



The
University
Of
Sheffield.

Department
Of
Sociological
Studies.

MA Digital Media & Society
MSc International Social
Change & Policy

MA Sociology

MA Social Research

**Student Handbook
2016/17.**

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Welcome.

Introduction from the Head of Department.

The Department of Sociological Studies is distinctive within the United Kingdom in that we combine Social Policy, Social Work, Sociology and Social Anthropology. This multi-disciplinarity is our greatest strength and, over many years, has provided us with a solid foundation for consistently innovative high-quality teaching and research.

The Department has an established international reputation for world-leading interdisciplinary research in relation to: Science, Technology and Society, The Life-Course and Inter-Generational Relations and Global and International Dimensions of Social Change. Our research has a direct impact on people, organisations and policy making. The Department strives for excellence in all respects, and regards research and teaching as complementary to each other; both are essential if we are to extend the boundaries of our understanding of the

human world. Our teaching is research-led and academically rigorous, encouraging the development of critical thinking and research abilities, as well as contributing more broadly to the development of a range of directly transferable skills.

The Department has been highly ranked in every government Research Assessment Exercise (RAE). We have taken the lead in developing new teaching and learning methods so that we can maintain and improve the quality of students' learning experience. Our success in this respect has been recognised by the award of 'excellent' grades in the most recent external evaluations of our performance.

The Handbook

The main aim of this handbook is to provide you with the key information you need. It is important that you read through the

handbook to familiarise yourself with our procedures and you should keep it as a point of reference throughout your degree.

The handbook is in four sections:

- **Descriptions of your programmes** – gives an overview of the structure and aims and objectives of your programme together with a brief description of the modules on offer to you on the programme.
- **Getting started** – gives you an overview of the resources and facilities available in the department and across the university that you can access to successfully begin your studies.
- **Getting advice and giving feedback** – guides you through your life as a student; tells you who can help you; where this help can be found; and informs you how you can make your voice heard to help us improve the quality of your educational experience.
- **Succeeding in your degree** – gives you information about your particular programme of study, and details the rules and

regulations which govern your assessment and progression.

On behalf of everyone in Sociological Studies, I wish you a happy and productive time with us. We aim to contribute something valuable, distinctive and lasting to your education and to your experience of student life at the University of Sheffield. We aim for the highest standards in what we do, and your assessment of our performance is one of the key benchmarks of our success in that endeavour. If you think that we have room for improvement please let us know. You, of course, are members of the Department too, and we hope you will want to make a full contribution to its activities. Any suggestions you would like to make for enhancing aspects of what we do together will be welcome. Working in a spirit of partnership, let's try to get the best out of each other.

Professor Paul Martin
Head of Department

MA in Digital Media & Society.

The MA Digital Media and Society focuses on the relationship between digital media and society, the forces that drive digital technological change and the challenges and opportunities that such changes present. It is aimed at students who want to develop a broad understanding of digital media and society from a sociological perspective. It equips students with advanced skills in: ways of thinking about digital society; digital media production practices; methods for carrying out digital research.

The MA will also provide students with an excellent grounding for future doctoral study of specific topics relating to digital media in society. Jobs in user experience in digital media companies require understanding of the social aspects of usage and use contexts that the MA will develop. There is also growing demand within policy and similar fields for individuals with advanced understanding of the complex ethical issues which emerge in the digital media landscape. Depending on the choices that students make, the MA may prepare them to work in fields such as information governance, public policy, management consultancy and non-academic research.

The programme has three elements:

(1) It has a set of core modules which cover the foundational theoretical and methodological concepts and approaches and practical approaches in digital society developments, research and practice.

(2) It has a set of specialist elective modules on topics related to digital media that reflect some of the most pressing digital society concerns and current research and expertise in the Department of Sociological Studies.

(3) The programme culminates in the dissertation module which provides the opportunity, under one-to-one supervision, to focus in depth on a topic of individual choice, which can include an element of internship or practice.

The programme is taught within the Department of Sociological Studies by a team of internationally recognised academics with specialisms in digital media, digital sociology and related topics such as surveillance, identity, personal relationships, visual cultures and the methods with which to research digital, social phenomena. The programme's location within the Department of Sociological Studies allows students to develop applied digital media projects which engage with contemporary social issues. The broader context of the Faculty of Social Sciences allows students to benefit from the research and training activities of the Sheffield Methods Institute and the Digital Society Network.

Currently, research in the Department covers areas such as ageing, children, child welfare and families, crime and justice, disability, ethnicity and nationalism, globalisation and European society, sport and popular culture, identity, health and social care, science studies, information technology, gender, sexuality and masculinities, social inclusion and exclusion, quality of life. Students are expected to actively engage in their own learning, become part of our academic community, participate in debates, develop a reflexive disposition and to mature as researchers.

Aims and objectives of the MA in Digital Media & Society

There are also a series of aims and objectives, which are specific to the MA.

Aims

The MA Digital Media and Society aims to:

- Provide students with an up-to-date, systematic and critical awareness of the epistemologies, theories and processes through which to understand and critically evaluate contemporary digital society.
- Develop students' awareness of the most pressing challenges posed by digital society.
- Enable students to critically examine digital media and their fast and unpredictable development.
- Provide comprehensive training in research methods, with an emphasis on new, digital methods.
- Enable students to apply creative and technical skills to create digital media and related content.
- Enable students to take creative approaches to dealing with complex issues by combining knowledge from across the domains mentioned above (theory, epistemology, method, production practice).
- Equip students with the skills required to undertake independent social scientific research into digital society at an advanced level.
- Foster students' transferable skills and knowledge that will be of benefit in the digital workplace or in future study.

Learning objectives

On successful completion of the MA programme, participants should be able to demonstrate knowledge and understanding of::

- Systematic knowledge of advanced level debates about digital society; the most

important social challenges posed by digital developments;

- The main theoretical frameworks which are at the forefront of analysis of digital society;
- Contemporary digital research methods and issues in researching in a digital age;
- A range of epistemological and ontological positions relevant to social research and the implications of these for research design, conduct and analysis;
- The processes required to engage in focused, sustained and original independent inquiry through the production of a supervised dissertation.

The Sociological Studies Employability Strategy sets out ways in which the Department encourages students to gain skills, understanding, and personal attributes that make them more able to gain employment, be successful in their chosen occupations and become active citizens: www.sheffield.ac.uk/socstudies/current.

Modules

Each programme has core and optional modules. It is important that you familiarise yourself with:

- The core modules you must take for the programme; and
- The optional modules that are available - this may vary slightly each year.

Short descriptions of modules are available in the online Directory of Modules. Full details of modules are available within each module folder on MOLE.

MA Digital Media & Society (Full-time) SCST88

1. A student shall take:

12.

(a)

- SCS6078 F7 Researching Digital Society
- SCS6079 F7 Digital Practices
- SCS6081 F7 Digital Methods

(b) Units to the value of 15 credits from the following:

- SMI605 F7 Introduction to Qualitative Research
- SMI606 F7 Introduction to Quantitative Research

(c) A student will take a minimum of 30 and a maximum of 60 credits from the following:

- SMI607F7 Principles of Research Design
- SCS6044 F7 Men, Masculinities and Gender Relations
- SCS60xx F7 Sociology of Culture and Identity
- SCS6048 F7 Intimacy and Personal Relationships
- SCS6051 F7 Sociology of Whiteness
- SCS6054 F7 Sociology of Evil
- SCS6055 F7 The Sociology of Surveillance
- SCS663 F7 Visual Methods for Social Scientists
- SCS6082 F7 Social Media, Data and Society
- SCS6084 F7 Digital Health

(d) A student will take a minimum of 0 and a maximum of 30 credits from the following:

- INF6024 F7 Researching Social Media
- INF6025 F7 Information, Governance &

Ethics

- INF6034 F7 Digital Advocacy
- JNL6073 F7 Online Journalism Studies
- EAS6453 F7 Media, State and Society in China

(e)

- SCS6083 F7 Dissertation in Digital Media

2 A student may, with the approval of the Head of Department, substitute a unit listed at 1(d) above with other F7 Level units to the value of not more than fifteen credits.

3 A student who has been awarded one hundred and twenty credits shall be eligible for the award of Postgraduate Diploma in Digital Media & Society.

4 A student who has been awarded sixty credits shall be eligible for the award of Postgraduate Certificate in Digital Media & Society.



MSc in International Social Change & Policy.

The MSc International Social Change and Policy is aimed at individuals who want to think systematically from an international perspective about the key social challenges of the 21st Century and to develop the knowledge and skills to critically analyse policy responses at the national, cross-national comparative and global levels.

Within the MSc there is a strong emphasis on developing the practical skills required by social policy analysts working internationally. In addition to extensive training in the methods of policy analysis, there is an option to do an internship as part of the final dissertation in order to apply those skills in a real-world policy environment. The programme team will also provide information on relevant opportunities for developing employability skills available in the University as a whole, including the Erasmus+ Work Placement Scheme and the Global Leadership Initiative.

The MSc provides all of the training necessary to go on to carry out doctoral (PhD) research. Currently, research in the Department covers areas such as migration, ageing, child welfare and families, labour markets, poverty and inequality, ethnicity and nationalism, globalisation, social inclusion and exclusion, quality of life and international and comparative research methods. Students are expected to actively engage in their own learning, become part of our academic community, participate in debates, develop a reflexive disposition and to mature as researchers.

The programme is taught within the Faculty of Social Sciences, primarily in Department of Sociological Studies, by a team of internationally recognised academics with

specialism in ageing, migration, labour markets, inequalities, family change and comparative and international research methods, and whose research has demonstrable impact beyond academia. The programme's location within the Department of Sociological Studies allows for the combination of sociological and social policy approaches, leading to deeper understanding of the causes and solutions to global and international social problems

The programme has three elements:

- (1) It has a set of core modules which cover the foundational theoretical and methodological concepts and approaches in international social policy analysis, as well a focus on major contemporary social problems.
- (2) It has a set of specialist elective modules on substantive topics related to international social change and policy that reflect some of the most pressing global social, as well as electives in advanced qualitative methods and advanced quantitative methods, the latter specialising in advanced methods for comparative research.
- (3) The programme culminates in the dissertation module which provides the opportunity, under one-to-one supervision, to focus in depth on a topic of individual choice. In addition to offering a standard dissertation, students have the option to undertake the Dissertation with Internship option.

Aims and objectives of the MSc International Social Change and Policy

There are also a series of aims and objectives, which are specific to the MSc.

Aims

The MSc International Social Change and

Policy aims to:

1. Provide students with an up-to-date and critical understanding of the epistemologies, theories and processes through which we might better understand contemporary social change from an international perspective.
2. Develop students' awareness of the most pressing challenges posed by social change, and how the scale and patterning of those challenges varies internationally.
3. Enable students to critically examine the dominant policy responses to key aspects of social change at national, cross-national comparative and global levels, and make them aware of agendas on policy alternatives and futures.
4. Provide comprehensive training in research methods, with an emphasis in approaches relevant to research and policy analysis from an international and comparative perspective.
5. Equip students with the skills required to undertake independent social scientific research with international policy relevance at an advanced level.
6. Foster students' transferable skills and knowledge that will be of benefit whether they eventually work in international or national social policy analysis or some other related field.

Learning objectives

On successful completion of the MSc programme, participants should be able to demonstrate knowledge and understanding of:

- Advanced level debates in contemporary social change from an international perspective;
- The most important challenges posed by social change and international variations in their characteristics;

- Dominant policy responses to social change at national, cross-national comparative and global levels, as well as key agendas on policy alternatives and futures;

- The main theoretical frameworks utilised in the analysis of social policy in global, international and comparative contexts, and the architecture of international and global social policy governance;

- A range of epistemological and ontological positions relevant to social research and the implications of these for research design, conduct and analysis;

- Theoretical and policy debates in one or more subfields of international social policy.

The Sociological Studies Employability Strategy sets out ways in which the Department encourages students to gain skills, understanding, and personal attributes that make them more able to gain employment, be successful in their chosen occupations and become active citizens: www.sheffield.ac.uk/socstudies/current.

Modules

Each programme has core and optional modules. It is important that you familiarise yourself with:

- The core modules you must take for the programme; and
- The optional modules that are available - this may vary slightly each year.

Short descriptions of modules are available in the online Directory of Modules. Full details of modules are available within each module folder on MOLE.

MSc International Social Change And Policy (Full-time) SCST82

1. A student shall take:

16.

(a) • SMI605 F7 Introduction to Qualitative Research (15 credits)

• SCS6069 F7 International Social Change and Social Problems (15 credits)

• SCS6071 F7 International Social Change: Analysing Policy Responses (15 credits)

• SMI606 F7 Introduction to Quantitative Research (15 credits)

• SCS6067 F7 Methods for International Social and Policy Analysis (30 credits)

(b) Units to the value of thirty credits from the following:

• SCS643 F7 International Childhoods - Rights, Policies and Practices (15 credits)

• SCS676 F7 Children, Families and Welfare States (15 credits)

• SMI609 F7 Advanced Qualitative Research (15 credits)

• SMI601 F7 Advanced Quantitative Methods for Social Research (15 credits)

• HAR675 F7 Key Issues in Global Public Health (15 credits)

• GEO06806 F7 Key Issues in Environment and Development (15 credits)

• TRP630 F7 Theorising the City in the Global South (15 credits)

• TRP631 F7 Urban Development in the Global South (15 credits)

• TRP632 F7 Ideas and Practice in International Development (15 credits)

• TRP6014 F7 Cities of 'the South': Planning for Informality (15 credits)

• TRP6019 F7 Governance and Participation

in the Global South (15 credits)

(c) Either:

• SCS6076 F7 Dissertation in International Social Change and Policy (60 credits)

or

• SCS6077 F7 Dissertation (with Internship) (60 credits)

2. A student may, with the approval of the Head of Department, substitute for a unit listed at 1b above for other F7 Level units to the value of not more than fifteen credits.

3. A student may proceed to the dissertation only on the recommendation of the Examiners based on performance in the units listed at 1a and 1b.

4. A student who has been awarded one hundred and twenty credits in respect of units listed at 1a and 1b shall be eligible for the award of Postgraduate Diploma in International Social Change and Policy.

5. A student who has been awarded sixty credits in respect of units listed at 1a shall be eligible for the award of Postgraduate Certificate in International Social Change and Policy.



MA in Sociology.

The MA Sociology is aimed at individuals who want to think systematically about the social world, the key changes currently taking place within it and what those changes mean for societies in the future. The analysis of contemporary social problems at local, national, international and global levels lies at the centre of the programme. The MA provides an excellent background for further study in Sociology and other Social Science based subjects. The theoretical and methodological foundations of the MA all provide a sound basis from which to develop further PhD research. The MA in Sociology also forms an excellent starting point for a career in many non-academic arenas. The combined focus on theory and research skills along with an exploration of contemporary social problems all offer key transferable skills for the labour market.

The programme has three elements. It has a set of core modules which cover the foundational theoretical and methodological concepts and approaches in sociology, as well a key focus on major contemporary social problems. It has a set of elective modules on substantive sociological topics that reflect current research and expertise in the Department of Sociological Studies. The programme culminates in the dissertation module which provides the opportunity, under one-to-one supervision, to focus in depth on a topic of individual choice.

The programme is delivered by a team of academics at the forefront of their fields in Sociology, ensuring that the MA experience is informed by current debate on both contemporary and enduring sociological topics. The programme is designed to encourage and enable students' active engagement in their own learning – to enable them to become part of our academic

community, participate in debates, develop a reflexive disposition and to mature as researchers.

The programme has been structured to assist in developing a broad range of cognitive, communication and transferable skills that will be of use in later life. These include skills related to gathering and analysing data, synthesising and assessing material, developing reasoned and structured arguments, communicating clearly and effectively in written and oral forms, using information technology, learning to work independently, and also to collaborate with others to attain common objectives.

Aims and objectives of the MA in Sociology

The MA Sociology will equip you with:

Aims

- To enable student engagement in advanced level debates in contemporary sociological enquiry;
- To develop advanced and in-depth knowledge of the foundational theoretical concepts and approaches in sociology;
- To generate awareness of the most important contemporary empirical areas of research in sociology;
- To foster an understanding of the role of sociology in the public realm;
- To provide advanced training in social science research methods, with an emphasis on their application to investigating contemporary sociological problems;
- To equip students with the skills required to undertake independent social scientific research at an advanced level;
- To foster transferable employment-related

skills.

Objectives

On successful completion of the MA programme, participants should be able to demonstrate knowledge and understanding of:

- Advanced level debates in contemporary sociological enquiry;
- Fundamental theoretical concepts and approaches in sociology;
- Important contemporary empirical areas of research in sociology;
- A range of epistemological and ontological positions relevant to sociological research and the implications of these for research design, conduct and analysis;
- The contribution which social and sociological analysis can make to society;
- Theoretical and practical debates in two or more subfields of sociological studies;
- Necessary to engage in focused and sustained independent inquiry through the production of a supervised dissertation.

The Sociological Studies Employability Strategy sets out ways in which the Department encourages students to gain skills, understanding, and personal attributes that make them more able to gain employment, be successful in their chosen occupations and become active citizens: www.sheffield.ac.uk/socstudies/current

Modules

Each programme has core and optional modules. It is important that you familiarise yourself with:

- The core modules you must take for the programme; and

- The optional modules that are available - this may vary slightly each year.

Short descriptions of modules are available in the online Directory of Modules. Full details of modules are available within each module folder on MOLE.

MA Sociology (full time) SCST34

1. A candidate shall take:

- (a) • SMI606 F7 Introduction to Quantitative Research (15 credits)
- SMI605 F7 Introduction to Qualitative Research (15 credits)
 - SCS6085 F7 The Sociology of Culture and Identity (15 credits)
 - SMI607 F7 Principles of Research Design (15 credits)

(b) A minimum of thirty and a maximum of sixty credits from the following:

- SCS643 F7 International Childhoods - Rights, Policies and Practices (15 credits)
- SCS663 F7 Visual Methods for Social Scientists (15 credits)
- SCS6069 F7 International Social Change and Social Problems (15 credits)
- SCS6071 F7 International Social Change: Analysing Policy Responses (15 credits)
- SCS6082 F7 Social Media, Data and Society (15 credits)
- SMI601 F7 Advanced Quantitative Methods for Social Research (15 credits)
- SMI609 F7 Advanced Qualitative Methods (15 credits)

(c) A minimum of zero and a maximum of thirty credits from the following:

- SCS6051 F7 Sociology of Whiteness (15 credits)
- SCS6054 F7 Sociology of Evil (15 credits)
- SCS6044 F7 Men, Masculinities and Gender Relations (15 credits)
- SCS6045 F7 Sociology of the New Genetics (15 credits)
- SCS6048 F7 Intimacy and Personal Relationships (15 credits)
- SCS6084 F7 Digital Health (15 credits)
- SCS6088 F7 The Sociology of Organised Crime (15 credits)

(d) • SCS6046 F7 Dissertation in Sociology (60 credits)

2. A candidate may, with the approval of the Head of Department, substitute for a unit listed at 1(b) and (c) above other F7-level units to the value of not more than fifteen credits.

3. A candidate may, with the approval of the Head of Department, substitute for units listed at 1(a), (b) and (c) above other units offered by the White Rose Doctoral Training Centre to the value of not more than sixty credits.

4. A candidate may proceed to the dissertation only on the recommendation of the Examiners based on performance in the units listed at 1(a), (b) and (c) above, or those units substituted under regulation 3 above where applicable.

5. A candidate who has been awarded one hundred and twenty credits in respect of units listed at 1(a), (b) and (c) above, or those units substituted under regulation 3 above where applicable, shall be eligible for the

award of Postgraduate Diploma in Sociology.

6. A candidate who has been awarded sixty credits in respect of units listed at 1(a), (b) and (c) above, or those units substituted under regulation 3 above where applicable, shall be eligible for the award of Postgraduate Certificate in Sociology.



MA in Social Research.

The MA in Social Research is aimed at individuals interested in the study of social life and social relations and provides an opportunity to combine the study of research design and methods alongside analyses of contemporary debates in sociology, social policy and social anthropology.

Sociological work potentially encompasses the examination and analysis of all aspects of social life and social relations, its distinctiveness arising from its focus on the social and in the approaches to understanding the social that it deploys. It seeks to examine and analyse how societies, cultures, institutions and practices came into being, how they are currently organised and constituted and how they are changing.

The MA provides all of the training necessary to go on to carry out doctoral (PhD) research, in line with current ESRC Guidelines. However, a research training MA also forms an excellent starting point for a career in many non-academic arenas. Increasingly, many sectors of employment require people with competence in research, for example, national and local government and in a number of other private, public and third sector organisations such as the Police Service, the NHS, consultancies, and voluntary agencies.

The MA programme is built around three integrated taught strands:

- Generic social science methods training;
- Subject-specific methods training;
- Specialist work in substantive areas of sociological interest.

It culminates in a dissertation project on a topic of individual choice.

The Departmental Programme will be delivered by a team of academics at the forefront of their fields in sociological research, ensuring that the MA experience is informed by current debate and both contemporary and enduring sociological topics.

Currently, research in the Department covers areas such as ageing, children, child welfare and families, crime and justice, disability, ethnicity and nationalism, globalisation and European society, sport and popular culture, identity, health and social care, science studies, information technology, gender, sexuality and masculinities, social inclusion and exclusion, quality of life.

At the same time, the team expect students to actively engage in their own learning, become part of our academic community, participate in debates, develop a reflexive disposition and to mature as researchers.

Aims and objectives of the MA in Social Research

There are also a series of aims and objectives, which are specific to the Social Research MA.

Aims

The twin aims of the MA are to engage students in advanced level debates in contemporary sociological research and the wider social sciences, and to provide an advanced training in social science research methods with an emphasis on their application to sociological research

Specific goals are to:

- Provide a broad grounding in the methods and processes of social science research;
- Provide in-depth knowledge of the design, conduct and analysis of sociological inquiry;

- Facilitate hands-on experience of a range of research techniques;

- Extend students' understanding of debates at the forefront of sociological research;

- Develop students' confidence in designing and implementing research projects;

- Provide opportunities for students to acquire a wide range of transferable skills.

Learning objectives

On successful completion of the MA programme, participants should:

- Be able to demonstrate the knowledge and understanding necessary to undertake, evaluate and use research relevant to a number of substantive areas of sociological research;

- Understand the strengths and weaknesses of a range of research approaches or methodologies and the limitations this imposes upon the interpretation of the data yielded;

- Be able to design a research study and provide a rationale for that design informed by theoretical and methodological concerns;

- Have demonstrated their knowledge, skills and abilities to engage in focussed and sustained independent learning through the production of a supervised dissertation;

- Have developed a range of appropriate intellectual, practical and transferable skills.

- Have the ability to realise their potential in order that they may gain employment and make a full contribution to the society in which they live and earn.

The Sociological Studies Employability Strategy sets out ways in which the Department encourages students to gain skills, understanding, and personal attributes that make them more able to gain

employment, be successful in their chosen occupations and become active citizens: www.sheffield.ac.uk/socstudies/current.

Modules

Each programme has core and optional modules. It is important that you familiarise yourself with:

- The core modules you must take for the programme; and

- The optional modules that are available - this may vary slightly each year.

Short descriptions of modules are available in the online Directory of Modules. Full details of modules are available within each module folder on MOLE.

MA Social Research (part time) SCST66

A student may take between 45 and 60 credits from the following:

- SCS643 F7 International Childhoods - Rights, Policies and Practices (15 credits)

- SCS663 F7 Visual Methods for Social Scientists (15 credits)

- SCS6069 F7 International Social Change and Social Problems (15 credits)

- SCS6071 F7 International Social Change: Analysing Policy Responses (15 credits)

- SCS6082 F7 Social Media, Data and Society (15 credits)

- SMI601 F7 Advanced Quantitative Methods for Social Research (15 credits)

- SMI609 F7 Advanced Qualitative Methods (15 credits)

A student may take a maximum of 15 credits from the following

24.

- SCS6051 F7 Sociology of Whiteness (15 credits)
- SCS6054 F7 Sociology of Evil (15 credits)
- SCS6044 F7 Men, Masculinities and Gender Relations (15 credits)
- SCS6045 F7 Sociology of the New Genetics (15 credits)
- SCS6048 F7 Intimacy and Personal Relationships (15 credits)
- SCS6084 F7 Digital Health (15 credits)
- SCS6088 F7 The Sociology of Organised Crime (15 credits)

A student shall take

- SCS6330 Dissertation (60 credits)

I. A student may, with the approval of the Head of the Department, substitute for a unit listed at 1B above other F7 Level units to the value of not more than fifteen credits.

II. A student may, with the approval of the Head of Department, substitute for units listed at above other units offered by the White Rose Doctoral Training Centre to the value of not more than fifteen credits.

III. A student may proceed to the dissertation only on the recommendation of the Examiners based on performance in the units listed above.

IV. A student who has been awarded one hundred and twenty credits in respect of units listed at above will be eligible for the award of the Postgraduate Diploma in Social Research.

V. A student who has been awarded sixty credits in respect of units listed at above will be eligible for the award of Postgraduate Certificate in Social Research.



Getting started – your Department.

Elmfield is the Department Building, where you will be based

The Department of Sociological Studies is based at:

Elmfield
Northumberland Road
Sheffield, S10 2TU

Telephone: 0114 222 6403

Email: sociological.studies@sheffield.ac.uk.

Website: www.sheffield.ac.uk/socstudies.

Access

Access to the building is from Northumberland Road, either through the car park at the front of the building, or from the access road to the Goodwin Sports Centre. The building is normally open Monday to Friday from 08:00 to 18:00, both during semesters and during most holiday periods.

The building is arranged over five floors. A lift connecting the ground floor with floors 1 and 2 can be found on the corridor between the Porters' Lodge and the Sociological Studies Enquiry Desk.

Locations in the building are identified by a floor letter or number followed by a room number – for example, Seminar Room G18 can be found on the ground floor, next to room G17.

Facilities

Porters' Lodge

The Elmfield building has a porter service. The porters are based by the entrance to Elmfield

and can assist with general enquiries about the building, such as the location of rooms.

Enquiry Desk

The Department of Sociological Studies has a dedicated Enquiry Desk. This is open during semesters, from Monday to Friday, 10:00 to 14:00. The Enquiry Desk can assist with general queries about your programme. You should visit the Enquiry Desk to obtain a signature on forms related to:

- Changing your status eg. Changing your degree, taking a leave of absence etc;
- Adding or dropping module choice;
- Requesting an extension on your assessed work;

The Department's essay submission box is located near the Enquiry Desk.

Common Room

The Common Room is shared between the Departments of Sociological Studies and Politics. It is located near the entrance to Elmfield, behind the Porters' Lodge. You can find a water fountain and drinks machine in the Common Room, in addition to comfortable chairs and tables.

ICT facilities

Computer room 1.12 has 16 computers and a printer, which you can use whenever the building is open. You can also use the computers in room 1.11 when it is not booked for teaching.

Toilets

Toilet facilities can be found on each floor of the building.

Health and safety

Emergency evacuation

On hearing a fire alarm, all students and staff must leave the building immediately by the nearest fire exit or stairs. The meeting point is on the Goodwin Sport Centre synthetic pitches, down the hill behind the building. Do not re-enter the building until an appropriate member of staff informs you that it is safe to do so.

It is important for your safety and security that you observe health and safety instructions. These are posted in all teaching rooms and at the entrance to all university buildings. If the emergency evacuation alarm rings you must vacate the premises immediately by the nearest exit. This is not necessarily the one by which you entered the building. All emergency evacuation alarms are tested on a weekly basis. Times when this will take place are displayed in teaching rooms.

The fire alarm in Elmfield is tested at 08.45 every Monday.

Accidents and injuries

In an emergency, telephone 4444 on a University internal phone and give details clearly and concisely.

Any accident resulting in injury must be reported to the Porters' Lodge and entered in the Accidents Notification Book of the building in which the accident occurred.

Security

Please do not leave personal possessions around. If you have reason to feel suspicious about anything please tell the Porters.

The University will accept no responsibility

for damage to, or loss of, any personal property.

Smoking

Smoking is not permitted anywhere in the building. You may smoke in the car park at the front of Elmfield.

Contact with the Department.

If we need to contact you

We will normally contact you individually via your university email address and general information will be displayed via the student notice boards (situated on the main corridor between the Support Staff Offices and the Porters' Lodge), or occasionally by post. It is your responsibility to ensure that your university record is kept up-to-date. Please note that you can change your address online by accessing your University Record via MUSE.

Newsletter

You will also receive a weekly email newsletter during semesters, containing announcements and information of interest to students in the Department.

If you need to contact us

This handbook, the departmental web page www.sheffield.ac.uk/socstudies and MOLE will give you guidance on where you can access the information you need.

Enquiry Desk

If you have questions, you can ask at the Enquiry Desk, open during term times, from Monday to Friday, 10:00 – 14:00.

Other contacts in the Department

Alternatively, you can contact the Programme Administrator, your Personal Tutor or Module Convenor. Further information on contacting departmental staff is in the "Succeeding in your Degree" section of this handbook.

Please remember to include your full name

and contact details in any message. If you want a member of staff to phone you, you must leave a telephone number on which you will be available for them to return your call (or at which they can leave a message).

MUSE and MOLE

While studying at the university, you will need to use two main communication tools: MUSE and MOLE.

MUSE

MUSE is a web portal designed to give you personalised access to the University's online resources. Wherever you are in the world, provided you can access the internet with a modern web browser, it should be possible to access electronic web-based services provided by The University of Sheffield.

For example, you can:

- Send and receive emails from anywhere in the world using the email service in MUSE;
- Access your filestore easily from off campus;
- Use the 'Communities' facility to interact within and access services provided by your department;
- Access the Library's catalogue and electronic resources.

MOLE

MOLE is a virtual learning environment that supports your learning. It can be accessed via the internet from anywhere in the world. All of the modules you will take have dedicated sites attached to them, and these sites contain a range of useful documents for you to download, from module guides to further reading and PowerPoint presentations.



Learning resources.

The University Library

The Library supports your studies by providing study space, access to digital and print collections, and staff to help you find and use Library resources effectively.

You'll find all the information you need to get started at www.sheffield.ac.uk/library/services/new.

Library sites and services

The Information Commons (IC) is open 24 hours a day, 365 days a year and is a safe and secure study environment, with 1300 study spaces, 500 PCs and wifi. It holds 100,000 core texts found on module reading lists, and there are bookable group study rooms, silent study areas and a cafe.

IC in The Diamond has almost 1000 study spaces which are accessible 24/7. There is a staffed Library Information Desk in the building, for details of the staffed hours please see www.sheffield.ac.uk/diamond/hours.

The other sites are Western Bank Library and the Health Sciences Library. All sites offer a range of services and resources including individual and group study spaces, PCs, laptop loans, wifi, printing, photocopying and scanning.

A valid UCard is needed to gain entry to all Library sites and to borrow books. You will also need your UCard to use photocopying, printing and scanning facilities.

Finding the information you need

StarPlus, the library online catalogue, provides access to digital collections,

including ebooks, ejournals and databases, and also includes information about print materials available at all library sites. You can access StarPlus from My services in MUSE.

You can find material on your reading lists from the MyResource Lists link on the StarPlus Welcome page. Library subject guides are available to signpost specialist databases and resources for your subject, and are available from the StarPlus Welcome page, under Guides & tutorials. There is also a link to the Information Skills Resource, which includes online tutorials to help you develop effective searching, evaluation and referencing skills.

Help and support

For general enquiries, contact the Library Help Desk by email library@sheffield.ac.uk telephone 0114 222 720, or ask at the Information Desk at any Library site.

A list of subject contacts in the Library is available at www.sheffield.ac.uk/library/libstaff/sllist.

British Library Boston Spa Reading Room

There is a regular free minibus service to the British Library Document Supply Centre at Boston Spa, which the Library runs to give staff and students of the University the opportunity to use the extensive collections housed there. Visits are scheduled each semester and some during vacations. Generally, the bus leaves from the Tower Court car park outside the Western Bank Library at 8.45am and returns to Sheffield by approximately 5.00pm, once per month – but you should check the posters display around the Library giving actual dates. Bookings are taken on a first-come-first-served basis and, as there is usually a waiting list (there

is a £5 fee if you book and do not turn up or cancel with less than 24 hours' notice). Items for research can be ordered in advance or booked on the day. You can book your seat through the myRooms&Resources booking quick link in MUSE

For further details see: www.sheffield.ac.uk/library/services/illbus.html.

ICT facilities

You will need to gain access to ICT facilities in order to word process assignments, check your email account, gain access to MOLE (see the Contact with your Department section above) and access your University Record. These pages can be accessed from one of the university's networked sites or from home through MUSE. The Department has two open access ICT rooms within Elmfield (rooms 1.11 and 1.12). There are open access ICT facilities across the campus. Information regarding other facilities can be found at www.sheffield.ac.uk/cics.

If you want to use the university's ICT printing facility you should ensure that you upload sufficient credit onto your U-card. You can do this in a number of locations across the campus, which are listed at www.sheffield.ac.uk/cics/printing.

Information about the University's ICT facilities for students can be found at www.sheffield.ac.uk/cics/students.

Books

Students are normally expected to purchase one or two key books for each module. Blackwells bookshop on Mappin Street stock many of the core texts listed on module outlines. Waterstones in Orchard Square off Fargate also has a good selection of academic

texts. You can also use internet book sites such as www.amazon.co.uk or www.abebooks.co.uk.

There are a number of second-hand bookshops in Sheffield where you may be able to get the books you need more cheaply. The Elmfield Common Room student noticeboard also has list of books for sale from students. Another option you might like to consider is to join with other students to buy books collectively.

Language support

The Department have teamed up with the English Language Teaching Centre (see www.sheffield.ac.uk/eltc) to deliver a number of workshops and drop-in sessions throughout both semesters. See your programme noticeboard for details.

Programmes are also available to students wishing to pursue a foreign language, who should contact the Modern Languages Teaching Centre. More information can be found at www.sheffield.ac.uk/mltc.

Departmental resources

Handheld tape recorders

You can hire a handheld tape recorder for £5. You will need to show a valid U-card and must leave a returnable deposit of £20.00, cheques should be made payable to the University of Sheffield. If you are interested, email your enquiries to the Departmental Secretary, Janine Wilson at j.l.birch@sheffield.ac.uk.

Basic learning expectations for staff and students.

Your degree programme has been structured to assist you in developing a broad range of cognitive, communication and transferable skills that will be of use in later life. These include skills related to gathering and analysing data, synthesising and assessing material, developing reasoned and structured arguments, communicating clearly and effectively in written and oral forms, using information technology, learning to work independently, and also to collaborate with others to attain common objectives. Feedback on your progress in acquiring such skills is integrated with the general feedback and assessment procedures employed by the Department. The teaching methods you will experience include lectures, seminars, practical computing, discussion groups and set tasks.

Students completing an MA have a right to expect that the programme will offer a high quality and accessible learning opportunity. There are many factors which affect our ability to create a safe and productive learning environment. Students, as well as staff, have an important contribution to make in this regard. It is expected that the following principles will be adhered to throughout the programme.

What we remind everyone

- Arrive promptly and keep to the times agreed;
- Mobile phones should be switched off;
- All questions should be valued by all group members and lecturers, and receive an

appropriate response;

- It is OK to challenge ideas and views. This is legitimately part of an academic and critically reflective approach to thoughtful practice and students and lecturers should be open and receptive. Comments should relate to what is said not the person who says it;
- Any kind of discriminatory or oppressive language/behaviour should be avoided.

What we ask of students

- Students should demonstrate attentive, non-disruptive, professional behaviour at all times, actively listening to others to hear what they are saying;
- All group members are entitled to voice their opinions without being interrupted. Such opinions should be appropriately acknowledged;
- Be sensitive to the feelings, experiences and perspectives of others – staff, students and visiting speakers. Do not behave towards others in a way that you yourself would find unacceptable;
- Respect confidentiality. If, however, you consider that someone has said something, which may place themselves or others in a vulnerable situation, discuss this with the lecturer or Module Convenor;
- Speak for yourself and not for others, unless by agreement;
- Recognise that you have an important role to play in creating a positive learning experience for others in the group;
- Come fully prepared for the session as appropriate;
- Be adaptable. Recognise that sometimes things may change due to unforeseen circumstances.

What we ask convenors and teachers

- Ensure that the programme keeps to time and content;
- Be mindful of the experience and expectations of students;
- Facilitate and maintain a safe learning environment;
- Where change is advisable/necessary, negotiate this with the group;
- Ensure that the taught module achieves an appropriate balance between taught content and reflection on practice/theory where appropriate;
- Ensure that students are given the opportunity to consider the assignment linked to your module;
- Be sensitive, thoughtful, courteous and helpful in your interactions with the group;
- Where difficulties arise, be prepared to talk about them or seek advice about appropriate responses;
- Personal tutorials should not be scheduled during session times.

If you have any problems, queries or concerns about the conduct of staff or students, you can discuss them with the Module Convenor or Programme Director. Breaches of the Code of Conduct will be brought to the attention of those concerned with the expectation that the Code will then be complied with. Non-compliance could result in University regulations relating to student progress and conduct being invoked.

Attendance

Good attendance is essential. All full-time students are required to attend throughout the whole of each semester. Failure to attend

regularly could lead to being denied the credits assigned to particular modules, or being referred to the Faculty Student Review Committee, which has the power to exclude students from further study in the Faculty. Some modules may include an attendance component in the final mark awarded.

Learning hours

MA teaching sessions are of varying lengths, but all start on the hour. Lectures within the Department of Sociological Studies are usually held between 10:00 and 17:00, Monday to Thursday, but timetabling constraints may occasionally require us to schedule modules in the first or last slots, or on Fridays.

A notional learning hour is the length of learning time, which it is estimated will be taken on average to achieve the learning outcomes attached to each module. The notional learning hours (or student effort hours) model adopted by this University allocates ten hours of learning to each credit in a module. So for every 20 credit module you take you will need to allocate 200 hours for learning. The learning hours include formal contact (lectures and seminars), assessment activity (essays and examinations), and your own independent study.

Whilst we recognise that you may wish to work during your MA, the University advice is that full-time students should not undertake paid employment in excess of 16 hours per week alongside their studies during semesters.

Semester dates

The 2016/17 Autumn Semester will run from 26 September 2016 to 4 February 2017, with four weeks for the Christmas vacation. The

Spring Semester will run from 6 February 2017 to 9 June 2017, with three weeks for the Easter vacation. Semester dates for future years can be found at www.sheffield.ac.uk/about/dates.

You have a responsibility to notify the University (particularly academic departments and the Examinations Office) of any date on which your religion requires you to be absent. This must be done by the date published at the beginning of the academic session. Sympathetic consideration will be given to students wishing to take leave and to rescheduling or repeating lectures, exams, etc that take place on such dates. Further information is available at www.sheffield.ac.uk/ssd/chaplains/activities/absence.html.

Other sources of information

This handbook is not your only source of information. You can find information on each module you study on MOLE (My Online Learning Environment), including reading lists and week by week module outlines. There is also information specific to your programme in the SCS Sociological Studies section of MOLE and on the departmental website, www.sheffield.ac.uk/socstudies.

The University of Sheffield Students' Charter (now known as 'Our Commitment') (www.sheffield.ac.uk/ssid/ourcommitment) is a partnership document between the University of Sheffield and its students, setting out individual rights and responsibilities to help students and staff work together in a spirit of co-operation. The Charter explains what is required of students, their legal responsibilities and how they might benefit most from their academic studies at Sheffield.

The General University Regulations apply to all students. They include Regulations which refer to registration and fees, academic progress, appeals, student discipline, etc. They can be found in the University Calendar www.sheffield.ac.uk/calendar.

In the event that you have a complaint, in the first instance, you can see your personal tutor, or alternatively speak with the Programme Manager, Programme Director, Director of Teaching and Learning or Head of Department. Also see the Students' Complaint Procedure at www.sheffield.ac.uk/ssid/ourcommitment/rights.



Getting advice and giving feedback.

Academic staff

Departmental academic staff are listed on page 36. All email addresses end “@sheffield.ac.uk”. For details of all academic staff, administrative and research staff and postgraduate research students, see www.sheffield.ac.uk/socstudies/staff.

The key staff for your course are listed in the Module Information on the MOLE sites.

The roles of teaching staff in the Department.

Module convenors

The Module Convenor is the person who is responsible for the content and probably takes the majority of your lectures. You should consult them regarding any problems that are module specific: essay writing for the module, examination difficulties, any general questions about lecture content and information available.

Personal and Academic Tutor

Within the first few weeks of arriving at the University, your department will allocate you a Personal Tutor. This is a member of academic staff in your department who is there to support you with any difficulties you may be experiencing and also point in you in the right direction for specialist help or additional skills development you may be interested in. Your Personal Tutor is likely to be the same person throughout your degree, although this may change if your Personal Tutor goes on Research leave. If

this occurs, your department will allocate you a replacement Personal Tutor. If you are a Dual Honours student, your Personal Tutor will be from your Home department (normally whichever of your subjects is first alphabetically) but your second department may also have a member of academic staff with responsibilities for dual degree students whom you can contact as well.

Your Personal Tutor will organise to meet you periodically during your time at University to discuss how you are getting on and if you have any concerns. However, if you are experiencing difficulties, don't wait for your scheduled meeting but do contact your Personal Tutor as they will want to help you identify ways to help resolve the problem. You can email or phone your Personal Tutor to ask for an appointment or visit your Personal Tutor during their office hours. It is important to meet your personal tutor early in on in your programme so you know who to go to if you have a problem. Remember, your Personal Tutor is not just there to help resolve issues but to support you in reaching your full potential and making the most out of your experience here so be proactive and make the most of your meetings.

Programme Manager

You should contact your Programme Manager if you have concerns about your progression within your degree - if you are considering taking leave of absence, changing your degree or leaving the University. You may also be asked to meet with your Programme Manager regarding your progress on the degree, should concerns arise around issues such as attendance or attainment.

Programme Director

Programme Directors have overall responsibility for managing and overseeing programmes of study.

Examinations Officer

The Examinations Officer's role is to consider extensions within the department, administer the degree classification process and to ensure equity within modules and students progression.

Academic advice

Module Convenors and Lecturers may be contacted concerning specific pieces of work and Personal Tutors will give general academic advice. In relation to module assignments, convenors will normally only comment on assignment plans and will not read full drafts of assignments. For dissertations, students will be allocated a dissertation supervisor once their initial outline has been agreed with their tutor. Supervisors will usually comment on individual draft chapters as part of the supervision process. Dissertation supervision is allocated across the academic team.

Getting involved.

Student representation opportunities

The University places great value on the opinions of its students and there are various opportunities for you to get involved, both to have your say and also to represent the views of other students. Being a student representative is rewarding work and can help you develop useful skills such as communication skills. It can also give you a greater understanding of how the University works as well as enabling you to play a role in decision making in your department and/or faculty.

What student representation opportunities are available?

Departmental Representation

Student-Staff Committee

The Departmental Student-Staff Committee meets twice per semester. It comprises two representatives from each cohort of each programme. It is chaired by the Departmental Administrator and is attended by the Director of Learning and Teaching.

The Student-Staff Committee discusses issues that affect students, including changes to modules and assessment, results of student evaluation of modules, the library, timetabling, quality assurance procedures, departmental/school services (e.g. hand-in arrangements, office opening times, study facilities, availability of personal tutors), communication with students, and any other issues student representatives wish to raise. The Staff- Student Committee may make recommendations concerning such issues, and these recommendations are reported to the Departmental Teaching Committee and, if necessary, discussed further at a

Departmental Meeting.

You can contact your representatives by following links from the Departmental website, www.sheffield.ac.uk/socstudies.

Teaching Committee

Teaching Committee is chaired by the Director of Learning and Teaching. Membership consists of the Programme Directors, two student representatives, the Departmental Library representative, the Teaching Support Manager, and the Departmental Administrator. Its role is to implement departmental teaching strategies and to monitor and review all taught programmes, ensuring processes and procedures relating to learning and teaching are carried out equally across the department.

In your faculty

All Faculties have a Learning and Teaching Committee which has a small number of places for student representatives. In addition to this, some Faculties have other committees on which students are represented. The Faculty Learning and Teaching Committee is made up of academic staff from all departments and discusses a range of issues relating to learning and teaching e.g. new University policies, changes to university regulations, new programme proposals, annual departmental reviews of Learning and Teaching. Being a student representative on a Faculty Committee is your chance to put forward the student view on issues relating to learning and teaching and this is always valued by committee members.

Faculties also have student committees which provide opportunities for students to put forward and discuss their views on issues at a faculty level.

Institution-wide opportunities

SALT (Student Ambassadors for Learning and Teaching)

The Student Ambassadors for Learning & Teaching (SALT) scheme is a University-wide network of students working on learning and teaching projects. The Ambassadors influence, improve and develop how students learn and how they are taught at the departmental, faculty and University level. Further details

Student panel Members for periodic Review

The University reviews the learning and teaching in each department every 5-6 years. This activity is called Periodic Review. The Review is carried out by a panel made up of academic members of staff from other universities, academic member of staff from the University of Sheffield and students. Students act as full panel members and are paid for the work that they do. Further details

The Student Union and student representation

Other student representation

Student Representation is very important at the University. Four key roles are listed below. Further information is available at www.sheffield.ac.uk/union/you-run-us/representatives/.

Students' Union Link

Union Links are students paid by the Union to create a link between the Union and their department. They work closely with Course Reps in the department to ensure that academic issues, welfare issues and concerns highlighted by students are brought to the attention of the Union. There is one Union Link for each academic department. The role of a Union Link is to:

- Support and liaise with Course Reps to ensure effective student representation in the academic department.
- Liaise with staff to encourage the department to meet the University's Code of Good Practice for Student Course Representatives in Departments and Faculties.
- Communicate any relevant issues or information from Course Reps and students to the Union and from the Union to Course Reps and students in the department.
- Refer your issue to the Union, if appropriate, so that the Union Officers can effectively represent you.

Course representatives

Course Representatives represent fellow course mates' academic needs. They attend Student-Staff Committee meetings, identify students' concerns and raise them at Student-Staff Committee meetings, then report the results of the meetings to students and follow up by making sure necessary action is taken. They volunteer or are elected at the beginning of each academic year.

Councillors

In each department, a Councillor is elected to

represent the students in their department at Students' Union Council. The Council is a group of students who meet fortnightly during term time to represent the views and interests of all students. They oversee the work of Officers at the Union of Students and make decisions on behalf of all students.

Sociology Society

The Sociology Society is a group of students who meet regularly in the Elmfield building. They set up the Sociology Society with the aim of providing support for all students within the Department, both academic and social.

The society provides a real chance to get to know people better in a very informal setting. It's also a great opportunity to discuss any problems you may be experiencing with programmes which other members may have studied in previous years, and it's a huge opportunity to learn new skills which will look excellent on your CV! During the past year, they have developed organisational skills such as chairing meetings, taking minutes, applying for funding, giving talks and organising society events as well as other general skills involved in running a society within the University.

You can become involved in the Society as much or as little as you like. They are still looking for core members to become closely involved in the running of the society and welcome any ideas you may have, for instance on future social events or any suggestions for potential guest speakers. There will always be something for you to do and the main jobs within the society are rotated to give everyone an equal chance to develop new skills. You can also join as an ordinary member. They will keep you informed of what's happening, email you the minutes of their meetings and invite you to special events. You can contact the society at

sociologysoc@sheffield.ac.uk.

Volunteering

There are many ways to volunteer through the Union of Students, whether you've got loads of extra time on your hands or you can only spare an hour a week - you can pick something that's right for you. There are also one-off options. Examples include:

- Environmental – such as tree planting or dry-stone walling.
- Tutoring and Mentoring – working with kids in schools or homework clubs.
- Elderly – home visiting or helping at a lunch club.
- Special Needs – befriending, advocacy or helping at leisure clubs.
- Refugees and asylum seekers – supporting people on arrival or to learn English.
- Homelessness – helping at a drop-in centre.

Register with the Sheffield Volunteering database to find out about over 100 local opportunities in charities, voluntary groups, and the Union volunteering programme. All opportunities are assessed for their suitability - so issues such as flexibility around exams or what training is provided, are taken into consideration. See www.sheffield.ac.uk/union/activities-and-sport/volunteering/Student-Staff for more details.

Mentoring

Getting involved in Sheffield Mentors as a Mentor is a great way to get to know the university, make friends, increase your confidence and be part of an evolving and exciting scheme. The aim of the Scheme is to make the step up to University for



our new students an easy one. When new undergraduates know that they are coming to Sheffield, they are offered the chance to be matched with a second or third year student from the same department.

Information about becoming a Mentor, or a Mentee, is available at www.sheffield.ac.uk/ssid/welfare/mentoring.

Making your experience more international

The University of Sheffield is home to students and staff from more than 125 countries. This diverse learning environment gives you the opportunity to make your study experience more international. This can be done in a number of ways.

In the classroom, you may be with students from different countries. You may, for example, be asked to work on group projects which include a mix of students from the UK and abroad or your class projects may include international comparisons, or you may have an international guest speaker. This can help you think about how your subject or discipline translates to the global context.

You could decide to learn another language or be a language buddy. You might decide to study or work abroad as part of your degree, where you will have the chance to learn new skills, including possibly studying in another language.

There are lots of ways outside the classroom to make your experience more global. You might decide to be a mentor, join social activities such as One World Café or join in the discussions at 'Culture Compass'. The Students' Union also provides many international opportunities such as student societies, volunteering, or World Week.

All of these opportunities will help you expand your horizons. Making yourself more culturally capable will also make you more employable across the globe.

Have a look at some of the opportunities on the Experience Sheffield website.

Study Abroad And Erasmus

Study Abroad and Erasmus programmes are available to students of all nationalities in the Department. Both schemes provide excellent opportunities for you to try something new, visit a country you have never seen before and meet some amazing people. Study Abroad is only open to undergraduate students.

Erasmus +

Erasmus + is open to both undergraduate and postgraduate students. It provides a great opportunity to spend between 2 and 12 months in another European country experiencing another culture and expanding your network of friends, and have it count towards your degree.

Find out more about the Erasmus+ scheme: www.sheffield.ac.uk/erasmus/outgoing.

Awards and certificates.

Skills for Work Certificate

The Skills for Work Certificate is open to all students currently studying at the University of Sheffield. It is designed to help you use your experience gained from work to demonstrate to future employers that you have the necessary skills to function in the workplace. It will also help you to learn more about yourself and your career options.

Successful participants will be awarded a University of Sheffield Careers Service Certificate, endorsed by a range of organisations from across employment sectors. Attainment of the certificate also counts towards the Sheffield Graduate Award.

As part of the Skills for Work Certificate programme, you will undertake the following activities:

- Attend a 60 minute briefing session delivered by Careers Service staff designed to prepare participants for the reflective learning process upon which the whole programme is based (when you register you will be able to select the most convenient date for you).
- Occupational Study - individual research into a graduate job that is of interest to you.
- Work Experience - a minimum of 50 hours from the start of the programme; this is confirmed by a Verification Form signed by your supervisor in the workplace. The work experience you do can include paid work (part-time or full-time) voluntary work, vacation work and summer internships but must not be part of your academic programme. The work can be undertaken either in the UK or in another country and can be with more than one employer.

- Skills Record Sheet - individual reflective record to demonstrate the skills developed through your work experience and its relevance in applying for future employment or further study.

Further information on the Skills for Work Certificate is available at www.sheffield.ac.uk/careers/students/advice/sfwc.

The Sheffield Graduate Award

You can gain an impressive range of knowledge and skills through your studies and through the additional activities you undertake. We have identified this range of skills and knowledge for you so that you know what you should be aiming to achieve.

The Sheffield Graduate is:

- Knowledgeable in their subject area;
- Competent in applying their knowledge and skills;
- Information literate;
- A skilled and ethical researcher;
- A critical, analytical and creative thinker;
- An entrepreneurial problem solver;
- Someone who sees the big picture and understands the importance of context;
- Experienced in working with clients, communicates and partners outside the University;
- An active citizen who respects diversity and has the cultural agility to work in multinational settings;
- A flexible team worker;
- An independent learner;
- An efficient planner and time manager;

- An accomplished communicator;
- Skilled in the use of IT;
- Professional and adaptable;
- A well rounded individual, reflective, self aware and self-motivated.

The Sheffield Graduate Award is open to all students and has been developed with the purpose of recognising and rewarding your extra curricula activities that help you to gain the Sheffield Skills. The Award is endorsed by a number of employers who recognise that students who have achieved the Award will stand out from the crowd.

By taking part in the Award, you can bring together all your different experiences, for example, volunteering, mentoring, organising clubs and societies, part time work, sporting activities and course representation, which will help employers take note of all your achievements that go beyond the academic. After successful completion of your Award portfolio in your final year, you will receive a certificate upon graduation, and a reference to the Award will be added to your transcript.

Further information and on line registration for the Award can be found on:

www.sheffield.ac.uk/theshieldgraduateaward

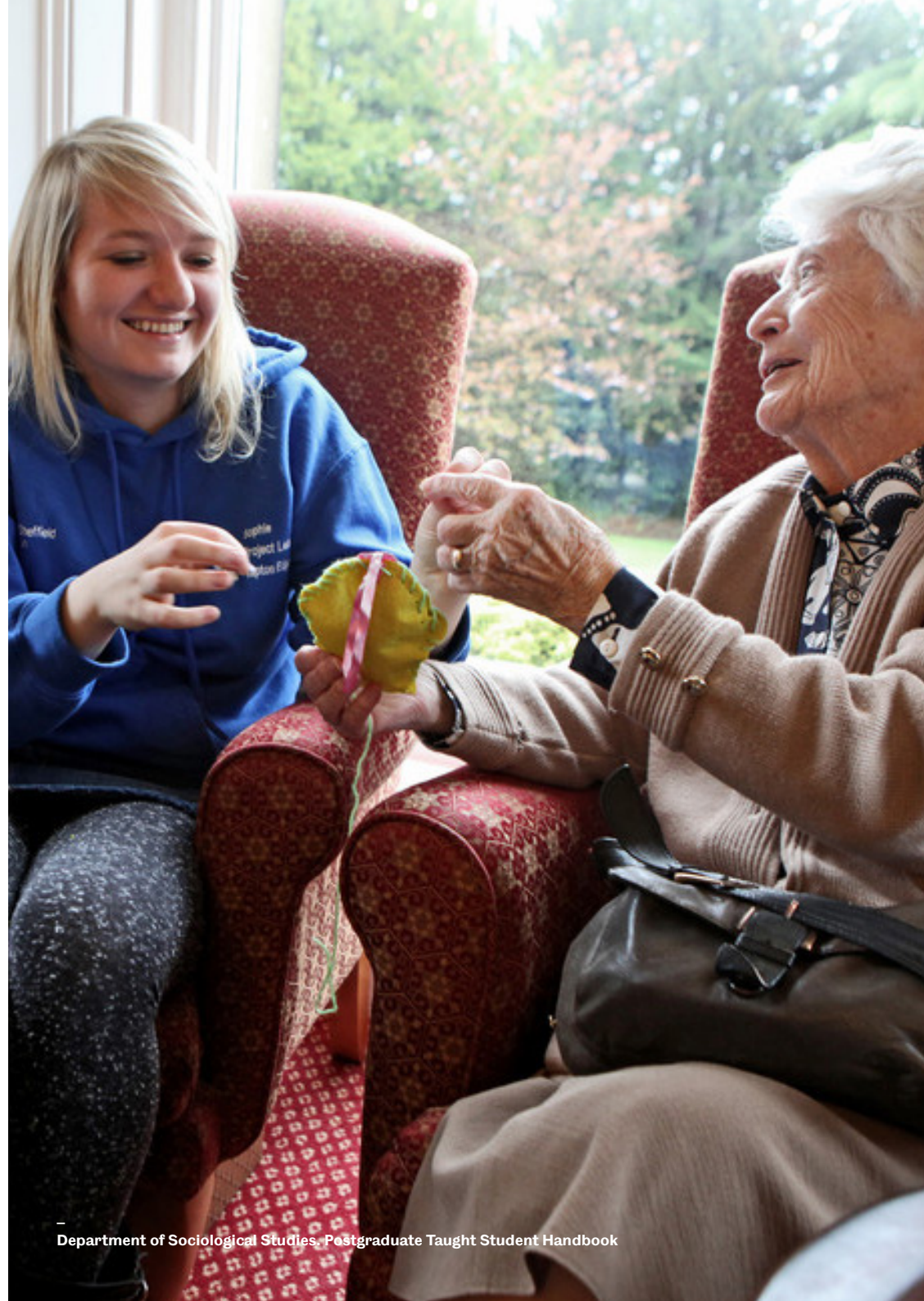
The Sheffield Graduate Development Programme

The Sheffield Graduate Development Programme aims to support you in acquiring these skills and attributes. It is a process which helps you to reflect upon your learning, performance and/or achievement both within your academic studies and through extra curricula activities, and to identify what else you need to do to achieve your goals.

Opportunities to develop your skills are provided through course work in, for example, completing assignments, presentations, field trips or group working and in activities such as volunteering, work experience, being a student representative or taking part in clubs or societies.

We strongly advise you to make time to reflect on your progress and identify what else you need to do to achieve your goals. It will make you better equipped to achieve your full potential in your studies whilst also enhancing your employability as you will be better prepared to demonstrate your achievements and skills to potential employers.

Further information is available on www.sheffield.ac.uk/sheffieldgraduate, including links to resources and further guidance on developing the Sheffield Graduate skills.



Programme review and evaluation.

The quality of our teaching and your learning is a priority for the department and it is KEY that you reflect your experiences to us, so that we can expand and improve your University progression.

Module evaluation

You will be asked to complete a questionnaire about each module that you take as well as each year of your course as a whole. Your feedback and comments are very important to the department as they let us know what is going well in each module/ course and if there are things that should be changed. In this way we can ensure that we continue to offer a high quality course. We will inform you of how the department plans to address any issues that are raised through these questionnaires.

Student Satisfaction Survey

The University conducts a Student Satisfaction Survey to identify which student services may require improvement.

Postgraduate Taught Experience Survey (PTES) (alternate years only) – this is a national survey to find out the opinions of postgraduate taught students on a range of academic issues relating to their courses. The results of the survey are used by the University to consider whether any improvements are needed to their courses.

Central university support.

Student Services Information Desk (SSiD)

Students' Union Building. Western Bank, Sheffield S10 2TG

Tel (0114) 222 1299

www.sheffield.ac.uk/ssid/contacts

SSiD is an important point of contact for you throughout your time at the University. SSiD's staff are trained to deal with a wide range of enquiries and the office is a key central point for general information on many University services.

SSiD is a "one-stop" information service, which aims to answer the majority of student related enquiries from a single location. And if they can't answer your question, they can direct you to someone who can. SSiD will help you with: Accommodation, Complaints, Computing, Council Tax, Directions, Disability & Dyslexia Support, Examinations, Fees, Funding Your Studies, Graduation Ceremonies, Health, International Students, Jobs and Careers, Mature Students, Personal Problems, Registration, Student Welfare, U-card, What is it? - explanations of University Jargon, Your Student Record.

Personal problems

At some point during your time at University you may experience personal problems that seem too much for you to be able to cope with alone. You may want to talk to someone about what is happening, find out facts or talk to others experiencing the same problems.

Are you, or do you think that you might be, experiencing anxiety, stress, difficult events (e.g. bereavement), isolation, strong

negative feelings, self image problems or sexual orientation crises? We want you to do as well as you can at University and to feel supported.

Many students have found one or more of the Chaplaincy, Counselling Service, Nightline, Student Advice Centre, Critical Support and the University Health Service helpful.

Health Service

The University Health Service (UHS) is a National Health Service GP practice, specifically for students and their families.

If you need medical help or treatment, you might be able to quickly access this from a pharmacy/chemist or you might need to talk to someone at UHS. You can check out the options here:

<https://sheffielduniversityhealth.webgp.com/>

To help you choose the right NHS service if you become ill or injured, you can refer to the 'which service is best for me?' guide (also available to download from the UHS home page). www.sheffield.ac.uk/polopoly_fs/1.402080!/file/WhichServiceisBestforMe.pdf.

UHS is at 53 Gell Street, Sheffield S3 7QP (on the corner with Glossop Road). You can telephone 0114 222 2100 for an appointment or to speak to a medical professional if you are registered with UHS.

Doctors are not permitted to share information with family, friends or your department without your consent. They use a separate record system to the rest of the University which we cannot access.

Note that this is not a private clinic; it is part of the NHS. You cannot expect an instant appointment but a large number of appointments are kept for booking on the

day for those who call or book online at the appropriate times and for emergencies.

www.sheffield.ac.uk/ssid/contacts/uhs.

The University Counselling Service

We believe that students are resourceful individuals and have the capacity to fully engage in all aspects of university life. The University Counselling Service offers services to enhance and develop the student's ability to recognise and strengthen their inner resources.

We have online information and self-help material that can be accessed before or instead of attending an appointment.

UCS provides a streamlined online registration process. This process takes less than 2 minutes and students will then be offered a 30 minute triage appointment with a qualified Counsellor/psychotherapist (usually within 10 working days).

Most students require no more than a 30 minute session and self-help material. Other options may include:

- Student Self-Help Group;
- Stress and Relaxation Workshops;
- Workshops on a particular theme e.g. managing anxiety, depression, grief and loss. etc;
- Ongoing Therapy group;
- Confidence building group or groups for depression;
- One-to-one sessions;
- Support package for more complex cases.

For further information:

www.sheffield.ac.uk/ssid/counselling.

Financial support

Many students are concerned about funding. If lack of funding means that you are having to do too many hours of paid work every week, you can't work because you have other responsibilities or you can't afford to take part in clubs, societies, field trips etc., talk to our Financial Support Team. There are many different financial support schemes available to help our students; all enquiries and applications are treated confidentially.

You can apply for financial support on-line via www.sheffield.ac.uk/ssid/finance/application.

Immigration advice

Most non-EU students have a Tier 4 (General) Student Visa. We provide a wealth of online information about Tier 4 visas; please read this information regularly - www.sheffield.ac.uk/ssid/international/immigration/uk and look out for updates in our Global Campus emails.

The student immigration rules are complex and change frequently. If you have questions about your immigration status, you must seek advice from a qualified and authorised immigration adviser – not from friends or staff in academic departments. The University's immigration advisers are based in the International Student Support Team. If you are changing course, thinking about Leave of Absence or any other change to your stay in UK, you can contact them via a web form - www.sheffield.ac.uk/ssid/international/email.

www.sheffield.ac.uk/ssid/international/immigration.

Information for disabled and dyslexic students

If you have a disability, medical condition, or specific learning difficulty, we seek to ensure that your chances of academic success are not reduced because of it. We strongly encourage you to contact the Disability and Dyslexia Support Service (DDSS).

DDSS is a confidential and friendly service which offers a range of support, including:

- Liaising with academic staff and central services about disabled students' support needs
- Helping students to apply for Disabled Students' Allowances
- Organising support workers, e.g. note takers, readers, library support, scribes, interpreters
- Advising on specialist equipment and technology
- Referring dyslexic students for study skills support, at the English Language Teaching Centre
- Referring students who think that they might be dyslexic for diagnostic assessments with an Educational Psychologist
- Putting students in contact with local and national external agencies who offer support and advice on specific issues
- Formalising alternative arrangements for examinations and assessments, e.g. extra time in examinations; reasonable adjustments to assessment tasks; or alternative assessment formats. (These cannot be organised by the department without DDSS involvement.)

If you are likely to need alternative exam arrangements you would normally need to contact the DDSS by 4 November. The earlier you contact DDSS the more likely it is that

we can put arrangements in place for the January exams. See www.sheffield.ac.uk/ssid/disability for more information.

Academic and transferable skills development

As well as learning about your subject, throughout your degree you will have opportunities to develop academic and transferable skills. These skills are likely to include how to: write academic essays or reports, do presentations, work in teams, plan and manage your time, find, evaluate and accurately cite reference material from diverse sources such as books, journals and the internet, and how to make the best use of IT. They are part of a broader set of skills and attributes that the University would like you to have achieved by the time you graduate (see the Sheffield Graduate). Achieve More, which is part of all undergraduate courses, provides you with another opportunity to develop these skills.

As well as being essential to help you do well in your degree and any further study, we know that employers value these skills, so by gaining them you should also be better prepared for employment.

Additional support

301: Student Skills and Development Centre offers a range of services for all students:

- Maths and Statistics Help;
- Academic Skills workshops;
- Study Skills Sessions;
- Specialist Dyslexia / SpLD tutorial Service;
- Languages for All programme;
- Writing Advisory Service.

301 also offers an Academic Skills Certificate which can be included in your Higher Education Achievement Report (HEAR).

Mature students

The Essential Guide for Mature Students has been compiled by contributors from both the University and the Union of Students. It includes articles written by current students and can be found at www.sheffield.ac.uk/ssid/welfare/mature.

Employability and careers advice

The University Careers Service helps you with developing your employability, gaining work experience, making career choices, and finding jobs.

They do this through comprehensive information on all your career and study options, advice on the careers open to you after your studies, and expert help with making applications. They organise events where you can meet employers and advertise hundreds of part-time jobs, internships and graduate jobs every month.

Help available provided by the Careers Service includes:

- Individual appointments with advisers to discuss personal career plans;
- myVacancies – the latest graduate jobs and work experience, available online and via your email;
- Our Student Jobshop in the Students' Union - help with finding part-time jobs, vacation work and placements;
- A specialist placements team, helping you to find relevant work experience, including

year-long placements you can include as part of your degree;

- 'Careers with my degree' – information and ideas for students in every academic department;
- Careers events, including recruitment fairs and opportunities to meet employers, advertised in our 'What's On Weekly' email sent to all students.

The website www.sheffield.ac.uk/careers/ students offers a full range of careers information and advice, and is the ideal starting point if you want to find out more about how the Careers Service can help you, right from the start of your course. They support all students, at all stages of study and provide additional services for International Students, Taught Postgraduates and Postgraduate Researchers.

The Careers Service also runs The Sheffield Graduate Award, which recognises your achievements both within and outside the University. Highly regarded by employers, The Sheffield Graduate Award is a great way to prove that you are a distinctive Sheffield graduate.

For details of where the Careers Service is based plus their opening times see www.sheffield.ac.uk/careers/aboutus.

Taught Programmes Office

During your time as a student most of your daily contact with the university will be through staff in the Department of Sociological Studies and other academic departments. For certain administrative matters, you will need to deal directly with Taught Programmes Office.

This central department is responsible for:

- Processing and publishing examination

results (including servicing of boards of examiners, award of degrees and prizes, administration of Academic Appeals Procedures and transcripts of qualifications).

- Student progress and progression (including implementation of Progress of Students Regulations and servicing of Appeals Committee of the Senate relating to the Progress of Students).
- Administration of approval of student status changes (degree programme changes, leave of absence, withdrawals, transfers, etc., including update of individual student records).

The Taught Programmes Office is located in the Students' Union Building. If you have an enquiry, you are advised to attend in person.

Leave of absence

During your studies you may face challenges that you need time away from academic study to deal with. This is known as taking a Leave of Absence (LOA). It "freezes" your period of registration without academic or financial penalty.

If you think that taking a LOA might be a good thing to do, talk to your academic department. Please look at our information online as well as there are many issues to consider: funding, how you can use your period of absence to prepare yourself for your return to studying, when to return etc.

www.sheffield.ac.uk/ssid/student/loa

Succeeding in your degree.

Key staff for your programme

Head of Department	Professor Paul Martin	paul.martin@sheffield.ac.uk	222 6414
Director of Learning and Teaching	Professor Clive Norris	c.norris@sheffield.ac.uk	222 6460
Director of Graduate Studies/ Research	Dr Lorna Warren	l.warren@sheffield.ac.uk	222 6468
Director of Graduate Studies/Taught	Dr Kate Reed	k.reed@sheffield.ac.uk	222 6478
MA Digital Media & Society Programme Manager	Dr Stefania Vicari	TBC	222 6452
MA Sociology Programme Manager	Dr Matthias Benzer	m.benzer@sheffield.ac.uk	222 6406
MSc International Social Change & Policy Programme Manager	Dr Majella Kilkey	m.kilkey@sheffield.ac.uk	222 6459
Programme Support	Ms Sue Edley	s.edley@sheffield.ac.uk	222 6430

All staff contact details can be found at [www.sheffield.ac.uk](#). For further details on the roles listed, see The Roles of Teaching Staff in the Department.



Marking scheme and assessment criteria.

The University marking scheme is based on a hundred-point scale. Marks on this scale correspond to work of the quality listed below. The Department's approach to grading assessed work is positive, which means that students receive credit for their achievements rather than having marks deducted for specific failings.

100 point scale	The marking of various types of assessed work involves somewhat different criteria, but in general terms:
80-100	(Distinction) As for 70-79, with a deeper and fuller evaluation of the key issues. Work that is highly articulate and demonstrates original, creative, perceptive thinking, is stylistically exceptional, highly imaginative and shows real insight in the way the question has been interpreted.
70-79	(Distinction) Work of exceptional quality. It displays an excellent command of the subject and is characterised by detailed knowledge, cogent analysis, a critical understanding of the relevant literature, consideration of a wide range of sources, a well structured and focused argument, and clarity of expression.
60-69	(Merit) Work may be described as good or very good. It demonstrates many of the qualities described above, but to a less developed extent. Typically it displays substantial knowledge, analytical skill in responding directly to the question posed, a good understanding of the relevant literature, evidence of reading beyond core texts, a structured argument, and clarity of exposition.
50-59	Work may be described as adequate. It displays significant knowledge of the subject, familiarity with the core literature, some analytical insight, and a reasonably clear and organised argument. As compared to work of the class above, the focus on the question, the structure, the depth and breadth of understanding, and the lucidity of expression may be less evident.
1-49	Work of Fail standard demonstrates an inadequate command of the subject. It is typically characterised by an absence of understanding of the subject matter, insufficient knowledge of the relevant literature, little or no attempt to address the question, analytical confusion, and perhaps an inability to communicate intelligibly. There will be major weakness in the understanding and analysis, and/or in the focus and structure of the response, and/or in the clarity of expression and use of language.
0	Work not submitted.

To gain the award of a Master's degree, you are required to pass modules totalling 120 credits and the dissertation (a total of 180 credits).

The Examiners may in their discretion recommend the award of a mark of distinction or merit to a candidate for a Master's degree, such that:

- * a candidate who obtains a weighted mean grade of not less than 69.5 in the Examination as a whole and a grade of not less than 70 in units to the value of not less than 90 credits, including the dissertation, may be recommended for the award of the Degree with distinction; and

- * a candidate who obtains a weighted mean grade of not less than 59.5 in the Examination as a whole and a grade of not less than 60 in units to the value of not less than 90 credits, including the dissertation, may be recommended for the award of the Degree with merit.

The Examiners may in their discretion recommend the award of a mark of distinction or merit to a candidate registered for a Postgraduate Diploma, such that:

- * a candidate who obtains a weighted mean grade of not less than 69.5 in the Examination as a whole and a grade of not less than 70 in units to the value of not less than 60 credits may be recommended for the award of the Postgraduate Diploma with distinction; and

- * a candidate who obtains a weighted mean grade of not less than 59.5 in the Examination as a whole and a grade of not less than 60 in units to the value of not less than 60 credits may be recommended for the award of the Postgraduate Diploma with merit.

Notwithstanding the above, the Examiners shall in every case recommend the award

that, having regard to all the evidence before them, best reflects the overall performance of the candidate.

Assessment and the marking process.

The taught element of your programme takes place from September to May and is examined by continuous assessment and examinations of various forms; the rest of the year (June to September) is devoted to the production of the dissertation. Where there is optional fieldwork (Fieldwork Guidance at Annex A) this will also take place from May to September. The forms of assessment are detailed on the Module Descriptions on MOLE.

Masters degrees are awarded to students who have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- Conceptual understanding that enables the student:
 - o to evaluate critically current research and advanced scholarship in the discipline;
 - o to evaluate methodologies and develop critiques of them and, where appropriate,
 - o to propose new hypotheses.

Typically, holders of the qualification will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

And will have the qualities and transferable skills necessary for employment requiring:

- The exercise of initiative and personal responsibility;
- Decision-making in complex and unpredictable situations; and
- The independent learning ability required for continuing professional development.

The methods of assessment for each module are described on MOLE.

Assessment is an important part of the learning process. Producing work for assessment provides a focus for your studies, which allows you to reflect on the value of the material you are studying and to develop your skills of analysis and critique. In preparing your written work, you are encouraged to draw together insights from different sources (seminars, recommended reading, independent investigations, discussions with students and staff etc.) where relevant.

The assessment process provides both student and tutor with feedback on how learning and teaching are progressing. Students are allocated a mark (on a 100-point marking scale) to reflect learning

demonstrated by each particular piece of work. The Department assesses students in a variety of ways in order to test a range of skills and capabilities through modes of assessment appropriate to the specific subject. The modes of assessment on the MAs include essays, a dissertation, oral and written presentations, portfolio production and group work. It is Departmental policy that on assessment that has more than one piece of assessment you will receive any written comments and indication of your grade prior to the submission of your second piece of work.

To avoid the possibility of bias, almost all assessments are treated anonymously at the point of marking. You are thus required to enter your anonymous registration number on assignments and examination papers, and not your name. Your University registration number and can be found on your U-card.

To gain the credits for a module you must achieve at least a pass mark of 50.

All work undergoes a robust procedure to ensure marks are fair and feedback is appropriate.

Work is marked by one or more markers, then another member of academic staff acts as a moderator – to ensure the marks awarded accurately reflect the standard and level of the work expected for that grade, at this university. If a moderator is dissatisfied or has concerns with the marking or feedback, they can remark all the work on the module. A brief report from the marker and moderator accompanies the work that is then sent to the External Examiner as the penultimate part of our departmental process. The External Examiner is an experienced academic at an independent university. The External Examiner must ensure that the marks and feedback are of a standard equal to what would be awarded

for that work, at any other university in the UK. If the External Examiner is unhappy with the marks or comments s/he can refer the work back for reconsideration with a recommendation. The department would then act on the recommendation of the External Examiner – and communicate with the External Examiner to confirm the action that has been taken, the rationale and outcome.

Marks are then considered by the Student Welfare and Examination Board (which considers any mitigation or extenuating circumstances or penalties that must be applied to the work), and finally the marks go to our Examination Board – which consists of all markers and tutors and the External Examiner. The External Examiner feeds back to the programme team comments on the programme and work s/he has seen over the academic year (these comments form part of the External Examiner Report). The confirmed results from the Examination Board are recorded on central systems, and then Faculty sits to confirm all results.

The External Examiner provides a Report at the end of each academic year. This report goes centrally to the University's Learning & Teaching Services. The Report is shared with members of the programme team, the Director of Learning and Teaching and the Department's Teaching Committee. The Head of Department provides a formal response to the External Examiner Report to LeTS. The Dean of the Faculty then fully considers and formally signs off all External Examiner reports.

The External Examiner Reports are shared with the Student Representatives, who sit on the Department's Student-Staff Committee.

In light of the robust procedures to ensure marking is fair and consistent, the University does not allow the appeal of marks based on

dissatisfaction with the mark. For further information see: www.sheffield.ac.uk/ssid/procedures/grid_academic.

Written assignments

You should ensure that you answer the correct assessment question. Check with your Module Convenor if you are unsure.

Submission dates are set at the beginning of the semester and students will be notified of specific arrangements via email and/or your notice board.

Submission is generally online only - for some specific pieces of work – such as the dissertation or a portfolio - hard copies may be required, this will be clearly identified in the Assessment Handbook and during the teaching. Where hard copies are required Students should submit the written assignments via the essay submission box (located opposite the Enquiry Desk in Elmfield). In addition, all students are required to submit an electronic version of the assignment via Turnitin (accessible through MOLE). Both the hard and electronic versions of the assignment must be submitted by 15:00 on the day of the deadline. If copies are submitted via the essay submission box or via Turnitin after 15:00 on the deadline date, the work will be classed as late and penalties will be imposed. Even if one copy of your work has been handed in (in hard or electronic format), standard penalties will still be imposed if other copies are missing.

Always keep a complete copy of your work, as the department may request this at any time.

Assessment by formal examination

The exams are administered by the Exams

Office, based in the Students' Union Building.

Examination timetables are released centrally, initially in draft form - see www.sheffield.ac.uk/ssid/exams/timetables.html. You should check for clashes and report them directly to the Exams Office. Draft timetables can be subject to change, but the Department will work to minimise this.

When the final timetable is released, it is your responsibility to check the timetable and make sure you know the venue and time. Students who miss exams due to non-attendance or incorrect knowledge of the venue and/or time of the exam will usually fail that component of the module.

If you are unable to attend an exam, you should contact the department and the Exams Office. If you are ill, you will need to provide a medical note stating that you are not well enough to sit the exam.

Special provision can be made if you have a condition or circumstance that may affect your ability in exams. You should contact the Exams Office regarding this.

Dissertation

The dissertation will be the focus of your work once the taught part of the programme is completed; however, preliminary work towards the dissertation will also be expected from part way through Semester 1 onwards. You will be allocated a supervisor who will help guide you through the preparation and production of the dissertation. A Dissertation Handbook giving detailed guidance will be available during semester 1.

Dissertations must be submitted by a date announced (submission is normally towards the end of the academic year). The normal

length of the dissertation is 15,000 words. Any excess beyond 10% of this figure may be penalised. Extensions for dissertations are solely at the discretion of a Faculty Board. If an extension is required beyond this date, and is granted, the University will charge a continuation fee. Dissertations will be marked by two members of staff, one of whom will be your supervisor. Their marks, comments and the dissertation may also be sent to the External Examiner to ensure consistency of marking. The dissertation counts for 60 out of the 180 credits required to complete the full MA programme.

Policies of student attendance, participation in group work, late submission & extensions.

Attendance

You should aim to attend all lectures, seminars and other learning activities for your course. Not attending could affect progression through your course and ultimately could affect whether you have completed enough credits to graduate. This is particularly important if you are studying a professionally accredited course where full attendance is required.

Non-participation or less than full participation in group work

For some modules you may be required to take part in assessed group work. So that all students can be assessed fairly for their contribution, you will be required to submit evidence of your participation in the group.

Late submission

Managing your time to meet your deadlines is an important skill for success both at University and in future employment. It is important, therefore, that you do your best to hand in all work on time. *If you submit work to be marked after the deadline your mark will be reduced by 5% for each working day the work is late after the deadline.* A working day includes working days within standard vacation times. For example, if a submission date falls on the last day before the start of the Easter vacation, penalties would start

to be applied from the following working day and not from the first day following the vacation.

If you submit your work more than 5 days late, your work will not be marked and it will be given a grade of zero.

If you submit a piece of work late for a resit, the penalty will be applied first, then, this mark will be capped at 50 in line with the General Regulations on resits.

See the table on the next page for examples.

Number of days late	Penalty (Mark reduced by 5% for each working day work is late)	Calculation (Multiply the original mark by)	Mark awarded when reduced by 5% per late day*	
			Example A Original = 60	Example B Original = 50
1	5%	0.95	57	47.5
2	10%	0.90	54	45
3	15%	0.85	51	42.5
4	20%	0.80	48	40
5	25%	0.75	45	37.5
6 or more	Grade of zero		0	0

* standard mathematical rounding rules should be applied and marks should be rounded up.

Extensions

If you have medical or serious personal circumstances during a submission period, you may request an extension. Extensions are usually granted for a maximum of two weeks. They are normally only granted if you have a medical problem and you have a doctor's note. You should complete an extension request form (available from the Enquiry Desk, online: www.sheffield.ac.uk/polopoly_fs/1.1699231/file/ExtReqform.docx and in the SCS Sociological Studies section of MOLE) and return it to your Programme Administrator, who will pass the form to the appropriate Examinations Officer. Your Programme Administrator will confirm by email whether your extension has been approved. If you have serious non-medical problems, such as domestic or family difficulties, you must also meet with your

Personal Tutor to ensure they are aware of your circumstances. In the event that your Personal Tutor is unavailable, please contact your Programme Administrator for advice.

Applications for extensions must be made before the specified submission date unless this is rendered impossible by the circumstances. Retrospective extensions are not usually granted and individual module lecturers/tutors cannot grant extensions.

Reporting extenuating circumstances

The University is here to support you. It's not just your education that is our priority; it's your welfare too. We're aware that everyone has a life outside of University and that sometimes there are circumstances that can mean you are unable to give your fullest. This

is why we have provisions in place to help you through difficulties.

If such a circumstance is affecting your attendance, academic performance, exams, or course work you should inform us at the earliest opportunity.

Mitigating circumstances broadly fall under medical problems, extreme personal and family problems, unforeseen accidents and major unfortunate occurrences, and for part-time students work-related issues. All mitigating circumstances should meet the following criteria:

a. **Non-academic** – Problems with the management of the degree programme or with academic staff should be dealt with via the Student Complaints Procedure.

b. **Out of your control** – You could not reasonably have done anything to prevent them from happening.

c. **Impact** – The circumstances had a negative impact on your ability to prepare for or sit an assessment.

d. **Relevant** – Occurred at the time of the assessment or in the period immediately leading up to the assessment.

Both medical and personal problems can be reported through an Extenuating Circumstance Form, which can be found at:

www.sheffield.ac.uk/ssid/forms/circs.

You must report any extenuating circumstances to your department as soon as you can. We shall consider extenuating circumstances which you report before the final exam period/assessment. The Board of Examiners may take your circumstances into account when considering your results and your final degree award. Any information you submit will be treated as confidential and will not be used for any other purpose.

If you are registered with the University Health Service (UHS) and the extenuating

circumstances are medical, complete the electronic version of the Extenuating Circumstances Form located at www.sheffield.ac.uk/health or on the UHS app in order to obtain medical evidence. (This does not normally include conditions that are/could be managed by reasonable adjustments through the Disabled and Dyslexic Student Support Team).

In all circumstances you should complete the Extenuating Circumstances reporting form

and submit it to The Student Experience Manager, Frances Cooney (f.r.cooney@sheffield.ac.uk) or to your Programme Administrator. You will usually need to submit documentary evidence with the form, e.g. a medical certificate.

Please discuss any other difficulties that are affecting your study with your Personal Tutor or the Student Experience Manager. We can signpost you to financial support, study skills, advice and guidance etc

Late submission of work

If it is not possible for you to submit your work on time due to unforeseen circumstances that prevented you from applying for an extension, you should submit a request as soon as possible thereafter, following the procedures outlined above, together with the reasons for late submission, and your supporting evidence. The Exams Officer will determine if this is considered a good cause. If they do consider the reasons to be good cause, the work will be treated as if it had been submitted on time. If not, the usual penalties will be imposed and the work

will be failed if it is more than one week late.

Any Extenuating Circumstances that you wish to have considered by the Examination Board must be submitted at least two weeks before the date of the Examination Board (the actual date of the Examination Board can be obtained from your Programme Administrator, but will normally be in October).

It is important that you are able to manage minor illnesses and difficult or distressing life events at the same time as pursuing your programme. The following are some examples of what the Department will not normally consider as Extenuating Circumstances:

a. **Medical circumstances without supporting medical documentation or retrospective medical evidence** (i.e. a doctor's note stating that the student was seen after the illness occurred).

b. **Medical circumstances which do not relate to the assessment period in question.**

c. **Minor illness or ailment, which in a work situation would be unlikely to lead to absence from work.**

d. If there is a **reasonable case that the circumstances were foreseeable and/or preventable.**

e. **Financial issues.**

f. **Religious Observance** (i.e. fasting, leaving before sundown etc. - this is because you should plan your work so that it is completed and submitted before the deadline. For exams you should follow the required process to avoid clashes – see below).

g. **Holidays/family events.**

h. **Transport difficulties** such as delayed flights, strikes or traffic jams. (Students are expected to be at their term-time home throughout the examination period or have made appropriate arrangements if sitting examinations abroad).

i. **Late disclosure of circumstances** on the basis that the student did not feel comfortable bringing the circumstances to the attention of the academic department prior to the relevant meetings/boards.

j. **Poor time management** (pressure of work, conflicting assessment deadlines, unavailability of books etc).

k. Missing exams due to **misreading of examination timetable or oversleeping.**

l. **Loss of computer data/printer problems** (all work should be backed up). If work cannot be submitted due to a failure of the University computer system you should obtain a dated statement from CICS.

m. **Submitting the wrong work for assessment or draft version of the work.**

n. **A long-term condition where treatment or additional support/arrangements are in place to mitigate.**

o. **Wanting more time.**

p. **Work commitments for an employer.**

q. **Housing/accommodation problems.**

If you have any doubts in the light of the above about whether any difficulties you have experience might be considered in mitigation, please consult your Personal Tutor or the Student Experience Manager before completing the Extenuating Circumstances form.

Evidence

Evidence to accompany Extenuating Circumstances forms or Extension Requests must originate from a third party who knows you in a professional capacity or who can verify the circumstances from a position of authority (e.g. GP, solicitor, police officer, University Counsellor) and can give impartial and objective evidence. The Department will not normally accept evidence from family members, friends or fellow students. Before submitting the form to your Programme Administrator, you should discuss the circumstances with your Personal Tutor. They will advise you, complete the relevant section of the form, and sign to endorse it.

Religious holidays and examinations

If you are not able for religious reasons (e.g. Sabbath, Festival, Friday Prayers etc.) to take examinations on any day on which examinations may be set during the year (including Saturdays but not Sundays), you should complete a 'Request for Religious Observance Form' by October 30 each year. Please note that once examination timetables have been set it is difficult for alterations to be made.

Ramadan: Muslim students fasting during Ramadan are expected to continue with normal work and study. If you wish to discuss an individual situation, please contact the Muslim chaplain, m.ismail@sheffield.ac.uk.

Obtaining feedback and the return of work

The Department of Sociological Studies is committed to giving prompt and detailed feedback to students.

Assessed work will normally be returned

to students three working weeks from submission (this is a significant reduction in the feedback turnaround time, that the department are committed to delivering). A provisional mark will appear on this work, and this mark is subject to the approval of the Examination Board and the Faculty. The Programme Administrator will email with the release date of the online feedback, or where work has been submitted by hard copy, a range of collection days and times for the return of assessment via the Enquiry Desk for each module will be provided.

You will be provided with both summative and formative feedback. The summative feedback is intended to give you helpful comments on how we assessed your work and arrived at your overall mark. The formative feedback provides you with specific suggestions about how you could improve your performance

If you do not understand the feedback you have received you should arrange to meet with either your personal tutor, or the module convenor. Contact details for staff are available at:

www.sheffield.ac.uk/socstudies/staff.

Uncollected work.

Most work will be marked online and it is your responsibility to download a copy of your feedback, as we will not be able to provide a copy for you at a later date. For work that is marked as hard copies, you will be offered several opportunities to collect your feedback and marked work, around 3 working weeks after submission. **Work that is uncollected will be destroyed at the end of the first week of the new academic year.** Therefore if you would like to have your feedback and marked work, you must attend one of the essay return sessions and for online submissions, ensure you download a copy of your feedback.

Re-sitting examinations and re-submitting assignments

In cases where a student fails to achieve a pass mark in a particular module, the Exams Officer may, in conjunction with the External Examiner, allow the candidate to resubmit assessed work on one further occasion to see if the pass mark of 50 can be achieved. The resubmitted coursework can only be given a maximum mark of 50. Any given piece of work may be re-submitted only once.

Further information on progression, appeals and alternative courses of action such as taking a Leave of Absence is available from the University Calendar, at www.sheffield.ac.uk/calendar.

How to reference.

A bibliographical reference should contain sufficient information for someone else or yourself to trace the item in a library. It is very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference.

Referencing is a two-part process: citations in the text and a list of references at the end of the essay.

The department uses the Harvard system. Further information regarding Harvard referencing can be found at <http://librarysupport.shef.ac.uk/hsl-dvc1.pdf>.

Citations in the text

This is the brief indication of the source within the text immediately following the use of the material whether quoted or paraphrased. All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged immediately after the statement, whether the work is directly quoted, paraphrased or summarised.

Single author:

In a study by Seedhouse (1997) coping with illness was investigated ...

In a study (Seedhouse, 1997) coping with illness was investigated ...

Two authors:

In the book by Basford and Slevin (1995) ...

More than two authors:

Benner et al (1996) conclude that ...

When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets:

Burnard (1992a) wrote about communication for health professionals that ...

If more than one citation is referred to within a sentence, list them all in the following form, by date and then alphabetically:

There are indications that passive smoking is potentially threatening to the health... (Francome and Marks, 1996; Bunton, 1995; Lupton, 1995)

Direct quotes

When quoting directly in the text, use quotation marks, as well as acknowledging the author's name, year of publication and page number of the quote in brackets.

Short quotations, e.g. up to 2 lines, can be included in the body of the text.

Oswin (1991, p.96) suggests that "the denial or subduing of one's feelings commonly occurs amongst staff who work in emotionally stressful institutions".

Longer quotations should be indented in a separate paragraph:

Alcock (2003, p.6) discusses the importance of the creation of the 'welfare state':

"the most important development in social policy, and the most important feature of it for academic study, was the creation of what has come to be called the welfare state in the years immediately following the Second World War" (but indented quotes do not need quotation marks)

If part of the quotation is omitted then this can be indicated using three dots:

Weir and Kendrick (1995, p.88) state that "networking is no longer solely within the male domain ..."

Direct quotations can be contrasted with paraphrasing, for example:

There have been many important developments in social policy since 1945, but none can be considered more important than that which allowed the development of the so-called 'welfare state' (Alcock 2003, p6). This development...

Secondary referencing

Secondary referencing is when one author is referring to the work of another and the primary source is not available. You should cite the primary source and the source you have read, e.g. (Fiedler and Chemers, 1974, cited in Douglass, 1996). Secondary referencing should be avoided if at all possible.

List of references

This is a complete list of all the cited references used in the assignment or paper with full bibliographic details.

The reference list must list all and only those works cited in the text, conversely, the text should include all references listed in the reference list (also called the bibliography). All of the references must be listed in alphabetical order by author's surname and then by date (most recent first). References should be separated by a blank line, for clarity of reading.

Whenever possible, details should be taken from the title page of a publication, and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below.

Book references

Book references should be in the form:

Author name, Initial. (Date) Title of publication, Edition or Series statement, if required, Place of publication, Publisher.

A book by a single author:

Kivisto, P. (1998) *Key Ideas in Sociology*, London, Pine Forge Press.

A work by two authors:

Ritzer, G. and Goodman, D. (2003) *Sociological Theory*, London, McGraw-Hill.

A work by three or more authors:

Bochel, C., Page, R., Sykes, R. and Bochel, M. (2004) *Social Policy: Issues and Developments*, London, Prentice Hall.

Whilst et al is used after the first authors name within the parenthetical reference in the text (Bochel et al, 2004), all authors must be listed in the list of references.

A book by a corporate author (e.g. a government department or other organisation):

Department of Health (2000) *Assessing Children in Need and their Families: Practice Guidance*, London, The Stationery Office.

An edited work:

Taylor, S. (Ed) (2000) *Sociology: Issues and Debates*, Basingstoke, Palgrave.

Chapter references

References to a chapter in a book should be in the form:

Author name, Initial. (Date of publication) Title of chapter, in Editor's Surname, Initial. (Ed) Title of the Book, Place of publication, Publisher, page numbers.

For example:

Whittaker, J. and Kenworthy, J. (2002) *Education services: why segregated special schools must close*, in Race, D. (Ed) *Learning Disability - A Social Approach*, London, Routledge, pp68-84.

Article references

Journal article references should be in the form:

Author's name, Initial. (Date of publication)
'Title of the Article', Title of the Journal,
Volume (Part), Page numbers.

For example:

Arkani, S. and Gough, O. (2007) 'The Impact of Occupational Pensions on Retirement Age', *Journal of Social Policy*, 36 (2), pp297-318.

An article in a newspaper:

Nutt, K. (2006) 'Labour Social Policy 'Must Pay Its Way'', *Sunday Times*, Sunday April 9 2006, pp9-10.

Electronic sources of information

Electronic references should be in the form:

Author/editor surname, Initial. (Year) Title, Place of publication, Publisher. Available from: URL (accessed Day/Month/Year).

For example:

University of Sheffield (2007) *Sociology, Anthropology, Social Policy and Social Work in the Library and on the Internet*, Sheffield, University of Sheffield. Available from: www.shef.ac.uk/library/subjects/subsw.html (accessed 20/03/07).

Electronic journal references should be in the form:

Author's name, Initial. (Date of Publication)
'Title of the Article', Title of the Journal,
Volume (Part), page numbers. Available from: URL (accessed Day/Month/Year).

For example:

Simpson, B. (2006) 'Scrambling Parenthood: English Kinship and the Prohibited Degrees of Affinity', *Anthropology Today*, 22 (3), pp3-5. Available from: onlinelibrary.wiley.com/

[doi/10.1111/j.1467-8322.2006.00436.x/abstract;jsessionid=EA97892202586714436FAC6F6C1B8819.d03t01](https://doi.org/10.1111/j.1467-8322.2006.00436.x/abstract;jsessionid=EA97892202586714436FAC6F6C1B8819.d03t01) (accessed 20/03/07).

Example reference list

Arkani, S. and Gough, O. (2007) 'The Impact of Occupational Pensions on Retirement Age', *Journal of Social Policy*, 36 (2), pp297-318.

Bochel, C., Page, R., Sykes, R. and Bochel, M. (2004) *Social Policy: Issues and Developments*, London, Prentice Hall.

Bryman, A. (2001) *Social Research Methods*, Oxford, Oxford University Press.

Department of Health (2000) *Assessing Children in Need and their Families: Practice Guidance*, London, The Stationery Office.

Gallagher, C. (2003) 'Miscounting Race: Explaining Whites' Misperceptions of Racial Group Size', *Sociological Perspectives*, 46 (3), pp381-396. Available from: www.jstor.org/view/07311214/ap050083/05a00060/0 (accessed 20/03/07).

Kivisto, P. (1998) *Key Ideas in Sociology*, London, Pine Forge Press.

Nutt, K. (2006) 'Labour Social Policy 'Must Pay Its Way'', *Sunday Times*, Sunday April 9 2006, pp9-10.

Ritzer, G. and Goodman, D. (2003) *Sociological Theory*, London, McGraw-Hill.

Social Care Institute for Excellence (2007) *Supporting Self-Advocacy*, London, SCIE. Available from: www.scie.org.uk/publications/positionpapers/pp06.pdf (accessed 19/03/07).

Taylor, S. (Ed) (2000) *Sociology: Issues and Debates*, Basingstoke, Palgrave.

Whittaker, J. and Kenworthy, J. (2002) *Education services: why segregated special schools must close*, in Race, D. (Ed) *Learning Disability - A Social Approach*, London, Routledge, pp68-84.



Plagiarism, collusion and unfair means.

The University expects its graduates to have acquired certain attributes. (See the Sheffield Graduate) Many of these relate to good academic practice:

- A critical, analytical and creative thinker;
- An independent learner and researcher;
- Information literate and IT literate;
- A flexible team worker;
- An accomplished communicator;
- Competent in applying their knowledge and skills;
- Professional and adaptable.

Throughout your programme of studies at the University you will learn how to develop these skills and attributes. Your assessed work is the main way in which you demonstrate that you have acquired and can apply them. Using unfair means in the assessment process is dishonest and also means that you cannot demonstrate that you have acquired these essential academic skills and attributes.

What constitutes unfair means?

The basic principle underlying the preparation of any piece of academic work is that the work submitted must be your own work. **Plagiarism, submitting bought or commissioned work, double submission (or self plagiarism), collusion and fabrication of results** are not allowed because they violate this principle (see definitions below). Rules about these forms of cheating apply to all assessed and non-assessed work.

1. Plagiarism (either intentional or unintentional) is using the ideas or work of another person (including experts and fellow or former students) and submitting them as your own. It is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

2. Submitting bought or commissioned work (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole piece of work or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assessed work to other students.

3. Double submission (or self plagiarism) is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole piece of work or part of it. Normally credit will already have been given for this work.

4. Collusion is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.

5. Fabrication is submitting work (for example, practical or laboratory work) any

part of which is untrue, made up, falsified or fabricated in any way. This is regarded as fraudulent and dishonest.

6. Facilitating the use of unfair means is where any student assists a fellow student in using any of the forms of unfair means defined above, for example in submitting bought or commissioned work.

How can I avoid the use of unfair means?

To avoid using unfair means, any work submitted must be your own and must not include the work of any other person, unless it is properly acknowledged and referenced.

As part of your programme of studies you will learn how to reference sources appropriately in order to avoid plagiarism. This is an essential skill that you will need throughout your University career and beyond. You should follow any guidance on the preparation of assessed work given by the academic department setting the assignment.

You are required to **declare that all work submitted is entirely your own work**. Many departments will ask you to attach a declaration form to all pieces of submitted work (including work submitted online). Your department will inform you how to do this.

If you have any concerns about appropriate academic practices or if you are experiencing any personal difficulties which are affecting your work, you should consult your personal tutor, supervisor or other member of staff involved.

The Library provides online information via the Information Skills Resource: <https://librarydevelopment.group.shef.ac.uk/index.html>.

The Library also has information on reference management software:

www.sheffield.ac.uk/library/refmant/refmant.

The English Language Teaching Centre operates a Writing Advisory Service through which students can make individual appointments to discuss a piece of writing. This is available for all students, both native and non-native speakers of English.

www.sheffield.ac.uk/eltc/languagesupport/writingadvisory.

What happens if I use unfair means?

Any form of unfair means is treated as a serious academic offence and action may be taken under the Discipline Regulations. For a student registered on a professionally accredited programme of study, action may also be taken under the Fitness to Practise Regulations.

Where unfair means is found to have been used, the University may impose penalties ranging from awarding no grade for the piece of work or failure in a PhD examination through to expulsion from the University in extremely serious cases.

Detection of unfair means

The University subscribes to a national plagiarism detection service which helps academic staff identify the original source of material submitted by students. This means that academic staff have access to specialist software that searches a database of reference material gathered from professional publications, student essay websites and other work submitted by students. It is also a resource which can help tutors and supervisors to advise students on ways of improving their referencing techniques. Your work is likely to be submitted to this service.

For further information

www.sheffield.ac.uk/ssid/procedures/grid_discipline.

www.sheffield.ac.uk/rs-sas/conduct.

Online guidance and exercises

Please follow this link to the University Guidance on plagiarism, cheating and collusion and undertake the exercises. It is an expectation that you will have done this before you submit your first piece of academic work.

https://librarydevelopment.group.shef.ac.uk/shef-only/info_skills/plagiarism.html.



Useful web links.

Activities and Sport	www.sheffield.ac.uk/union/get-involved/
Calendar	www.sheffield.ac.uk/calendar
Careers Service	www.sheffield.ac.uk/careers
Complaints and Appeals	www.sheffield.ac.uk/ssid/procedures
Computing Services (CICS)	www.sheffield.ac.uk/cics
Department of Sociological Studies	www.sheffield.ac.uk/socstudies
Disabled and Dyslexic Support Service	www.sheffield.ac.uk/ssid/disability
English Language Teaching Centre	www.sheffield.ac.uk/eltc
Exams Information	www.sheffield.ac.uk/ssid/exams
General University Regulations	http://www.sheffield.ac.uk/calendar
International Students	www.sheffield.ac.uk/ssid/international
Key Dates	www.sheffield.ac.uk/ssid/dates
Library	www.sheffield.ac.uk/library
MOLE	https://vle.shef.ac.uk/
MUSE	https://www.sheffield.ac.uk/staff/
Student Advice Centre	www.sheffield.ac.uk/union/advice
Students' Charter (now known as Our Commitment)	www.sheffield.ac.uk/ssid/ourcommitment
Student Services Information Desk (SSiD)	www.sheffield.ac.uk/ssid
Students' Union	www.sheffield.ac.uk/union

A final note.

We hope that this handbook has given you communication, guidance and progression information.

If you feel that there is something important missing from this information, then please email your Programme Administrator.

Every effort has been made to ensure the accuracy of the information given in this publication, but the University can accept no responsibility for any errors or omissions. University courses are continually reviewed and revised and there may well be some changes between the date of publication and the time the student embarks upon the course. The University reserves the right to discontinue courses of study and to amend Ordinances and Regulations governing courses of study whenever it sees fit. Students and others should enquire as to the up to date position when they need to know this.

Admittance to the University is subject to the requirement that the student will comply with the University's registration procedure and will duly observe the Charter, Statutes, Ordinances and Regulations of the University.

Produced by:

The Department of Sociological Studies

August 2016

APPENDIX A.

Department of Sociological Studies

PGT fieldwork guidance for students and supervisors

It is important that both PGT students and their supervisors are aware of the need to keep safe when engaged in university business on fieldwork. This awareness includes both personal safety and in relation to others, for example, working with participants in the specific fieldwork site and any potential health and safety issues which are particular to the fieldwork location, for example, an organization's health and safety requirements.

Our students are from different cultural and ethnic backgrounds and field work can be undertaken in diverse settings for various reasons, including abroad. Students and supervisors should discuss any particular safety issues which may arise when conducting fieldwork, in the appropriate supervisory sessions before fieldwork commences, and see these guidelines as general principles to be adapted to specific fieldwork situations. Working alone, for instance, in a participant's home, or public place off university premises, can mean additional safety precautions need to be addressed. With this in mind, specific reference is made below to safety measures for working alone.

Supervisors should also discuss these issues as part of the ethics approval process so this can inform students' reflections when completing the ethics form. However, health and safety are ongoing issues which should be addressed throughout the MA dissertation process where appropriate.

Below is a suggested checklist for supervisors and students to consider and which they may find helpful in preparing for fieldwork as well as links to other university sources of information.

Contact details

These should be exchanged between supervisors/students so that they both have the relevant contact details when fieldwork commences including an emergency contact. (It may well be that the emergency contact number is a person other than the supervisor, but the supervisor should be given this information in case of emergency.) It is advised that someone knows of the student's whereabouts when conducting fieldwork at all times, especially if in someone's home, at night, or at other places/times when the student may potentially be more vulnerable. Supervisors should be informed by the student when fieldwork is anticipated to start, the location of fieldwork and the student's fieldwork timetable.

STUDENT:

- Full name, address and mobile telephone number
- E-mail address
- Emergency contact name, address and telephone number

SUPERVISOR

- Full name, address and telephone number
- E-mail address

Suggestions for discussion around health and safety when in the field:

- Have personal safety issues been considered in relation to the fieldwork being carried out and contact details firmly established?
- If necessary, have health and safety issues been considered in relation to the specific

fieldwork site, and any relevant individuals informed of when fieldwork commences?

- If applicable, have any relevant insurance issues been considered?
- Have any relevant University procedures been discussed? (See RIS web pages if necessary.)
- If applicable, does the fieldwork site have formal complaints, harassment and disciplinary procedures which are relevant to students on fieldwork?
- If applicable does the fieldwork site have a code of conduct and has this been shared with the student?
- Has the student's need for support in relation to any identified health and safety issues been discussed with the supervisor and what plans are in place to meet them?
- Has time been allocated in any future supervision sessions to discuss any issues which have arisen around health and safety when fieldwork has commenced?

Working alone in a private setting such as a participant's home or a mutually agreed location, such as a café or other public space, which is not on university premises

- 1) Ensure you have given your details to your chosen person who knows where you are. Ensure your mobile phone is working, has battery charge and is in a mode which allows you to know if someone is calling you for the duration of the visit, but without potentially and unduly disturbing the research process.
- 2) If for any reason you have to leave the private house/other location for an emergency, and you feel your personal safety is in danger, be prepared to leave possessions behind if necessary.
- 3) If in a private house ensure that you have access to leave if needed, for example, ensure

that the door is not locked behind you.

- 4) On arriving at the research location, if you have any concerns and feel your personal safety could be in danger, for any reason, then do not enter the house or other location.
- 5) If, at any stage during the time of the research meeting, you have any concerns then do not hesitate to make your excuses to the participant, saying you will need to end the interview now but will be in touch at a later stage.
- 6) If your meeting goes over the time you expected to be able to report back to your nominated person, then ensure they are contacted so they know you are safe, and still at the research location and give a new time that you estimate you will have finished by. Make sure you have informed the participant in advance that you will need to do this if you go over time. That way, they will know you have safety procedures in place for the duration of the visit.
- 7) If you have had to leave the fieldwork location or cut short the research visit for any reason, let your supervisor know as soon as possible the situation, so you can get advice on what to do next.

Other sources of information

SSiD's student handbook has some comprehensive general guidelines for students in relation to their personal safety, covering issues such as being out and about in the city, at home, women's safety, safety from fire, police advice and security services information. See www.sheffield.ac.uk/ssid/handbook/safety.

Further information for international students can be found at this link, where there are a number of safety videos made by the International Office. See: www.sheffield.ac.uk/ssid/international/videos.

Contact Us.

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