



THE UNIVERSITY *of* EDINBURGH

Social Policy

Honours Programme Handbook

2020-2021

- Government, Policy and Society
- Government, Policy and Society with Quantitative Methods
- Social Policy and Economics
- Social Policy and Law
- Social Policy and Politics
- Social Policy and Social and Economic History
- Social Policy and Sociology
- Social Policy with Quantitative Methods
- Social Policy with Social and Political Studies

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If you require this document or any of the internal University of Edinburgh online resources mentioned in this document in an alternative format please email: sso.sps@ed.ac.uk.

Welcome to Social Policy

Social Policy has been taught in the University of Edinburgh since 1918. The Subject Group is ranked fifth in the UK and 23rd in the world, and is amongst the front rank for the quality of its teaching and research.*

**Source: QS world rankings, 2016*

Please visit our website (www.socialpolicy.ed.ac.uk) which has full details of Social Policy staff and what we are doing. You can also follow current news from the department on twitter at @uoesocialpolicy. We would be very happy to have suggestions for improvements to this handbook. Comments can be directed to Professor Alison Koslowski, Head of Subject (Alison.Koslowski@ed.ac.uk).

General Information

Social Policy Staff

A listing of Social Policy staff can be found on our website:

http://www.sps.ed.ac.uk/staff/social_policy.

All social policy staff have weekly guidance and feedback hours. If you cannot make it to guidance and feedback hours then staff are happy to arrange alternative meeting times. You can contact them by e-mail.

The Social Policy web pages can be found at <http://www.socialpolicy.ed.ac.uk/>.

The Personal Tutors for 2020/21 are:

- **Richard Brodie** (R.Brodie@ed.ac.uk)
 - All third year students
- **Ingela Naumann** (Ingela.Naumann@ed.ac.uk)
 - All fourth year students.

Your Student Support Officer is **Alex Dysart**. Your Student Support Officer can act as a first point of contact if you wish to discuss an issue relating to your studies. Alex is located in CMB, room G.04. To arrange a meeting either online or in person please email sso.sps@ed.ac.uk

Communications

Email is the official method of communication for all students. When you join the University you are given a University of Edinburgh email account and address. Students must access and manage this account regularly as it is assumed that students have opened and acted on these communications. Failure by students to do

so is not be an acceptable excuse for student actions or inactions or as a grounds for appeal.

Students can set up an auto-forward on their University email account to ensure that all official University communications are received. Guidance on how to do this and the full policy can be viewed at

http://www.ed.ac.uk/files/atoms/files/contacting_students_by_email.pdf.

Data Protection

Under Data Protection Law, personal data includes all recorded information about a living, identifiable individual. Students using personal data as part of their studies must comply with the responsibilities as outlined in the linked guidance. Before using personal data as part of their studies students must become familiar with the linked guidance, discuss implications with their supervisor and seek appropriate ethics approval. They must also obtain consent from the data subjects to take part in the studies. Failure to comply with the responsibilities is an offence against University discipline, and could lead to a breach of Data Protection Law. A data protection breach can cause distress to the people the information is about, and can harm relationships with research partners, stakeholders, and funding organisations. In severe circumstances the University could be sued, fined up to £20,000,000, and experience reputational damage.

For full guidance, please see <https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>.

Degree Requirements and Courses

The Aims of the Honours Programme

The Social Policy Subject Group seeks to promote these aims in the honours programme:

- to present a broad perspective on social policy, an area of public policy that embraces:
 - the distribution of resources;
 - social and economic changes and their implications for society;
 - the impact of policy on social divisions, social justice, social exclusion and social integration;
- to promote an appreciation of multi-disciplinary approaches to the study of social policy, which draw on various disciplines, in particular, sociology, politics, law and economics;
- to introduce students to a variety of theoretical perspectives, which foster an ability to appraise and understand different points of view;
- to encourage students to think about social policy comparatively;
- to integrate up-to-date research with teaching;

- to encourage the acquisition of transferable skills, including skills of learning, skills of computing, skills in time and project management, and skills to contribute to public debate about social issues;
- to provide opportunities for students to acquire practical experience of social policy;
- to provide opportunities for students from all kinds of background;
- to foster an informal, inclusive and tolerant environment for learning.

Organising Your Studies During the Honours Years

The main differences between the first and second years and the honours years are as follows:

You do not normally take any outside subjects in your honours years and so can have a more concentrated and integrated programme of study. Correspondingly, the more specialist and advanced nature of courses at this level means that the work is more demanding and broad-ranging than in the first two years. You are expected to read in depth, and to read beyond the required items in course handbooks.

The style of teaching and learning is much more informal and participatory. Rather than lectures there are seminars, which you are expected to contribute to and sometimes to lead. You will have more chance to develop your skills at oral presentation, using the relaxed environment of the seminars to improve your effectiveness at explaining your arguments and to develop your transferable skills. Even when oral presentations are not assessed they should be well prepared, using handbooks and visual aids as appropriate. Course teachers will advise you and provide feedback on them. Please note that there will have to be some adjustments to our usual delivery mode of teaching while public health advice is in place during the Covid-19 pandemic. While we strive to provide a positive learning environment, we have to make sure to follow Scottish Government guidelines to ensure safety of staff and students.

There are no re-sits in honours years, and you cannot carry over missed credits into fourth year. If you get under 40% on a course the mark stands and is taken into account when calculating your average mark. To progress from third to fourth year, and to gain a degree, at least 80 credits a year must be passed at 40% and the mean mark for all courses in the year must be at least 40% (see below on how honours degree classes are worked out).

In your final year, you will undertake a project on a subject of your choice for in-depth work that is of particular interest to you. This offers considerable scope to follow your own interests and to work closely with a member of the teaching staff. You should start thinking about the project during the second half of third year, and should discuss it with members of staff who have expertise in the appropriate area.

You will increasingly find yourself thinking about life after University, about whether you wish to go into employment, undertake a postgraduate course or take some time out before pursuing these alternatives. The Careers Service is a very useful resource for this. They can also advise on summer placements between third year and fourth year.

Degrees

Social Policy can be studied as a single-honours subject in the programme Government, Policy and Society, or as a joint honours with Economics, Geography, Law, a range of Modern European Languages, Politics, Social Anthropology and Sociology. Note that the required course differ according to each degree curricula; students should check their specific degree programme requirements at:

http://www.drps.ed.ac.uk/20-21/dpt/drps_sps.htm

Social Policy Honours Courses

Compulsory courses are taught every year. Most optional courses taught by staff in the Social Policy Subject Group are offered every second year (but there are exceptions) and meet for two hours per week (with a short break) – though adjustments to delivery will be made while public health advise is in place. Note that some clashes between options in different honours subjects are inevitable in joint degrees. You can find information about programme degree timetables and courses online: <http://www.drps.ed.ac.uk/20-21/>.

Progression

To be admitted to honours in Social Policy, you must gain a mark of 50% or more at the first attempt in all required second-year courses for their registered degree and have passed all other elements of the 1st and 2nd year curriculum by the end of your second year. Students registered for degrees based in the School have the right to progress to Honours if they meet these requirements; for other students, progression is at the discretion of the responsible Head(s) of Subject. If you do not meet the requirements but wish to study social policy at honours level, you should apply to the current Head of Social Policy.

In order to progress to Year 4, a full time student must attain the minimum of 360 credit points by the end of Year 3.

Junior Year Abroad (Year 3)

The Covid-19 pandemic is affecting opportunities to study abroad. See the Go Abroad website for the latest information: <https://www.ed.ac.uk/global/go-abroad>

To apply to study for a year abroad, students must have gained 120 credits in their first year and should have no marks lower than a C in any of their courses.

Application takes place in Semester 1 of the second year, so only first year results will be taken into consideration.

Full details of the selection criteria can be found at: <http://www.ed.ac.uk/international-office/exchanges/application>

Students interested should also read the information at <http://www.ed.ac.uk/international-office/exchanges>

Students who opt to take a Junior Year Abroad must successfully complete a full course load at the host university in order to progress into the subsequent year

of their degree. A transcript of results is required to be returned to- Edinburgh Global. Full details on this can be found at: <https://www.ed.ac.uk/global/exchanges/before-you-go/academic-matters>
Students who opt for a Junior Year Abroad will have their degree classification calculated solely on the basis of their 4th year marks. For further details please see regulation 55 of the Taught assessment Regulations at: <https://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Requesting to change a course

During welcome week, and up till the Thursday of week 2 of teaching, you can request to change one of the courses you have signed up to or to join a waiting list for a course within our school. More information can be found at: http://www.sps.ed.ac.uk/undergrad/current_students/returning_students/course_p-re-selection/course_change_requests_and_waiting_list

Engagement and Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>.

UK legislation relating to Points-Based Immigration requires all universities to monitor the attendance and engagement of their international students. Students on a Tier 4 visa must read Appendix 1 of this document.

Student Contract

Successful study at University stems from a partnership between students and staff, and the University is committed to providing you with a learning environment and student services which enable you to fulfil your potential.

The procedures underpinning this partnership, along with the Terms and Conditions of Admissions, form the contract between you and the University in relation to your studies at the University. Details of this contract can be viewed at: <http://www.ed.ac.uk/staff-students/students/academic-life/contract>.

Degree Transfers

Students thinking about changing their degree programme can find relevant information

here: http://www.sps.ed.ac.uk/undergrad/current_students/student_support_and_community/changing_degree_programme

Please note that our standard deadline for degree transfer applications is within the fourth week of June. Transfers involving Resit results or special circumstances may be submitted after the deadline if necessary.

Choosing Courses for the Following Academic Year

Course pre-selection will open at the end of the semester 2 exam period. At this time, returning students will receive an email inviting them to pre-select their courses to allow for allocations over the summer period. The link below will take you to the pre-selection section of our website, where you will find the relevant information closer to the time. We strongly advise you submit your pre-selection choices by the deadline stated to ensure you have the best chance of receiving your preferred choice of course.

http://www.sps.ed.ac.uk/undergrad/current_students/returning_student_information/course_pre-selection.

Special Circumstances and Learning Adjustments

Special Circumstances

A student experiencing serious disruption to their studies, their coursework or exams due to medical or other unforeseen circumstances may submit a Special Circumstances form with supporting medical evidence, completed in consultation with their Student Support Officer.

Students can also seek advice and support from Alex Dysart, who is the Student Support Officer for Social Policy.

The full guidance on Special Circumstances can be found at

<https://www.ed.ac.uk/academic-services/students/assessment/special-circumstances/procedure>.

Student Disability and Learning Adjustments

Students with a disability (including those with specific learning difficulties such as dyslexia), should get in touch with the Student Disability Service as soon as possible. Details as well as information on what support the Student Disability Service can offer can be found at: <http://www.ed.ac.uk/student-disability-service>.

An advisor will be happy to meet with you. The advisor can discuss possible learning support which may include adjustments and specific examination arrangements. The Student Disability Advisor can assist you with an application for Disabled Students' Allowance, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments.

Students will be expected to provide the Student Disability Office Service with evidence of their disability - either a letter from a GP or specialist, or evidence of specific learning difficulty. Details of what is acceptable evidence can be found on the SDS web pages: <https://www.ed.ac.uk/student-disability-service/students/evidence> .

For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this evidence, the Disability Office can put you in touch with an independent Educational Psychologist.

The School welcomes students with disabilities and is working to make all its courses as accessible as possible. If you have a disability which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with the Disability Service, your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

In 2013, the University implemented an Accessible and Inclusive Learning Policy, which states that the adjustments in the section below will be "mainstreamed". This means that the following provisions should be available to ALL students, regardless of whether or not they have a schedule of adjustments/learning profile.

1. Course outlines and reading lists shall be made available at least 4 weeks before the start of the course.
2. Reading lists shall indicate priority and/or relevance.
3. Lecture outlines or PowerPoint presentation slides for lectures/seminars shall be made available to students at least 24 hours in advance of the class. (Note for many courses a brief lecture outline is already provided in the course guide.)
4. Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.
5. Students shall be notified by email of changes to arrangements/announcements such as changes to courses/room changes/cancellations.
6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning*
7. All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.

** Teaching staff have the right to insist that recording stops if sensitive or confidential information is discussed. In these cases, reasons should be made clear to students.*

Full details on the Mainstreaming learning adjustments can be found at https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf.

Each School has a Coordinator of Adjustments. In SPS the Coordinator of Adjustments is the Student Experience Officer, Sue Renton. With your agreement, your Learning Profile will be electronically circulated to the Coordinator of Adjustments, who then approves some or all of its recommendations and produces an Adjustment Schedule. This is then electronically circulated to those concerned with the administration of your courses (Course Organisers and Course Secretaries), your Personal Tutor, and yourself.

Note: Learning adjustments referring to the need for some students to occasionally submit coursework late does not, according to the Student Disability Service's guidelines, 'guarantee' an extension or waiver. Students should not assume an automatic right to extra time and should instead follow the extension procedures listed below.

If a student is allowed extra time on an exam, this adjustment is coordinated between the Student Disability Service and the University's central Student Administration.

Further information on examination adjustments can be found at: <http://www.ed.ac.uk/schools-departments/student-administration/exams/adjustments>.

Any non-standard support adjustments not covered by routine procedures can be arranged through the intervention of the Coordinator of Adjustments, sso.sps@ed.ac.uk) with support from the Deputy Director of the Undergraduate School, Dr John Harries (sps.dsee@ed.ac.uk).

The University has a zero tolerance stance towards any form of bullying and harassment. On the Respect at Edinburgh web hub you will find information and guidance on the Dignity & Respect policy, the processes for raising and addressing concerns, and the support and training available: <https://www.ed.ac.uk/equality-diversity/respect>

Assessment, Coursework and Exams

Common Marking Scheme

The marking criteria for coursework, exams and dissertations have been established to guide both staff and students about what is normally expected of work receiving a particular grade. This information can be viewed at http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/marketing_descriptors.

Coursework Submissions and Penalties

Make sure you read and understand all the information about how to submit course work and what penalties may be applied. You will find all this information in the section below.

ELMA: Submissions

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/submission_guidance . The website is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism (see below). This tick confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (which is printed on your student card), not your name or matriculation number, on your coursework or cover sheet.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/extension_requests

Extensions are granted for 7 calendar days.

Extension requests must be submitted before the coursework deadline.

If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.

If you have a valid reason and require more than 7 days, then you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.

If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Lateness Penalties

http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Management of deadlines and timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility in your university career. Unexcused lateness will mean your work is subject to penalties which will have an adverse effect on your final grade.

If you miss the submission deadline for any piece of assessed work, 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Work that is submitted more than five days late will receive a mark of zero. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

Word Count Penalties

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 word or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted.

Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the Course Organiser to check.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

Courses with Examinations

If your course features a centrally arranged exam, the exam times will be scheduled by Student Administration services. You can view the dates of the examination diets for 2010/21 at: <http://www.ed.ac.uk/student-administration/exams/exam-diets>.

Closer to the exam diet, Student Administration services will announce the precise dates and times of individual course examinations. Students are responsible for checking the dates and times of their exams and this can be done through the examinations web pages at <http://www.ed.ac.uk/student-administration/exams>.

Guidance on How to Avoid Academic Misconduct (including plagiarism)

Academic misconduct is not just deliberate cheating; it can be unintentional and, whether intended or not, significant grade penalties can be applied. Academic misconduct comes in a variety of forms, including collusion (working together when not allowed), falsification (knowingly providing false information, data etc. in assignments), and the use of online essay mills or essay-writing services. The university takes a zero-tolerance approach to these forms of cheating, and students found guilty of these practices can be subject to formal disciplinary procedures and very heavy grade penalties.

The most common form of misconduct we encounter in the School of Social and Political Science is plagiarism. Plagiarism is giving the impression that something you have written is your own idea or your own words, when actually it is not. It can come from copying and pasting sections of text from books, articles, webpages or other sources into your assignments, or simply from poor standards of referencing.

To avoid plagiarism, use a recognised referencing system such as the Harvard system or the Chicago/numbered note system. (The Harvard system is recommended because the reference list at the end is not included in assignment word counts. The numbered notes of the Chicago system are included, leaving you with fewer words overall to write the main body of your assignments). Whichever system you use, you must be open and honest about where you get your ideas from, and reference sources appropriately. Do this by referencing all works from which you have taken ideas or information, each time you use them in your assignments. Use quotation marks (“ ”) to indicate where you have quoted (used the exact words of) someone else, and provide page numbers from the original source when they are available. As far as possible, paraphrase others by writing in your own words to avoid over-quoting, but provide a reference to show whose ideas you are using.

Copying from an assignment you previously submitted for credit – either at this university or another – is self-plagiarism, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

To detect plagiarism we use Turnitin, which compares students assignments against a constantly-updated global database of existing work. Students found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for investigation. In extreme cases, assignment grades can be reduced to zero. Do not put your work through Turnitin yourself before submission. This can lead to you being investigated for academic misconduct by making it seem that an identical assignment already exists.

For further details on plagiarism and other forms of academic misconduct, and how to avoid them, visit the university's Institute for Academic Development webpage on good academic practice:

<https://www.ed.ac.uk/institute-academic-development/undergraduate/good-practice>.

Also see this useful video and further information on the University website:

<https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>.

If you would like to discuss anything related to matters of academic misconduct, speak with your personal tutor or the School Academic Misconduct Officer (SAMO), Dr Oliver Turner (oliver.turner@ed.ac.uk).

Feedback

Social Policy has had extensive discussions within the subject group, as well as within the School of Social and Political Science (SSPS), about how we can meet our aspirations to deliver the highest quality feedback, assessment and learning environment to our students.

One important step is to ensure that all of our staff and students are fully informed of our procedures. We thus provide below a summary of measures in place.

Feedback takes many forms including:

- Detailed feedback sheets for coursework.
- Written or verbal feedback on tutorial presentations and performance
- General and individualised feedback on exams, including opportunities to view and discuss exam performance.
- Ongoing opportunities for informal feedback and discussion with teaching staff during Guidance and Feedback hours.

Our online information on feedback and assessment has been vastly expanded and centralised. It contains guidance on 'writing essays', 'making the most of feedback' 'study involvement and representation', special circumstances, etc. The same web-page provides information on the latest developments in assessment and feedback. You can view these pages at:

http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/on_being_a_student/feedback.

Returning of Assessed Coursework

Coursework feedback is marked, monitored and returned to students within 15 working days (but note that the period over Christmas and New Year does not count in this tally).

Assessed Coursework: Essays (or similar) will be returned electronically through ELMA within 15 working days of their deadlines with a mark and written feedback outlining the strengths and weaknesses of the work and also highlighting how students can improve their next piece of assessment (NB. Dissertations or projects, which are significantly longer and are all double-marked, will take longer than 15 days to mark and return.)

Return of Examination Feedback

General feedback on the exam (noting overall strengths and weaknesses) will be provided on LEARN for all courses with an examination. General feedback will be uploaded to the relevant course LEARN page.

Students may also collect individual feedback on their exam. Individual exam feedback sheets can be collected from the Undergraduate Teaching Office Reception. The relevant course secretary will contact students to let them know when this is available.

When collecting feedback, students will need to bring their student cards with them as proof of identity.

Students wishing to view their actual scripts for any reason should email the relevant course secretary to arrange a viewing.

Exam Boards, Degree Classification and Release of Results

Exam Boards

All marks for examinations and assessed coursework are provisional until confirmed by the Board of Examiners.

Progression and course results will be communicated to students via the EUCLID student view. An automated email will be sent to your University email account when your course result is available.

Please see your programme specific handbook for details of progression criteria. You will also be able to see the requirements on the DRPS page for your degree programme at: http://www.drps.ed.ac.uk/20-21/dpt/drps_sps.htm

More details, as well as dates for release of marks, can also be found on our webpages at http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/final_mark_release_dates

Students in year 4

For students in year 4, exact release dates of degree classification will be listed on the School's website closer to the time at: <http://www.sps.ed.ac.uk/awards/ug>

How Degrees are Classified

Honours degrees will be classified according to the mean mark, except where the mark falls on an 8 or a 9 (e.g. 58, 59), which will be regarded as 'borderline'. In such borderline cases, if 50% or more of the marks are in the class above, the student's degree will fall into that higher class.

The mean mark will be based on final overall grades (i.e. derived from all assessed work in each course) for all University of Edinburgh courses taken across your 3rd and 4th year. **Students who spend their junior year abroad have their degree calculated solely on the basis of 4th year marks.** The mean takes account of different course weightings; so the grade you receive for a 40-credit course such as a dissertation or Project will be counted twice.

The overall mean of all course grades is not rounded up or down. For example, if your final mean grade is 57.9 then you will be awarded a 2:2. If however your mean grade is "borderline" before rounding (58.00%-59.99%) then the rule described above is applied. Essentially, this means that if at least half of your final course grades fall into the category above the borderline, then you will be awarded the higher class of degree. For example, if your mean mark is 59 but you have achieved a grade 60 or above in at least six 20 credit courses, you would be awarded a 2:1.

Note that if the mean does not fall into the borderline category then the overall profile of your marks is not considered.

All marks gained throughout 4th year are subject to confirmation and amendment at the final board of examiners at which your final degree will be determined. The examination board may also take into consideration any adverse personal circumstances affecting your 4th year studies when determining your final degree.

For further details please see regulation 55 of the Taught assessment Regulations at <http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Prize

Each year the James Carruthers Memorial Prize is awarded to the best final honours student and to the student with the best Social Policy dissertation.

Student Representation and Societies

Student Representation and Student Voice

General Student Representative Structure

Staff members at the University of Edinburgh work closely with student representatives. Edinburgh University Students' Association coordinates student representation and provides training and support for student representatives across the University.

The role of student representatives ('Reps') is to listen to you to identify areas for improvement, suggest solutions, and ensure that your views inform strategic decisions within the subject area, School and University. The aim is to build a stronger academic community and improve your student life.

Programme Representatives for Our School

Each academic year the School recruits Programme Representatives. These reps are the link between students and staff at programme level, ensuring that the University is continuously listening and engaging with students to improve teaching, learning, assessment, and academic services.

Schools share students' emails with their programme representatives as a matter of course; any student wishing to opt out from this should tell the School's Teaching Office. Full details as well as the guidance the school follows regarding sharing student emails can be viewed at:

http://www.sps.ed.ac.uk/undergrad/current_students/student_support_and_community/student_involvement/student_email_data_sharing.

Please see our webpages [here](#) for more information on:

- how to become a Programme Representative and what is involved
- the names of our Programme and School Representatives
- dates and minutes from our Staff Student Liaison Committee meetings

Course evaluations

At the end of each Semester, you will be asked to complete a course evaluation questionnaire covering all aspects of the course and your studies.

For more details on how we gather and use your feedback to enhance courses and the quality of our degree programmes, the University Student Partnership Agreement and student representation. Please see our Student Voice Policy at <https://www.ed.ac.uk/students/academic-life/student-voice>.

Student Representatives

Student representatives from each Undergraduate year are selected during the first few weeks of Semester. These representatives will attend the Staff-Student Liaison committee meeting to represent and report back to their class.

Representatives will also be appointed to sit on the School's Undergraduate Board of Studies and Undergraduate Teaching Committee.

The student representatives may canvass views of those they represent and report back to them. As throughout the University, however, students are excluded from discussion of 'reserved business' items, e.g. those involving confidential matters affecting individual students and staff.

One of the most important forum for student representation is the Staff-Student Liaison Committee consisting of student representatives and the Director of UG Teaching. This provides an opportunity for more informal discussion of matters affecting UG students.

Students who are about to complete their degree programme are also asked to complete a questionnaire to provide an overall assessment of their degree in the school.

Advice and Support

Dignity and Respect

As part of the University's efforts to offer as supportive learning environment as possible, it is developing a framework on Dignity and Respect which will underline the University's commitment to create a culture where all staff and students are treated with respect and feel safe and fulfilled within the university community. To view the full policy, go to <https://www.ed.ac.uk/equality-diversity/respect>.

Subject Area Advice and Support

Personal Tutor

Your personal Tutor will be a member of staff familiar with your general area of study and the expectations of academic work in your discipline. He/she is there to support your academic studies, or direct you to any other support you might need during your time at the university.

In particular, your personal tutor will help you reflect on your academic progress and achievements. They can offer advice on how your courses fit together, how you might make the most of feedback you receive; how to make the most of your time at university by taking part in extracurricular academic activities; they can also offer advice on postgraduate study, internships, relevant activities and events and more. You will get the most out of your support by working in partnership with your Personal Tutor. It is a two-way process. Preparing and writing notes for your meeting with your Personal Tutor will help you get the most out of your discussions. You can use the notes facility in the Personal tutor channel on MyEd which is specifically designed for this.

More detail on all aspects of the personal tutoring system, including each Schools Personal Tutoring Statement from across the university, Can be found at http://www.sps.ed.ac.uk/undergrad/current_students/student_support_and_community/personal_tutor_system.

During Semester 1, Year 1 students will have an individual meeting with their personal tutor (PT) in week 0 (welcome week) – though the mode of interaction may have to be adjusted during the pandemic. It will be introductory and will ensure you are aware of the responsibilities and opportunities available under the PT system. You will have a second individual meeting in Semester 2, which will typically take place mid-way through the semester and will be used to review academic progress, and for preliminary discussions around course options for the following academic year. You will have at least two further opportunities to meet with your PT across the year, either individually or in a group setting.

Your personal Tutor will be a member of staff familiar with your general area of study and the expectations of academic work in your discipline. He/she will have a clear understanding of their role in supporting your studies and how to direct you to any other support you might need during your time at the university.

As a continuing undergraduate student, you will have an individual meeting with your Personal Tutor in week 0 (welcome week) or week 1. In preparation for this meeting, you should reflect on your main achievements and challenges in your studies thus far. The meeting will be used to discuss those reflections, discuss coursework feedback and marks, and direct you to additional support and opportunities available.

Student Support Officer

Your Student Support Officer can act as a first point of contact if you wish to discuss an issue relating to your studies.

Your Student Support Officer plays a major role in providing pastoral support and advice on procedures.

Student Support Officers can also deal with routine issues, such as assisting with completing Special Circumstances forms, without you needing to arrange a meeting with your Personal Tutor.

If there are any circumstances affecting your studies that you would like to discuss with someone other than your Personal Tutor, your Student Support Officer is there to help. It is important that you keep us informed of any issues you feel may impact your studies, so please do not hesitate to get in touch.

Contact information for our student support team can be found at http://www.sps.ed.ac.uk/undergrad/current_students/student_support_and_community/student_support_team

Peer Support

Gain new insights and inspiration by studying with your classmates online through our six Peer Assisted Learning schemes (PALS). These are run by pre-honours and

honours students who will run interactive learning sessions via LEARN over the semester. Sessions are open to anyone on core courses with Peer Learning provisions in Social Policy, Sociology, Politics and IR, Sustainable Development, Sociology and Social Anthropology. PALS groups will be in touch via Learn, email or other means to communicate arrangements for forthcoming sessions.

English Language Support

Students looking for Academic English support can accessed this at:
<https://www.ed.ac.uk/studying/international/student-life/language-support>.

Students for whom English is a second language can also take the ELSIS training course. More details can be found at <https://www.ed.ac.uk/english-language-teaching/ele-courses/elsis>.

Interruption of Studies and Withdrawing from Studies

Authorised Interruption of Studies

If you are temporarily unable to engage with your studies, you can apply for an authorised interruption of study. An interruption of study involves taking a complete break from study for an agreed period of time. This can be for a few weeks, a single semester or a whole academic year.

Further information and guidance can be found on our webpages at http://www.sps.ed.ac.uk/undergrad/current_students/student_support_and_community/authorised_interruption_of_study.

Withdrawing from your studies.

If for any reason you would like to withdraw from your studies, please speak with your Personal Tutor or SSO who will be able to advise you through this processes. Any students looking to withdraw must complete a 'Withdrawal From Studies form' and submit this to their SSO. You can access the withdraw form at https://www.ed.ac.uk/files/atoms/files/withdrawal_form_student.pdf. Please note that until you have withdrawn official from your programme of study, you will still be liable for fees.

University Advice and Support

Institute for Academic Development (IAD)

The Institute for Academic Development can help you to develop effective learning techniques.

You can access resources and guidance on, for example, how to study effectively, write assignments and revise for your exams.

These resources are available at any time by using 'Study Hub', a self-enrol course on Learn. Learn is the University's main virtual learning environment (VLE).

The IAD also runs a series of workshops throughout the year on study skills topics. You can sign up via MyEd, the University's web portal and the IAD website.

You can also arrange to receive one-to-one study advice by making an appointment. You can view further details about this at <http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/overview>.

The University Student Services A-Z

This provides a list of services on offer. You can view the list at <http://www.ed.ac.uk/staff-students/students/student-services>.

EdHelp

EdHelp Brings together frequently used student services, meaning you can find what you need, all in one place. Go to: <https://www.ed.ac.uk/edhelp>

Student Wellbeing

As with all transitions in life, applying to and studying at university can be both exciting and challenging – whether it is your first time at university or you are returning to higher education, and whether you have a pre-existing mental health condition or not, it is important to look after yourself. University can be busy and stressful at times, this can in turn cause our state of wellbeing to fluctuate. We all have strategies for coping with ups and downs in life and it is important to continue using and revising these skills, to help support and maintain your wellbeing which is crucial to allow you to experience a positive and happy university journey. We provide a range of evidence-based resources, workshops and support which are available to you and can enable you to cope with the ups and downs of university life. These are provided by a number of different services, including the Centre for Sport and Exercise, Chaplaincy, Counselling Service and the Edinburgh University Students' Association.” For further information, please see <https://www.ed.ac.uk/students/health-and-wellbeing>.

Counselling Service

For information on the university’s Student counselling service please go to <http://www.ed.ac.uk/schools-departments/student-counselling>.

Health and Safety

The University has a duty, so far as reasonably practicable, to ensure the health, safety and welfare of all employees and students while at work, and the safety of all authorised visitors and members of the public entering the precincts of the University. The University Health and Safety Policy is issued upon the authority of the University Court and contains the Health and Safety Policy statement and summary of the organisation and arrangements of health and safety within the University. The successful implementation of the University Policy requires the support and co-operation of all employees and students - no person shall intentionally interfere with, or misuse anything provided by the University in the interest of health, safety or welfare. The University Health and Safety Policy is supported by a Framework document published in two parts on the Organisation and Arrangements of health and safety within the University. Individuals are required to comply with any procedures or arrangements formulated under the authority of this Policy. Any questions or problems about matters of health and safety can be taken up initially with the School Safety Adviser. Further guidance on health and safety matters can be found on the Health and Safety Department website at <https://www.ed.ac.uk/health-safety> including contact details for all professional staff within the corporate Health and Safety Department.

Fire, accidents & emergencies

Fire alarms are located throughout the Chrystal Macmillan Building Reception. If the alarm rings, leave the building by the nearest exit and assemble at the side of the building on Middle Meadow Walk. The fire alarm is generally tested on a Tuesday at 11.00 am and will sound briefly.

Any accident should be reported to the main ground floor Chrystal Macmillan Building Reception. First Aid boxes are located in all kitchen points, and at the main Chrystal Macmillan Building Reception.

In case of an emergency of any kind, call security on 2222 (internal) or 0131 650 2222 (external).

Security and personal possessions

Students' personal possessions are not covered by the University's insurance policy. Lost property may have been handed in to the main Reception on the ground floor of CMB. If any personal items are lost, please inform Security at (0131 650 2257)

Careers Information

The University's Careers Service provides a rich variety of opportunities, guidance and advice.

Maybe you are already considering moving into employment, undertaking further study, finding an internship, travelling, volunteering, starting your own business or something else entirely. You might have some firm ideas at this point or no ideas whatsoever.

Making informed decisions about your future takes time and effort but your Careers Service can support you through the process. To see the full list of services they provide, go to <https://www.ed.ac.uk/careers/mycareerhub> or visit their website at <https://www.ed.ac.uk/careers>

Appeals and Complaints

Appeals

If you are considering lodging an appeal, it is important that you act promptly. EUSA have some helpful information on the appeals process and you can read this at <http://www.eusa.ed.ac.uk/adviceplace/academic/appeals/>.

Students should note that the appeal process cannot be used to challenge academic judgment i.e. a judgment made about a matter where only the opinion of an academic expert will suffice. A student cannot submit an appeal simply because they believe that they deserve a better mark or different outcome.

There are specific and fairly narrow grounds under which an appeal may be submitted. These are set out in the relevant university Student Appeal Regulations which can be viewed at <https://www.ed.ac.uk/academic-services/students/appeals>

Strict timescales apply with appeals so it is important that you act promptly.

Time Scales for Appeals	
Year of Study	Appeal Timescale
Final Year	within 30 working days of the result being issued
All others	within 10 working days of the result being issued

Student Complaint Procedure

Students who have a complaint should view the complaint handling procedure. The complaint procedure is designed to ensure that complaints are properly investigated and are given careful and fair consideration.

<http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure/procedure>.

Students can also view the University wide policies and regulations at <http://www.ed.ac.uk/academic-services/policies-regulations>

Appendix 1: Tier 4 and Student Engagement

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office when:

- you suspend your studies, transfer or withdraw from a programme, or complete your studies significantly early;
- you fail to register/enroll at the start of your programme or at the two additional registration sessions each year with no explanation;
- You are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;
- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.
- Make sure that your contact details, including your address and contact numbers are up to date in your student record.
- Make satisfactory progress on your chosen programme of study
- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the "Downloads" section at www.ed.ac.uk/immigration.

More information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: immigration@ed.ac.uk

Appendix 2: Social Policy Dissertation

If you are taking a Joint Honours degree in Social Policy you are required to undertake a project leading to a supervised dissertation; if you are doing it in the Social Policy part of your degree the rules are set out below. Dissertations are carried out concurrently with coursework in fourth year. They count for 40 units, i.e. for the equivalent of two, semester-length honours courses.

Choosing Your Topic

During semester 2 of the junior honours year you will be asked to suggest a dissertation topic. Supervisors will be appointed as soon as possible and you may be able to have an initial meeting or an email contact with your supervisor before the end of third year (if there is time for that).

You are asked to write a Proposal for your dissertation of 5 pages or so by the beginning of the new year, in September. This will help you to get started quickly.

Suggested content:

1. Title/topic.
2. Research question (s). The need to focus on a clear question is one of the main purposes of drawing up a proposal. Seek a topic that really interests you and then, through reading around, try to work out a research question you can answer, preferably one arising from debates in academic literature. You might propose an evaluation of a policy, or a study of a social problem, or a study of public opinion on a social policy issue etc.
3. Method. What evidence do you need to gather to answer your research question? Are you analysing existing data or collecting new data? If your method involves interviews you need to identify who you would like to interview and how you might gain access to them.
4. Are there ethical questions in this research, especially if it is proposed to interview 'vulnerable people'?
5. References already identified (perhaps with a brief note of their importance to you).
6. Chapter outline and work-plan - when do you need to do your fieldwork, when should you aim to write a particular chapter.

Note: you will not be tied to carrying out this proposal in every detail.

The proposal will be the item for discussion at your first supervision of the first semester of fourth year. You should send it to your supervisor in the first two weeks of the semester and at the same time ask for a meeting date, say in week 3. Dissertation workshops – where general issues relating to the design and execution of the dissertation project can be raised – will also be held around that time, and you will be sent information about them at the beginning of fourth year.

Choice of topic

You need to consider your own interests but also what is feasible in the time available. You also need a topic which is more than an essay. This means that you must identify an issue, question or controversy with reference to the existing academic literature, and then attempt to illuminate or answer it by analysing some data. You can use either primary data – i.e. data that you gather and analyse yourself – or secondary data – i.e. data that has been gathered by someone else and that you will reanalyse. Examples of primary data would be interviews, questionnaires, small surveys that you design and administer, historical and policy documents, Parliamentary records, speeches and media reports. Examples of secondary data would be statistics compiled and published by governments, international organisations or other researchers. Published academic literature might even be a source of data, so long as this literature is different from the literature examined in the formulation the research question/topic. For example, your research question could be about the influence of American social policies on the development of social policy in the UK. The data you look at might include articles published by academics in British social policy journals, to investigate how often reference is made to American social policies. But the theoretical literature you would use to shape this study would be a different literature, focused on theories of policy transfer, policy learning, and so on.

You will be allocated a supervisor who will assist you in finalising your topic. This involves clarifying your research question and working out your method or methods for answering it.

Draft Timetable for the Dissertation

You are expected to see your supervisor regularly in your Senior Honours year. It is your responsibility to arrange these meetings and to come with work done for each meeting (a good practice is to email a summary of what you have done or a chapter written in advance of the meeting). Although you will be taking courses at the same time, you are expected to keep working on your dissertation throughout the two semesters.

A draft timetable for students who undertake projects leading to dissertations is set out below. This is meant as a guide and in practice staging and supervision will depend on the subject of the dissertation and you should agree the details of your plans with your supervisor..

Stage	Complete by	Supervision sessions
Draft topic submitted	End Junior Honours	0
Preparation of proposal	End Junior Honours or start of Senior Honours	1
Complete project design and plans for data collection	End of first 5 weeks Senior Honours	1-2

Complete data collection	End of Semester 1 Senior Honours	1-2
Complete data analysis and first draft of dissertation	End of first 5 weeks Semester 2 Senior Honours	1-2
Revise dissertation in light of supervisor's comments	End of teaching period Semester 2 Senior Honours	1
Submit final version of dissertation	April 2020 (exact date to be announced)	

When completed, dissertations should be handed in according to the procedure outlined on page 13 of this Handbook. The rules on page 14 on late submission of essays also apply to the dissertation. Dissertations handed in late will be subject to a penalty. If you know you are going to be late with good reason you should submit an extension request. The penalty will involve the loss of 5 marks per calendar day up to a maximum of five days beyond the deadline. Dissertations handed in after that may not be assessed. You should keep Clay Young (your SSO) and your supervisor, and if necessary your Personal Tutor and head of subject area, in touch with any issues affecting handing-in.

All dissertations are double marked – and all may be seen by the external examiner.

General Guidance for Dissertations

Length of the Dissertation

Dissertations should be between 10,000 and 15,000 words in length. Some dissertation topics require fuller treatment than others and you will not be penalised for being at the lower end of this range. If the length of the dissertation is above 15,000 words, the mark will be reduced by 5 per cent for every 1,000 words (or part thereof) in excess. This is because keeping to the word limit is part of the task of writing a dissertation. The word limit excludes the title page, table of contents, acknowledgements, the bibliography, and appendices that reproduce copies of questionnaires, interview schedules or letters relating to access or to the recruitment of subjects. However, it includes all text, tables, footnotes and endnotes within the body of the dissertation and appendices other than those specified above (i.e. you cannot include additional words by transferring material to appendices or footnotes). You must attach a word count using your word processing package; there will be spot checks of word lengths of dissertations to audit their length.

How to set out the Dissertation

The main purpose of the dissertation, and the project on which it is based, is to provide you with the opportunity to apply what you have learned in the courses you have taken to a research project in which you have considerable freedom to develop your own ideas. It will enable you to develop your interest in a specific area and perhaps to find out at first hand more about a profession or an area of work which you may be considering for a career. It is helpful to read past dissertations as examples. Past dissertations can be obtained from Clay Young. You will be asked to sign for them and to return them within a specified period.

Areas which you should pay particular attention to are listed below, followed in each case, by a few explanatory notes.

1. Research Aims and Design – you must be clear about the central question you are attempting to answer and set this out clearly in your research objectives. You should – and the reader will – assess the whole project by (i) how well you were able to focus on and pursue this central question and (ii) the appropriateness of the research design for the study of the problem under examination. If you are working with other agencies that have required you to work in particular ways, you should be careful to indicate clearly the extent to which you were constrained and the nature of your own contribution to the research design.

2. Ethical Issues – the procedure for ensuring your research is ethical and meets professional guidelines. In your dissertation, you should give a succinct but full description of the ethical considerations that applied to your research and how you sought to address them. This would typically consider issues of access and consent, anonymity of participants, any potential harm to participants, and feedback. You should also record how you conformed with the School's ethical guidelines. (set out at <http://www.sps.ed.ac.uk/research/ethics>). These define three levels: level 1 where there are no special ethical risks; level 2 where more assessment is required (via your supervisor); and level 3 where problematical issues arise requiring scrutiny at School level).

3. Structure – the structure of dissertation should relate closely to the research design. Ideally you should make clear to the reader what evidence you employed, the nature of that evidence, how you gathered the evidence and how the general conclusions follow from the evidence.

4. Literature Review – the dissertation should include a review of the literature relevant to the field of inquiry and/or the particular problem under investigation. Review of material in web sites on the internet is likely to be part of this exercise.

5. Methods – the reasons for the choice of methods should be discussed fully. Of particular interest will be a discussion of why a particular research method was employed and how it was used. It may also be worthwhile discussing why other methods were not employed, e.g. why you administered a questionnaire rather than conducting interviews or focus groups. In relation to how the particular methods were employed you should discuss how you tailored their use to the specific requirements

of your own project. By the time you begin to design your research project you will already have taken a research methods course which should have provided you with a good basis on which to develop your own project.

6. Data Collection – the reader needs to know where your data came from and how reliable they are. You should therefore try to show as clearly as possible how you collected the data and what obstacles, both conceptual and practical, you had to overcome.

7. Data Analysis – again, you will have to let the reader know how valid the conclusions you have drawn from the data are. You should therefore discuss clearly how the data have been analysed. Similarly, the inferences you make on the basis of the data should be clearly discussed so that the reader can judge how well your general argument fits or follows from the empirical material or other evidence you have gathered. This relates, clearly, to the question of structure since the data on which your argument and conclusions are based are crucial in the whole process of marshalling evidence and drawing a valid argument from it.

8. Criticisms – once you have actually completed your research, you should spend some time in thinking about what, if you were to do the research again, you would do differently. This serves (at least) two functions (i) it lets you qualify the strength of the claims or arguments you make by reference to any doubts you may have about the way in which the research was conducted (e.g. perhaps you didn't include all the right questions in the interview; perhaps you only interviewed women etc.) and (ii) it also lets the reader know that you are aware of any shortcomings in your research. The dissertation is meant to be a training in research, not a perfect piece of work, and awareness of its limitations is a strength, not a weakness.

9. Conclusion – this may be fairly short but it needs to be effective. It should summarise your main findings, and may include 'criticisms' (see above) and also policy recommendations. Since readers may turn to it first, it needs to be reasonably self-contained. It should address the main aims of your project and summarise the most significant or interesting things you were able to find out. A weak conclusion is often the result of working to a tight deadline and you should make sure that you have left yourself enough time to think about your conclusion in order to do justice to your project.

10. Presentation – Your dissertation must be submitted electronically. Remember always to make back-up and USB copies of all your files; do not leave the only copy on a lap-top (failure to do so may result in serious losses of time and data). Within each chapter you should expect to have a number of sections which have clearly marked headings and subheadings in bold type. Considerations such as these are not merely cosmetic aids: they should reflect carefully worked out ideas, and careful staging of the project can help you in both constructing and writing up your dissertation. Correct grammar and spelling are also vital; use spellcheck on your computer, but note that it will let a wrong word through if it has a correct spelling. Read the text with an eye to presentation and grammar rather than content, and if possible get a friend to do the same. We recommend you use one and a half spacing and leave good size margins on the page.

Access to Dissertations

The School's policy is to retain copies of dissertations and to make them available to anyone (including students) who wishes to consult them. The Freedom of Information (Scotland) Act 2002 requires the University to make available to any enquirer information held by the University, unless one of the legislation's narrowly defined exemptions applies. Exemptions include

- Information provided anonymously, e.g. situations where individuals were interviewed in confidence and are quoted anonymously in the dissertation.
- Substantial prejudice to commercial interests.
- Research in progress; this is most likely to apply where dissertations include information about research findings that have not yet been published but where an intention exists to publish them.

Any student who believes that an exemption applies to their dissertation should discuss this with their supervisor and, where an exemption is sought, should submit a Public Availability of Dissertations form with the dissertation when it is submitted. In the event that anyone asks to see your dissertation, we will use this information to determine whether or not it qualifies for a freedom of information exemption and whether or not access should be withheld.

Bibliography and Referencing for Dissertations and Essays

You must always include a bibliography at the end of an essay or dissertation. This is an important means of allowing the reader to appreciate the breadth of your literature search in the field of inquiry. The bibliography should only include material you have actually used and items should be mentioned in the text (whether or not you have quoted directly from them). You should get into the habit of recording the full details when you read something for the first time; there are few things more frustrating than failing to write down a full reference at the time of first reading and having then to rush to complete it just before submitting your work.

There are a number of styles of referencing and you need to adopt one and stick to it at all times. The method set out below, generally referred to as the Harvard style, is recommended as we consider that it saves time and energy with footnotes and their numbering and renumbering. It also cuts out such terms as *op cit*, *ibid* etc. and means that you have to cite the full reference once, in an alphabetical list at the end in this way. Some examples of the ways in which items should be recorded are set out below.

For single-authored books:

Birrell, D. (2009), *The Impact of Social Policy on Devolution*. Bristol: The Policy Press

For joint-authored books:

Deakin, N. and Parry, R. (2000), *The Treasury and Social Policy: the Contest for Control of Welfare Strategy*. London: Macmillan

For edited books:

Clasen, J, and Siegel, N.R. eds (2007), *Investigating Welfare State Change: the 'Dependent Variable Problem' in Comparative Analysis*. Cheltenham: Edward Elgar

For a chapter in an edited book:

Parry, R. (2012), 'Social Policy and Devolution' in Alcock, P., May, M. and Rowlingson, K. eds. *The Student's Companion to Social Policy*, 4th edition. Oxford: Blackwell Publishing

For government publications:

HM Treasury (2012) *Budget 2012* London: The Stationery Office, HC 1853. [Stationery Office publications are usually Command papers (White Papers, or statements of government policy) with reference Cm 1234 etc, or House of Commons papers like this one. Departments and devolved administrations also publish many things themselves and the reference should be London: Department for Work and Pensions, Edinburgh: Scottish Government etc; a web reference is also useful and indeed many publications are now issued only in electronic form]

For journal articles:

Taylor-Gooby, P. and Wallace, A. (2009), 'Public values and public trust: responses to welfare state reform in the UK' *Journal of Social Policy*, 38:3, 401-419.

(that is volume: issue, page numbers; it is normal to use capital letters to start the main words of books, but not article nor chapter titles)

For material on the web:

Scottish Government (2012), *Public Sector Employment in Scotland: Statistics for 1st quarter 2012* <http://www.scotland.gov.uk/Publications/2012/06/9515>, accessed 5 September 2012.

You need only cite the full reference once and then in the body of the text you add:

either a bracket containing the author's name, year of publication and - if you are actually quoting from it - the page reference; for example, 'The introduction of the notion of the social division of welfare (Titmuss 1958)...'

or a bracket after the author's name containing the year of publication and, if needed, the page reference: for example, 'Titmuss (1958) introduced the notion...'

If there are two or more references for the same author for the same year, use a, b etc after the date within the bracket.

There are numerous variations on this theme in terms of punctuation etc (see any journal) but you will not go far wrong if you imitate the one above. The important thing

is to be consistent and complete. Doing it right every time will create a good impression on the examiners.

Some authors (especially lawyers and philosophers) love long footnotes which add material, but in our experience if it is worth saying it should be in the body of the text. If you have to have notes, you will find it easier and more economical on paper to include them in one list at the end, not at the bottom of the page.

Appendix 3: Additional Relevant Information

Postgraduate Study

Information for prospective SPS students can be found on our Graduate Schools web pages at <http://www.sps.ed.ac.uk/gradschool>.

Graduation

Graduation Ceremonies take place in winter and in summer. Dates for 2021 will be added closer to the time along with guidance on what you need to do to register. Graduation information and [FAQ](#) can be found at <http://www.ed.ac.uk/student-administration/graduations>