining different approaches to the management of Long Term Conditions and the role of the nurse in these.

As the Nursing and Midwifery Council (2008) code states 'people's right to confidentiality must be respected' therefore the patient discussed within this case study has been renamed patient X.

Patient X was diagnosed with Rheumatoid Arthritis as a teenager: now in her early twenties the progression of the condition has been extensively disabling to her hip and knee joints. I met patient X whilst working as a student nurse on an orthopaedic ward which also specialised in Rheumatology. She was admitted via her General Practitioner with complaints of intense pain and swelling of her right knee leaving her unable to weight bear or move the affected leg without chronic pain. The outcome of this hospital admission was elective knee replacement surgery. By communicating with the patient on a daily basis within the ward setting I was able to gain knowledge of how the condition affects her life

Main Body(1,600 words)

Concept of LTCs and importance for practice (320 words)
- Definition x 2
- back-up points
- examples
- references

Key features of LTCs (320 words)
- Socially
- Physically
- Emotionally
- Relationships
- references

Health and Social Care Policies (320 words)
- back-up points
- examples referring to patient
- references (DH white papers)

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Patient user experience (320 words)
- Multi-disciplinary team
- No 2 experiences the same
- examples
- references

Evidence (320 words)
- Approaches to management
- Role of the nurse
- back-up points
- examples
- references

Conclusion (200 words)
- Refer back to title/introduction
- End positively
- Bring together main points
- State the results of my thinking on the issues discussed
- End strongly – include an interesting opinion

Writing a paragraph

- **Topic sentence**   Expresses my main point

- **Supporting sentences** Develop the main point
    - Give back-up points
    - Examples/Quotes
    - References

- **Concluding sentence**   Gathers together the content of the paragraph and leads on to the next paragraph

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References
Nursing & Midwifery Council. (2008) *The Code. Standards of conduct, performance and ethics for nurses and midwives.* London: Nursing & Midwifery Council.

Author: Dr Bernadette Waters