

Welcome to York

Department of Sociology

**POSTGRADUATE TAUGHT
HANDBOOK**

2023/24



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1. Introduction

Introduction to the department

I am delighted to welcome you to the Department of Sociology at the University of York. You are joining one of the most vibrant and internationally recognised departments of Sociology in the world. While you are with us at York, you will learn how to think sociologically, engage in sociological analysis of your own, and have the opportunity to discuss the most pressing sociological issues of our time with academic staff and fellow students in an intellectually and personally supportive learning environment.

This handbook has been prepared to provide you with the information that you will need during the three or four years of your degree. To make the best use of the information available I suggest that you:

- Read the Handbook carefully and refer to it for guidance throughout your degree
- Check your York email account daily in order to keep up-to-date with announcements, module content and information about coursework assessment
- Read carefully all notices posted via the Virtual Learning Environment (VLE)
- Check the Sociology Department Virtual Office link on the VLE for all information relevant to your degree programme
- Take advantage of all opportunities to meet with your academic supervisor for personal advice and support

I hope that you will find your degree programme exciting, intellectually stimulating and a strong foundation for your future career.



Professor Nik Brown

Head of Department

Together York

The University [Together York](#) community statement articulates our values, priorities and expectations, and invites all members of our community to join together in upholding and developing them.

- **We are a community of scholarship**, where independent critical thinkers explore their area of study with passion and diligence.
- **We are a community of respect**, fairness and compassion. We hold each other to these expectations and call out inappropriate behaviour.
- **We are a community of purpose** that cultivates personal growth and supports each student in developing a vision for their future.

The purpose of this handbook

This handbook provides a comprehensive introduction to your department and information on all aspects of your degree programme. It outlines what you should expect of your department and what we expect from you, and clarifies the policies and procedures relevant to your area of study.

General information can also be found on the [student pages](#) of the website.

Disclaimer

We have tried to ensure that the information contained in this document is accurate as of September 2023. Please check our website for any changes to this information.

2. Your department

Welcome to the Department of Sociology

As the Director of Postgraduate Learning and Teaching, I oversee the quality of our Masters programmes and I am delighted you have chosen the Sociology Department to complete your MA or MSc studies and I hope you will enjoy your time with us as much as we enjoy teaching you and supervising your research projects!

Your department is made up of staff who teach, supervise and undertake research, student services staff and other students like you. In this handbook you will find information about the key contacts that you will need during your journey as a postgraduate student. It is important to remember that there are many people that can assist you with different aspects of your studies.

Dr Raphaël Nowak - Director of PG Learning and Teaching

Departmental office

The Department of Sociology is located on Campus East in the Law and Sociology Building on the first floor.

Postal address:

Department of Sociology
Law and Sociology Building
Heslington East Campus
University of York
York
YO10 5GD
UK

Sociology admin office hours: Monday to Friday 10.00 am to 4.00pm

Staff contacts

Members of staff are happy to receive emails from, and respond by email to, students. However, the volume of email that staff receive means that sometimes we cannot respond immediately. You can normally expect to receive a reply to an email within three working days from the time you send it. If a member of staff is away from the University and unable to respond they will normally have an 'out of office' set on their email to inform you of their limited availability.

Department of Sociology Staff Members and Administrative Responsibilities

Head of Department	Prof Nik Brown
Deputy Head of Department for Teaching, Learning & Assessment	Prof Ruth Penfold-Mounce
Deputy Head of Department for Staffing Strategy & Work loading	Dr Haley McAvay
Deputy Head of Faculty Operations	Nicola Lowe
Chair of Board of Studies	Dr Sian Beynon-Jones
Director of PG Teaching & Learning	Dr Raphael Nowak
Chair of the Board of Examiners - PGT	Dr Silvia Falcetta
Director of Research and Chair of Research Committee	Dr Merran Toerien
Director of Student Experience and Supervision	Dr Jennifer Chubb

PGT Course Coordinators

Masters in Social Media and Management	Dr Kath Bassett
Masters in Social Media and Interactive Technologies	Dr Kath Bassett
Masters in Social Research and Social Media	Dr Kath Bassett
Masters in Criminology and Social Research	Dr Carol Robinson
Masters in Culture, Sociology and Globalisation	Dr Eliran Bar-El

Research Centres

Director of the Centre for URBan Research (CURB)	Dr Daryl Martin
Director of the Centre for Women's Studies (CWS)	Dr Rachel Alsop
Director of the Science and Technology Studies Unit (SATSU)	Dr Richard Tutton

Academic Staff Details

Up to date information on all the [Department of Sociology Staff can be found on the departmental website.](#)

The information includes:

- Biography
- Office Location and contact details
- Research Interests and publications

Who to Contact

Student Services Administrators can be contacted in the sociology office, telephone 01904 32 3234 (just dial 3234 from any internal telephone within the university). Email: sociology-pg@york.ac.uk

If you have any queries relating to the content of individual modules, you should contact the module leader in the first instance.

Communicating with you

Our main point of contact with you is through your University of York email address, so you must check this account regularly. Please include your Student ID number in the email subject line to help us with electronic record management.

The Department also sends out a Monday Memo every Monday during semesters.

Some information is also sent through the VLE. Please look out for those messages too.

Yorkshare VLE

All modules have a site on the [Yorkshare Virtual Learning Environment](#) (VLE) and you will be enrolled onto each module that you are taking.

Everything that you need for each module is on this site and includes:

- Module announcements
- Module structure week by week
- Assessment information
- Staff teaching on the module
- Key and recommended reading lists

Seminar rooms and offices

The Departmental office is located on the first floor in the Law and Sociology Building (LMB/103). The offices of the academic members of staff are located on the second floor in the building. The University has an [online campus map](#) to help you navigate on the campuses.

Departmental facilities

There are many communal spaces for Sociology Students in the Law and Sociology Building, both on the ground floor and first floor to use to study or meet peers. The Sociology Lounge area has been created for quiet personal study or small group study. It is located on the first floor in the department.

Health, safety and security

Please see information about the [University's Health, Safety and Security policy](#).

Your supervisor

Your department will allocate you an academic supervisor who offers support and advice throughout your degree programme.

You will meet your supervisor twice in both the Autumn and Spring semesters, to discuss your academic progress and to check that all is well with you and your studies. This is an important point of academic contact for all students. Your supervisor will encourage you to develop your academic and personal skills and can also act as a referee for any applications you might make in the future. They can advise what to do if things go wrong and refer you to the right people in the University for help with more personal matters.

How to change supervisors or what to do with any issues with supervision

Your supervisor can support you with your academic progression and acts as your point of referral contact for any further pastoral needs. Your personal supervisor will not necessarily be the one to supervise your project in the Summer Term, as you will work with someone else in the department who can provide more specialist assistance in the area in which you're working (see the Dissertation Handbook for details).

The department has a designated academic lead for supervision. This is Dr Jennifer Chubb (Jenn). In the first instance, we encourage you to raise any immediate concerns with your supervisor. If this is problematic, you can contact Jenn via email jennifer.chubb@york.ac.uk to discuss any concerns in greater depth. This may include issues relating to requests for changes in supervision or to voice concerns over any relational concerns. All discussions of this nature will be kept in strict confidence and escalated with your consent.

Supervision and visa requirements for engagement points are as follows (3 contacts in each semester for visa students).

Semester one:

- 1 plenary session all years - Freshers week (supervisors to meet supervisees in groups)
- 1 individual supervision - Weeks 5 or 6
- (1 x visa requirement seminar - Weeks 9, 10 or 11)

Semester two:

- 1 plenary session all years - Refreshers week (supervisors to meet supervisees in groups)
- 1 individual supervision - Weeks 5 or 6
- (1 x individual supervision - Weeks 9, 10 or 11)

Students will have 3 points of engagement during the Summer Semester (and 3 x visa requirement project supervision meetings). All supervision meetings need to be in person unless a reason has been communicated in special circumstances.

Making an appointment with your supervisor:

If you wish to speak with your supervisor you should email him/her/them to make an appointment. Supervisors may also advertise Open Office Hours, when you can drop in without an appointment, but if your need is urgent he/she/they will often meet you as soon as possible.

In order to make an appointment with your supervisor, PGT students are expected to use Google calendar. You will be informed who your supervisor is and supervisors will then contact you inviting you to arrange to meet. All meetings will take place in the GMT time zone, which is UK time. All the meetings will be conducted face to face. Your supervisor will record the meetings on e:vision. If you find that you can't access e:vision to record the meeting then you should speak to the student services team. Should you not be able to attend a meeting, you should attend the Sociology Office to have a brief chat with a member of the Student Services Team - this meeting would count as the supervision meeting and therefore fulfil visa regulations.

You are encouraged to maintain good contact with your supervisor and to report any difficulties so that adequate support can be provided.

Departmental committees

The two committees of the department that are most relevant to Masters Students are the Board of Studies in Sociology, and the department's Teaching Committee.

The Board of Studies, which meets twice a semester (usually at the beginning and end of each semester), is responsible for all aspects of the curriculum, administration and teaching in the department. Masters students have one representative on this Board. For any questions you might have about the Board, please ask the Chair of the Board of Studies.

The Departmental Teaching and Learning Committee has more specific responsibility for the curriculum, administration, teaching and assessment of the Masters courses. This is the committee that is most specifically relevant to your interests. Masters students have two representatives on this committee, one for MA students and one for MSc students.

Staff-Student Forum

This committee will take place twice a semester and is Chaired by the Director of Student Experience. The committee will be attended by the Student Reps, Chair of Board of Studies, Deputy Head of Department (TLA), Director of UG Teaching and Learning, Director of PGT Teaching and Learning and a Professional Services representative.

All staff and students are welcome to attend and the purpose of this committee is to receive student feedback, promote student well-being, and assist students in raising issues to the Departmental Teaching and Learning Committee and the Board of Studies.

You are welcome to bring any matter of concern, suggestions etc. to the notice of either of these committees, through your representative on the relevant committee.

Course reps/ Student Action Groups

Academic representation is a partnership between the Student Unions and University departments. Together, we aim to ensure that students contribute directly to the processes of reviewing, maintaining and enhancing the quality of the academic experience here. You can go to academic reps

with any feedback about best practice, concerns or suggestions about how the department or aspects of your programme are run.

Your Reps are recruited to represent the views of all students in their departments. Reps collect feedback from students about course-based issues, but also about the lived experience of what it's like to be a student in the department more generally. They consult with students across the department to identify which groups of students are affected by certain issues and work together, alongside staff, to put solutions in place.

You are welcome to bring any matter of concern, suggestions etc. to the notice of this Group.

Students are also notified directly about particularly important decisions by the Board of Studies, for instance those which involve significant changes affecting their studies. Students concerned about any aspect of the curriculum, administrative arrangements, departmental teaching resources, etc., should discuss the matter with the Reps. Issues raised by students at the Board of Studies, together with responses to them, are reported on the VLE.

Faculty Reps work behind the scenes ensuring that the student voice is heard at all levels. By sitting on high-level committees, they influence University-wide decisions as well as pushing forward their own manifesto projects.

Student evaluation of modules

The Department fully supports the university's policy of closely and continually monitoring the effectiveness and success of our teaching. One of the principal mechanisms involved in this is students' appraisal of individual modules, and of the programme as a whole. You will have the opportunity, on the completion of each module (i.e. at the end of each semester), to give your (confidential) assessment of the content, scope, and organisation of each module, and of the effectiveness of the teacher concerned (teaching style, methods etc.). We frequently make adjustments to the course in the light of the views expressed by Masters students in the module appraisals, the graduate forum, through Teaching Committee, or more informally (e.g. to your supervisors).

Equality, diversity and inclusion

We are committed to the creation of a fair, welcoming and inclusive environment for all, where everyone is treated with dignity and respect.

Equality and diversity are fundamentally central to our research community, and to the nature of the research that we undertake. The department has a Equality and Diversity Committee which monitors and promotes equality, diversity and inclusion and has recently applied for a Bronze Athena Swan award. We welcome your suggestions for improving our support. You can make a suggestion via our [webpage on equality, diversity and inclusion in the department](#).

See more information about [equality, diversity and inclusion at the University](#).

3. Your Programme of Study

Modules

Each stage is made up of modules. You study and are assessed on three modules each semester and each taught module you take is worth 20 credits. You will achieve the credit for a module by passing the module assessments. Modules are assessed by a range of methods which will result in a numerical module mark out of 100.

If you fail a module there are two possible ways in which you might still be able to progress. These are compensation and reassessment, and are explained in more detail in the [Assessment, progression and award section](#) below.

Progression

Each Masters degree has a progression point at the end of the taught section of the programme. In order to progress, students must have been awarded all required credits for the taught section.

When we calculate your degree classification, different stages will be weighted differently. More information on this can be found under 'Your final degree classification' in the [Assessment, Progression and Award](#) section.

MA Criminology and Social Research

York's Criminology and Social Research masters programme offers students an in-depth understanding of key issues, debates and theoretical perspectives in criminology. Taught by leading researchers in the field, this programme critically analyses practitioner debates in criminal justice, concepts of social control, policing practice, human rights and justice, social policy, law and order. Alongside these conceptual questions, the programme also offers social research methods training to equip students with the practical knowledge and skills required to conduct criminological research, such as critical ethnography, narrative analysis, regression analysis, and SPSS. As a student on this programme you will develop an advanced comprehension of criminology, gain a critical understanding of the way in which criminology relates to 'real world' problems of crime, and acquire key transferable skills in research, communication, IT, digital technology, self-management and group working, all of which will prepare you for a variety of exciting career pathways within criminal justice and beyond. You will learn in a stimulating research-intensive environment, benefitting fully from the range of expertise of colleagues in the department. Through research-led teaching, this programme offers a distinct and innovative approach to criminological study allowing students to engage with cutting-edge research that tackles contemporary local and global issues related to crime, deviance and social control.

Programme aims and learning outcomes

On successful completion of the programme, graduates will be able to:

- Systematically approach, conceptualise and analyse theoretical and empirical issues relating to academic criminology and criminal justice systems in contemporary societies
- Critically evaluate and apply a wide range of complex and innovative methodological approaches to undertake criminological research.
- Applying insight from in-depth knowledge of cutting edge developments in the study of crime and deviance to inform and support areas such as policymaking, service delivery, and further academic research.
- Expose, assess and explain formal and informal forms of social control and how they shape and order local and global contemporary societies.
- Design, execute and present a major piece of criminological research in the form of a project. This will involve implementing and managing your own research through a rigorous ethics process and independent study.
- Deploy a range of advanced transferable skills in research, communication, IT, digital technology, self-management and group working, which can be utilised to inform planning, decision-making and problem solving for public, private and third sector employers.

Programme structure

Full time programme structure

Semester 1:

- [Academic Integrity](#) (by end of Week 6)
- [Critical Perspectives on the Criminal Justice System \(SOC00015M\)](#)
- [Introduction to Qualitative Methods and Data Analysis \(SOC00026M\)](#)
- [Introduction to Quantitative Methods and Data Analysis \(SOC00028M\)](#)

Semester 2:

- [Advances in Criminological Theory \(SOC00014M\)](#)
- [Law and Social Control \(SOC00016M\)](#)
- [Advanced Methods In Social Research \(SOC00011M\)](#)

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

Part-time programme structure

Year 1

Semester 1:

- [Academic Integrity](#) (by end of Week 6)
- [Introduction to Qualitative Methods and Data Analysis \(SOC00026M\)](#)
- [Critical Perspectives on the Criminal Justice System \(SOC00015M\)](#)

Semester 2:

- [Law and Social Control \(SOC00016M\)](#)
- [Advances in Criminological Theory \(SOC00014M\)](#)

Year 2

Semester 1:

- [Introduction to Quantitative Methods and Data Analysis \(SOC00028M\)](#)

Semester 2:

- [Advanced Methods In Social Research \(SOC00011M\)](#)

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

MA Culture, Society and Globalisation

MA in Culture, Society and Globalisation is a Master's degree that provides advanced interdisciplinary approaches, methods and skills for investigating the relationships between global economic, technological, social and cultural change and local, 'everyday' practices and attachments. You will learn to shed insight into the emerging characteristics, meanings, conflicts and tensions relating to rapid technological development and socio-cultural transformations in the context of globalisation. You will also be able to pose your own critical research questions and undertake academic investigations of relevant issues of your own choosing. The year-long programme covers topics including: social media, big data and everyday life practices. You will practise empirical, analytical and evaluative tools to research and academically engage with 'real world' debates and issues, including social, cultural and economic inequalities; postcoloniality and diversity; nationalism; and cultural identity, always through a cross-cultural and cosmopolitan lens. The programme draws on York Sociology's eminent track-record of international research to deliver research-led teaching and learning. The programme encourages students to pursue a personalised interdisciplinary programme of in-depth study and personal educational development in selected areas of relevance to Culture, Society and Globalisation. Students specialise their degree by choosing two optional modules within the Department and across the Faculty of Social Sciences. You will engage with innovative studies carried out in a number of prominent world-class interdisciplinary research centres, including the European Centre for Cultural Exploration, the Centre for Urban Research and the Centre for Women's Studies. International and cross-cultural in focus, the programme offers opportunities directly to work with students from different countries. The MA in Culture, Society and Globalisation teaches practical and communication skills, such as digital literacy, cross-cultural communication and a sensitivity towards difference which are practised in seminars and workshops. Such skills are highly regarded for different professions in the globalised world, including education, the media, corporate organisations, the public sector and the not-for-profit sector.

Programme aims and learning outcomes

On successful completion of the programme, graduates will be able to:

- Apply advanced knowledge and critical awareness of key theories, concepts and approaches in the interdisciplinary study of Culture, Society and Globalisation.
- Identify and evaluate the social and cultural challenges inherent to a globalising society, including aspects such as social media, inequalities and diversity in different socio-cultural contexts.
- Develop research questions, empirically investigate and use data and theory to challenge implicit assumptions of a wide range of social, cultural and political issues in a global context.
- Collect, manage and undertake critical analyses of either qualitative and quantitative data using appropriate research methods and techniques.
- Initiate, design and evaluate original, critical and academically rigorous research with regard to wider considerations of research governance and ethics through independent and group projects.
- Communicate confidently in academic and professional settings to a range of different audiences and via digital technologies.

Programme structure

Full time programme structure

Semester 1 (all modules are core):

- [Academic Integrity](#) (by end of Week 6)
- [Culture, Society & Globalisation 1: Theories and Developments \(SOC00018M\)](#)
- [Understanding Social Media \(SOC00003M\)](#)
- [Research Design \(SPY00159M\)](#)

Semester 2:

- [Culture, Society & Globalization II: Inequalities & Practices \(SOC00019M\)](#) (core)

Optional modules may include:

- [Social Media, Data & Society \(SOC00022M\)](#)
- [Researching Digital Life \(SOC00027M\)](#)
- [Law & Social Control \(SOC00016M\)](#)
- [Critical Theory \(POL00017M\)](#)
- [New Security Challenges \(POL00046M\)](#)
- [Women, Citizenship & Conflict \(WOM00010M\)](#)
- [Feminism & Sexuality \(WOM00005M\)](#)
- [Intercultural Communication in Education \(EDU00051M\)](#)

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

Part time programme structure

Year 1

Semester 1:

- [Academic Integrity](#) (by end of Week 6)
- [Research Design \(SPY00159M\)](#)
- [Culture, Society & Globalisation 1: Theories and Developments \(SOC00018M\)](#)

Semester 2:

- [Culture, Society & Globalization II: Inequalities & Practices \(SOC00019M\)](#) (core)
- One of the optional modules listed above

Year 2

Semester 1:

- [Understanding Social Media \(SOC00003M\)](#)

Semester 2:

- One of the optional modules listed above

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

Optional modules

Students on this programme will be invited to make their semester 2 optional module choices within the first week of semester 1. It will be possible to change your optional module up to the second teaching week in semester 2; after that it will be subject to the Board of Studies Chair's permission.

MSc Social Media and Interactive Technologies

Social media are radically transforming the world we live in. Nowhere is this more profound than in the relations between humans and emergent media and technologies. How we relate to new media, technologies and devices is at the heart of how they are coming to change our lives. Understanding how technologies and social media implicate human activities, practices and behaviours is crucial to formulating responses, articulating ideas of the future and being active within the reshaping of the way we live today. It is this reshaping of our everyday lives at the level of our interactions with these media and interactive technologies that this programme seeks to help you understand. The combination of modules on social media and those on interactive technologies, will tell you not only about the transformative power of media, it will also match this with a detailed understanding of the interactive technologies that facilitate the spread and integration of those media forms. Operating on a global scale, social media are central to the functioning of new types of capitalism and are rapidly reshaping organisations, brands and consumption. Understanding social media is key to understanding the changes that we continue to experience. Social Media and Interactive Technologies combines two vital areas of knowledge for contemporary professionals in the fields of media, research and technology design.

As a Social Media and Interactive Technologies student, you will learn to combine a critical social science understanding of relevant social, economic, cultural and political factors, by applying social theory, concepts and evidence. You will develop a deep appreciation of user-centred practices and processes as you progress as a student within the fields of both sociology and computer science. As a graduate of the programme you will be prepared for a range of careers in the commercial, voluntary, and policy sectors, including technology design, policy research, and social inclusion advocacy. You will be in a position to contribute distinctive interdisciplinary knowledge and skills, such as socially sensitive application design, to an emerging and vibrant social media landscape and shape the future of that area through evidence based decisions that benefit members of society.

Programme aims and learning outcomes

On successful completion of the programme, graduates will be able to

- Combine appropriate theoretical and empirical methods from both sociology and computer science to respond to questions at the frontier of international and cross cultural social media knowledge to develop insights into both technical and social transformations.
- Deploy a comprehensive appreciation of contemporary research in understanding and responding to the complex relationships between social media and socio-cultural change.
- Utilise research in the areas of Human Computer Interaction and design practices, and to use this to design new technologies in a research, third sector or commercial career.
- Critically assess dynamic and specific contexts/tasks in the design, implementation and management of social media and interactive technologies by combining knowledge of social science theory, methodology and technology design techniques.
- Identify and explore emerging research and commercial ideas and assess their value for improving social media and interactive technology from a social and user-centred perspective.

- Develop prototypes that would be suitable to evaluate user-centred designs for interactive system in a user-centred way and appropriate to the stage of the design process.
- Lead and collaborate within groups to realise effective teamwork, a thriving workplace, and successful project management.
- Analyse empirically gathered data and communicate findings from those data to non-technical, professional or academic partners.

Programme structure

Semester 1:

- [Academic Integrity](#) (by end of Week 6)
- [Understanding Social Media \(SOC0003M\)](#)
- [Qualitative Approaches to Investigating UX \(COM00181M\)](#)
- [Interaction, Design and Evaluation \(COM00179M\)](#)

Semester 2:

- [Social Media, Data & Society \(SOC00022M\)](#)
- [Researching Digital Life \(SOC00027M\)](#)
- [Human Factors: Technology in Context \(COM00189M\)](#)

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

MSc Social Media and Management

Social media are radically transforming the world we live in. Operating on a global scale, they are rapidly reshaping organisations, brands and consumption. Social Media and Management combines two vital areas of knowledge for contemporary media workers, researchers and managers. Now that social media are deeply embedded, we need to understand how social media are changing organisations and commerce so that we might then be able to reflect on how we might respond and utilise their potential.

This course will help to prepare you by developing your skills in management in the context of the transformations in social media. This course will prepare you for your future career by combining an understanding of cutting edge ideas in management, and helping you to place these ideas within the transformative power of social media and the social media environment. As a Social Media and Management student, you will examine how organisations, technologies and information systems are managed and learn how to identify and analyse key innovations in information technologies and their impact on society. In particular, this course will provide you with the knowledge, theories and ideas to be able to react to social media and also to circulations of data that underpin them. You will critically investigate the opportunities and challenges presented by the availability of these new data forms. In broader terms, this interdisciplinary programme will help you to combine a critical understanding of social, economic, cultural, and political factors, with organisational theory, business information systems development, and technology innovation. The skills embedded in this course are designed to ensure that you will be well positioned for a future career and that you will have highly sought after knowledge of the most pressing changes that employers may be facing, especially with regard to social media. You will develop the knowledge and skills to be able to react to an emerging and vibrant social media landscape. You will leave with cutting edge knowledge of social media and will have the skills to apply this knowledge in management of people, communications and organisations.

Programme aims and learning outcomes

On successful completion of the programme, graduates will be able to:

- Apply knowledge, concepts and theories from the social sciences and management to identify, understand and respond to key issues at the frontier of transformation in social media.
- Explain, following critical evaluation, the impact upon social and commercial relations and identities of mass collaboration, interactivity, information sharing and social networking.
- Develop strategies, based upon a critical analysis of social media, for improving social and commercial relations in business and management, the voluntary sector, and the wider social setting.
- Produce accurate and in-depth answers to complex management situations by identifying relevant and reliable sources of information and then deploying this information to develop their arguments.
- Critically analyse social media as tools for surveillance, governance and control as well as artefacts for innovation, entrepreneurship and collective action.
- Support organisational development and create competitive advantages and innovative working practices by applying in depth-knowledge of how social media might be used.

- Design and conduct focused research projects that are rigorous and organised and which combine appropriate principles, theories or methodologies to produce clear insights into the aspects of social media being researched.

Programme structure

Semester 1:

- [Academic Integrity](#) (by end of Week 6)
- [Understanding Social Media \(SOC00003M\)](#)
- [Managing People in the Global Context \(MAN00130M\)](#)
- [Business Information Systems \(MAN00149M\)](#)

Semester 2:

- [Social Media, Data & Society \(SOC00022M\)](#)
- [Researching Digital Life \(SOC00027M\)](#)
- [Continuity & Change in Organisations \(SOC00007M\)](#)

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

MA Social Media and Social Research

Social media are radically transforming the world we live in. But how can we understand their impact upon the work in which we live? Operating on a global scale, they are central to the functioning of new types of capitalism and are rapidly reshaping the social world. Understanding social media is key to understanding the changes that we continue to experience. It is only by combining a knowledge of social research methods with a knowledge of social media that we will be able to get beyond superficial understandings and really get to grips with these changes.

This programme prepares you to be both a skilful and knowledgeable researcher and an informed critical analysis of social media. The Social Media and Social Research programme engenders a cutting edge and dynamic area of knowledge for contemporary media workers, social researchers, and technology designers by combining social scientific research practices with comprehensive knowledge of the use of social media in contemporary society.

As a Social Media and Social Research student, you will learn to harness a critical social science understanding of relevant social, economic, cultural and political factors, and design and apply appropriate social scientific methods and research practices. In particular, the role of social media data, generated by people, organisations and automated technologies, will be at the vanguard of your thinking by critically evaluating on-going public debates, new examples of culture, society and technology, and formulating approaches to investigating 'real world' problems.

As a graduate of the programme you will be prepared for a range of careers in the commercial, voluntary, and policy sectors, including media management, policy research, social media analysis, journalism, communications, and academic research. You will be in a position to contribute sociological knowledge and skills to an emerging and vibrant social media landscape and shape the future of that area through critical evidence-based decisions that benefit members of society. You will also have the skills to thrive in an interconnected global workplace.

Programme aims and learning outcomes

On successful completion of the programme, graduates will be able to:

- Exercise specialised knowledge and understanding of social media and their importance for social, cultural and global processes and how it applies to a range of areas including everyday interactional practices, cultural production and circulation, and political and institutional engagement.
- Critically interpret, analyse, and evaluate social theories, concepts, methodologies and arguments in order to articulate a clear understanding of the sociological study of social media, culture and globalisation.
- Develop informed and advanced research strategies based upon critical consideration of the advantages and disadvantages of different methods, in order to identify the epistemological approaches in social scientific research.
- Critically select and use a range of social scientific research methods, both quantitative and qualitative, which are appropriate to meet the requirements in industry, national and local government and public services.

- Develop arguments to support the use of emerging forms of social and behavioural data (both large, and small-scale) in order to understand the relationship between social media and contemporary sociological research.
- Draw upon concepts, theories and methods in order to advance and utilise social research practices in the contemporary context.
- Utilise extended social research expertise to critically evaluate social research, and to design research appropriate for the investigation of cultural, social, and global aspects of social media and emerging communication technologies.

Programme structure

Full time programme structure

Semester 1:

- [Academic Integrity](#) (by end of Week 6)
- [Understanding Social Media \(SOC00003M\)](#)
- [Introduction to Qualitative Methods and Data Analysis \(SOC00026M\)](#)
- [Introduction to Quantitative Methods and Data Analysis \(SOC00028M\)](#)

Semester 2:

- [Advanced Methods in Social Research \(SOC00011M\)](#)
- [Researching Digital Life \(SOC00027M\)](#)
- [Social Media, Data and Society \(SOC00022M\)](#)

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

Part time programme structure

Year 1

Semester 1:

- [Academic Integrity](#) (by end of Week 6)
- [Understanding Social Media \(SOC00003M\)](#)

Semester 2:

- [Social Media, Data and Society \(SOC00022M\)](#)
- [Researching Digital Life \(SOC00027M\)](#)

Year 2

Semester 1:

- [Introduction to Qualitative Methods and Data Analysis \(SOC00026M\)](#)
- [Introduction to Quantitative Methods and Data Analysis \(SOC00028M\)](#)

Semester 2:

- [Advanced Methods in Social Research \(SOC00011M\)](#)

Summer semester:

- [PGT Dissertation \(SOC00009M\)](#)

Dissertation

The final part of the year is given over to the dissertation of independent research worth an additional 60 credits. A student must obtain a mark of at least 50 in order to pass the project module. There will be tutorials and training organised at various points through the year and you will be given notice of when these have been scheduled. You are expected to make every effort to attend these.

A PGT Dissertation Handbook will be produced and made available to students early in semester 2. This will give more information about the timescale of work, planning and expectations.

Overview

The dissertation gives students the opportunity to apply the methodological, conceptual and analytic skills you have acquired throughout the taught components of the degree. You are expected to design, implement and manage a research project, analyse the data and produce a report written in the style of, and to the standard of, an article for journal submission. You are expected to show their understanding of the broader intellectual and disciplinary context of their research and its relation to existing research literature. You are required to relate their research to conceptual, theoretical and epistemological issues and debates within sociology or, if relevant, to the wider social sciences. Students may choose either a quantitative or a qualitative approach, or a combination of the two if warranted by the specific question.

Supervision

The dissertation is an independent piece of empirical research led by the student. However, it is expected that throughout the entire process the student will work under close supervision with a member of staff assigned to each student for this purpose. Your personal supervisor will not necessarily be the one to supervise your project. Students funded by external funding will be allocated to the supervisor who will supervise their MPhil/PhD research; this is also the case of non-funded students who intend to register for a PhD after their MA. Students not funded externally who express no initial intention to register for a PhD after their MA will be allocated to a supervisor in line with departmental workload allocation. Although every effort will be made to allocate the student to a supervisor with relevant research expertise in their chosen research area, this cannot be guaranteed. All staff are well equipped to supervise PGT CPMs regardless of their area of expertise. All students will be formally assigned individual project supervisors by the beginning of semester 2. Any concerns relating to allocation should be discussed with your supervisor and further referred to Dr Jenn Chubb who is academic lead for supervision if not resolved.

Students are entitled to approximately 6 meetings (i.e. 6 hours) of personal supervision. (This includes any of the supervisor's time whether by meeting, email or telephone). Please note that supervisors can only read up to around 3000 words of draft work during the course of their supervision. **It is the student's responsibility to contact and seek help from their supervisor.**

Your supervisions should follow the following topics:

1. Planning (including ethics)
2. Literature Review

3. Methodology
4. Analysis
5. Draft chapter

This is an *independent* piece of research, so although the supervisor is there to help and guide the student, they are not there to tell students what to do. Inevitably, some students will encounter difficulties. When this occurs, let your supervisor know as soon as you can. DO NOT ignore problems until the last minute as this may cause unnecessary anxiety and may make it difficult for the department to find a satisfactory resolution. Students should note that their supervisors may be away from the University during July, August and September. It is the student's responsibility to check the supervisor's availability during these months and plan their work accordingly.

Ethics

Students must complete the appropriate ethics form and supporting documents (if applicable) for submission to the Departmental Ethical Committee. No data collection is allowed until ethical approval has been given. Submission and review dates will be made available on the VLE during semester 1.

Word count

The Dissertation must be no more than 10,000 words. The number of words is to be entered on the cover sheet.

Submission

You will need to submit one electronic copy of your project. This should be double spaced in 12 point Times New Roman, with 3cm left and right margins.

Data protection

Students should also be aware of, and comply with, the [requirements of the Data Protection Act, and the University's policy, procedures and guidelines relating to data protection.](#)

Reading lists

These will be available on the module sites through the Yorkshare VLE. Many reading materials will be journal articles or book chapters which will be in pdf format. These can be downloaded and annotated on your computer if you don't want the expense of printing.

Recommended books will be available in the library.

You can find further information on your reading lists in the [Teaching and Learning](#) section below.

Credit-weighting

Credit-weighting means that, in calculating your average mark, each module mark will be given more or less weighting in proportion to the volume of credit (i.e. workload) that is associated with it.

For further information on credit-weighting, including how you can use it to calculate your marks, consult the [Student Guide to Progression and Award](#).

Further information on calculating your final degree mark is available under 'Your final degree classification' in the [Assessment, Progression and Award section](#).

Problems with your programme

If you are having problems with your programme you should seek help and advice as soon as possible. In the first instance you may wish to talk to your supervisor. If there is any issue with supervision please contact Dr Jenn Chubb.

Change your plan – leave of absence, transferring or withdrawal

There are many occasions when personal circumstances may make it necessary for you to change aspects of your course. However, the decision to [make changes to your course](#) should not be taken lightly and it is essential that you understand the implications that any changes may have. You should discuss any proposed changes with your supervisor.

Transferring to another programme of study

If you are unhappy with your programme of study, you should talk to your supervisor and discuss the options available to you. One option is to [transfer to a different programme of study](#) within the University. Transfers cannot be guaranteed, and are dependent on you meeting the academic requirements of the new programme and there being space on your preferred programme. If you are considering transferring, you should speak to your supervisor as soon as possible.

We can also advise you if you wish to transfer from York to a programme of study at another university.

Leave of absence

A [leave of absence](#) allows you to take an authorised break in your studies for a maximum of one calendar year in the first instance. This can be on a variety of grounds including medical or compassionate grounds.

Withdrawal

[Withdrawal](#) is the term used when a student decides to leave the University permanently prior to completion of the award for which they are registered, whether for personal or academic reasons.

4. Teaching and Learning

Studying at university

At university we expect you to take responsibility for your own learning. This means being self-motivated and independent when it comes to your studies and your personal development.

Teaching methods

Seminars and Lectures

Your Masters programme is composed of lectures and seminars. The seminars are usually the occasion to deepen your knowledge of what has been covered during the lectures and for you to discuss your ideas and readings with the rest of the group.

Timetable

Your timetable is available on your e:vision account and it is important that you have regular and easy access to this especially as there are a few classes scheduled at different times/days than expected.

The best way of accessing your timetable is to synchronise it with your Google calendar so that any changes appear overnight.

Code of conduct – teaching sessions

All teaching staff aim to make your teaching sessions an enjoyable activity. Taking an active part will advance your learning and help towards getting good marks. Our expectations are:

- All classes must be attended,
- Please be punctual,
- Mobile phones **MUST NOT** be used during teaching sessions unless you have explicit permission,
- PREPARE for sessions by doing the reading and tasks as specified on the VLE,
- Bring notes you have made on the readings to every class,
- Respect the other members of your group and their right to contribute: come prepared to speak and to listen,
- Be aware of the sensitivity of some of the issues covered in the course and respectful of those who may be affected by them,
- When contributing to a discussion, try to defend an intellectual position rather than simply stating a personal opinion.

Attendance

You should attend all scheduled teaching sessions that we set for you, either in person or online, and use the student Check-In system. Regular attendance is vital to succeed in your degree programme.

[University Regulations](#) state that you should be present at any time at which teaching or other academic engagements have been arranged for your programme (including Saturdays).

Absence

If you are ill during teaching weeks, please notify the University via your [e:Vision](#) account (in the "Your Support" section). You can self-certify for a maximum of ten days in any one academic year, with a maximum of seven days for any one period of illness.

An absence of more than seven days, but no longer than four weeks, can be approved by your Chair of the Board of Studies. Any longer absence requires the approval of Special Cases. See the information on taking a [Leave of Absence](#).

If you stop attending scheduled teaching sessions without saying you are withdrawing and do not respond to our efforts to make contact with you within a specified time-scale, the Board of Studies will assume that you have [withdrawn from your studies](#).

Feedback on Learning and Assessment

Feedback at a University level can be understood as any part of the learning process which is designed to guide your progress through your programme by providing commentary on your work to date. We aim to help you to reflect on your own learning and help you feel clearer about your progress through clarifying what is expected of you in both formative and summative assessments.

The University guidelines for feedback are available in the [Guide to Assessment Standards, Marking and Feedback](#).

Feedback

Feedback on all work is provided in a variety of ways and you must make the most of all opportunities to discuss your assessment and study progress:

1. After each open assessment you will receive feedback on the strengths and weaknesses of your work. This will be available within 25 working days of the submission deadline
2. You will meet with your supervisor twice a term and you should discuss any concerns that you have and also present your assessment feedback for further discussion
3. In-class discussions (especially in seminars) give you a chance to discuss your ideas and ask questions; this is a very important part of the feedback process, whereby you can gain support from your peers and your teachers
4. You will also have supervision meetings with your project supervisor through the summer months to enable you to discuss the different aspects of your project work.

What do I need to do to succeed in my programme?

The [Student Guide to Rules for Progression and Award](#) explains what you need to do to progress through your degree programme and how you can calculate your current classification marks along the way.

Private Study

In addition to attending lectures and seminars you are expected to be involved in organising your own study and learning programme. This involves reading the core texts and further recommended and background reading in support of each taught session. You may be asked to make a presentation as part of a group or you should be prepared to discuss what you have read.

In addition to reading you will need to plan your assessments. Open assessments are usually released early in the term and you need to select one or more of the essay titles, read around the topic and plan your essay/assessed exercise.

There are over 1,200 spaces available across [the JB Morrell and Raymond Burton Libraries and the Harry Fairhurst building](#). Please refer to the [information on further places to study](#).

Academic integrity

[Academic integrity](#) represents a set of values and behaviours which members of the academic community abide by. To be a trusted member of this academic community you must understand and demonstrate academic integrity in your studies and the work you produce. Such values include honesty, trust, fairness, respect and responsibility.

Online Academic Integrity Tutorial

You are required to successfully complete the University Online Academic Integrity Tutorial, preferably within the first few weeks of your programme. The tutorial relates to your individual programme so you must complete it even if you have studied at York before.

The tutorial is on the VLE and will take you through key principles around integrity and how to avoid things like plagiarism and collusion. If you do not uphold the values and conventions of academic integrity, you may be subject to the University's academic misconduct procedures.

Referencing

Referencing is a key aspect of academic writing and is used to clearly identify information and ideas that come from source materials. It is essential to acknowledge other people's ideas in this way so that you can avoid committing plagiarism. Incorrect or non-existent referencing can constitute misconduct.

The Sociology Department uses the Harvard referencing system. You must ensure that you reference

all your work correctly.

You can download a guide to [Harvard referencing](#).

If you do not uphold the values and conventions of academic integrity, you may be subject to the University's academic misconduct procedures.

Turnitin

Turnitin is a text-matching software designed to help students integrate material into assignments correctly. All students can use Turnitin once you complete the online Turnitin tutorial on the VLE.

Academic misconduct

Academic misconduct means breaking the rules of academic integrity and this is why we regard any form of academic misconduct as a very serious offence. See the University policy for what we consider to be [academic misconduct](#).

Our guidance on [Artificial Intelligence \(AI\) use in assessment](#) states that we expect you not to use AI to generate assessment answers, unless you have been explicitly told that you may or must do so.

Students facing academic misconduct issues can contact the [Graduate Students' Association Advice and Support](#) service for help.

Ethics

Ethics is an essential part of social science research. Before you carry out any research for your project module, you must get ethical approval from the department's ethics committee.

You can talk to your project supervisor about ethics and there will also be information and resources available to guide you through the process, including this [Guide for Students](#).

Study skills and support

Departmental study support

The Sociology Department is part of the Department Academic and Communication Skills (DACS) support system. Support is provided to all students enrolled in the MA and MSc Social Media programmes. Each student will have a workshop timetabled in each of semesters one and two and in the first weeks of the summer semester. The workshops are integrated into the degree programmes, meaning the skills support is directly relevant to and supportive of the modules students study.

Students can book for one to one tutorials to receive guidance and support about any aspect of their studies. This is available for the whole of the degree programme. There is a dedicated VLE site for academic skills: DACS Sociology Academic Skills.

In addition to this dedicated skills support, there are also a range of central services available, which are outlined in the section below.

Managing your workload through private study

Teaching at York is done by academic experts who will introduce you to academic subject areas, key concepts and outline your learning objectives. You are responsible for researching, studying and managing your own learning.

You will need to plan your time carefully and be aware of timescales and deadlines for assessments, projects and exams.

We know that adjusting to new ways of working and having to produce work at this level in accordance with the many academic rules and regulations can be daunting. However, your tutors and your supervisors are there to help, supported by the integrated DACS skills support outlined above. There is further support in place through the Student Skills Hub to help you gain any additional skills you might need with your maths, academic writing, referencing, IT skills and languages. See the section below on the Student Skills Hub.

The [Study Skills Hub](#) enables you to see and access a range of helpful Centres and resources which are available to the whole university community. These resources will be at your disposal throughout your studies:

- [The Writing Centre](#) - for planning academic work and discussing academic writing;
- [The Maths Skills Centre](#) - for discussing issues with mathematics, statistics and numeracy skills;
- [The Library](#) - for addressing information skills and accessing research materials;
- [IT skills](#) - for solving IT issues and developing more advanced IT capabilities;
- [Transferable skills](#) - for working in teams, presenting to audiences and other employability skills;

Accessibility and Disability Support

[Disability Services](#) can provide support, advice and guidance for those with a diagnosed disability, including: dyslexia and specific learning difficulties; Asperger's syndrome; visual and hearing

impairment; physical/medical impairments amongst others. All students with disabilities are encouraged to contact them to discuss meeting your individual needs.

Please let the department know as soon as possible if you have a disability and may require support. You can discuss this with your supervisor.

The Sociology department's disability representative is:

Debs Stephens, Student Services Manager: debs.stephens@york.ac.uk

You may also require individual arrangements for formal examinations. See the information provided on formal examinations in the Assessment section for further information.

Student Support Plans

If you have a disability or specific learning difficulty, you may be eligible for additional support via the Disability Team. The support available is flexible and tailored to suit individual needs and requirements.

To access support please email the Disability Team directly via email disabilityservices@york.ac.uk or call +44 (0)1904 324785 to request an appointment. A meeting with a Disability Advisor will be arranged to discuss any support you require from the University e.g. exam support, including extra time in exams, library assistance and/or academic support. Your individual requirements will be recorded in a Student Support Plan, which will be shared with your Academic Department so they can provide the adjustments you require.

It is advisable to contact the Disability Team to begin the process as soon as possible.

Please Note - If you studied for an undergraduate degree at the University of York, Student Support Plans do not automatically transfer to a new programme; you will need to be reassessed by Disability Services before an updated Student Support Plan is shared with the relevant parties. This will need to be done well in advance of any assessments that may be affected by the Student Support Plan created for you. **So it is important to start the process as early as possible.**

To create a Student Support Plan the Disability Team will require evidence of your condition - this is usually a letter from your GP or Consultant. The evidence should include:

- Information about your disability and/or medical condition, including a diagnosis and symptoms
- What treatment/support you are receiving
- The effect of the disability and/or medical condition on daily life

Once you have an SSP in place then this will provide you, your Department(s) and Disability Services with information as to what teaching support and assessment adjustments you have in place. It is your plan, so you must be clear on what support is available and how you ask for certain adjustments.

It is your responsibility to inform your tutors you have an SSP and to refer to it when requesting adjustments. - If you would like your SSP reviewed at any time please contact Disability Services.

In the case of a Specific Learning Difficulty they will require a Psychological Assessment Report that has been carried out by someone with a practising certificate.

Once you have an SSP in place then this will provide you, your Department(s) and Disability Services with information as to what teaching support and assessment adjustments you have in place. It is your plan, so you must be clear on what support is available and how you ask for certain adjustments.

It is your responsibility to inform your tutors you have an SSP and to refer to it when requesting adjustments. - If you would like your SSP reviewed at any time please contact Disability Services.

Please read the further details available on our website about [accessing support](#) which answers frequently asked questions. This also provides information about how to apply for Disabled Students Allowance (DSA).

Managing your workload through independent study

You are responsible for researching, studying and managing your own learning. You will need to plan your time carefully and be aware of timescales and deadlines for assessments, projects and exams.

Your tutors and supervisor can advise and we have further support in place through the [Academic Skills Community](#) to help you gain any additional skills you might need with maths, academic writing, referencing, IT skills and languages.

Online resources – IT facilities, VLE and others

The teaching and learning on each of your modules is supported by the [Virtual Learning Environment](#) (VLE) where you will find details of the courses, reading lists, assessments and seminars. You will be registered for modules and various other resources automatically (plagiarism awareness software, online essay writing training resources, etc.).

Staff will aim to have teaching materials available on the VLE by 6:00pm the day before a seminar/lecture.

For information on the IT Services and [facilities](#) provided please consult the [University webpages](#).

The IT support team can be contacted by phone (01904 32) 3838 (9am-5pm, Mon to Fri) and email itsupport@york.ac.uk

Library

The University Library provides a vast array of high quality online resources, books, and spaces to work. Staff are here to help, whether that's in person at the Help Desk or via email, phone, chat or social media. Find out more about where to start with the [Library Essentials guide](#). This includes information on using the library catalogue, your library account, online induction resources and opening hours. For general help, contact the [Library Help Desk](#).

Your reading list

Your online [reading lists](#) are designed to help you get started with reading for your module. Your lecturer might have structured your lists by topic or by week on the VLE module site to help you navigate them more easily, and you'll find that items are tagged as essential, recommended or background so that you know which to read first.

The online system provides information about where items are in the Library and it also tells you if books are out on loan. If we have electronic resources they will link directly to the reading so it is really easy for you to access it.

Your Academic Liaison Librarian

Your Academic Liaison Librarian is Tony Wilson ([book an appointment with Tony](#)). They can help you to search effectively for resources, understand how to use and evaluate these and how to reference your work correctly. They can be contacted at lib-sociology@york.ac.uk Further details on your Academic Liaison Librarian and your subject guide can be found in the [Sociology Library Subject Guide](#).

Study spaces

There are over 1000 places to work across the three sections of the Library: the Morrell, the Fairhurst and the Burton. These include a variety of quiet and silent areas, IT rooms, and bookable group and individual study rooms. There are study areas designed especially for postgraduate students in the Morrell and the Fairhurst; ask at the Library Help Desk to get access to these spaces. There is also library space on the 1st floor of Piazza Building on Campus East, and a 24/7 Library Study Area in Vanburgh (V/N/058).

Students can also access the Sociology Lounge on the 1st floor of LMB, which is available throughout the week for quiet individual or small group study.

Languages for All (LFA)

The University's [Languages for All](#) courses are a perfect opportunity to broaden your horizons and learn about a new culture. Courses are available in 14 different languages and at different levels so you can take part whether you are a beginner or nearly fluent. There may be a charge for these courses.

5. Assessment, progression and award

Guide to assessment

The University's [Guide to Assessment Standards, Marking and Feedback](#) contains the University's formal procedures relating to the conduct of assessment. It provides clear and detailed information on each aspect of student assessment and is a useful resource if you want to know more about how your work is assessed.

Assessment methods

You will encounter two types of assessment during your time at University: formative and summative.

Formative assessment is there to help you develop. While it does not contribute to your final degree mark, it will help you to learn more effectively – you will be provided with feedback which will help you to review and improve your performance.

Updated 30 October 2023

Formative assessment is different from summative assessment. It is an optional opportunity to receive feedback on your work, and deadlines for this work are at the discretion of the module convenor. Different modules will have different types of formative assessment, as well as different types of feedback, tailored to the specifics of each module. For example, some modules involve submitting written work via ultra discussion boards by a particular deadline and receiving written feedback that will be viewable by all on the module. In other cases, formative work may take place only during class time, and you may receive oral feedback. In all cases, module teaching teams have designed formative work to ensure that you are able to receive useful feedback that will help you to develop and progress in relation to your summative assessment

Summative assessment indicates the extent of your success in meeting the assessment criteria and how well you have fulfilled the learning outcomes of a particular module or programme. The marks from this type of assessment will contribute to your final degree result or towards progression decisions.

Assessment format and submission of work

Assessment is based on a series of exercises or essays for each module taken, and one dissertation.

The University's Rules of Assessment and Award are in the final section of this handbook and/or linked to relevant pages on the university website. They are also available on Yorkshare VLE. You should take the time to read these by the end of Autumn Term Week 1 and bookmark them.

The rules should be read in conjunction with:

- [The University guide to assessment](#)
- [University Guide student pages relating to Assessment and examination.](#)
- [University Guide to Assessment Policies and Procedures](#)
- [University Academic Misconduct Policies, Guidelines and Procedures.](#)
- [Student Guide to the University's Rules for Progression and Award in Taught Postgraduate Programmes](#)

It is very important that you backup your work frequently so you do not lose everything if you have computer problems. Backups should not be stored on the same computer as working copies. *Computer failures and printing problems do not count as mitigating circumstances for late submission.*

Open Assessment Deadlines

The deadlines for your submissions will be listed on the VLE. Within each module site on the VLE there will be a section referring to assignments, which will have listed the details for each assignment.

Hand-in Procedure

Your examination number is Y*****. It is very important that markers do not know the identity of the assessments they are assessing so your name must not be anywhere on the script.

Assignment cover sheets can be found on the VLE, under the Assignment Submissions section. A cover sheet must be attached to the front of your assignment before submitting. The front page of each submitted assessment must contain the following information:

1. Name of degree
2. Name of module
3. Title of assessment
4. Word count

Please put page numbers in the footer of your submitted work.

One electronic copy of each assessment must be submitted onto the VLE. You will receive instructions on how to do this at the end of the semester 1. No print copies of your assignments will be required. Submitting an assignment is an online-only process.

Format and Presentation

Remember that word counters presume that anything with a space before and after is one word, so do not leave spaces inside brackets or before commas, etc.

All work must be typed. The margins must be at least 2.5cms/1 inch. The font size must be equivalent to Arial 11 or Times New Roman 12. The main text must have 1.5 spacing between the lines, but single-spacing is acceptable for long indented quotations). Pages must be numbered. The text need not be right justified. The work must be very carefully spell-checked and proofread.

The Sociology Department uses the Harvard referencing system. You must ensure that you reference all your work correctly. Please see the Referencing section above for further details.

You may be asked to take an online examination. This means the paper will be uploaded to the VLE and emailed to you at a certain time and you upload your answers before a specified deadline. See our [guidance for online exams](#).

Penalties

Knowing how to manage your time, write succinctly and provide a complete and comprehensive piece of work to a strict deadline are skills you will develop at university. In the interests of fairness, transparency and to be equitable we have strict rules around deadlines and the quality or quantity of work submitted, and have clear penalties where these rules are not followed.

All work submitted late, without an approved extension of [Exceptional Circumstances affecting Assessment](#), will have a percentage of the available marks deducted for each day (or part of each day) that the work is late, up to a total of five days, including weekends and bank holidays, e.g. if work is awarded a mark of 30 out of 50, and the work is up to one day late, the final mark is 25.

After five days, the work is marked at zero. The penalty cannot result in a mark less than zero.

Submitted	Penalty
Up to one hour late	5% deducted from mark
1 day	10% deducted from mark
2 days	20% deducted from mark
3 days	30% deducted from mark
4 days	40% deducted from mark
5 days	50% deducted from mark
Over 5 days	Work marked at zero

Penalties for going over word limit

[Word Limit Policy \(updated October 2023 in line with Guide to Assessment, Standards, Marking & Feedback Policy on Assessment, Examiners, Marking and Feedback 2023/24\)](#)

You must not exceed word limit requirements for assessments. Take careful note of what is included or excluded from the limits in respect of the work required for all your different modules.

Students must declare word/time/page count on all open forms of assessment, if it is suspected that a limit has been inaccurately declared with intent to deceive, this will be investigated as cheating under Academic Misconduct regulations.

Tariff penalty: the student loses marks where a limit is exceeded:

- Up to 15% = 5 mark penalty
- 16-50 % = 10 mark penalty
- Over 50% = mark of 0 awarded

Where penalties result in a student failing the piece of work, normal regulations on resubmission/resit will apply.

The word count for all written work completed for programme modules (e.g. essays, assignments etc.) does not include the following: appendices, bibliography/reference list, contents page, cover sheet or title page. In addition, but only for written work completed for the module 'Social Interaction and Conversation Analysis', conversation analysis data extracts are not included in the word count. For all other modules, data extracts are included in the word count. The Dissertation Handbook gives separate information on what is included in the word count for the Sociology Dissertation. Remember that word counters presume that anything with a space before and after is one word, so do not leave spaces inside brackets or before commas, etc.

Under-length assignments are not to be penalised under this policy; such work is to be marked on its academic merit only and taken into account in the marking criteria.

Failure to submit

If you, with no approved claim of Exceptional Circumstances affecting Assessment, fail to submit an assessment by the deadline after five days or fail to attend an examination, a mark of zero will be awarded. You may be given the opportunity for reassessment – see 'Feedback on Learning and Assessment' in the [Teaching and Learning](#) section above. However, the zero will be used to calculate your degree classification, and if the examination or assessment missed is already a resit or re-assessment to redeem an initial failure, no further re-assessment opportunities will be available without proof of exceptional circumstances.

If you are struggling to meet deadlines, submit a piece of work or will miss an exam due to personal circumstances you will need to inform the University as soon as possible and apply for [Exceptional Circumstances affecting Assessment](#).

How is my work marked?

Marks are expressed on a scale of 0-100. The department uses a banded marking system, which specifies that all work judged to be worthy of a distinction will receive at least 75%. All work judged to be worthy of a merit will receive at least 62%, all work judged to be worthy of a pass will receive at least 52%, and all work judged as a marginal fail will receive at least 42%.

Module assessments are single-marked and moderated internally. Students receive the agreed marks and feedback. Dissertations are double blind-marked and markers need to agree on a final mark through reference to the marking criteria and reasoned argument based on evidence. Students receive the agreed mark and feedback.

Marks from returned module assessments and dissertations are subject to ratification by examiners until the Board of Examiners at the end of the programme.

Module assessments are marked using the PGT Assignment criteria. Dissertations are marked using the PGT Dissertation marking criteria. These marking criteria are valid for the academic year 2023/2024. See below for a description of our marking criteria:

Assignment Grade Descriptors for MA/MSc Programmes	
<p><u>Distinction (85/95/100)</u></p> <p>Argument: (i) Excellent command of the topic, perceptive and insightful, all suggesting that the work is of publishable quality in an academic forum; (ii) Excellent argument that is of the highest academic quality; (iii) Critical distance and outstanding analysis of the question;</p> <p>Structure: (iv) Engaging introduction to the subject, the focus of the essay, and the line of argument; (v) well-structured linked paragraphs, each with one main idea and strong supporting material; (vi) Powerfully convincing conclusion;</p> <p>Referencing: (vii) Referencing impeccable using appropriate Harvard conventions;</p> <p>Language: (viii) Virtually no errors in grammar/ spelling/ syntax.</p>	<p><u>Distinction (75)</u></p> <p>Argument: (i) Demonstrates command of the topic by showing a high level of perception and insight – a serious contribution to academic debate; (ii) Clear, well-structured argument that is well crafted and cogent; (iii) Critical distance and outstanding analysis of the question;</p> <p>Structure: (iv) Engaging introduction to the subject, the focus of the essay, and the line of argument; (v) flowing, well-structured linked paragraphs, each with one main idea and strong supporting material; (vi) Powerfully convincing conclusion;</p> <p>Referencing: (vii) Referencing clear and accurate using appropriate Harvard conventions;</p> <p>Language: (viii) Virtually no errors in grammar/ spelling/ syntax.</p>

<p>Use of Sources: (ix) Outstanding selection that makes a substantial contribution to academic debate; (x) Outstanding use of source material.</p>	<p>Use of Sources: (ix) Outstanding selection from a wide, relevant and innovative range of perspectives and sources; (x) Sources very well-integrated into the overall argument.</p>
<p><u>Merit (62/65/68)</u></p> <p>Argument: (i) Demonstrates a good command of the topic by showing perception and insight; (ii) Clear, cogent and well-structured argument; (iii) Critical distance and sound analysis of the question;</p> <p>Structure: (iv) Clear introduction to the subject, purpose of the essay and line of argument; (v) Well-structured paragraphs that could have stronger links, each with one main idea and supporting material; (vi) Clear conclusion that brings together the main points and answers the question;</p> <p>Referencing: (vii) References clear and accurate using appropriate Harvard conventions;</p> <p>Language: (viii) Near perfect grammar/ spelling/ syntax.</p> <p>Use of Sources: (ix) Selection from a wide and relevant range of perspectives and sources that draws upon contemporary academic debate; (x) Sources well-integrated into the overall argument.</p>	<p><u>Pass (52/55/58)</u></p> <p>Argument: (i) Shows understanding of contemporary academic debate; (ii) Mostly clear and well-structured argument; (iii) Demonstrates criticality and reasonable level of analysis;</p> <p>Structure: (iv) has introduction that states the subject of the essay, but not totally clearly; (v) Separate and sometimes linked paragraphs, each with one main idea and some supporting material;</p> <p>(vi) Has a conclusion which repeats the main points;</p> <p>Referencing: (v) Referencing clear and mostly accurate using appropriate Harvard conventions;</p> <p>Language: (vi) Satisfactory level of grammar/ spelling/ syntax with some errors.</p> <p>Use of Sources: (vii) Relevant selection from a relevant range of perspectives and sources; (viii) Sources mostly well-integrated into the overall argument;</p>
<p><u>Marginal Fail (42/45/48)</u></p> <p>Argument: (i) Demonstrating reasonable understanding but largely descriptive; (ii) Some attempt at presenting argument coherently; (iii) Some successful analysis but has a tendency to accept the source material at face value;</p> <p>Structure: (iv) Difficult to discern the focus of the essay in the introduction; (v) Poor paragraph development with poor links between them – ideas are undeveloped or more than one idea in a paragraph; (vi) Conclusion with little detail / unclear;</p>	<p><u>Fail (0/15/25/32/37)</u></p> <p>Argument: (i) Limited/poor understanding demonstrated, and irrelevant material included; (ii) Some/minimal structure and argument present; (iii) Limited/analysis and criticality; merely describes sources;</p> <p>Structure: (iv) An introduction which is confused or serves little purpose; (v) Little sense of paragraphing – paragraphs are too long or too short – main ideas and supporting material are confused; (vi) Poor Conclusion which serves little purpose or is missing;</p>

<p>Referencing: (vii) References adequate but clearer and/or more references needed;</p> <p>Language: (viii) Reasonable grammar/ spelling/ syntax but with several errors.</p> <p>Use of Sources: (ix) Relevant but not wide selection of resources; (x) Sources sometimes not properly integrated into the argument.</p>	<p>Referencing: (vii) References limited/inappropriate;</p> <p>Language: (viii) Many errors in grammar/ spelling/ syntax making it difficult/impossible to read.</p> <p>Use of Sources: (ix) Some/minimal relevant sources and limited topic coverage; (x) Sources only occasionally/not at all integrated into the argument.</p>
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Dissertation Grade Descriptors for MA Programmes	
<p><u>Distinction (85/95/100)</u></p> <p>Research Questions: Clear, precise, well-formulated research questions/aims, formulated appropriately for the methodological/theoretical framework. Compelling case is made for research.</p> <p>Research Planning & Implementation: Research design fully addresses questions, and reasons for its adoption are fully discussed. Full consideration of relevant ethical issues.</p> <p>Analysis & Discussion: Excellent analysis using appropriate techniques or concepts, which are fully described and justified. The analysis is innovative and/or technically demanding. Balanced and entirely appropriate discussion of findings.</p> <p>Argument: Cogent, well-structured argument that is of exemplary academic standard.</p> <p>Use of Sources: Outstanding understanding and use of relevant sources. Literature is fully integrated into</p>	<p><u>Distinction (75)</u></p> <p>Research Questions: Clear and precise research questions/aims, formulated appropriately for the methodological/theoretical framework. Reasoned case is made for research.</p> <p>Research Planning & Implementation: Research design clearly addresses questions, and reasons for its adoption are discussed. Clear consideration of relevant ethical issues.</p> <p>Analysis & Discussion: Analysis using appropriate techniques or concepts, which are well described and justified. There is a depth of analysis that may be technically demanding. Balanced and appropriate discussion of findings.</p> <p>Argument: Cogent, well-structured argument is presented throughout.</p> <p>Use of Sources: Excellent understanding and use of relevant sources. Literature is explicitly linked to the</p>

<p>the rationale for the study as well as into the overall argument.</p>	<p>rationale for the study as well as to the overall argument.</p>
<p><u>Merit (62/65/68)</u></p> <p>Research Questions: Adequately clear and appropriate research questions/aims, formulated appropriately for the methodological/theoretical framework. Some consideration is given to justifying the questions.</p> <p>Research Planning & Implementation: Research design addresses questions and has no major flaws. Reasons for its adoption are discussed. Consideration given to relevant ethical issues.</p> <p>Analysis & Discussion: Analysis using appropriate concepts or techniques, which are described and justified to an extent. There is discussion of findings but may be under-developed.</p> <p>Argument: A clear argument is presented, though lapses in places.</p> <p>Use of Sources: Good grasp of relevant sources. To a large extent, the literature is linked to the rationale for the study as well as to the overall argument.</p>	<p><u>Pass (58/55/52)</u></p> <p>Research Questions: Comprehensible research questions/aims but may lack clarity and precision or be over-ambitious for MA/MSc. Some consideration is given to justifying the questions but reasoning might be under-developed.</p> <p>Research Planning & Implementation: Research design goes some way to addressing questions and has no major flaws. Reasons for its adoption are discussed but might be under-developed. Consideration given to relevant ethical issues.</p> <p>Analysis & Discussion: Analysis using appropriate concepts or techniques, but with errors or flaws. There is discussion of findings but may be superficial or may have an inadequate basis.</p> <p>Argument: A recognizable argument is presented though faulty or inconsistent in part.</p> <p>Use of Sources: Fair account of mostly relevant sources. The literature is somewhat linked to the rationale for the study. Tends to be descriptive and not integrated into overall argument.</p>

<p><u>Marginal Fail (42/45/48)</u></p> <p>Research Questions: Indication of research questions/aims but not clearly formulated and may not be researchable. Little justification of questions.</p> <p>Research Planning & Implementation: Research design is reported but not clearly. Reasons for its adoption are discussed too briefly or are flawed. Superficial consideration of relevant ethical issues.</p> <p>Analysis & Discussion: Superficial analysis. There may be major errors or flaws. Discussion of findings fails to engage with major themes from key literature.</p> <p>Argument: Lacks a clear argument.</p> <p>Use of Sources: Some relevant sources but superficial descriptions.</p>	<p><u>Fail (0/15/25/32/37)</u></p> <p>Research Questions: No research questions/aims or they are incomprehensible or inappropriate.</p> <p>Research Planning and implementation: The research design is either not reported or very poorly reported. No reasons given for its adoption. Little consideration of relevant ethical issues and/or the research presents serious ethical concerns.</p> <p>Analysis & Discussion: Insufficient attempt at analysis. Unjustified or no discussion of findings.</p> <p>Argument: Argument is absent or has major shortcomings.</p> <p>Use of Sources: Very few sources cited. Often irrelevant or there may be major misunderstandings.</p>
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What happens if I fail a module?

There are two possible ways in which you may still be able to pass your taught modules and progress to the next stage.

Compensation

For Masters level modules, the pass mark for module assessments is 50. However, if your mark for a module is in the 40 – 49 range, you may still be able to get the credits for the module if your performance in other modules is good enough to compensate. In other words, ‘marginal’ failure in one module may be compensated by achievement in others.

Reassessment

If you get a module mark below 40, or if you have too many modules with failing marks to be allowed to compensate them all, you will have to be reassessed. However, there is a limit to the number of credits in which you can be reassessed.

If you need to be reassessed to pass a module, it is important to note that it will be your mark on your original attempt that will be used to calculate your degree classification. We will not use your resit mark.

Please note that not all modules can be reassessed or compensated. Please note that the Dissertation cannot be compensated for.

For further information on compensation and reassessment, see the [Student Guide to Progression and Award](#).

Resits, repeats and readmission

If you make a successful claim that an assessment is affected by medical or compassionate circumstances, you may be permitted to sit the assessment again 'as if for the first time'. This means that the original attempt will not be considered for progression decisions or your degree classification.

Repeat study will only be considered in cases where a student can show that they had truly exceptional circumstances which did not allow them to benefit from the teaching on their first attempt, and that there was a good reason why the student could not have informed the University of the circumstances at the time.

You will need to submit evidence of mitigating circumstances to qualify for resits and repeats. See further information on [resits, repeats and readmission](#).

Programme extensions and termination

A programme extension can be recommended where a student cannot complete the programme within a normal timescale because of exceptional circumstances. If you find yourself in this situation, talk to your supervisor.

In some circumstances, the Board of Studies can recommend that your programme is ended before its normal end date. This may be due to reasons such as poor attendance (without good reason) or through having failed so much of the programme that it is no longer possible to graduate.

See further information on [programme termination, extensions and transfers](#).

Exceptional Circumstances affecting assessment

Sometimes things happen beyond your control that either have an impact on your performance during an assessment or prevent you from undertaking the assessment at the scheduled time. If these events are truly exceptional, i.e. serious, unusual and unpredictable, they may be classed as exceptional circumstances and you may be able to defer or resit an assessment.

There are three possible ways to claim exceptional circumstances:

1. Student Support Plans (for students with a disability) sometimes have the option to request an extension on a piece of work as part of their Plan's adjustments or to defer an examination attempt.
2. Self-certification can be used for short-term, acute illnesses or short-term unforeseen circumstances prior to submission of an open assessment or commencement of an examination. Students may use self-certification for a maximum of 3 assessments per academic year. (This is not to be confused with [self-certification of illness](#) if you are ill during term time and miss teaching).
3. You can apply to the Exceptional Circumstances Committee for assessments where the start time (exams) or deadline (open assessments) has passed or where the self-certification may not be possible due to the severity of the circumstances/impact on assessment.

If such exceptional circumstances do occur, you must seek support from your supervisor and provide evidence as soon as possible at the time they occur. You can find the [Exceptional Circumstances affecting Assessment](#) claim form online, along with further information on submitting a claim.

Submitting an appeal

You can [submit an appeal](#) if you can establish there was a procedural error in arriving at an academic decision, or on the basis that you can provide evidence that you had exceptional circumstances which you could not have raised at the time. You cannot appeal against academic judgement of your work. Seek support from your supervisor and/or the [Graduate Students' Association \(GSA\) Advice and Support](#) service before deciding whether to submit an academic appeal.

For information on making a complaint, see the [Rules and responsibilities](#) section below.

External examiners

The external examiners for the Masters programmes are:

- **Dr Camilla de Camargo** - Lecturer in Criminology, Lancaster University Law School
 - Critical Perspectives on the Criminal Justice System; Advanced Methods in Social Research; Advances in Criminological Theory and Law and Social Control.
- **Professor Mark Hill** - Professor of Fandom Studies
 - Culture, Society and Globalisation I & II; Understanding Social Media; Themes and Issues in Contemporary Sociology; and Social Media, Data and Society.

It is inappropriate to make direct contact with external examiners. If you have any issues or concerns you can register these through [appeal](#) or [complaint](#).

Students will have the opportunity to be fully involved in the external examining process and to understand the issues raised and the department or University's response, for example through the inclusion of student representatives at the Board of Studies and Staff Student Forums.

Your final degree classification

The University applies the following mark scale to postgraduate work:

- Distinction: 70-100
- Merit: 60-69
- Pass: 50-59
- Marginal fail (potential to compensate): 40-49
- Fail: 0-39

For information on calculating your degree classification, see the [Student Guide to the University's Rules for Progression and Award](#).

6. Rules and responsibilities

Regulations and student discipline

When you enrol, you agree to accept and abide by the [University Regulations](#). You should make sure you are familiar with [Regulation 7: Student Discipline](#), and the associated procedures, which details the sorts of behaviour which are unacceptable in our community and explain our procedure for taking disciplinary action. We aim to maintain a community of respect in which students and staff can study, work and live safely together. We hope that your time at the University will not be affected by problems of [student misconduct](#).

Complaints

If you are dissatisfied with your experience of a service you have received as a student you should let us know. In the first instance you should speak to someone within the department or service where the issue occurred.

If you are dissatisfied with their response, you can find more information on [how to make a complaint](#) on our website.

Dignity, respect and privacy in the use of social media

Sharing through social media can be an enriching way of staying connected to each other. However, it's important to also be mindful of the rights of our staff and students to dignity, respect, confidentiality and privacy in the social media environment. We are a [community of respect](#) committed to values of dignity, fairness and compassion. Please be aware of the University's [guidance](#) in the use of social media and our [policy](#) on the misuse of IT. The University's policy on [Dignity at Work and Study](#) provides further guidance for staff and students in [reporting](#) incidents where they believe our values and principles have been breached. Avoid capturing and sharing images or videos without permission. Think before you post. Respect yourself and others online.

Data protection

The University collects, uses, stores and shares certain types of personal data, in various formats, about its current and past students in order to fulfil its functions as an education provider and to maintain its lifelong relationship with its alumni community. In doing so, it complies with the UK General Data Protection Regulation and Data Protection Act 2018. See further information on [how the University uses your data and the various rights you have](#) on our website.

7. Support and wellbeing

We offer a range of [help and support](#) so all students can get the most out of their university experience.

Your department

In addition to your supervisor, your department has a Department Community Coordinator (DCC) to work with department staff, student societies and student reps in order to help build departmental learning communities.

The **Departmental Student Wellbeing Officer** is here to assist and guide you through any personal or academic concerns you might be facing. They offer support, information and guidance through in person or remote appointments and workshops to help you access services on and off campus. You can find further information on the [Open Door website](#).

The Department's **Director of Student Experience and Supervision** is Dr Jenn Chubb.

Your college

York is one of a handful of UK universities with a college system. Your [college](#) provides you with a support network and a calendar of events and activities to help you settle in, develop your skills and explore your interests.

Each college has College Life Coordinators and Advisers to provide confidential pastoral care. They are a team of trained students who live in college and help resolve issues or point you to specialists. Whether you are an on-campus resident or not, your college is ready to listen.

Students' Unions

There are many opportunities at York to get involved with societies and extra-curricular activities both related and unrelated to your course.

See a full list of [societies and activities](#) provided by YUSU.

The Graduates Students' Association also runs various networks with regular events. Membership of Postgraduate Networks is free - see the [Graduate Students' Association \(GSA\) Network Guide](#).

Student Hub

The [Student Hub](#) is a first point of contact for support and advice. Chat to our Student Support and Advice Team about issues regarding finance and money, private sector accommodation, health concerns, immigration advice, academic progress issues and more.

Financial support

If you face financial difficulty, you may be eligible for [assistance funding](#) in the form of an emergency loan and/or a non-repayable award.

Accessibility and disability support

[Disability Services](#) can provide support, advice and guidance for those with a diagnosed disability, including specific learning difficulties such as dyslexia, dyspraxia and ADHD, autism, visual and hearing impairment, physical disabilities, medical conditions and mental health difficulties, amongst others. All students with disabilities are encouraged to contact the service to discuss your individual needs and to recommend academic adjustments in a Student Support Plan (SSP). Contact Disability Services even if you have had a previous SSP at York or other university.

Please let your department know as soon as possible if you have a disability and may require support. You can discuss this with your supervisor.

Each department has a disability representative. Sociology's Disability Representative is Debs Stephens (debs.stephens@york.ac.uk)

You may also require individual arrangements for formal examinations. See the information provided on formal examinations in the [Assessment, progression and award](#) section for further information.

Support for international students

Our [International Student Support](#) team provides immigration advice as well as support for issues many international students can face when living and studying in the UK.

Open Door

[Open Door](#) provides a range of self-help materials to aid your personal development and wellbeing as well as a professional confidential one-to-one service for students experiencing mental health issues.

24/7 support

Download the [TalkCampus](#) app to talk with other students from around the world about the ups and downs of student life or if you're struggling and worried about your mental health.

Campus Safety

[Campus Safety](#) staff are on duty 24 hours a day, 365 days a year and they are a first response for everyone on campus. All officers are first aid trained and part of the Mental Health First Contact network. They provide security advice, facilities management and aid the emergency services on campus.

Faith contacts

Our chaplains will speak in confidence with any student, regardless of faith or belief. They have a [network of contacts](#) with other faiths and provide spaces for prayer and reflection on campus.

Sexual Violence Liaison Officers

Our [Sexual Violence Liaison Officers \(SVLO\)](#) can work with you one-to-one to talk you through support options and reporting options, both within the University and externally. They will support you through whatever choices are right for you.

Report + Support

[Report+Support](#) is the University's tool to report student misconduct and to find support both within and outside the University on issues such as bullying and harassment, discrimination, domestic abuse, hate crime, sexual harassment and sexual violence. You can choose to report anonymously.

8. Personal development and employability

Careers

Our [Careers and Placements](#) team can help you with career planning, getting experience, developing your skills and strengths, job hunting and making applications, preparing for interviews and aptitude tests, as well as providing information about further study and funding.

Our [Career Journey](#) helps you build a portfolio of skills and experience by outlining a timeline of activities we offer. Our unique [York Strengths](#) programme helps you understand both what you are good at and what you enjoy doing, so that you can focus on a career that suits you. You can apply for the [York Award](#), the University's certificate of personal and professional development, to demonstrate that you have taken a proactive approach to your time at university.

We also organise careers fairs and events, [volunteering](#) opportunities, [internships](#) and support for [enterprise](#) to ensure you progress with a competitive edge.

Working during your studies

Our [Careers and Placements](#) team can help you to find a part-time job and provide information on your legal rights and obligations. We advise that you work no more than 20 hours a week during the semester as anything over this may interfere with your studies and affect your health and wellbeing. If you are a [Student visa holder](#) you will need to be aware of any working restrictions placed on you by your visa.

9. Graduation and beyond

After you submit all your final assessments, your overall degree classification will be agreed and ratified by your departmental Examinations Board and then approved by University Senate. You will receive an email from the University's Progression and Awards Team confirming that your results can be viewed on [e:Vision](#).

When the time comes, we will contact you with full information about [graduation](#), including ceremony dates and important deadlines. It is important to keep your information up to date on [e:Vision](#), including your personal email address.

Access to University services

Your borrowing rights at the University Library end on the last day of your studies.

Access to most IT Services facilities (including email) are automatically withdrawn approximately 90 days after you finish your studies. The data in your University Google account and your files in your personal filestore are saved for one year after expiry. IT Services recommend you save or transfer account data before they close - see [IT information for student leavers](#).

References and transcripts

If you require a reference, you should contact your Academic Supervisor or an academic member of staff who is familiar with you.

You can [purchase transcripts and other documents](#) from the Transcripts Office.

Keep in touch

Join the [York Global Alumni Association](#) to connect with other graduates, stay in touch with York, access careers support and other services.